



King's Oak Primary School, Nursery Class and Acorn Grove



Anti-bullying Policy

May 2026



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From Tiny Acorns, Mighty Oaks Grow.

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Introduction

Inverclyde Council is located in the west of Scotland with a population of approximately 78,400 people (Scottish Government, 2021). It has 9559 children and young people attending its schools. Inverclyde Council prioritises the wellbeing of the children and young people in its education establishments as it recognises the centrality of this to the creation of responsible citizens, successful learners, confident individuals and effective contributors, key tenets of the Curriculum for Excellence (Scottish Executive, 2001).

Inverclyde Council is committed to embed trauma informed and responsive practices, which builds on a long history of supporting relationally based approaches within the local authority. This is the wider context within which Inverclyde's strategy for anti-bullying exists.

The agreed national definition of Bullying Behaviour as set out in 'Respect for all' – adopted by Inverclyde Council

Inverclyde Council considers that bullying should never be viewed as a normal or inevitable part of growing up. Adults are not expected to be the subject of abuse by colleagues or friends; therefore, it should not be any different for children and young people.

Inverclyde has adopted the national definition of bullying, as set out in Respect for All (2024), which is laid out in italics below:

"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."

Examples of bullying behaviour in a school setting include (Respect for All, 2024):

- Being called names, teased, put down or threatened (face to face and/or online).
- 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 phones/tablets.
- 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).
- Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group.

What Bullying is Not

It is important to recognise the difference between bullying and other behaviours. Not all conflict is bullying. We know that children and young people will fall out and disagree with each other as they form and build relationships. Children may argue, fall out, or make mistakes without intending to cause harm. This is not considered to be bullying; this is considered to be a normal part of growing up. These situations still need adult support but are managed differently.

Conflict is normal and can happen in healthy, happy, equal relationships. Usually at least one party involved doesn't want the conflict to continue unresolved and will try to take early action to make amends and improve the situation. Healthy relationship conflict is not the same as bullying and is unlikely to lead to bullying as the people involved have a vested interest in restoring equilibrium and staying connected to each other.

Examples that are not bullying include:

- Friends having an argument but later making up.
- A one-off incident where someone says something unkind in the heat of the moment.
- Rough play where both children are enjoying the game and no one is hurt or excluded.

We take all concerns seriously, but we respond differently depending on whether behaviour is bullying, conflict, or another concern.

Differentiating Bullying from Potentially Criminal Behaviours

Certain behaviours that could be perceived as, or reported as, bullying may include behaviour that is criminal in nature. Criminal behaviour such as assault, theft, or harassment is not bullying - it may require police involvement. A few further examples are noted below.

Sexual behaviour: when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. This is sexual assault or abuse and a form of gender-based violence (GBV).

Online behaviour: there are various legal provisions designed to protect individuals from online harassment, abuse, and harm. Some online behaviour may therefore be illegal

Hate Crime: bullying can be motivated by prejudice similar to hate crime. The distinction between bullying and hate crime is that for hate crime, the behaviour aggravated by prejudice must be motivated by malice and ill-will towards a group of people due to a relevant characteristic or intended to stir up hatred, and be criminal in nature, such as assault, graffiti or a breach of the peace.

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council



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.

Inverclyde's Stance, the Scope and Aims of the Council Policy

Inverclyde Council considers bullying behaviour in its schools to be unacceptable in all circumstances. All children and young people have the right to access learning environments in which they feel safe and free from all forms of abuse, bullying or discrimination. It has been recognised that the most effective intervention in tackling the issue of bullying behaviour is prevention. Resultingly, the importance of prevention will form a key strand that will be threaded throughout both the council and establishment policy. The policy also recognises that bullying behaviour is a violation of rights as set out in the United Nations Convention on the Rights of the Child, notably Articles 3, 12, 13, 19, 29 and 39.

The 2025 version of Inverclyde's Anti-Bullying policy applies to Inverclyde's schools; however, it does not apply to early years establishments. It is recognised that early years establishments play a significant role in creating the building blocks of the preventative approaches required in respect of an anti-bullying strategy through their work on social skill-building around compromise, sharing, taking turns and showing respect. It is, however, not considered helpful to introduce bullying as a concept in the early years.

This Anti-Bullying Policy has been developed using the Inverclyde Education Service Anti-Bullying Policy (2025) as its framework. While the Council policy sets the authority wide standards and expectations, this document explains how King's Oak Primary, Nursery Class and Acorn Grove applies these standards in our own community. It is written in a parent/carer and staff-friendly style, with practical examples of how our school responds to bullying concerns.

Our aim is to make sure that every child and family knows what bullying is, how it is dealt with in our school, and how children will be supported. We want children to feel confident to speak up, staff to feel confident to act, and parents to feel reassured that bullying will never be ignored.

At King's Oak Primary, Nursery and Acorn Grove, 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 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 **Respect, Responsibility, Kindness, Safe, Honesty and Ambition**. These values guide how we treat one another every day.

Preventing and Responding to Bullying

Prevention is the most effective intervention when it comes to bullying and is supported by the creation of inclusive learning environments. We aim to build a culture where kindness, respect and inclusion are the norm. In King's Oak we:

- Ensure safety and supervision in areas in the playground, classrooms and corridors
- Teach respect and empathy explicitly through our Health & Wellbeing curriculum, RSHP lessons and Roots of Empathy programme.
- Hold assemblies and class discussions about kindness, celebrating difference and safety.
- Live our school values so children see them in action and fully understand these.
- Use restorative conversations to resolve disagreements early.
- Encourage pupil participation through Pupil Council, buddy systems, and pupil leadership.

- Ensure every child has trusted adults in school and nursery who they know will listen to them.
- Work 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 King's Oak Primary, Nursery and Acorn Grove, 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.

Why we use this approach

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 keeps children included in the community, rather than pushing them out.
- ❖ 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 King's Oak, 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.

We ask parents and carers to support this approach at home, so that children receive a clear and consistent message. By working together, we can show children that problems are best solved through communication, respect and repair - not by fighting back.

Children's Rights

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

Responsibilities of Children and Young People, Staff/ Volunteers and Parents/ Carers

Everyone in King's Oak Primary, Nursery and Acorn Grove 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 King's Oak 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 groups like the Pupil Council and Playground Leaders, 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 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, Principal 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.

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

Respectful Behaviour

Our ethos in King's Oak is warm and welcoming to all. There is a strong commitment from all staff to ensure positive relationships are at the heart of what we do. Positive role modelling from key adults is central to our approaches. This is encouraged and is part of the Standard for Registration as a teacher in Scotland.

The General Teaching Council for Scotland emphasises teachers should:

- Promote health and wellbeing of self, colleagues and the children and young people in their care.
- Build and foster positive relationships in their learning community that are respectful of individuals.
- Respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported.

- Commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.
- Value and respect social, ecological, cultural, religious, and racial diversity and promote the principles and practices of sustainable development and local and global citizenship for all learners.
- Demonstrate a commitment to motivating, and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning.
- Demonstrate a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent.
- Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010.

Adapted from Respect for All (2024)

Labelling

Labelling children as 'bullies' or 'victims' or 'perpetrators' is disempowering and is unhelpful in supporting children to change their behaviour, or to recover from the impacts of bullying.

When discussing bullying behaviours, adults will focus on the behaviour itself and the impact it has had, rather than applying labels. This will assist children's understanding of their behaviour and impact and help to understand what is expected from them. This is used as part of our restorative approaches.

When adults record incidents on SEEMIS, they will avoid labelling language and focus on behaviours and impact.

Reporting and Recording

In King's Oak Primary, Nursery and Acorn Grove, 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.

Our Pupil Anti-Bullying Charter

At King's Oak Primary, Nursery and Acorn Grove, 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.

*This requires to be reviewed in line with the refreshed council and school policy.

Why do we have this charter?

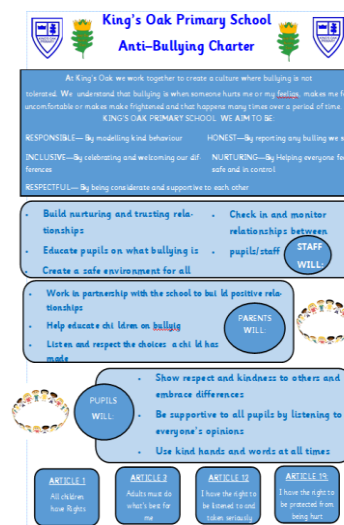
We know that bullying behaviour can take many forms. At King's Oak Primary we want everyone to feel safe, included, and nurtured. It is the responsibility of us all to make sure that no one is being harmed by bullying behaviours.

We will make sure that we:

- Check in on our friends to make sure they are okay.
- Listen when someone has something to say.
- Take responsibility for our actions.
- Be respectful to everyone.

We understand that bullying is when someone does something unkind on purpose.

If we see bullying behaviours happening, we will report it. We will tell a teacher or a trusted adult and show kindness to the person affected.



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.

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 students.

- 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.

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 those affected by bullying.

Together, these policies set out our commitment to ensuring that King's Oak Primary, Nursery and Acorn Grove is a safe, nurturing, and respectful place for every child.

Appendix 1: Reporting and Response Flowchart

Step 1: Concern Raised

- Child tells a trusted adult (teacher, PSA, nursery worker, playground supervisor)
- 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. supervision, buddy, seating adjustments)
- 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, CLD) 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 King's Oak Primary & Nursery, 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 King's Oak Primary, Nursery and Acorn Grove, 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.

**King's Oak Primary School**
Restorative Conversations

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.
- Work with pupils to positively influence their feelings, thoughts and actions.

Your Role:

- Listen to all involved.
- Remain neutral and non-judgemental.
- Respond calmly and empathetically.
- Use language which reframes and summarises.
- Give a recount of information.
- Discuss feeling of all involved.
- Aim to resolve issues and 'put things right' through helping to find solutions.

Appendix 4: Useful Contacts and Resources

King's Oak Primary School, Nursery Class and Acorn Grove

- Address: 35 East Crawford Street, Greenock, PA15 2DX
- Telephone: 01475 714680
- Email: office@kingsoakprimary.inverclyde.sch.uk
- Head Teacher: Mrs. Kirstin Glancy – Kirstin.Glancy@kingsoakprimary.inverclyde.sch.uk
- Depute Head Teacher: Mrs. Lynne Wilson – Lynne.Wilson@kingsoakprimary.inverclyde.sch.uk
- Nursery Depute: Mrs. Staci Deans – StaciAnne.Deans@kingsoakprimary.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

