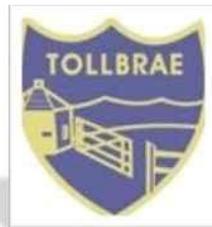


Tollbrae Primary School



Respect, Achievement, Enjoyment

Anti-bullying Policy

We All Have Rights

“Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and those looking after them must give them proper care.”

[UN Convention on the Rights of the Child, Article 19.](#)



Kind, Safe and Ready to Learn.

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Latest review : March 2025

Next review : August 2026

1. Vision

Our vision is that:



Every child and young person in North Lanarkshire will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults;

Children and young people and their parent/carer(s) will have the skills and resilience to prevent and/or respond to bullying appropriately;

Every child and young person who requires help will know who can help them and what support is available; and adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

North Lanarkshire Council, 2019



2. Aims

Our campus expectations are 'Kind, Safe and Ready to Learn.' In partnership with parents, pupils and the wider community, we aim to encourage this positive ethos by:

- Preventing bullying behaviour taking place wherever possible.
- Reducing bullying when it does happen and aim for a cessation of bullying behaviour.
- Providing support for children and their families who have been affected by bullying.
- Building resilience in children and young people and their capacity to address bullying.

3. Definition of bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face to face or online. (anti-bullyingalliance.org.uk)

What is bullying behaviour?

Bullying is a mixture of behaviours and impacts which can affect a person's capacity to feel in control of themselves. Bullying takes place in a context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can include:

- Being called names, teased, put down or threatened.
- Being hit, tripped or kicked.
- Having belongings stolen or damaged.
- Being ignored, left out or having rumours spread about you.
- Receiving abusive text messages or emails.
- Being targeted for who you are or who you are perceived to be.

(Respect Me, Scotland)

When it's not bullying behaviour

We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those experiencing bullying behaviour feel afraid, uncomfortable and unsafe in their environment. ([Respect Me, Scotland](#))

Labelling

As per the advice from respectme (Scottish anti-bullying strategy), we don't label children and young people as 'victims' or 'bullies'. This is not about diluting behaviour but to keep the focus of the adult's responses on the problematic behaviour. This is a solution focussed approach that is designed to help people to change the way they behave rather than to change the way they are. We help people to change by naming the behaviour that is unacceptable, being clear that what they are doing is bullying and that it needs to stop. ([Respect Me, Scotland](#))

4. Prevention of bullying

At Tollbrae primary School, we believe in building a learning community that is built on kindness and respect. Our expectations for behaviour and conduct are clear – ' Kind, Safe and Ready to Learn.'. Bullying behaviour in any form is NOT tolerated.

We aim to prevent bullying type behaviour by:

- Ensuring that our whole school community understands what is meant by bullying.
- Making it clear that bullying behaviour of any kind will not be tolerated.
- Creating a culture and systems that enables children to report bullying incidents without feeling that they are 'telling' and possibly making the situation worse.
- Ensuring that all incidents and allegations are seen to be taken seriously, investigated and, if necessary, acted upon, operating in the interests of the wellbeing of the children and young people involved.

Our whole school approaches include:

- Learning about children's rights and discussing ways we can respect each other.
- Reflecting on our school values, expectations and class charters.
- Mental, emotional and social health and wellbeing programmes e.g. Circle Time, Relax Kids, Zones of Regulation, Restorative Practices.
- Being proactive with national information strategies, e.g. Show Racism the Red Card, Anti-bullying Week, anti-sectarianism strategy.
- Using positive behaviour strategies within the classroom and wider school.
- Repairing relationships through restorative approaches, focusing on the harm that has been caused and the impact this has had.
- Personal support and additional support for those involved.

5. No Hitting Policy

In the school's efforts to minimise incidents of bullying, it must be stated that any form of physical action or retaliation is unacceptable as this can lead to an escalation of the situation. In line with our expectations of 'Kind, Safe and Ready to Learn', we actively discourage violence of any kind.



6. Prejudice Based Bullying

Bullying behaviour may be a result of prejudice that relates to actual or perceived differences. This can lead to prejudice or discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

We need to create environments where diversity is celebrated and name-calling and comments based on prejudice are challenged.

Some personal characteristics are protected within the law. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'.

- Age
- Disability
- Gender reassignment
- Race
- Sex
- Religion or belief
- Sexual orientation

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons.

Other examples of prejudice-based bullying include the following:

- Additional Support Needs
- Asylum Seekers and Refugees
- Body Image and Physical Appearance
- Gypsy/Travellers
- Looked After Children and Young People
- Sectarianism
- Gender Identity and Transphobic Bullying
- Young Carers
- Socio-economic Prejudice

8. Dealing with incidents of Bullying Behaviour

When responding to incidents, several things should be considered:

- Allegations of bullying are taken seriously and responses should be prompt.
- The initial response should be one of support rather than immediate sanction.
- Where possible, evidence based restorative processes should be used to support the person experiencing bullying behaviour and the person displaying it.
- The importance of confidentiality in any investigation and outcome.

The following questions may be asked when investigating bullying behaviour incidents:

- Who was involved?
- Is there a young person experiencing bullying behaviour? If so, who?
- What is alleged to have happened, from the perspectives of all involved?
- When and where did the incident take place?
- Any background to the incident?
- Reasons for considering this to be bullying type behaviour.
- What does/do the young person/s experiencing bullying behaviour wish to see resulting from the investigation?

If the investigation necessitated action to be taken, the following steps should be followed:

- Make it clear that the type of behaviour exhibited is totally unacceptable.
- Work with the person showing bullying behaviour to make them aware of the impact of their actions on others.
- Support the person showing bullying behaviour using restorative practices to improve their behaviour and prevent a reoccurrence.
- Involve members of staff, including staff from other agencies, to support the young person experiencing bullying behaviour and the person displaying bullying behaviour.
- If appropriate, inform parents/carers of the incident and any action taken, seeking to work in partnership.

Examples of specific support that could be provided to children who have experienced bullying behaviour might include;

- Restorative approaches
- Circle Time activities
- Worry Box/Bubble Time
- Relax Kids
- Zones of Regulation
- 'Mentoring' or 'Buddy' system
- Participation in social skills and/or nurture groups
- Regular 'check ins' with staff

Consideration should be given to the interventions and support given to the young person showing bullying behaviour. Such approaches are intended to improve behaviour and might include:

- Restorative meetings and/or conferences
- Positive behaviour strategies with an appropriate member of staff
- Circle Time activities
- Solution Oriented approaches
- Individualised Health and Wellbeing targets in a GIRFMe plan.
- Communication through a Home/School Diary
- Participation in social skills and/or nurture groups
- Play, Talking and/or Drawing Therapy
- Involvement of an Educational Psychologist or Social Work support where appropriate.

To enable further planning and assessment, a young person showing bullying behaviour may be temporarily excluded from school.

9. Bullying and children with Additional Support Needs

Although the process of investigation will be the same, some thought needs to be given to the children and young people with additional support needs. Children and young people with additional support needs are particularly vulnerable as their difficulties with social interaction with peers may leave them isolated, or unaware of the impact of their actions on others.

10. Parents as Partners

Parents and carers are experts in their children's behaviour and their physical and mental wellbeing. They have a key role to play in supporting their children when they experience bullying or bully other children, and in assisting in the management of bullying behaviour. They can offer advice to school staff on extra support their child might need or any creative solutions that may help to resolve the situation.

11. Online Bullying

For children and young people, the internet is a place, not a thing. It's a social space where they can hang out and meet friends. Like any other place they visit, there are benefits and risks. Adults need to be engaged with children and young people about where they go online, just as they are when they go into town or to any other 'real' physical place. Online bullying or 'cyberbullying' as it is often referred to, shouldn't be treated any differently to other forms of bullying behaviour; it is still about behaviour and impact.

12. Recording and monitoring of Bullying Behaviour

All incidents of bullying will be investigated by a member of the senior leadership team. Incidents of bullying behaviour and details of outcomes will be recorded using the school's system. It is the responsibility of the school to monitor incidents and to put in place appropriate responses when incidents arise.

13. Concerns/Complaints procedure

If you have any concerns or complaints regarding the service you are receiving, these can be addressed by contacting the Head Teacher in the first instance. Should you remain dissatisfied, the Head Teacher will advise of the next steps available to you.

14. Internet links to advice on bullying for schools

www.respectme.org

www.unicef.org.uk/rrsa

www.parentzonescotland.gov.uk

www.anti-bullyingalliance.org.uk

www.beatbullying.org.uk

www.bullying.co.uk

www.childline.org.uk