



Kenmore Primary School

January 2025

Anti-Bullying Policy



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Introduction

Our school vision is to nurture curious minds, a love of learning and reach our full potential as confident and compassionate global citizens. To do this we need to create an environment where bullying behaviour cannot thrive.

This policy is designed to give clarity around our systems and procedures for dealing with bullying behaviour and its impact and how your young people across all stages of Kenmore Primary will be supported.

Kenmore's Anti Bullying Policy is based on and aligns with:

- Our core shared values of being kind, respectful and responsible.
- **Perth and Kinross Council [Anti-Bullying Strategy](#)** June 2024.
- **[The Equalities Act 2010](#)**
- **UNCRC Rights of the Child**
- **3.1 *How Good is our School*** - Improving wellbeing, equality and inclusion
- The views of our stakeholders including – pupils, parents and school staff.

We will regularly continue to gather stakeholder views to ensure that this policy remains relevant and meaningful to support Kenmore Primary.

Promoting a culture and ethos of equality and inclusion

Throughout a young person's time at Kenmore Primary, staff will talk with them about what bullying is and the impact that it can have. The school will deliver social and emotional learning programmes throughout the year. We will use a variety of materials, including those of the [Respect Me](#) charity to make young people aware of bullying and what they can do about it. The Anti-Bullying message will also be covered in assemblies, with a particular focus each year for Anti-bullying Week (generally 2nd week in November).

We believe that positive relationships support the creation of good learning environments that enable children and young people to thrive. Bullying can interrupt the development of these relationships and in turn can impact on children and young people's wellbeing, inclusion, participation and attainment. Linking closely with UNCRC, all young people, have rights to which they are entitled. These are described in the United Nations Convention on the Rights of the Child (UNCRC). One of these is the right *to be protected from being hurt and mistreated, in body and in mind*. It is the responsibility of all of us to ensure that this is the case.

We support respectful relationships and the development of positive social skills.

We implement a range of approaches to support the development of a positive ethos where bullying is never acceptable. These approaches are based on our Kenmore Relationships Policy.

This includes:

- Our school values which emphasise kindness, respect and responsibility. These are developed with, agreed and promoted by all staff, parents and carers, and children and young people.
- Modelling of respectful relationships by staff
- Solution-focused approaches, including restorative approaches
- Rights Respecting Schools programme
- Social and emotional learning programmes
- Visual supports and reminders in school
- Promotion of the school and PKC Relationships policy through school website, weekly updates etc
- Promotion of anti-bullying within whole school assemblies
- Circle time
- Promotion of equality awareness activities

What do we mean by 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)**

To understand what bullying is, it is important to **consider both behaviour (action) and impact**. Bullying is behaviour that is both unkind or hurtful and has an impact on the individual that has been targeted because it changes their feeling of being in control and in charge of themselves. PKC have explained this further in this [VIDEO](#).

‘Children who are bullied do not feel like themselves, they feel like they have something taken away from them. They feel they lose the ability to manage what is happening to them and worry a great deal about what might happen if they tell, if they speak up or if they ignore it.’ (<https://orbistc.com/antibullying/>)

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 can help them to restore their feeling of being in control.

Examples of Bullying behaviours (actions)	Examples of impacts of bullying
<ul style="list-style-type: none"> • Name calling, teasing, putting others down • Unkind comments, spreading rumours • Violence – hitting, tripping, kicking • Threats • Online – abusive messages, positive abusive comments • Isolating others • Taking personal belongings or damaging personal belongings. • Prejudice based - targeting someone because of who they are or who they are perceived to be, This could be because of their race, ethnicity, religion, sexual orientation, ability, gender. <p><i>*this list is not exhaustive</i></p>	<ul style="list-style-type: none"> • Feeling frightened • Poor mental health • School absence • Low-self-esteem • Self-harm • Substance abuse • Change in appetite • Loss of sleep • Unable to concentrate • Withdrawing

Bullying can be a repeated action or it can be a one off incident.

It is important to recognise that 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 GIRFEC indicators of wellbeing - Safe, Healthy, Achieving, Nurtured, Active, Respected and Responsible, Included.

(From **Perth and Kinross Council** [Anti-Bullying Strategy](#) June 2024.)

When is it not 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 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.

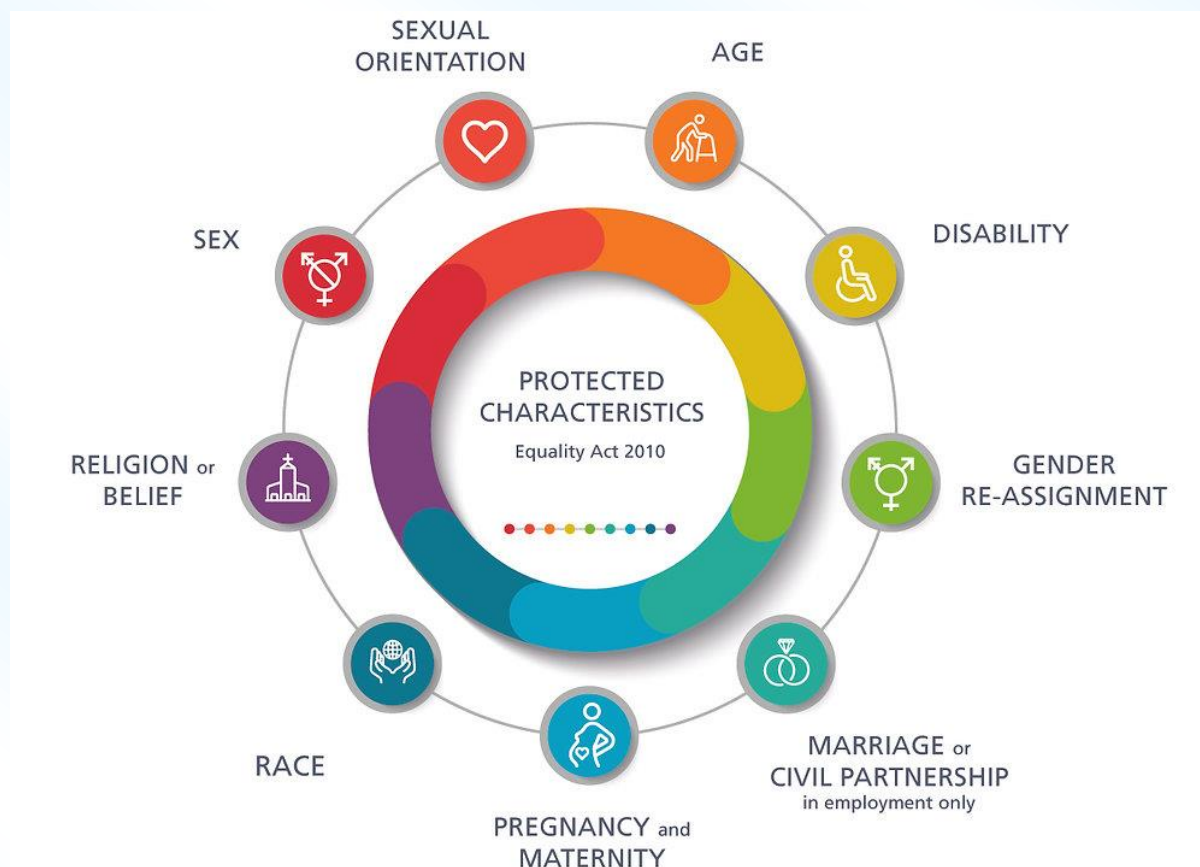
The following diagram includes examples of how to consider behaviour and impact in deciding if an incident is bullying



Equality and prejudice-based bullying

Prejudice-Based Bullying

The Equality Act 2010 provides protection against direct and indirect discrimination towards characteristics such as:



We will ensure that bullying by pupils that is related to a protected characteristic is treated as seriously as any other form of bullying. Where there is indication that an incident is prejudiced-based, this could be reported to Police Scotland who will give consideration to whether it is a crime. Parents / carers may also choose to report to the police if they feel that their child is the victim of a hate crime.

Online Bullying

Online bullying, or 'cyberbullying' as it is often referred to, can involve a child or young person being called names, threatened or have rumours spread about them online, usually on social networking sites and online gaming platforms. When bullying takes place online, we will support the young person experiencing and displaying bullying behaviours by contacting their parents. When online bullying takes place outside of school hours, it can often be difficult to determine who posted what. In instances like this we would aim to work collaboratively with staff, young people and parents and

carers in asking them to monitor the young person's use of a mobile phone and internet and intervene appropriately. Young people / parents and carers can explore the following:

- Contact the website / social media platform and block the perpetrator
- Contact the police if there are threats of violence and / or prejudice-based comments that may constitute a hate crime
- Keep screenshots with dates / times etc as evidence
- Ensure social media accounts are set to “private” rather than “public”
- Contact Childline at www.childline.org.uk for support and advice
- Explore advice from RespectMe at www.respectme.org.uk
- Contact Child Exploitation Online Protection (CEOP) at www.ceop.police.uk to report a concern
- Take time away from online devices regularly
- Download the “Safer Schools” app which can provide advice around bullying
- Explore parental controls as a way to control access to social media during school hours and nighttime and also ensure apps used are age appropriate

[Link to mobile phone PKC guidance](#)

Responding to Allegations of Bullying Behaviour

Preventing and responding to bullying behaviour is the responsibility of all members of the Kenmore Primary community (*appendix 1*) and PKC guidance (*appendix 2*)

All School staff will:

- Challenge any bullying behaviour that is overheard / observed.
- Listen and take the views of all children and young people seriously.
- Treat allegations and observations of bullying, prejudiced behaviour and discrimination sensitively and respectfully.
- Record any incidents of bullying behaviour and pass promptly to the PT or HT.
- At all times adhere to child protection and safeguarding procedures as deemed necessary.

Head Teacher or Principal Teacher will be the incident owner:

They will hold responsibility for **investigating, responding and reviewing allegations of bullying:**

They will consider:

- *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 or prejudices may have influenced the behaviour (protected characteristics)?*



An investigation will be carried out and facts will be established, and all young people involved spoken to.

If the behaviour has been determined to be bullying, they will consider the range of approaches to respond. Immediate restorative action may be appropriate and possible. They will consider the requirement to report incidents that may constitute a crime, including hate crime. In this situation, they will support the child or young person to have some control over who reports this and how this is done. They will agree the most appropriate action with child or young person involved, remembering the possible role of their family in supporting them. If no evidence of bullying is found, they will consider approaches to conflict resolution where appropriate. Outcomes and actions will be recorded on SEEMIS by the Incident Owner. (see appendix 3)

Head Teacher will:

- Ensure all allegations are reported and recorded using the school agreed processes
- Share information with school staff if appropriate

What should a young person do if they think they are being bullied?

If a young person feels they are being bullied, they can contact any member of staff they feel comfortable talking to.

We would always advise that pupils speak to a member of staff first, but if this is not something they are comfortable doing they can ask their parents to raise it with the school or link with a friend to support them to report bullying.

If parents or carers feel that their child is being bullied at school, they should contact a member of staff in the school:

Parents or members of the community, can also email the school at this address: Kenmore@pkc.gov.uk or phone: **01887 822430**.

In both cases their concerns will be passed on to the relevant staff members.

If pupils are not comfortable talking to anyone about bullying to begin with, they can place a message in the 'post box' that is located at the front door. These will be checked at regularly and someone will get back to pupils to deal with their concerns sensitively.

As a parent / carer:

- **Don't wait, let us know as soon as you have a concern, to allow us to be proactive in helping.** An easy read [Accessible parent guide.pdf](#) can be found here.
- Share concerns with a member of staff (support staff / class teacher / PT/HT) if you have any concerns about bullying, discrimination and prejudice experienced by a young person.
- Work collaboratively and respectfully with staff, young people, and other parents/carers where appropriate to help ensure bullying, discrimination and prejudice cannot thrive.
- Address the behaviour of your child if it impacts others negatively and refrain from engaging directly in a negative way with any other children involved or their family.
- Monitor closely the young person's use of mobile phone and the internet and intervene if there is a suspicion that these are being used inappropriately.
- Be aware of *Respectme* Scotland's Anti-bullying booklet – [Bullying Behaviour: A Guide for Parents and Carers Respect Me |](#)

Supporting Young People

School staff will offer support to young people who have experienced bullying behaviour.



What happens next? / What Actions do we take?

If a young person is found to have bullied other people, the school will make it clear to them that their behaviour is unacceptable and that there will be consequences for their actions. These will vary in severity depending on each situation and the recurrence of any incidents. We may report incidents to the police.

If a young person is accused of bullying, we will ensure that they are dealt with fairly and consistently and that they are allowed to express their views on the situation.

If we consider that a pupil has been demonstrating bullying behaviour, we will support them to change their behaviour. This may involve a restorative approach where we get them to consider the impact of their behaviour on others. With the agreement of the victim, we may bring them together discuss and understand how their behaviour has affected others.

There are a range of consequences that the school may put in place, depending on the situation. These could include:

- ❖ **Contact with parents/carers**
- ❖ **Monitoring behaviour**
- ❖ **Peer mentoring and mediation**
- ❖ **Restorative practices, including acknowledging grievances.**
- ❖ **undertaking learning sessions on a 1:1 basis or in small groups looking at their behaviour and its impact**
- ❖ **Consequences including loss of privileges**
- ❖ **Involvement of partner agencies**
- ❖ **temporarily withdrawing pupils from classes**
- ❖ **temporarily excluding pupils from school**
- ❖ **referring pupils to external agencies for more specialised support**
- ❖ **reporting very serious incidents, such as physical assault to the police (this could also be done at any time by the parents/carer of any pupil being bullied)**

Due to confidentiality, we will not always be able to go into detail about the actions that are being taken against those displaying bullying behaviour but we promise that in every case where bullying has been established there will be consequences for the pupils concerned, in addition to support to prevent them from bullying in the future.

It is also important to recognise that the young person / people displaying the bullying behaviour may also require support.

Communication - Working Together

Schools, parents, and communities need to work together to create a happy, respectful and safe environment for all children. Early and open communication when there is a concern that bullying is taking place should help everyone reduce the impact of bullying on your child.

What to do when you or someone else is experiencing bullying behaviours



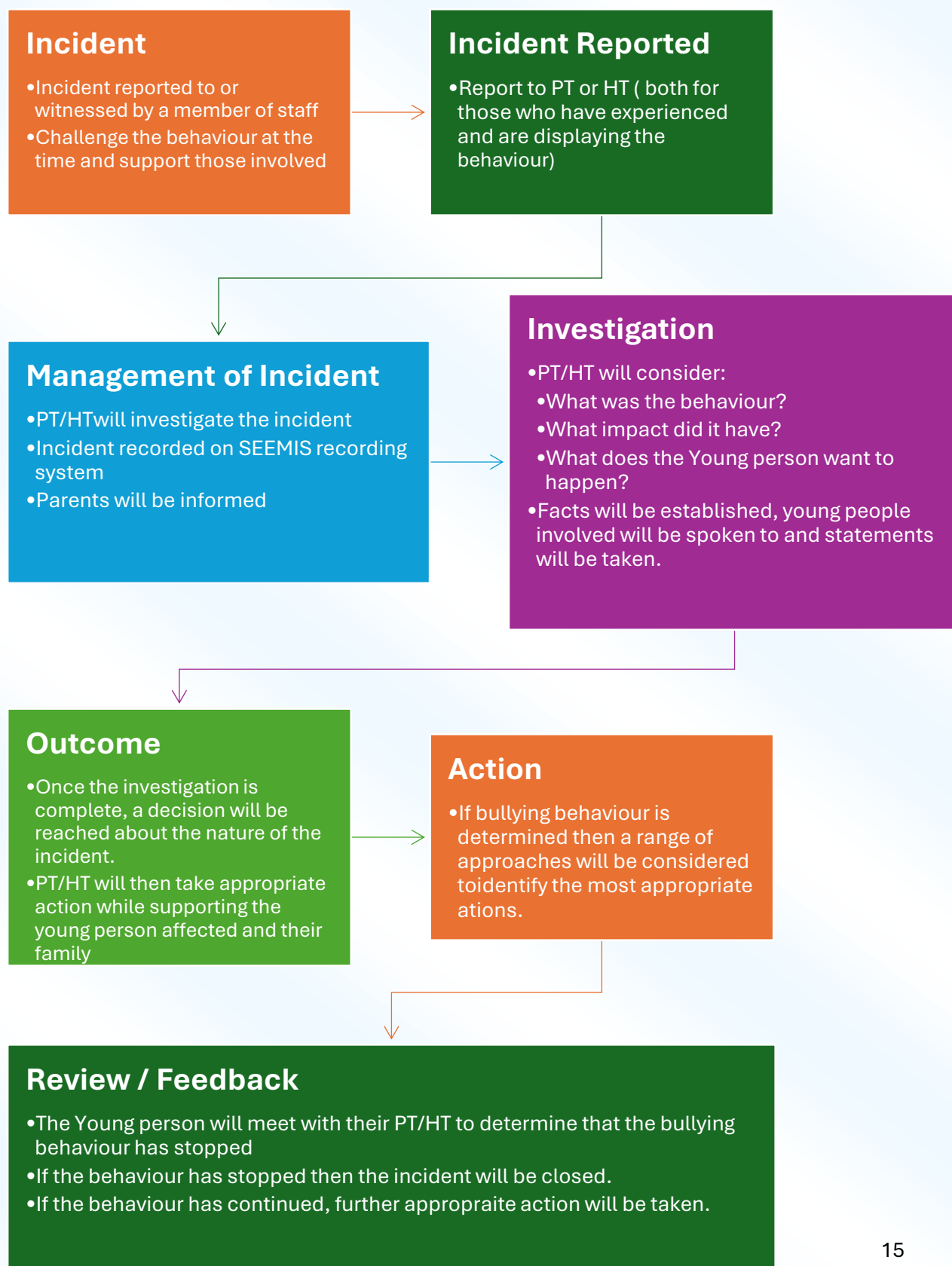
Other sources of information

Resources for Parents

- Supporting Parents when children or young people are involved in bullying
[Experiencing bullying behaviour](#) | [Social and emotional factors](#) | [Specific support needs](#) | [Additional support](#) | [Parentzone Scotland](#) | [Parentzone Scotland](#)
- [respectme](#) | [Scotland's anti-bullying service](#)
- Be aware of *Respectme* Scotland's Anti-bullying booklet – [Bullying Behaviour: A Guide for Parents and Carers Respect Me](#) |
- [Accessible_parent_guide.pdf](#) – Perth and Kinross Council
- [PKC - What do we mean by Bullying?](#)
- [The Perth and Kinross \(Education & Learning\) Anti-Bullying Strategy](#)
- [The Perth and Kinross \(Education & Learning\) Anti-Bullying Operational Guidance](#)

Appendix 1

Actions for Staff



Quick Read version for staff

Positive relationships support the creation of good learning environments; bullying can interrupt the development of these relationships and impact on children's wellbeing.

'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)

What is Bullying?



Bullying can include name calling, violence or threats of violence, unkind, abusive messages and behaviour which makes people feel like they are not in control of themselves or their lives. Bullying is when these behaviours lead to another person losing their sense of being able to make the choices they want for themselves – a loss of agency.



Bullying can include cyber bullying - sending abusive messages, pictures or images on social media, online gaming platforms or phone.

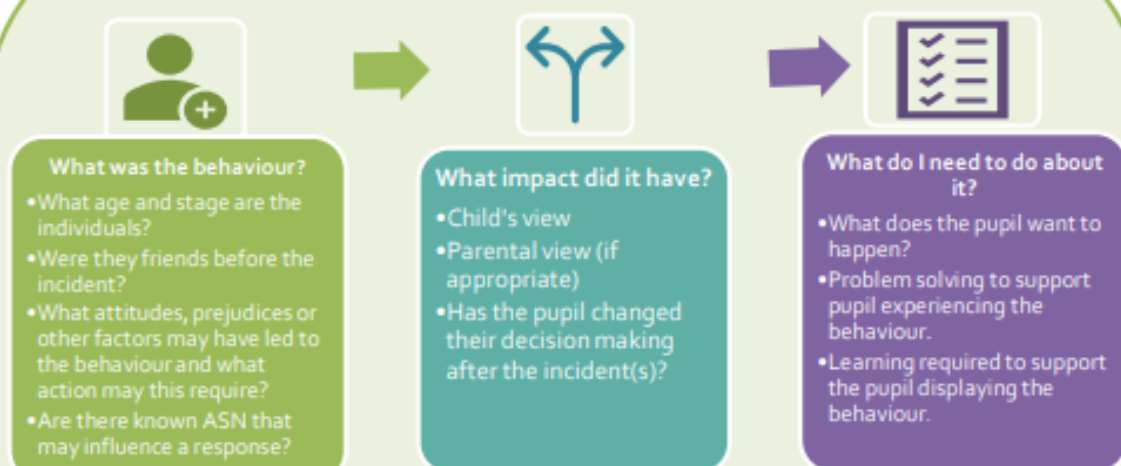


Bullying can be behaviour that is targeted because of who you are or who you are perceived to be. Behaviour that is motivated by prejudice may not only be bullying but may be crimes. Hate crime, sexual harassment or physical or sexual assaults are criminal offences and should be treated as such.

Promoting Positive Relationships

The promotion of positive relationships will be central to each 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 will support everyone to develop the skills to reflect and repair relationships with others. Schools will have clear guidance for pupils and families on how they will develop the skills of children and young people to discuss how they feel and the confidence to manage their relationships with others in a positive way. Through working collaboratively with parents and partners, schools will be encouraged to explore ways in which the impact of behaviour can be exemplified through the wider curriculum.

Responding to an incident or report of bullying



When responding to an incident that is felt to be based on prejudice, it is important to remember that any incident which is perceived by the child or young person to be motivated by prejudice or discrimination should be responded to as a hate incident. Any behaviour that is criminal and is directed towards someone due to prejudice or hostility, is regarded as a hate crime and should be reported as such.

It is everyone's responsibility to respond to and address bullying behaviour and to take children and young people's concerns seriously.

Our children and young people tell us that they need to know what will happen when they report their concerns. Schools must ensure children and young people are made aware of how to report incidences of bullying and are encouraged through ongoing learning opportunities to report such incidents to staff. To support this, each school will work with their pupils to establish who the key people are that can support them if they feel they are being bullied and to agree ways in which children and young people will be able to safely share their experiences. Schools will ensure pupils, families and staff understand how reports of bullying will be responded to and managed.

Each incident should be carefully considered and handled appropriately. All incidents should be recorded in the SEEMiS Bullying and Equalities Module (BEM) when reported. Staff should listen to the child or young person, complete an investigation of the incident and make a professional judgement if there is evidence that the incident has been a bullying incident based on the definition of bullying. (See page 10) Care must be taken to being factual when noting any perception of the incident being prejudiced-based when recording and reporting incidents that may constitute a racist incident or a hate crime.

Schools must record incidents of bullying, including prejudice-based incidents, in line with the SEEMiS Bullying and Equalities Module (BEM) [Bullying-Equalities-Manual-V2.4.pdf](#). The Bullying and Equalities Module allows for incidents of prejudice-based bullying to be identified according to the perceived reason(s) for the incident. [Walkthrough guidance](#) is available on recording an incident on the BEM.

Following an instance of bullying, care should be taken in planning the support to repair an existing relationship or to support respectful ways of living and learning together where no relationship exists or where one party to the incident does not wish to repair the relationship.

Appendix 3

Responding to an Incident: Overview of Procedures for Staff

At all times, child protection and safeguarding procedures must be followed as deemed necessary.

Reporting and recording	
Incident noted	An incident may be reported by a pupil or parent, or witnessed by, a member of staff. If witnessed by staff, the behaviour should be challenged at the time and support offered to all children or young people involved. Inform the Head Teacher or designated member of the leadership team promptly.
Incident Reported	In Primary, the incident should be reported to the Headteacher or Depute Headteacher. In Secondary, the incident should be reported to the Guidance Teacher of the young person experiencing the behaviour AND the Guidance Teacher of the young person displaying the behaviour. The Named Person of the child or young person should also be informed where the Headteacher, Depute Headteacher or Guidance Teacher does not also fulfil this role.
Managing Incidents	Agree the most appropriate member of staff to be the Incident Owner who will manage and investigate the incident, involve the Named Person for the child or young person in this discussion. This Incident Owner must open the incident on the SEEMIS recording. EDMS_PKC Intranet - ECS - Maintain Incident.pdf - Open Content (sharepoint.com) - Guidance for staff. The child or young person experiencing the behaviour will be consulted on what they would like to happen.
Responding	
Investigating	Investigation is carried out by the assigned person (e.g., DHT/HT (Primary) or Guidance Teacher/ Head of Year (Secondary)). Reassure the child/young person that they have done the right thing by reporting the behaviour. <ul style="list-style-type: none"> • What was the behaviour? • What impact did it have? • What does the child or young person want to happen? Involve them in making choices for how the situation may be resolved. • What do I need to do about it? Decide if parents or other agencies need to be involved. • What attitudes or prejudiced may have influenced the behaviour? The facts of the incident are established. Children or young people and any staff involved are spoken with separately with statements taken and agreed.
Outcome and Action	If behaviour has been determined to be bullying, consider the range of approaches to respond. Immediate restorative action may be appropriate and possible. Consider the requirement to report incidents that may constitute a crime, including hate crime . In this situation, support the child or young person to have some control over who reports this and how this is done. Agree the most appropriate action with child or young person involved, remembering the possible role of their family in supporting them. If no evidence of bullying is found, consider approaches to conflict resolution where appropriate. Outcome and actions will be recorded on BEM by the Incident Owner.
Monitoring and Review	
Feedback	Where an incident was reported by a member of staff, the incident owner will feedback to that person. The child or young person will receive feedback as agreed with them earlier in the process. Some children and young people may choose not to have further discussions, and this should be respected
Review	Informal check-ins with children and young people will take place in the intervening period until the situation is formally reviewed. A date will be agreed with the child or young person, and their family as appropriate, for a formal review. The length of the review period will be determined by the staff investigating and should reflect the circumstances of a particular incident.
Formal Review	The experiences of the child or young person who has been bullied and who has bullied will be reviewed. If the behaviour has stopped, the case can be closed and recorded as such on SEEMIS. Children and young people will continue to benefit from wider support and will be encouraged to report any new incidents in future which will be taken seriously. If the behaviour is continuing, a further investigation and new action will be agreed with all involved. New actions will be subject to the review and feedback cycle as before.

Appendix 4



Reviewed by: Sheona Allen

Date: 3.3.25

Next Review: 2028