

# Cleish Primary School Anti-Bullying Policy (2025)

## Our Values

Respect

Responsibility

Fairness

Inclusion

Kindness

This policy should be used in conjunction with the Perth and Kinross Council Anti-Bullying Strategy.

## Introduction

At Cleish Primary School, we are committed to providing a caring, friendly and safe environment where every learner can feel secure and supported. Bullying of any kind is unacceptable. If bullying occurs, pupils should be able to tell a trusted adult and know their concerns will be taken seriously and dealt with promptly and effectively. All bullying and racist incidents will be recorded on the PKC SEEMiS system, in line with council policy.

## What is Bullying?

'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.'  
(Scottish Government 2017)

## Guiding Principles

Positive, respectful relationships are central to wellbeing and learning. Bullying can interrupt the development of these relationships and in turn can impact on children's and young people's wellbeing and can affect their inclusion, participation and attainment. Bullying is a breach of the United Nations Convention on the Rights of the Child. Our approach aligns with GIRFEC, placing the child's views and needs at the centre of all decisions. 'Getting it right for every child' is the responsibility of everyone; ensuring that all children and young people are nurtured and supported to become confident individuals, effective contributors, successful learners and responsible citizens. If bullying or unkind behaviour happens, it must be addressed in such a way that the child or young person who has been bullied remains at the centre of decision making.

This policy sets out clear guidance to ensure that everyone understands how to respond effectively to any bullying incident. It explains who children and young people can approach for help, what they can expect to happen when they report a concern, and how actions taken will be shared with them. Our approach prioritises early intervention and prevention, helping us to get it right for every child and young person in our school community.

### Why is it important to respond to Bullying?

No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who display bullying behaviours require support to learn different ways of interacting. We have a responsibility to respond promptly and effectively to issues of bullying.

### What do we mean by the term bullying?

Children and young people can at times be unkind towards each other, do things without thinking about the consequences or do things that they then regret. This can lead to the feelings of others being hurt at the time but the relationship is able to be repaired. Unkind behaviour requires a prompt response to focus on how it affected others, but it alone is not bullying. However, unkind/hurtful behaviour may have a different impact on each child or young person depending on the factors that affect them.

An individual's feeling of being in control and in charge of themselves is what we term as their sense of 'agency'. Bullying can negatively impact a child or young person's sense of agency, how adults respond to bullying must help them to restore their feeling of being in control.

Perth and Kinross Council's anti-bullying strategy states that bullying is:

Behaviour that is unkind or hurtful and has an impact on a child or young person's feeling of agency, their ability to feel in control and complete actions as they would have done previously. Bullying takes place in the context of relationships; it is behaviour that affects the individual's self-confidence and can make them feel hurt, threatened, frightened and left out.

This behaviour may happen in person or online and can include hurtful comments and name calling, threats of violence, unkind, abusive messages and behaviour which makes people feel like

they are not in control of themselves or their lives. In some instances, bullying may be motivated by prejudice. This list is not exhaustive.

Bullying can affect the individual, their family and relationships as well as their education and participation. A child or young person who is bullied might not feel safe, included or respected and their wellbeing may be affected. A child or young person who is bullied, and those causing bullying, may have wellbeing needs that should be assessed and supported using the eight indicators of wellbeing – Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible, Included.

Unlike falling out and disagreements with other children or young people, bullying is not a normal part of growing up. It is recognised that it is everyone's responsibility to prevent and respond to bullying and to support children and young people to develop healthy relationships. By working together, we will develop a culture of mutual respect and responsibility amongst all children and young people in our schools and the adults around them.

### Objectives of this Policy

- All teaching and support staff, pupils and parents/carers will have an understanding of what bullying is
- All teaching and support staff will know what the school policy is on bullying and follow it when bullying is reported
- All pupils and parents/carers will know what the school policy is on bullying, and what they should do if bullying arises
- All pupils and parents/carers will be assured that they will be listened to when bullying is reported

### Fostering Positive Relationships

In Cleish Primary we are committed to positive relationships and inclusion. The promotion of positive relationships is central to our school's culture and ethos, curriculum and approach to teaching and learning. Early intervention and prevention are key elements of an approach focused on ensuring all children and young people have the skills to manage positive relationships along with the confidence to challenge or report bullying. A culture built on relational approaches, respect and empathy in a calm and safe environment will support everyone to develop the skills to reflect and repair relationships with others.

We promote relational, nurturing and inclusive approaches. Cleish Primary uses:

- Nurturing Relationships
- Anti-bullying professional learning
- Anti-Bullying Week
- Rights Respecting Schools
- Restorative Approaches
- Emotion Works
- CIRCLE Inclusive Practice
- Health and Wellbeing Curriculum
- Self-regulation strategies
- Peer Mediation (where applicable)
- Show Racism the Red Card
- Weekly Assemblies
- Community Police links
- NSPCC Speak Out Stay Safe
- Safer Schools App

Our Health and Wellbeing curriculum provides regular opportunities to support the prevention of unkind and bullying behaviours and promote positive relationships.

### Children's Rights

Staff supporting children and young people involved in an incident of bullying behaviour will respect the rights of children and young people and develop consistent and effective approaches to addressing the issue of bullying. Therefore, ensuring the views of the child or young person are at the centre of approaches to address bullying is prioritised in this policy. This upholds Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) – right to give your opinion and for adults to listen and take it seriously.

Cleish Primary actively promotes the school values to develop positive relationships and behaviour that help prevent bullying. However, when bullying does take place, staff will respond by supporting both the needs of children and young people who experience the impact of the behaviour as well as those who exhibit these behaviours. Adults supporting children and young people who have experienced unkind behaviour and bullying will consider both behaviour and impact when

managing an incident. School staff managing an incident will keep the views of the child or young person at the centre of decision making to reduce further impact on them.

Key questions that will be asked are:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

All bullying and unkind behaviour will be challenged, and there may need to be consequences depending on the situation. Labelling children and young people as 'bullies' can be unhelpful in changing their behaviour.

"Many people may believe that children and young people who bully others must be punished for their behaviour. This type of response can be ineffective, dangerous, breed resentment and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions. Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others" (Parentzone).

'Children and young people learn from repair rather than punishment.' (PKC Nurturing Relationships 2024)

At Cleish Primary staff are encouraged to use a problem-solving approach. This may include a restorative approach if this would be helpful in this situation; this is where relational approaches are used when it is appropriate to resolve bullying incidents and relationship difficulties. There may be some situations where [restorative approaches](#) are not appropriate due to the nature of the incident, the wishes of the child or young person or the profile of the child or young person.

### **Supporting children/young people involved in bullying behaviour**

Children and young people should be confident they will be listened to and taken seriously and know that appropriate action will be taken. When a child or young person has reported an incident, it is important that their views inform the actions taken by the school and that they are kept informed of what has happened. If a child or young person does not want any action to be



taken, this should be respected unless the risk to the individual's wellbeing requires the staff member to take safeguarding action. The school Child Protection Officer should be contacted immediately if there is a safeguarding concern. In all situations, children and young people will be encouraged to identify the importance of resolving situations and supported to experience that it is possible to do so.

## Prejudice-Motivated Bullying

The Equality Act 2010 supports progress on equality for children, young people and adults, and provides a framework of protection against direct and indirect discrimination, particularly in relation to nine protected characteristics, which are:

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

When responding to any incident that is felt to be based on prejudice, it is important to remember that any incident which is perceived to be racist by the victim or any other person will be responded to as a racist incident and logged accordingly. Further information with regards to these characteristics can be found in the PKC Anti Bullying Strategy.

## Online Bullying

Young people who have access to mobile devices out of school can become involved in a range of communications that are unhelpful or may be deemed bullying behaviour. These communications can often spill into school due to ongoing disputes and unkind behaviour.

At Cleish Primary we ask that all mobile devices are left at home. If a pupil needs to bring a device to school, this should be handed in to the class teacher first thing in the morning. It will be

kept safely and returned to the pupil at the end of the day. This reduces the opportunity for unsafe use.

It is the parents' responsibility to ensure their children are using social media and communication sites appropriately outside of school. Many of these sites are not age and stage appropriate for our children. We would ask that parents monitor their child's use of social media and have suitable safeguarding measures in place to ensure children are safe when online.

If you are aware of concerning behaviour online then this communication should be passed to the Police. It is not possible for school staff to become involved in online messaging that occurs outside of school.

### School Responsibilities

- Work with the school community to establish a respectful and inclusive ethos and set of values for our school;
- Develop, monitor and regularly review an anti-bullying policy for our school that reflects the school ethos and values and aligns to the Perth and Kinross Council strategy;
- Ensure an explicit commitment to challenging prejudice-based bullying is central to our school's policy;
- Involve and consult meaningfully with children, young people, parents/carers and the Parent Council when formulating or refreshing our school policy
- Ensure children, young people and parents/carers are aware of the positive relationships and anti-bullying strategies for our school
- Implement actions through wider curriculum planning to promote positive respectful relationships, inclusion, fairness and equality, diversity and children's rights;
- Ensure children, young people and parents/carers are provided with information on how to raise a concern through a number of different routes and how to escalate the process when they feel matters are not being dealt with in accordance with the PKC strategy;
- Resolve incidents of bullying proactively, ensuring the views of the child or young person is taken into account, using a respectful, proportionate and holistic approach;
- Ensure there is clear monitoring and recording procedures and everyone in the school are aware of these and are using them consistently.

## Expected Behaviours

### Children and young people

- Treat each other with kindness and respect and not engage in bullying behaviour.
- Adhere to the school rules: Ready, Respectful and Safe;
- Model the school values of respect, responsibility, fairness, inclusion and kindness;
- Know what to do if they have a concern about bullying;
- Where safe and appropriate, challenge unkind behaviour or report to a trusted adult;
- Be honest and take responsibility for their behaviour when things go wrong;
- Work with others to help ensure bullying cannot thrive;
- Engage in restorative conversations if appropriate.

### Individual Parents

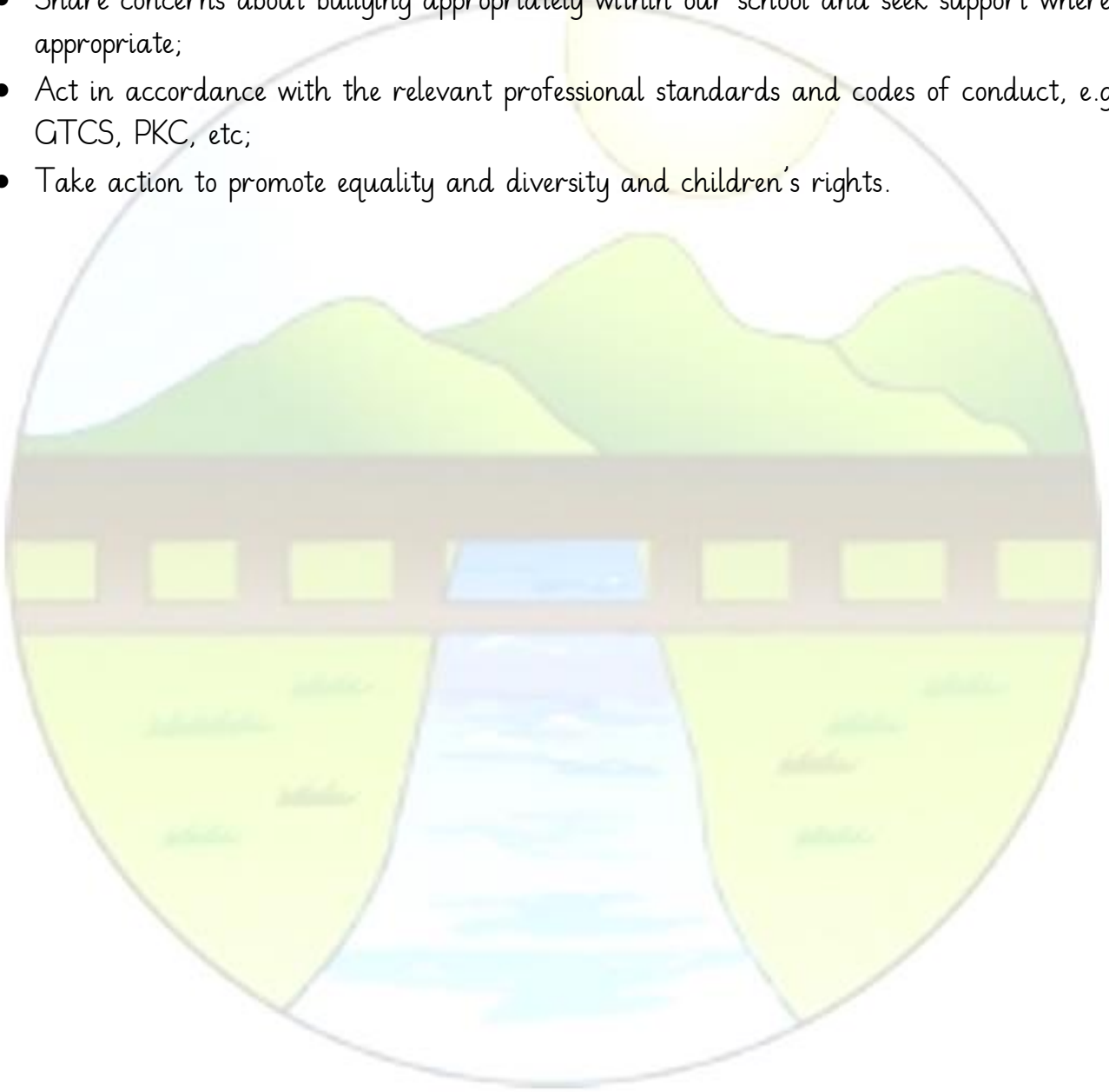
- Be aware of and support the values and anti-bullying strategy and practice in our school;
- Model positive relationships with school staff and treat people with respect;
- Teach children how to behave and form relationships, strategies to build resilience, self-regulation and independence;
- Monitor the use of online communications between young people and ensure they only have access to age-appropriate material and apps.
- Work with others in the school community to help ensure a culture of inclusion where bullying cannot thrive;
- Share concerns about your child as early as possible with appropriate school staff;
- Support school staff by encouraging children to take responsibility for their behaviour;
- Engage through Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice in schools.

### School Staff

- Be aware of and support the values of our school and the PKC anti bullying strategy and procedures;
- Provide a safe and calm environment to learn;
- Act with kindness and as positive role models to establish open, positive and supportive relationships;



- Teach children how to behave and form relationships, strategies to build resilience, self-regulation and independence;
- Listen and take the views children and young people seriously;
- Promote good communication and positive relationships with parents/carers, respecting their role and the importance of working in partnership to support their child;
- Share concerns about bullying appropriately within our school and seek support where appropriate;
- Act in accordance with the relevant professional standards and codes of conduct, e.g. GTCS, PKC, etc;
- Take action to promote equality and diversity and children's rights.



## Procedures for Children/Young People

1. Report the incident to an adult in the school or in playground.
2. If in the playground the Pupil Support Assistants will try to restore the relationship and will ensure the event and resolution has been passed on to the class teacher.
3. If unresolved it will be passed to the class teacher or the headteacher.
4. Adults will try and help you to resolve the issue using restorative approaches in appropriate.
5. Next steps will be agreed with those who were affected if possible.
6. If further incidents occur then these will be closely monitored. An adult will check in with you regularly.
7. A member of staff may be allocated to support you in the playground.
8. Incident of bullying will be recorded and parents/carers informed.

## Procedures for Staff

1. All staff will be aware of the Anti-Bullying Policy
2. When a child reports an incident of bullying we will listen and respond as quickly as we can.
3. All reports of bullying will be recorded on the SEEMiS system.
4. The bullying behaviour or threats of bullying will be investigated and a restorative approach may be used (if appropriate) to repair the relationship as quickly as possible.
5. Self-regulation approaches may be put in place to support the children involved.
6. If an ongoing issue parents will be informed and asked to support the school in resolving the issue.
7. If the matter is considered very serious exclusion from school may be considered and Police may be consulted.

## Procedures for Parents

1. Parents/carers can access the school Anti Bullying Policy.
2. If your child reports an incident of bullying please inform the school as soon as possible to see if school staff were aware and it has been investigated.
3. Model positive relationships with school staff
4. Trust that the staff will investigate bullying behaviour or threats of bullying and they will speak to all involved and any witnesses if available.
5. Understand that a restorative approach may be used (if appropriate) to repair the relationship as quickly as possible.
6. Recognise that children will be supported to resolve the issue by staff
7. Understand that Self-regulation approaches may be put in place to support the children involved.
8. If your child has been involved in a bullying incident please support staff to resolve the issue.
9. Expect staff to inform you when the matter has been dealt with but understand that they will not be able to share details of any agreed consequences.
10. Any online bullying should be dealt with by parents and carers if this has occurred out of school.
11. All reports of bullying will be recorded on the SEEMiS system – it may be parents are not agreed if the incident was bullying but disagreements around this will also be recorded.
12. If the matter is considered to be very serious exclusion from school may be an outcome and Police may be consulted

## Outcomes

Please note that due to confidentiality, parents will not be informed about the consequences that are agreed for another child. Parents should be re-assured that all recorded incidents will be followed up and appropriate next steps taken.

In all circumstances we would try to rebuild the relationship as restoratively as possible.

1. If possible, the pupils will be supported to be reconciled.
2. In agreement with the person harmed consequences may be considered e.g. apologising, missing play or lunchtime play etc. Other consequences may take place as judged appropriate by school staff.
3. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
4. In some cases children will be asked to check in with adults on a regular basis for an agreed period of time.
5. In the most serious of cases, and as a last resort, exclusion may be considered as a means of planning next steps to support all.

## Useful Links

- [PKC Bullying and Harassment](#)
- [respectme \(Scotland's Anti-Bullying Service\)](#)
- [Think U Know](#)
- [CIRCLE resource](#)
- [Restorative Approaches leaflet](#)
- [Safer Schools App](#)