

St Ignatius' Primary School & Nursery Class



Anti-Bullying Policy

Convention on the Rights of the Child



Article 3

- The best interests of the child must be a top priority in all things that affect children.

Article 6

- Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.

Article 12

- Children and young people are encouraged to participate in shaping school culture, reporting processes, and restorative practices. Their views must be taken seriously in all bullying investigations.

Article 19

- Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28

- Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

Article 36

- Governments must protect children from all other forms of bad treatment.

Article 39

- Support for children affected by bullying—including restorative approaches and nurturing frameworks—supports recovery and wellbeing.

Rationale

In St Ignatius' Primary School and Nursery Class, all staff work together with our pupils, their families and all other stakeholders to encourage positive attitudes and self-discipline in all and actively discourage any behaviour which leads to anyone being intentionally hurt or upset.

Our Anti-Bullying Policy is closely linked to our Positive Behaviour and Relationships Policy and it is our belief that a strong approach to positive behaviour and relationships will in itself promote an ethos which is conducive to equality, mutual respect, cooperation and celebration of differences, where our children and staff work together to deter bullying behaviour.

All staff work to promote an ethos of positive behaviour and to develop strong inclusive relationships across our school, both of which are central components of our shared School Vision and Values;

Vision Statement

“Learning together, celebrating each other’s achievements, and developing our respect and faith as a community who welcomes everyone.”

Values

Honesty Faith Inclusion Achievement Respect

Attachment and nurture informed practice is integral to our ethos and behaviour management, where good relationships are central. St Ignatius’ PS and Nursery Class is a Silver Award ‘Attachment and Trauma Sensitive School’, and this training has supported the formation of our anti-bullying policy and practice. All staff act as secondary care givers and recognise that, ‘*all behaviour is communication*’.

St Ignatius’ Primary School and Nursery Class has received a **Rights Respecting School Silver Award**, having received UNICEF’s Recognition of Commitment **accreditation in 2025**. We therefore adopt a restorative approach to behaviour management where the rights of the child are at the heart of this policy and central to the relationships we seek to foster.

This is a whole school policy and has been designed in consultation with children, staff, parents and stakeholders.

Alignment with National Expectations:

Our Anti-Bullying Policy directly aligns with:

- *Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People (2017)*
- National Child Protection Guidance
- Equality Act 2010
- GIRFEC (Getting It Right for Every Child)
- UNCRC

Clear Guidance on Prevention and Response:

Our Anti-Bullying Policy sets expectations for:

- Creating a culture that prevents bullying
- Consistent recording and investigation
- Supporting both the child experiencing bullying and the child displaying bullying behaviour
- Inclusive practice, especially around racism, disability, and protected characteristics

Whole-Council Consistency

Our Anti-Bullying Policy aims to following the ethos that all NLC establishments use a unified, evidence-based framework and language when dealing with bullying.

Aims

- Our core values in school provide a framework for all pupils and staff to develop supportive relationships and to work together to promote an ethos of positive behaviour which allows all pupils to flourish and achieve their potential in St Ignatius’ Primary School and Nursery Class.

- To build trusting relationships where people feel valued and are able to share their concerns with others, secure in the knowledge that bullying will be dealt with promptly, sensitively and appropriately
- To provide a safe, secure and trusting learning environment for every child within the classroom and throughout the school
- To encourage a listening culture throughout the school
- To build on and develop a range of strategies to deal with bullying
- To ensure the climate in the school is conducive to positive attitudes towards anti-bullying

Bullying – a definition

“Persistent intentional behaviour which causes stress to a person emotionally, physically or mentally, where a person is made to feel insecure, threatened, inadequate or isolated.”

Bullying can take various forms, including:

- Verbal – e.g. being called names or nasty comments or notes
- Social – e.g. being left out of things or no-one talking to you
- Mental – e.g. being threatened or forced to do things
- Material – e.g. possessions stolen or property damaged
- Physical – e.g. being assaulted
- Cyber – e.g. posting messages or texts intended to upset or insult

All staff are mindful in their daily practice of indicators which may suggest that bullying is taking place and will endeavour to record and highlight such behaviours to SMT, families and in a sensitive collective approach, open dialogue with the pupil. Behaviours may include:

- Unusual behaviour patterns
- Loss confidence or being tearful
- Unwillingness to participate in activities
- Easily startled, irritable or hurtful to those closest to them
- Work deteriorating
- Becoming withdrawn

Where bullying behaviour has been reported by a child or family, all staff will follow these procedures:

- Time should be taken to listen to and discuss the issue with both the victim and the child displaying bullying behaviour
- Through discussion, the child/children should be encouraged to acknowledge the upset and extent their bullying behaviour has caused
- A formal report of serious incidents should be recorded and a copy kept with the Head Teacher
- Parents should be involved where necessary and/or appropriate, and their support and co-operation should be enlisted in resolving the situation
- In extreme cases, the Local Authority and/or outside agencies should be involved

Responsibilities of Staff

Our staff will:

- Foster self-esteem, self-respect and respect for others in our pupils.
- Demonstrate by example the high standards of personal and social behaviour we expect from our children.
- Discuss bullying with all classes so that children learn about the damage and upset caused by bullying; the effects on the victim and potential consequences for the bully.
- Stress the importance of confiding in an adult when bullying occurs.
- Be aware of and sympathetic to the signs of distress and other possible indications that bullying is taking place.
- Listen to children who feel that they have been bullied; take what they say seriously and act appropriately to help and support them.
- Record any suspected incidents of bullying appropriately.
- Report any suspected incidents of bullying to the Head Teacher/Depute Head/Principal Teacher.
- Investigate any concern raised in respect of bullying, reporting fully and promptly any action taken.
- Deal with observed instances of bullying promptly in accordance with agreed procedures.

Responsibilities of Pupils

We expect and encourage our pupils to:

- Refrain from becoming involved in any kind of bullying.
- Support their peers, especially those whom they know may be having a difficult time.
- Report any witnessed or suspected instances of bullying to a member of staff.

Any pupil who becomes a target for a bully should:

- Not suffer in silence – but try to find the courage to speak out.
- Recognise an adult to whom they would be comfortable speaking and find a suitable time to talk.

Responsibilities of Parents/Guardians

We ask our parents/guardians to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children which might indicate bullying.
- Encourage their children to report any incidence of bullying to an adult in school.
- Explain to their children the implications of staying silent – either as a victim or as a witness to bullying.
- Advising their children not to retaliate violently to any form of bullying.
- Being sympathetic and supportive towards their children, reassuring them that appropriate action will be taken.
- Maintain a written record of any reported instances of bullying.
- Informing the school as early as possible, of any suspected incidents of bullying – even if it does not involve their own child.
- Co-operating with the school where their child is involved in bullying.
- Being vigilant of children's use of mobile technology and social net-working.

As highlighted in our Positive Behaviour and Relationships Policy, everyone makes mistakes and there will be times when our actions and behaviours can upset others. By using a restorative approach staff encourage children to think about how their actions have upset or harmed someone else and what they need to do to repair this.

Children are then supported by staff to talk about what has happened and why, how it has made them feel and agree how this can be solved. They will also agree the consequences should it happen again. Where incidents have escalated, parents will be further communicated with and invited to provide their thoughts and opinions regarding appropriate strategies to ensure that further bullying behaviour does not occur.

When required, NLC Peer Mediation framework is available for pupils to lead peer-peer interactions, supported by SMT.

It is important that all children know even when they make a mistake they are still loved and cared for. The emotional health and well-being of all our children is a core element of our school ethos and culture and we strive to ensure that we support children and families in all circumstances and to the best of our abilities. In this way, it is our belief that children can be supported to amend their behaviour in future interactions.

Both parties will continue to be supported until the relationship is appropriately rebuilt or, in extreme cases, both are supervised to ensure safety and bullying behaviours have ceased entirely.

In St Ignatius' Primary School and Nursery Class we take a proactive approach to anti-bullying through a whole school approach. This approach takes the form of:

Suggested strategies:

- School Rules/Vision and Values
- Class rules/charter (Linked to UNCRC and created by the children)
- House Points: Whole school
- CfE Awards - Assembly
- Rights Respecting Schools Awards - Assembly
- HWB lessons – Knowing Me (Planned in line with SHANNARI indicators)
- Circle Time
- Peer Mediation resources: Pupil led mediation supported by DHT
- P7 & P1 Buddy Programme
- Worry boxes in all classes Dealing with Bullying Incidents
- Prompt and regular communication with both parties, families and staff
- Regular check-ins, monitoring and supervision where appropriate
- Escalated use of behaviour management strategies where appropriate
- Increased involvement of families, particularly families of children regularly exhibiting bullying behaviours
- PlayBack Ice Resources
- Leuven and Simson Scale tracking to identify engagement and HWB.
- WITT
- GIRFMe planning
- My Star (Outcomes Stars) – DHT
- Boxall Profile
- SDQ
- Home/School liaison
- CL&D: Parent workshops, home liaison, Solihull training etc
- The SPARK Counselling
- Teen Talks
- Nurture and Trauma informed Schools Resources: Dr Jenny Nock
- Solihull Resources: In school
- Seasons for Growth

- Forest Club - DHT
- Music Therapy – DHT
- Virtual School
- ASNA support: Classroom/Playtimes
- SMT support
- Personal Targets
- Personal Rewards
- Sensory snacks and movement
- Positivity, consistency and calmness
- Visual timetables

Shared Understanding of Nurture-Based Practice to support long-term planning for children involved in or affected by bullying:

Whole staff CLPL and training is regularly updated through staff in-set and personal reading, supported by Dr Jenny Nock, CL&D and Psychological Services. St Ignatius' is a Nurture and Trauma Sensitive School Silver award winning school and as such our staff have a common and consistent understanding of implementing nurture-based approaches when supporting behaviour and relationships. Our most recent staff CLPL trainings include Dr Jenny Nock "Trauma Demystified"(Nov 2025) and "NAIT" training (Aug 25-June 26) which have upskilled core staff in nurture based practices. New staff are provided with resources to develop their understanding of our shared expectations and core staff within the school, work collegiately to reinforce this.

This includes:

- All staff recognise that children's basic HWB needs must be met for emotional growth and to provide a foundation for children to achieve and attain in their learning.
- Children with a range of support needs may not behave as their chronological age and find relationships difficult to navigate without adult intervention - Pupils identified as - significant number of ACEs, ASN, LAAC, Child Protection, Priority Pupils and Neuro-Diverse
- All staff recognise that interacting positively and respectfully is a complex skill and needs to be explicitly taught in each year group.
- All children are vulnerable and do not hold any power.
- If children have no other option, they will quickly move into fright/flight/freeze or flop mode.
- All staff need to consistently demonstrate that they care and can be trusted. All staff work hard to develop relationships with our pupils.
- Children are best supported through strong staff & parent connections. SMT and staff provide frequent opportunities for families to engage in supporting their children.
- All adult communication with children is key to developing strong relationships with a strong focus on 'Nurture Informed' practice framing all interactions. These interactions also provide valuable modelling behaviours for families who require support to develop structure within the home.
- All staff need to be well regulated as raised voices create fear and tension.
- Strategies and skills to manage behaviour take time and effort to learn – small successes need to be celebrated.
- Acknowledging and taking responsibility for actions can only be done when we are in calm state.
- Children may not be able to read social cues or deal with strong emotions without adult support.
- Specific planning, when required, will be formalised within GIRMFe planning targets and communicated with pupils and their families, evaluated and providing a forum for pupil and family feedback and cooperation.

Understanding the Behaviour – A checklist for professional reflection

Children are supported in their emotional and social development by a relevant curriculum and learning environment that is modified in response after professional reflection on observed behaviours.

- What are the precursors to any behaviours?
- Does the child have a particular vulnerability? (both parties)
- What is the child's viewpoint? (both parties)
- What is the family's viewpoint? (both families)
- Are all of the above tracked and monitored within planning procedures and highlighted during professional dialogue?
- Are appropriate interventions, support personnel and resources provided?

Updated: February 2026

Review: January 2028