

West Kilbride Primary School & EYC



Anti-Bullying Policy

June 2025



WEST KILBRIDE PRIMARY SCHOOL & EYC



Anti-Bullying Policy

Rationale

North Ayrshire Council is committed to providing a safe, supportive environment for all people in its educational establishments. At West Kilbride Primary School and EYC, we are a supportive and inclusive community where we strive to provide the best learning experience to inspire our pupils to be the very best they can be. For learners to achieve their full potential, they must learn in a safe, secure and nurturing learning environment where their differences are recognised, respected and celebrated.

In West Kilbride Primary School, our starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. GIRFEC and the UNCRC underpin our practice and we strive to work together to promote positive relationships throughout the school community.

To achieve a respectful, trusting and inclusive environment, free of unacceptable and intolerant behaviour, we are committed to ensuring the whole-school community adhere to our anti-bullying strategy. Our policy has been written in conjunction with national and local anti-bullying policies and guidelines; Equality Act (2010), 'Respect for All' (Scottish Government, 2017) Respect Me (2015) and 'Bullying: It's Never Acceptable' (North Ayrshire Council, 2019).



*We must all
(pupils, teachers, staff and parents)
be good role models in the
truest sense and remember –
we can make a difference.*



RIGHTS RESPECTING SCHOOLS



Within this policy the articles and principles of the UNCRC are embedded with a particular focus on the following:

- Article 2: All children have these rights.
- Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Aims

- To ensure there is a common understanding between learners, staff and parents/carers of what bullying is and the different forms it can take.
- To develop a partnership approach to anti-bullying with parents, carers, learners and staff.
- To promote a positive ethos that fosters self-esteem and resilience for our pupils.
- To equip young people with the necessary skills to recognise and tackle bullying behaviour, both in and out of school.
- To support pupils who have been affected by bullying.
- To provide help to pupils perpetrating bullying behaviours to recognise the causes and consequences of their behaviour.
- To provide support and advice for parents, carers and staff when dealing with bullying behaviours.
- To establish clear steps and guidelines for recording, reporting and monitoring instances of bullying.



What is Bullying?

At West Kilbride Primary school, we are fully committed to eliminating any and all forms of bullying behaviour, which can leave young people feeling hurt, frightened and upset. If young people do not feel happy or believe they are secure at school then they will be less likely to attain and achieve their full potential.

Our school policy takes its definition of bullying from Respect for All (2017):

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online."

Our pupils have created the following pupil friendly definition:

"Bullying behaviour is a way in which others act. It can be shown from someone you know and can make others feel hurt, sad and scared. These actions can happen in person and online."

Bullying can harm people physically and emotionally and, although the actual behaviour may not be repeated, the threat is usually sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased or threatened face to face/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 by telephone
- 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).

Protected Characteristics

At West Kilbride Primary School & EYC, we treat prejudice based bullying and language with the same level of seriousness as any other form of bullying. The Equality Act 2010 outlines the nine protected characteristics:

Age, Disability, Race, Sex, Pregnancy, Religion/Belief, Marriage/Civil Partnership, Gender Reassignment, Sexual Orientation

Other groups to whom the intentions of the Act apply include Young Carers, Looked After Children, those from Minority Groups, Asylum Seekers and the economically disadvantaged.

Online Bullying

Online bullying should not be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to, affects young people in the exact same ways as face-to-face bullying. This form of bullying can happen through the medium of social media, messaging services, chatrooms, emails, pictures/video clips and gaming platforms. One of the biggest differences between cyberbullying and face-to-face bullying is that it can be hard to get away from. Young people could be bullied anywhere, anytime - even when they are at home.

We address online bullying as part of our school's anti-bullying approach, not as a separate area of work or policy. Where both parties are present in our school, we will apply the same reporting and monitoring procedures as face to face bullying.

Where bullying behaviour is reported to us and we only have one party in our school, we will support the young person who is experiencing bullying behaviours.

When is it NOT bullying?

It is just as important to remember young people will 'fall out' and disagree as a normal part of growing up and we would not consider this bullying behaviour or address it through this policy, unless left unresolved and it develops into something more serious. Young people experiencing fall outs and disagreements will be supported in the normal way. Restorative approaches provide learning opportunities which can support young people, allowing them the time and space to reflect, repair, restore and bounce back to become emotionally stronger and resilient.

Roles and Responsibilities

The Role of All Learners

What is expected of YOU:

- Follow our school values in and out of school
- Do not engage in bullying behaviours
- Respect all individuals for who they are
- Value diversity
- Use technology appropriately, in line with legal guidelines
- Tell someone you trust if you or someone else is being bullied
- If you can't tell someone, write down your worries and share them with a member of staff
- Be a supportive and responsible friend and peer



What you should expect from OTHERS:

- Be treated with respect
- Be listened to
- Have your concerns taken seriously and investigated sensitively and fairly
- Have options on how to report bullying and choices on how to respond
- Receive support and guidance from parents, staff and Senior Leadership Team.
- Be included in policy development in relation to anti-bullying

The Role of All Parents

What is expected of YOU:

- Have an awareness of school values and anti-bullying policy.
- Be alert to your child's wellbeing and be vigilant to changes in mood and personality.
- Understand that 'fall outs' and disagreements are not uncommon.
- Encourage your child to use technology appropriately, in line with legal guidelines.
- Familiarise yourself with the language of technology.
- Be alert to the dangers online.

What you should expect from OTHERS:

- A clear anti-bullying policy.
- Effective communication.
- Be listened to and treated with respect.
- Have all reports of bullying behaviour taken seriously and investigated sensitively.
- Be informed of the steps and procedures taken in line with this policy.
- Monitoring of the situation by school staff and updates in line with this policy.
- Informed of actions and outcomes.
- Be directed to appropriate resources or services.
- Be included in policy development in relation to anti-bullying.

The Role of All Staff

What is expected of YOU:

- Understand our anti-bullying policy and procedures.
- Act in accordance with our school values, NAC Code of Conduct and the values and principles of 'Respect for All' to prevent and respond to bullying behaviour.
- Be a positive role model in and out of school.
- Listen to all reports of bullying.
- Record in line with school policy.
- Seek information on actions and outcomes from SLT.
- Be careful to avoid the terms 'bully' and 'victim'. Instead refer to bullying behaviour.
- Engage in training and formulation of anti-bullying policy.

What you should expect from OTHERS:

- Be listened to when reporting bullying incidents.
- Have your concerns taken seriously.
- Have your concerns responded to in line with this policy.
- Support when responding to bullying behaviours.
- Informed of actions/outcomes.
- Opportunities to undertake appropriate training on anti-bullying.
- Be included and involved in the development of anti-bullying policy.

The Role of the Head Teacher and Depute Head Teachers

What is expected of YOU:

- Understand our anti-bullying policy and procedures.
- Act in accordance with our school values and NAC Code of Conduct to prevent and respond to bullying behaviour.
- Listen to all reports of bullying.
- Record in line with school and NAC policy.
- Investigate all allegations sensitively and fairly.

- Communicate with all pupils involved and take their views into account.
- Work alongside parents.
- Make use of restorative interventions and approaches.
- Agree actions and monitor closely.
- Inform all stakeholders of actions and outcomes.
- Consult all stakeholders on policy development.

What you should expect from OTHERS:

- All stakeholders to act in accordance with our school values.
- Learners, parents and staff to report bullying behaviours.
- Access to training and resources on anti-bullying.
- Learners, parents and staff involved in anti-bullying policy development.

School Strategies to Prevent Bullying Behaviour

At West Kilbride Primary School & EYC, we support our children to:

- respect themselves, and respect others
- value their relationships with others
- take responsibility for their actions
- have the skills to put things right when they go wrong

As a school we:

- strive to promote a culture of positivity and respect
- regularly provide opportunities for young people to engage in discussions about friendships and relationships; how to manage, repair and respond to changes within friendships and relationships.
- promote a listening and calm approach in responding to reports of bullying behaviour.
- provide a supportive environment in which people affected by bullying behaviours can have time to talk through the options they have to make bullying stop, or to help them manage how they are feeling.
- ensure all children and young people are included, engaged and involved and have the opportunity to participate in school and community events
- know about and operate a clear policy and procedure in responding to bullying behaviours
- consider factors that may impact upon a child or young person's wellbeing, including whether any support for learning or a Wellbeing Plan is required
- think about how to stop bullying before it happens
- challenge inappropriate behaviour

Strategies to Respond to Bullying Behaviour

Whether children and young people have been on the receiving end of harm or if they have been responsible for the harm through their own bullying behaviour, needs can often be the same. A Restorative approach can provide both sides with a chance to be listened to, a chance to explain what has happened from their point of view, a chance to explore the impact of the bullying behaviour, to challenge prejudice and offer an opportunity to learn and change behaviour.

1. Universal – Preventative

Restorative conversations in practice:

In all educational establishments in North Ayrshire, the same restorative enquiry questions are used:

Person experiencing bullying behaviour:	Person exhibiting bullying behaviour:
1. What happened (...and then what happened?) 2. What were your thoughts at the time? 3. What have your thoughts been since? 4. How have you or anyone else been affected by this? 5. What's been the hardest thing for you? 6. What would you like to see happen?	1. What happened (...and then what happened?) 2. What were you thinking at the time? 3. What have your thoughts been since? 4. Who has been affected by this? How have they been affected? 5. What do you think needs to happen now?

2. Targeted, low-mid level intervention strategies

Some young people need additional support in developing and maintaining relationships, and repairing them when they go wrong. Small group work and restorative conversations can be used to support.

3. Intensive high level intervention

A small number of young people need intensive help with types of behaviour that mean their relationships frequently break down and they experience a significant amount of conflict. The strategies below outline more specialist support available to these young people:

- One-to-one support and signposting to external agencies for additional support (if required)
- Full restorative conversations (with parent/carer)
- Class or group restorative conversations
- Positive Behaviour Support Plan
- Risk Assessment

Reporting Procedures

West Kilbride Primary & EYC record incidents of bullying behaviour in line with North Ayrshire Council guidance. We will use the SEEMIS management system, including Pastoral Notes, to record and monitor instances of bullying behaviour. Recording must include information on:

- The children and young people involved, as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any underlying prejudice including details of any protected characteristic(s)

- Consideration of personal or additional support needs and wellbeing concerns
- Actions taken including resolution at an individual or organisational level

When responding to reports of bullying behaviour all North Ayrshire Educational Establishments, adhere to the following procedures:

