

ALL SAINTS PRIMARY SCHOOL & THE CAIRN ANTI-BULLYING POLICY

August 2026

Due to be reviewed August 2028



Introduction

At All Saints Primary School & The Cairn, we are committed to providing a caring and inclusive environment where every child feels valued, respected and able to thrive. Our school community is built on strong relationships and a shared commitment to ensuring that everyone feels a sense of belonging.

This policy has been developed in line with Inverclyde Council Education Service's Anti-Bullying Policy (2025), which sets out the authority's approach to preventing and responding to bullying behaviour. It explains how these expectations are applied within our own school community and provides clear guidance for children, parents, carers and staff.

Inverclyde Council places the wellbeing of children and young people at the heart of its work, recognising its importance in helping learners become successful learners, confident individuals, responsible citizens and effective contributors. The Council is also committed to trauma-informed and relationship-based practice, which provides the wider context for its anti-bullying strategy.

We recognise that bullying behaviour is never acceptable. All children and young people have the right to learn in an environment free from fear, discrimination and harm. Our approach is informed by the United Nations Convention on the Rights of the Child (UNCRC) and promotes respect, inclusion and the wellbeing of all members of our school community.

At All Saints and The Cairn, our values of Kindness, Respect, Honesty and Determination guide our daily interactions and shape the culture of our school. These values help children develop empathy, build positive relationships and appreciate the diversity of others.

Through our Rights Respecting Schools work and our commitment to nurturing relationships, we support children to speak out when they have concerns and to seek help when needed. Any concerns about bullying will be taken seriously and responded to promptly, fairly and sensitively. The Agreed National Definition of Bullying

At All Saints Primary School and The Cairn, we believe that every child has the right to feel safe, respected and included. Bullying should never be seen as a normal part of growing up or something that children simply have to accept. Just as adults have the right to be treated with dignity and respect, children and young people are entitled to learn and develop in environments where they feel valued and supported.

Inverclyde Council has adopted the national definition of bullying outlined in *Respect for All (2024)*, which we use to guide our understanding and response to bullying behaviour.

"Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in."

"The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."

Bullying behaviour can take many forms. In a school setting, this may include:

- Being called names, teased, threatened or deliberately made to feel upset, either in person or online.
- Being hit, kicked, pushed, tripped or physically hurt.
- Having belongings hidden, taken or damaged.
- Being deliberately excluded, ignored or isolated from activities or friendships.
- Having rumours spread about you, either face to face or through social media, messaging apps or online platforms.

- Receiving hurtful, intimidating or abusive messages, images or comments online.
- Being made to feel powerless, unsafe or unable to take control of a situation.
- Being targeted because of who you are, or who others believe you to be.
- Encouraging or involving others in behaviour that increases the impact or reach of bullying.

What Bullying Is Not

It is important to distinguish between bullying behaviour and other situations that can arise as children and young people learn and develop. Not all disagreements, arguments or friendship difficulties are bullying. As children build relationships, they will sometimes fall out, disagree, make unkind choices or upset one another. While these situations may require support and guidance from adults, they are not necessarily bullying behaviour.

Conflict is a normal part of healthy relationships and can occur between friends and peers who generally enjoy positive relationships with one another. In these situations, those involved are usually able to express their views, resolve differences and work towards repairing the relationship. Although conflict can be upsetting, there is typically a shared willingness to rebuild trust and move forward.

At All Saints Primary School and The Cairn, we recognise that children are still developing important social and emotional skills, including communication, empathy, self-regulation and problem-solving. When difficulties arise, staff work with children to help them understand the impact of their actions, resolve disputes appropriately and strengthen positive relationships.

Understanding the difference between bullying and everyday conflict helps ensure that concerns are responded to in the most appropriate way, while also supporting children to develop the skills they need for healthy and respectful relationships.

Differentiating Bullying from Criminal Behaviour

While some behaviours may be reported or experienced as bullying, there are occasions when the behaviour is more serious and may be considered criminal in nature. In these situations, the response extends beyond the school's anti-bullying procedures and may involve other agencies, including Police Scotland or social work services. Examples of criminal behaviour can include assault, theft, harassment or actions that place a child or young person at risk of harm.

It is important that children, families and staff understand the distinction between bullying behaviour and behaviour that may constitute a criminal offence.

Sexual Behaviour and Harm

When a child or young person is pressured, coerced or forced into sexual activity, or experiences unwanted sexual contact, this is not considered bullying. Such behaviour may constitute sexual assault, sexual abuse or another form of gender-based violence. These concerns will be responded to in line with child protection and safeguarding procedures.

Online Behaviour

Children and young people increasingly interact through digital technologies. While some online behaviour may be categorised as bullying, certain actions carried out online may also be unlawful. This can include online harassment, sharing harmful or inappropriate content, threats, intimidation or other behaviours that may breach the law. Where necessary, the involvement of external agencies will be considered.

Hate Crime and Prejudice-Based Behaviour

Bullying behaviour can sometimes be motivated by prejudice towards a person's race, religion, disability, sexual orientation, gender identity or other protected characteristic. In some circumstances, where behaviour is motivated by malice or ill will towards a particular group and involves a criminal offence, it may be classified as a hate crime. Examples may include assault, vandalism, threatening behaviour or other criminal acts motivated by prejudice.

At All Saints Primary School and The Cairn, all concerns involving bullying, prejudice-based behaviour or potentially criminal conduct will be taken seriously. Staff will work closely with children, families and relevant agencies to ensure concerns are addressed appropriately and that those affected receive the support they need.



Respect for All (2024) p16

● **CONFLICT**

Usually at least one person doesn't want the conflict to go on unresolved, and will try to take action to improve the situation. It can highlight the importance of the relationship, providing a chance to build on strengths, solve problems, and move forward positively.

Healthy relationship conflict is not the same as bullying and is unlikely to lead to bullying as the people involved have a mutual interest in restoring equilibrium and maintaining connection.

● **BULLYING**

Bullying occurs within social relationships and typically involves an imbalance of power that allows a relationship of dominance and subordination to emerge. Bullying can be intentional or unintentional, occurring once or repeatedly.

Resolution usually requires adult support, meaningful intervention and a change of behaviour in the instigating person. There can sometimes be an escalation from bullying to violence.

● **CRIMINAL**

While bullying is not in itself a crime, some behaviour that may be reported or perceived as bullying could constitute a criminal offence, such as physical or sexual violence, online behaviours or hate crime.

It is not for staff to determine if behaviour is criminal; they should seek immediate support from Police Scotland if they have reason to believe that a crime may have occurred or that a child or young person has been seriously harmed.

Preventing and Responding to Bullying

At All Saints Primary School and The Cairn, we believe that prevention is the most effective way to address bullying behaviour. We are committed to creating a nurturing, inclusive and respectful environment where every child feels safe, valued and able to achieve their full potential. Our values of Kindness, Respect, Honesty and Determination underpin all aspects of school life and help to create a culture where positive relationships are the norm.

We promote positive relationships and prevent bullying by:

- Ensuring effective supervision in classrooms, corridors, playgrounds and other shared areas.
- Teaching respect, empathy, rights and responsibilities through our Health and Wellbeing curriculum, Religious Education and Rights Respecting Schools work.
- Providing opportunities through assemblies, class learning and themed events to explore kindness, inclusion, diversity and online safety.
- Embedding our school values in daily interactions and celebrating examples of positive behaviour.
- Using restorative approaches to support children in resolving disagreements and repairing relationships.
- Encouraging pupil voice through groups such as the Pupil Council, Rights Respecting Schools Group, Eco Group, Sports Leaders and other leadership opportunities.
- Ensuring that all children have trusted adults within the school who will listen to and support them.
- Working in partnership with families to promote positive behaviour and respectful relationships.

We are committed to upholding the principles of the Equality Act 2010 and actively challenge discrimination and prejudice in all forms. We recognise that bullying behaviour may be linked to factors such as race, religion, disability, gender, sexual orientation, gender identity, care experience, socio-economic disadvantage, body image or any other aspect of a person's identity.

Our Restorative Approach

At All Saints Primary School and The Cairn, we use a restorative approach to relationships and behaviour. When difficulties arise, our focus is on understanding what has happened, repairing any harm caused and supporting children to make positive choices moving forward.

Restorative practice involves:

- Giving everyone involved the opportunity to share their perspective.
- Helping children understand how their actions have affected others.
- Encouraging respectful listening and empathy.
- Supporting children to take responsibility for their behaviour.
- Agreeing next steps to repair relationships and prevent further difficulties.

This approach does not mean that inappropriate behaviour is ignored or that there are no consequences. Rather, it ensures that responses are fair, proportionate and focused on learning and growth. Children are supported to recognise the impact of their actions while being given opportunities to restore trust and rebuild relationships.

Why We Use a Restorative Approach

We use restorative practice because it:

- Helps children develop empathy, resilience and problem-solving skills.
- Supports children to resolve conflicts in a positive and respectful way.
- Reduces the likelihood of repeated incidents by addressing underlying issues.
- Strengthens relationships and promotes a positive school culture.
- Encourages inclusion and a sense of belonging for all children.
- Reflects our commitment to children's rights and ensuring that every voice is heard and valued.

Supporting Children to Respond Safely

At All Saints Primary School and The Cairn, we do not encourage children to retaliate if they experience hurtful or harmful behaviour. Responding aggressively often escalates situations and can make it more difficult to resolve concerns effectively.

Instead, we teach children to:

- Seek support from a trusted adult as soon as possible.
- Use their voice to explain how they feel and what has happened.
- Walk away from situations where possible and keep themselves safe.
- Trust that adults will listen, investigate concerns and take appropriate action.

We ask parents and carers to support this approach so that children receive a clear and consistent message at home and at school. By working together, we can help children learn that problems are best resolved through communication, understanding, accountability and respect.

Children's Rights

At All Saints Primary School and The Cairn, children's rights are at the heart of our approach to wellbeing, relationships and inclusion. The United Nations Convention on the Rights of the Child (UNCRC) sets out the rights of all children and young people and is now incorporated into Scots law. We believe that every child should be treated with dignity, respect and fairness, and that all children have the right to feel safe, valued and included within our school community.

Bullying behaviour is incompatible with children's rights and can have a significant impact on a child's wellbeing, participation and ability to learn. Through our Rights Respecting Schools work, we help children to understand their rights and responsibilities and develop the confidence to speak out if they feel unsafe or unfairly treated.

This policy reflects the principles of the UNCRC, with particular reference to the following articles:

- **Article 2:** Every child has the right to be protected from discrimination.
- **Article 12:** Every child has the right to express their views and to have those views listened to and taken seriously.
- **Article 13:** Every child has the right to freedom of expression.
- **Article 19:** Every child has the right to protection from all forms of violence, abuse and harm.
- **Articles 28 and 29:** Every child has the right to an education that develops their talents and abilities in a safe, supportive and respectful environment.
- **Article 39:** Every child has the right to support and recovery when they have experienced harm or mistreatment.

We are committed to ensuring that all children can access their rights without fear of bullying, prejudice or discrimination. We actively promote equality, inclusion and respect for diversity across all aspects of school life.

In line with the **Equality Act 2010**, we challenge discrimination and prejudice-based behaviour and seek to create an environment where everyone feels welcome and respected. We recognise that bullying can be linked to a range of factors, including race, religion or belief, disability, sex, sexual orientation, gender identity, care experience, socio-economic disadvantage, family circumstances, body image or any aspect of a person's identity. We are committed to responding sensitively and appropriately to ensure that every child feels safe, supported and able to thrive.

Equality and Inclusion

At All Saints Primary School and The Cairn, we are committed to creating a culture where every child, family member and member of staff is treated with dignity, respect and fairness. We celebrate diversity and recognise that everyone has the right to feel valued, included and able to participate fully in school life.

Our approach is guided by the **Equality Act 2010** and the **Public Sector Equality Duty (PSED)**, which places a responsibility on schools to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity for all.
- Foster positive relationships between people from different backgrounds and experiences.

We actively promote equality and challenge prejudice, discrimination and stereotypes. Through our curriculum, school values, Rights Respecting Schools work and daily interactions, we encourage children to develop respect, empathy and understanding towards others.

The Equality Act 2010 identifies a number of **Protected Characteristics**, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

We recognise that bullying and discriminatory behaviour can sometimes be linked to a person's identity or perceived differences. We are committed to ensuring that all children feel safe, respected and included, regardless of their background, circumstances or personal characteristics.

Any behaviour that targets or discriminates against an individual or group will be taken seriously and addressed promptly. We work proactively to promote equality, celebrate diversity and ensure our school community is one where everyone feels that they belong.

Roles and Responsibilities

Creating and maintaining a safe, respectful and inclusive environment is a shared responsibility. At All Saints Primary School and The Cairn, we all have a role to play in preventing and addressing bullying behaviour and promoting positive relationships across our school community.

Children and Young People

Children and young people are encouraged to:

- Treat others with kindness, respect and consideration, both in person and online.
- Speak to a trusted adult if they experience, witness or have concerns about bullying behaviour.
- Understand that bullying behaviour is not acceptable and can impact on the rights and wellbeing of others.
- Support their peers by including others, showing empathy and challenging unkind behaviour appropriately.
- Take part in restorative conversations when difficulties arise.
- Contribute to the development of a positive school culture through pupil leadership opportunities, including groups such as the Pupil Council, Rights Respecting Schools Group, Eco Group, Sports Leaders and Reading Ambassadors.

- Help ensure that our school values of **Kindness, Respect, Honesty and Determination** are reflected in daily life.

Parents and Carers

Parents and carers play an important role in supporting positive relationships and should:

- Contact the school if they have concerns about bullying behaviour affecting their child or another pupil.
- Encourage their child to talk openly about their experiences, worries and relationships.
- Promote respectful behaviour and positive relationships at home and within the wider community.
- Work in partnership with school staff to support agreed actions and solutions.
- Avoid discussing incidents on social media and instead raise concerns directly with the school.
- Support the school's restorative approach by encouraging children to seek help from trusted adults rather than retaliate.

Staff and Volunteers

All staff and volunteers are responsible for:

- Implementing this policy consistently and promoting a positive, inclusive school ethos.
- Taking all concerns seriously and responding promptly, fairly and sensitively.
- Being alert to signs that a child may be experiencing difficulties or distress.
- Listening carefully to children and ensuring they feel supported and heard.
- Recording concerns and incidents appropriately and confidentially.
- Using restorative approaches to help resolve conflict, repair relationships and promote learning.
- Modelling positive relationships, respect and inclusion in all interactions.

- Working collaboratively with families and colleagues to support children effectively.

School Leadership Team

The Head Teacher, Depute Head Teacher and Principal Teachers will:

- Ensure that this policy is implemented consistently across All Saints Primary School and The Cairn.
- Promote a culture where bullying behaviour is challenged and positive relationships are actively nurtured.
- Provide staff with training, guidance and support relating to anti-bullying practice, inclusion and restorative approaches.
- Monitor and review bullying incidents and relevant SEEMIS records to identify any patterns or emerging concerns.
- Ensure that parents and carers are appropriately informed and involved when concerns arise.
- Engage with children, families and staff when reviewing and evaluating the effectiveness of this policy.

Inverclyde Council and Education Services

As part of Inverclyde Council, our school is supported by Education Services, which:

- Provides the authority's Anti-Bullying Policy and guidance for schools.
- Offers professional learning and resources to support staff.
- Monitors authority-wide information and trends relating to bullying and wellbeing.
- Supports schools in responding to complex or significant concerns.
- Ensures anti-bullying work is aligned with wider strategies relating to inclusion, wellbeing, children's rights and equality.

Partner Agencies

At times, it may be necessary to work with partner agencies to ensure children and families receive the support they need. These may include:

- **Police Scotland**, where behaviour may be criminal in nature or where there are concerns about safety.
- **Health professionals**, to support wellbeing, emotional health or mental health needs.
- **Educational Psychology Service**, to provide advice and support in complex situations.
- **Community Learning and Development (CLD)** and family support services.
- **Third sector organisations** that provide specialist support related to bullying, discrimination, wellbeing or children's rights.

By working together, children, families, staff, school leaders and partner agencies can help ensure that all children at All Saints Primary School and The Cairn feel safe, respected, included and supported.

Respectful Behaviour

At All Saints Primary School and The Cairn, we are proud of our warm, nurturing and inclusive ethos. Positive relationships are at the heart of our school community and are built upon our shared values of **Kindness, Respect, Honesty and Determination**. We believe that every interaction provides an opportunity to model respect, empathy and understanding, helping children to develop the skills they need to build healthy relationships and contribute positively to society.

All members of staff play an important role in creating an environment where children feel safe, valued and included. Through positive role modelling, high expectations and consistent practice, we strive to ensure that every child experiences a strong sense of belonging and knows that their voice matters.

As professionals, staff are guided by the **General Teaching Council for Scotland (GTCS) Standards**, which emphasise the importance of:

- Promoting the health, wellbeing and rights of children and young people.
- Building and sustaining positive relationships that are respectful, caring and inclusive.
- Upholding the principles of the United Nations Convention on the Rights of the Child (UNCRC) and ensuring children are listened to and involved in decisions that affect them.

- Demonstrating a commitment to equality, fairness and social justice in all aspects of school life.
- Valuing and celebrating diversity and promoting respect for different cultures, beliefs, identities and experiences.
- Creating learning environments where all children feel motivated, included and supported to achieve their potential.
- Recognising and responding to the needs of children who have experienced adversity, trauma or care experience.
- Challenging discrimination, prejudice and inequality in all forms and promoting positive attitudes towards diversity.

Through our Rights Respecting Schools work, restorative approaches and commitment to inclusive practice, we actively foster a culture of kindness, respect and belonging. We want every child at All Saints Primary School and The Cairn to feel valued for who they are, confident in expressing themselves and supported to succeed within a community where everyone is treated with dignity and respect.

Language and Labelling

At All Saints Primary School and The Cairn, we believe that the language we use is important. Labelling children or young people as a *"bully"*, *"victim"* or *"perpetrator"* can be unhelpful and does not reflect our restorative and relationship-based approach. Such labels can define a child by a single incident or experience and may make it more difficult for them to learn, grow and move forward positively.

Instead, we focus on the behaviour that has taken place, the impact it has had on others and the support required for everyone involved. This helps children to understand the consequences of their actions, take responsibility where appropriate and develop the skills needed to build and maintain positive relationships.

When discussing concerns, staff will use language that is respectful, supportive and focused on understanding what has happened rather than attaching labels to individuals. Our aim is to help children feel heard, supported and empowered while promoting accountability and positive change.

In line with our restorative approach, all records of bullying concerns and incidents, including those recorded on SEEMIS, will focus on the behaviour, context and impact rather than using labelling language. This ensures that records remain

objective, accurate and centred on supporting the wellbeing and rights of children and young people.

Our Anti-Bullying Charter

At All Saints Primary School and The Cairn, children, staff and families have worked together to create our **Anti-Bullying Charter**. The Charter reflects our shared commitment to ensuring that everyone feels safe, respected and included. It is built around our school values of **Kindness, Respect, Honesty and Determination** and reminds us that creating a positive school community is everyone's responsibility.

Through our Charter, we commit to:

- Reporting bullying behaviour that we see, hear about or experience ourselves.
- Modelling positive, respectful and kind behaviour.
- Celebrating differences and ensuring everyone feels included.
- Working together in partnership between home and school to resolve concerns and support one another.
- Displaying and promoting our school values in everything we do. The Charter also reinforces children's rights, including the right to be listened to and taken seriously, the right to be protected from harm and the right to participate fully in school life. It serves as a shared agreement between pupils, parents, carers and staff and helps us ensure that every child has every chance to succeed.



Monitoring and Evaluation

We regularly review the impact of our anti-bullying work through a range of approaches, including:

- Gathering feedback from children through pupil voice activities, surveys, focus groups and leadership groups.
- Seeking the views of parents and carers through consultations and opportunities for feedback.
- Reflecting on incidents and responses to identify patterns, trends and areas for improvement.

- Reviewing SEEMIS records and other relevant data to monitor the effectiveness of interventions and support.
- Engaging staff in discussions about practice and sharing effective strategies across the school and The Cairn.

The findings from this ongoing evaluation help us identify strengths, address emerging needs and inform future developments. Where appropriate, outcomes contribute to school improvement priorities and wider quality assurance processes.

This policy will be formally reviewed every three years, or sooner if required by changes in legislation, local authority guidance or identified school needs. Children, staff, parents and partner agencies will be involved in the review process to ensure that the policy remains relevant and effective.

Professional Learning and Training

We recognise that well-informed and confident staff are essential in preventing and responding effectively to bullying behaviour. We are committed to ensuring that all staff have access to high-quality professional learning and support.

This includes:

- Familiarisation with this policy and the procedures for responding to concerns.
- Professional learning relating to anti-bullying practice, children's rights, equality and inclusion.
- Training in restorative and relationship-based approaches.
- Induction for new staff, supply staff, students and volunteers to ensure a consistent understanding of expectations and procedures.
- Access to local and national guidance, including resources provided by Inverclyde Education Services and respect me.
- Opportunities to reflect on practice, discuss case studies and share effective approaches through collegiate learning and staff meetings.

By monitoring our practice, listening to the views of our school community and investing in ongoing professional learning, we strive to ensure that our anti-bullying policy remains a living document that supports a culture of kindness, respect, honesty and determination throughout All Saints Primary School and The Cairn.

This Anti-Bullying Policy should be read alongside a range of school, local authority and national policies that collectively support children's rights, wellbeing, safety and inclusion. Together, these policies help ensure a consistent approach to creating a positive learning environment where all children feel valued, respected and supported.

Key related policies and guidance include:

- **Child Protection and Safeguarding Procedures** – ensuring that all children are protected from harm and that concerns are acted upon promptly and appropriately.
- **Positive Relationships and Behaviour Policy** – promoting positive behaviour, restorative approaches and supportive relationships across the school community.
- **Equality and Inclusion Policies** – promoting fairness, diversity and inclusion and ensuring compliance with the Equality Act 2010.
- **Digital Learning and Online Safety Guidance** – helping children to use technology safely, responsibly and respectfully.
- **Additional Support for Learning Procedures** – ensuring that children who experience barriers to learning, including those affected by bullying behaviour, receive appropriate support.
- **Rights Respecting Schools and Children's Rights Education** – promoting awareness and understanding of the rights of all children and young people.
- **Wellbeing and Nurture Approaches** – supporting children's emotional wellbeing and fostering a sense of belonging within the school community.

These policies and approaches work together to support our vision of All Saints Primary School and The Cairn as a safe, nurturing and inclusive environment where positive relationships are valued, children's rights are respected and every child is supported to achieve their full potential.