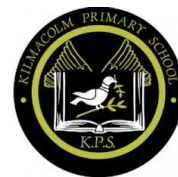




Kilmacolm Primary School and Nursery Class



Anti-Bullying Policy



June 2026



Note: This is a draft policy and throughout Session 2026-2027 we will review the policy through consultation with pupils, parents and partners

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Introduction

The Kilmacolm Primary School and Nursery Class (KPS) Anti-bullying policy was created using the rationale set out in the Inverclyde Anti-bullying Policy (2025) and works in conjunction with Inverclyde Council's Positive Relationships Policy, informed by Better Relationships, Better Learning, Better Behaviour and the GIRFEC (Getting It Right For Every Child) principles.

Inverclyde Aims

Inverclyde Council has actively embraced a nurture strategy that supports a relationship based approach, creating a positive culture and ethos across it's educational establishments, children's service and youth provision.

The approach is based on strong partnership working and a shared understanding of the most effective means to meet needs.

This policy draws from these drivers and is aligned to Respect for All (2024) The national approach to anti-bullying for Scotland's children and young people.

It applies to all education provision that is maintained by Inverclyde Council.

A copy of the Inverclyde Anti-Bullying Policy and a copy of Inverclyde PRP Policy can be found on the KPS website:

<https://blogs.glowscotland.org.uk/in/kilmacolmprimaryschool/>

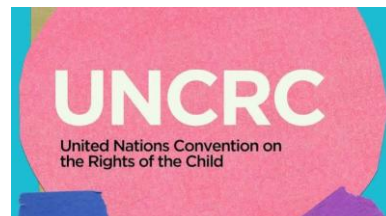
In Kilmacolm Primary School and Nursery Class the development of positive relationships is key to our success. These strong relationships underpin our anti-bullying policy. This policy was created in consultation with those who matter.....the voice of the children, parents, staff and partners. At Kilmacolm Primary School and Nursery Class, we believe that every child has the right to feel safe, respected, and included at all times. Bullying is never acceptable and will not be tolerated in our school community. This policy explains how we prevent, respond to, and record bullying. Our school policy is built on the Inverclyde Council Education Service Anti-Bullying Policy (2025), which provides the framework for all schools and early years settings in the authority. It also reflects our own school vision and values of **K - Kindness**, **P - Positivity** and **S - Success**.



A Shared Vision (for all Inverclyde establishments):

We aim to prevent bullying behaviour by:

- Raising awareness of prejudice based bullying and its impact (see appendix 1 for more information).
- Emphasising that bullying behaviour is a breach of the UN Convention on the Rights of the Child.
- Ensuring every child and young person will have the strategies to develop respectful, responsible and confident relationships with others, building skills for learning, life and work.
- Equipping children, young people, parents, carers and staff with the skills and resilience to prevent and/or respond to bullying behaviours (whether online or face-to-face) appropriately.
- Ensuring anyone who requires help will know how to access support. This support will be respectful and confidential.
- Providing a robust set of agreed procedures to all establishments to ensure a consistent and coherent approach to preventing and responding to bullying behaviours across all stages and sectors.
- Ensuring the Respect For All principles of Fairness, Respect, Equality and Inclusion are embedded across establishments/services.
- Ensuring relevant legislation and policy is understood and followed by all.



National Definition of Bullying Behaviour (as set out in 'Respect for all' - adopted by Inverclyde Council):

What is bullying behaviour?

Bullying behaviour can harm people in terms of their wellbeing and/or physically. One of the aspects to emphasise is that it is the impact of bullying behaviour that is crucial. It can result from a one off action or be repeated over time. This can include:

- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out or having rumours spread about you (face-to-face and/or online).
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone.
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online).
- Being targeted because of who you are, or who you are perceived to be (face to face and/or online).
- Being called names, teased, put down or threatened face to face/online.

What Impact can bullying behaviour have?

Understanding the impact rather than looking for a pattern or trying to prove intent is key:

- Increased absence
- Loneliness and isolation
- Low mood and anxiety
- Withdrawal from social situations
- Loss of confidence/self esteem
- Physical/mental health issues
- Feelings of loss of control
- Not feeling safe
- Family level issues

Prejudice Based Bullying

Bullying behaviour may be the result of treating people differently because they appear different or are thought to be different. This is what is meant by prejudice. This could lead to behaviour and/or the use of bullying language that could be racist, sexist, homophobic, biphobic, transphobic or discriminatory towards disability or faith. Bullying language can also be based on characteristics unique to a person's identity or circumstance, socio-economic, family circumstances or appearance. There is a need to address the root cause of prejudice as well as effectively respond to incidents in all settings as they arise.

Prevention and Responding to Bullying (Restorative Practice)

Prevention is the most effective intervention when it comes to bullying and is supported by the creation of inclusive and positive learning environments. In KPS, we aim to build a culture of kindness, respect and inclusion by:

- Ensuring safety and supervision in areas in the playground, classrooms and corridors.
- Teaching respect and empathy explicitly through our Health & Wellbeing curriculum and RSHP lessons.
- Holding assemblies and class discussions about kindness, celebrating difference and safety.
- Living our school values so children see them in action and fully understand them.
- Using restorative conversations to resolve disagreements.
- Encouraging pupil participation through the P7 House Captain Team, pupil voice and pupil leadership groups (including the Equalities Leadership Group)
- Ensuring every child has trusted adults in school who they know will listen to them.
- Working in collaboration with families to reinforce positive behaviour and respectful relationships.

We also follow the Equality Act 2010. This means we actively prevent bullying and discrimination based on age, disability, gender, race, religion or belief, sexual orientation, or gender reassignment. We also recognise that bullying can occur because of poverty, body image, or being care experienced.

At KPS, we take a restorative approach to relationships and behaviour. This means that when something goes wrong, we focus on repairing the harm, rebuilding trust, and helping children learn for the future.

Restorative practice involves:

- Giving everyone involved the chance to share what happened, how they felt, and what the impact was.
- Encouraging children to listen to one another's point of view.
- Supporting children to recognise the consequences of their behaviour.
- Agreeing on actions to put things right and prevent the behaviour happening again.

This approach is not about ignoring harmful behaviour or avoiding consequences. It is about ensuring that consequences are meaningful, fair, and lead to positive change. Children are held accountable for their actions, but in a way that helps them learn and grow.

We adopt restorative practice because:

- ❖ It helps children develop empathy, problem-solving, and conflict resolution skills.
- ❖ It reduces repeated incidents of bullying and poor behaviour by addressing the root causes.
- ❖ It helps relationships recover rather than break down completely.
- ❖ It matches our values as a Rights Respecting School, where every child's voice matters.

Sometimes children may hear from adults that if someone hits you, you should hit back. In KPS, we do not encourage this approach. Retaliation usually makes the situation worse, leading to further conflict, injuries, or blame on both sides. Instead, we teach children to:

- Seek help from a trusted adult immediately.
- Use their words to express how they feel, rather than using physical actions.
- Trust that adults in the school or nursery will listen and act to keep them safe.

Children's Rights & Equalities

The United Nations Convention on the Rights of the Child (UNCRC) is an international treaty that protects children and young people's rights. It is based on equality, dignity, respect, protection, development and participation. The UNCRC is now enacted in Scots' Law. Inverclyde Council considers bullying behaviour to be a violation of children's rights and to be incompatible with the UNCRC.

Through this policy Inverclyde Council recognises that bullying behaviour violates the UNCRC in relation to the following articles:

Our policy is grounded in children's rights from the UNCRC. We particularly focus on:

- Article 2: All children have the right not to be discriminated against.
- Article 12: All children have the right to be listened to and taken seriously.
- Article 13: All children have the Right to freedom of expression.
- Article 19: All children have the right to be safe from violence and harm.
- Article 28 and 29: All children have the right to education in a safe and respectful environment.
- Article 39: All children have the right to help when inappropriately treated.
-

We also follow the Equality Act 2010. This means we actively prevent bullying and discrimination based on age, disability, gender, race, religion or belief, sexual orientation, or gender reassignment. We also recognise that bullying can occur because of poverty, body image, or being care experienced.

Equality Duties

Our policy recognises the equality duties that are placed on Inverclyde Council. The Public Sector Equality Duty (PSED) in the Equality Act (2010) requires organisations such as schools, to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in the exercise of those functions. As a result of this all schools are aware of the 'Protected Characteristics' set out in law and, through their actions, seek to eliminate unlawful discrimination and advance equality of opportunity.

These Protected Characteristics are as follows:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Roles and Responsibilities

Everyone in KPS has a role to play in preventing and addressing bullying behaviours.

Children and Young People will:

- Treat others with kindness and respect in the classroom, playground, nursery, and online.
- Speak to a trusted adult if they are worried about bullying or if they see bullying behaviours.
- Know that KPS has an anti-bullying policy and that pupil voice was involved in creating the policy.
- Have an understanding that bullying behaviour is a violation of children's rights.
- Support their peers by including them in games and standing up against unkind behaviour.
- Take part in restorative conversations to help repair relationships when things go wrong.
- Represent their peers through leadership groups eg P7 House Captain Team, Buddies, Equalities Leadership Group, helping to promote respect across the school.

Parents and Carers will:

- Contact the school quickly if they are concerned about bullying.
- Encourage their child to talk openly about their feelings and experiences.
- Role model respect and positive, respectful relationships in their own interactions with children, staff, and other families.
- Work with staff to follow agreed processes and solutions.
- Avoid discussing incidents on social media, and instead raise concerns directly with the school.
- Support our restorative approach by encouraging children not to retaliate but to seek adult help.

Staff and Partner Volunteers will:

- Know and use this policy consistently in their daily work and know to refer to Inverclyde Council's policy in addition to this.
- Take all reports seriously, whether they come from a child, parent, or colleague.
- Notice signs of distress or changes in behaviour that may suggest bullying.
- Respond quickly and sensitively to concerns, reassuring children that they will be supported.
- Record all incidents accurately and confidentially.
- Use restorative approaches to help children learn and repair harm.
- Role model respect and inclusion in all their interactions with children and adults.

School Leaders (Head Teacher, Depute Head Teacher and Nursery Depute) will:

- Ensure this policy is put into practice across the school and nursery.
- Provide staff with training, resources, and support on anti-bullying and restorative practice.
- Monitor records in SEEMIS to identify patterns and trends.
- Ensure parents are informed and involved in investigations and outcomes.
- Consult with pupils, parents/ carers and staff as part of regular policy reviews.

Inverclyde Council and Education Services

Although this is a school level policy, we are supported by Inverclyde Council and Education Services who:

- Provide the overarching Inverclyde Anti-Bullying Policy as a framework for schools.
- Offer professional learning opportunities and resources for staff.
- Analyse SEEMIS data at authority level to monitor trends.
- Support schools where complex or persistent bullying concerns arise.
- Ensure that anti-bullying work links with wider strategies for inclusion, wellbeing, and equalities.

Partner Agencies

Sometimes it is important to work with partner agencies, such as:

- **Police Scotland** - if behaviour may be criminal or if children are at risk of harm.
- **Health professionals** - to support children whose wellbeing or mental health has been affected.
- **Community Learning and Development (CLD)** - to provide youth work or family support.
- **Third sector organisations** - such as charities that support children experiencing prejudice or bullying eg Barnardos

By working together as a community of pupils, families, staff, leaders, and partners, we can ensure bullying is taken seriously and dealt with effectively.

Reporting, Recording and Investigating

In KPS we want children, parents/carers, and staff to feel confident that any concerns about bullying will be taken seriously and acted upon. Clear procedures help everyone know what to expect and ensure consistency across our school. Records are handled in line with data protection law. We keep information confidential and share it only with staff and partners who need it to support the children involved.

Reporting bullying

Bullying can be reported in several ways:

- Children can tell any trusted adult in school or nursery - their class teacher, PSA, or nursery key worker.
- Children can also use worry boxes in classrooms.
- Parents and carers can contact the school by phone, email, or in person.

We encourage children to report concerns as soon as possible. All staff are trained to respond calmly, listen carefully and reassure children that they will be supported.

Recording bullying

All concerns and incidents are recorded so that we can track patterns and ensure appropriate action.

- Staff record incidents in SEEMIS, using the Bullying and Equalities system for recording incidents.
- For nursery and other situations where SEEMIS is not used directly, records are kept in the school's bullying log.
- Prejudice based incidents are specifically recorded so that the school and Inverclyde Council can monitor trends.
- Confidentiality is respected, but relevant staff are informed so they can support the children involved.
- Consideration is given of any personal or additional support needs and wellbeing concerns when incidents are recorded.
- Actions, including resolution, are recorded as part of the incident.

Investigating Bullying

Investigations are led by the Head Teacher or Depute Head Teacher. The process is as follows:

1. **Initial concern logged** - the member of staff who hears the concern makes an immediate note and informs the HT/DHT.
2. **Gathering information** - the HT/DHT speaks separately with the child who reported the bullying behaviours, the child experiencing bullying behaviours, and the child/children whose behaviour caused harm.
3. **Speaking with witnesses** - if others saw what happened, their accounts are also gathered.
4. **Collecting evidence** - where online behaviour is involved, screenshots or messages may be gathered with parental support.
5. **Communication with parents** - parents of all children involved are informed that the school is investigating.
6. **Assessment** - the HT/DHT decides whether the behaviour meets the definition of bullying, conflict, or another concern, and records this appropriately.
7. **Agreeing actions** - steps are agreed to support the child impacted and to address the behaviour of the child who caused harm.
8. **Restorative meeting** - where appropriate, a restorative conversation is held to repair relationships.
9. **Follow-up** - staff check in with the children involved regularly, and the HT/DHT reviews progress.

Timescales

- Investigations normally begin within 24 hours of the concern being raised.
- Parents are informed within the first few days.
- Investigations are usually completed within 5 school days.
- Follow-up checks are made after 2 weeks, 1 month, and 3 months to ensure the situation has improved.

Escalation

If bullying concerns are not resolved or if the behaviour is persistent, the school may:

- Arrange further meetings with parents to review support.
- Involve partner agencies (such as Educational Psychology, CLD, or Police Scotland).
- Seek support from Inverclyde Education Services for complex cases.
-

This clear process helps ensure that bullying is always taken seriously, recorded consistently and addressed quickly. If a parent or carer remains dissatisfied after the school's investigation and follow-up, they may raise a complaint via the school's complaints procedure or Inverclyde Council's complaints process.

KPS Anti-Bullying Charter

At KPS, pupils have worked together to create a child friendly Anti-Bullying Charter. This helps everyone understand their responsibilities and the actions we can all take to keep our school safe and welcoming.



KPS Anti-Bullying Charter



1. Remember bullying behaviour goes against the UN Rights of the Child.
2. No child should be physically or emotionally hurt on purpose.
3. Think before you speak in case your words hurt someone.
4. No one should be treated differently because of their beliefs or appearance.
5. If someone hurts or upsets you, tell them to stop then tell a trusted adult, don't fight back.
6. Don't ignore or leave someone out, be inclusive.
7. Don't forget K-Kindness, spread kindness around KPS.

Created in January 2025....with the help of everyone in KPS!

KPS School Values

- K - Kindness
- P - Positivity
- S - Success



LOVE LEARNING
LEARNING FOR
LIFE



unicef
UNITED KINGDOM
GOLD - RIGHTS RESPECTING



KPS Anti-Bullying Charter



Spread KINDNESS around KPS!

K - Kindness

If you are kind to someone, they will be kind back.



KPS School Values

- K - Kindness
- P - Positivity
- S - Success



LOVE LEARNING
LEARNING FOR
LIFE



unicef
UNITED KINGDOM
GOLD - RIGHTS RESPECTING



KPS Anti-Bullying Charter



KINDNESS makes everyone smile!

I love HUGS!



KPS School Values

- K - Kindness
- P - Positivity
- S - Success



LOVE LEARNING
LEARNING FOR
LIFE



unicef
UNITED KINGDOM
GOLD - RIGHTS RESPECTING

Monitoring, Evaluation and Training

To make sure this policy is effective, we do not just respond to bullying incidents as they arise - we also monitor, evaluate, and review our practice regularly. This helps us identify patterns, check that our actions are working and make improvements where needed.

Evaluation and review

- We check the impact of our anti-bullying work through pupil surveys, focus groups, and informal feedback.
- We involve parents and carers through policy consultations.
- We ask staff to reflect on the use of restorative approaches and share good practice across classes.
- The policy is formally reviewed every three years, or sooner if required, in consultation with children, staff, parents/ carers and partners.
- Findings feed into the School Improvement Plan and the Standards & Quality Report.
- Staff are given opportunities to update their knowledge through Inverclyde Education Service training, Respect Me resources, and other national guidance.
- Staff meetings are used to reflect on practice and share strategies.

Training and professional learning

We know that staff confidence and consistency are key to tackling bullying effectively. For that reason:

- All staff receive training on this policy and on the use of restorative approaches.
- Anti-bullying practice is included in staff induction for new colleagues, supply staff and By monitoring incidents carefully, involving children and parents in evaluation, and investing in staff training, we make sure that our anti-bullying policy is not just a document but a living practice in our school and nursery.

Related Policies

This Anti-Bullying Policy should not be read in isolation. It works alongside a range of other school and council policies that together support children's wellbeing, safety, and rights.

Key related Inverclyde policies include:

- **Child Protection and Safeguarding Policy:** ensuring children are protected from harm and that all concerns are acted on quickly.
- **Relationships, Sexual Health and Parenthood (RSHP) Policy:** teaching children about respect, consent, equality, and healthy relationships.
- **Equalities and Diversity Policy:** meeting our duties under the Equality Act 2010 and promoting an inclusive culture.
- **Digital Learning and Online Safety Policy** - helping children use technology responsibly and safely.
- **Positive Behaviour and Restorative Practice Policy:** outlining our whole-school approach to promoting positive behaviour and repairing harm when things go wrong.
- **Additional Support for Learning Policy:** supporting children with barriers to learning, including

Appendix 1: Reporting and Response Flowchart

Step 1: Concern Raised

- Child tells a trusted adult in school
- OR parent/carer contacts school OR staff notice signs of bullying behaviours

Step 2: Immediate Response

- Adult listens carefully and reassures the child that their concern will be taken seriously
- Note initial details including any possible witnesses
- Passes information to HT/DHT or Nursery Depute

Step 3: Recording

- Incident is logged in SEEMIS (Bullying and Equalities module)
- If in nursery, recorded in EY pastoral notes
- Prejudice-based incidents flagged separately

Step 4: Investigation

- HT/DHT gathers information from all parties involved (children, witnesses, staff)
- Parents/carers of all children involved are contacted
- Evidence (including digital messages/screenshots if relevant) gathered

Step 5: Decision and Action

- HT/DHT assesses whether it is bullying, conflict, or another concern
- Agreed actions are recorded
- Actions to support all children put in place (e.g. daily check-ins by SLT, supervision, referral to Barnardos Family Support worker)
- Restorative conversation held if appropriate

Step 6: Follow-Up

- HT/DHT checks progress after 2 weeks, 1 month, and 3 months
- Pupils meet again to review agreed actions (solution-focused follow-up)
- Records updated

Step 7: Escalation (if needed)

- Further parent meetings arranged if issue not resolved
- Support from partner agencies (e.g. Educational Psychology, Police) if appropriate
- Information shared with Inverclyde Education Services for authority monitoring

Appendix 2: Prejudice-Based Bullying Examples

Bullying can sometimes be based on prejudice against particular groups of people. At KPS, we record and respond to all incidents of prejudice-based bullying. Below are examples of the different types of prejudice-based bullying that may occur:

Racist Bullying

- Name-calling, insults, or jokes based on skin colour, ethnicity, accent, or culture.
- Excluding someone because of their race or cultural background.
- Making fun of languages or religious practices.

Homophobic Bullying

- Using 'gay' as an insult or making jokes about same-sex relationships.
- Excluding or mocking someone because they are, or are thought to be, gay.

Transphobic Bullying

- Deliberately using the wrong name or pronouns for someone.
- Mocking or excluding someone because they are transgender or questioning their gender identity.

Disability Related Bullying

- Making fun of someone's physical disability or additional support need.
- Excluding a child from activities because of their disability.
- Mocking the way someone moves, speaks, or learns.

Sexist Bullying

- Comments or actions that suggest one gender is less able or valued.
- Excluding or ridiculing someone because of their gender.

Religion or Belief

- Mocking religious clothing, practices, or beliefs.
- Excluding someone because of their faith or beliefs.

Poverty-Related Bullying

- Making fun of children because of clothing, packed lunches, or possessions.
- Judging or excluding children based on family income.

Body Image Bullying

- Making comments about weight, size, or appearance.
- Spreading rumours or mocking how someone looks.

Care-Experienced Children

- Making fun of a child for being in foster care or living with carers.
- Excluding or stigmatising a child because of their care experience.

Appendix 3: Restorative Conversations Guidance

At KPS, restorative conversations are an important part of our approach to resolving conflict and repairing relationships. Staff use these to help children reflect, take responsibility, and find positive solutions.

Key elements

- Show positive regard for all individuals - valuing the person for who they are.
- Work on the assumption that children can learn and change their behaviour.
- Support pupils to positively influence their feelings, thoughts, and actions.

Staff role in restorative conversations

- Listen to all involved.
- Remain neutral and non-judgemental.
- Respond calmly and empathetically.
- Use language that reframes and summarises.
- Explore the feelings of everyone involved.
- Aim to resolve issues and “put things right” through helping children to find solutions.

Structure of a restorative conversation

Beginning

- Set expectations: everyone gets a chance to speak, and we listen respectfully.
- Establish the situation clearly by repeating back and clarifying what happened.
- Remain calm and help children see the situation from another perspective.

Questions to support the conversation

- What has happened?
- How did you feel?
- How are you feeling now?
- Who else has been affected?
- How do you think they might be feeling?
- On reflection, what choices did you make that were not the best? Why?
- What can we do to put things right?
- How can we stop this happening again?

Action points and follow-up

- Children agree actions they can take to repair harm or prevent recurrence.
- These actions are recorded in the class restorative discussion log book.
- A follow-up meeting is arranged, and progress is reviewed.

Appendix 4: Useful Contacts and Resources

Kilmacolm Primary School and Nursery Class

Churchill Road
Kilmacolm
PA13 4LH
Telephone: 01475 715812

Head Teacher: Simone McCredie

simone.McCredie@kilmacolm.inverclyde.sch.uk

Depute Head Teacher: Lynn McPherson

lynn.McPherson@kilmacolm.inverclyde.sch.uk

Nursery Depute: Lisa Conway

lisa.conway@kilmacolm.inverclyde.sch.uk

Inverclyde Council Education Services

Education HQ, Wallace Place, Greenock
Website: <https://www.inverclyde.gov.uk>

Admissions (general enquiries): 01475 712850

admissions.educationhq@inverclyde.gov.uk

National Organisations

- Respect Me: www.respectme.org.uk
- Childline: 0800 1111 www.childline.org.uk
- Young Scot: www.young.scot
- Police Scotland (non-emergency): 101 www.scotland.police.uk
- CEOP: www.ceop.police.uk

Useful Resources for Parents and Carers

- NSPCC: www.nspcc.org.uk
- Parentzone Scotland: education.gov.scot/parentzone
- ThinkUKNow: www.thinkuknow.co.uk

