

# TROON PRIMARY SCHOOL AND EARLY YEARS CENTRE



## ANTI-BULLYING POLICY



**SUCCESS THROUGH EFFORT**

# TROON PRIMARY SCHOOL & EYC

## OCTOBER 2025



## ANTI-BULLYING POLICY

### INTRODUCTION

*“Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.*

*The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out.”*

(Scottish Government, 2024)

### OUR POLICY AIMS

- ✓ Every child at Troon Primary School, Supported Learning Centre and Early Years Centre will experience a positive, respectful and supportive learning environment. This is underpinned by our vision, 'Success Through Effort', and our four core values of respect, resilience, positivity and kindness.
- ✓ Everyone in Troon Primary School, Supported Learning Centre and Early Years Centre – children, staff, parents and carers – will have the skills and understanding 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.
- ✓ Adults working with children and young people will follow a consistent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

### OUR VISION, VALUES AND RULES

Our Anti-bullying Policy is centred on our school vision, values and rules:

#### OUR VISION

Success Through Effort

#### OUR VALUES

Respect, Resilience, Positivity, Kindness

## OUR AIMS

### Successful Learners

- To engage in a wide range of learning experiences to develop our knowledge and skills and realise our full potential.

### Effective Contributors

- To work together, celebrating our achievements and making the most of every opportunity.

### Confident Individuals

- To develop confidence and belief in our abilities through effort, determination and creativity.

### Responsible Citizens

- To show respect for others, be responsible and inclusive in all that we do.

## OUR RULES

Ready, Respectful, Safe

## WHOLE SCHOOL APPROACH

Troon Primary School is a Gold Rights Respecting School and the United Nations Convention on the Rights of the Child (UNCRC) is at the heart of our school's ethos, policy and practice. In creating a happy working environment for all, Troon Primary School seeks to promote behaviour based on mutual respect between all members of the school community. We are committed to providing a secure, caring and nurturing environment where our pupils, staff and parents are listened to and their concerns dealt with in an appropriate manner. Preventing and tackling bullying behaviour is integral to promoting the emotional well-being of children and young people, developing their social and emotional skills and improving the overall ethos of a school.

Our school does not tolerate bullying and if instances of bullying should occur, all pupils should be able to tell and be assured that incidents will be dealt with promptly. This Anti-Bullying policy has been drawn up within the school's ethos of promoting positive behaviour. It also reflects national policy documents to include Curriculum for Excellence, Getting it Right for every Child and the Equalities Act 2010 and the national approach to anti-bullying in Scotland, and the [Scottish Government Guidelines: Respect for All](#) which aim to ensure that all sectors and communities at national and local level are consistently contributing to a holistic approach to anti-bullying, including prejudice-based bullying.

In our school and Early Years Centre we will work closely with all stakeholders to:

- ✓ ensure the wellbeing of all children and young people in that they are Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included - SHANARRI
- ✓ promote an ethos of achievement for all learners

- ✓ ensure that our approaches to care, learning and wellbeing meet the needs of every individual learner in our care
- ✓ create within our school community an ethos of trust which respects and protects the rights of each of its members to be within a safe and secure environment
- ✓ ensure that all staff know what the school policy on bullying is and follow the procedures set when bullying is reported
- ✓ foster trust among members of the school community to reassure pupils and parents that bullying incidents can be reported, discussed and dealt with timeously and appropriately
- ✓ promote an inclusive and equality of approach within the school which will meet all pupils' needs
- ✓ reduce incidents of bullying through the promotion of a positive, respectful, open and caring ethos

## LEGISLATION

The following policy frameworks have been considered when devising our anti-bullying policy:

- The United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Act 2024 (the "UNCRC" Act)
- Curriculum for Excellence
- Getting It Right For Every Child (GIRFEC)
- The Equality Act 2010

## WHAT IS BULLYING?

In Scotland we describe bullying as:

*"Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.*

*The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."*

(Scottish Government, 2024)

### Definition of Bullying

- Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and the ability to respond effectively to a situation that they are in.
- Bullying behaviour does not need to be repeated or intended to cause harm for it to have an impact. Bullying behaviour can be physical, emotional verbal and can cause people to feel hurt, threatened, frightened and left out.
- Bullying is defined by its impact on the person/people affected as a result of the intended or unintended behaviour and actions of others. Bullying behaviour impacts on the wellbeing of those affected and results in a reduced sense of self-esteem and a negative impact on wellbeing. Bullying behaviour is typically characterised by the individual's involved perceiving difference between themselves and others.

- Bullying can be expressed through physical, emotional, verbal or intimidating behaviour or in the form of marginalisation. People can be bullied on the grounds of age, race, gender, sexual orientation, disability, socioeconomic status, nationality, religion or other real or perceived difference.

## BULLYING BEHAVIOURS

Bullying can be subtle, or it can be overt. It can cause short-term suffering for the pupil who experiences bullying behaviour or it can have long-term effects.

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening;
- Ignoring, leaving out or spreading rumours;
- Pushing, hitting, tripping and kicking;
- Taking and damaging belongings;
- Online bullying: sending abusive texts, email or instant messages (see specific guidance [Appendix 1](#));
- Intimidation and extortion e.g. taking someone's lunch money;
- Making people feel like they are being bullied or fearful of being bullied; and
- Targeting someone because of who they are or are perceived to be.
- Sending abusive text messages, pictures or images on social media, online gaming platforms or phone/tablets.
- Behaviour which makes people feel that they are not in control of themselves or their lives either face-to-face or online
- Increasing the reach and impact of bullying or prejudice through recruitment and/or involvement of a wider group.

Online bullying:

Online bullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. The identity of the person carrying out the online bullying can be hidden from the person targeted. Online bullying is no different from any other forms of bullying behaviour; the behaviour is the same and the impact is no less devastating. Advances in technology are simply providing an alternative means of reaching people.

For children and young people, the internet is something that allows them to connect with friends and other children and young people at any time of the day or night. This means that online bullying can happen virtually anywhere and is no longer confined to the classroom or playground. Children and young people can be targeted in their own homes, in their bedrooms and personal spaces where they should feel safe and protected.

Most children and young people do use technology responsibly. Disconnecting mobile phones or the internet will not make bullying behaviour stop. All adults need to take an active interest in the way technology is being used by children and young people and connect with them at home, at school, and in our communities.

## Prejudice-based bullying

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on dislike of an individual's actual or perceived identity and reflects wider social trends of inequality and power. Bullying behaviours can be related to a variety of characteristics e.g. socio-economic status, family circumstances and a person's appearance.

The [Equality Act 2010](#) protects individuals with protected characteristics these include, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In South Ayrshire Council we are committed to ensure that our policies and practices are inclusive and comply with legislation.

In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

- Looked after children;
- Young carers;
- Children and young people living in deprivation; and
- Body image issues

## WHAT BULLYING IS NOT

It is important to differentiate bullying from conflict. Children and young people should be supported to discuss how they feel and be helped to develop social competence and communication skills to help manage relationships. Children and young people will fall out and disagree as they form and build relationships. This is not considered to be bullying behaviour; this is considered to be a normal part of growing up.

Conflict is normal and can happen in healthy, happy and equal relationships. Normally people involved in a conflict would like it to be resolved and parties will try to make amends and improve the situation. Healthy relationship conflict is not the same as bullying and is unlikely to lead to bullying as the people involved have a vested and equal interest in restoring equilibrium and maintaining a positive relationship.

## STRATEGIES TO PREVENT BULLYING BEHAVIOUR

Through our Health and Wellbeing curriculum, school vision, school values and ethos, we ensure a whole school approach to preventing bullying behaviors. It is of paramount importance to recognise that bullying behaviours do exist, as to do otherwise, it would suggest that bullying is not recognised or properly addressed.

Anti-bullying messages are reinforced through the following prevention measures:

- ✓ Anti-bullying week activities, with the clear message being communicated to staff, children and young people and parents/carers, that bullying behaviour shall not be tolerated.

- ✓ Assemblies, with the emphasis on the power of acts of kindness to improve the lives of others. Conversely, children and young people shall be educated on the negative impact of bullying.
- ✓ Newsletters/website pages.
- ✓ Handbook information.
- ✓ Curriculum for Excellence Health and Wellbeing lessons focused on:
  - relationships, feelings and emotions and how to manage these;
  - friendships
  - bullying – what is bullying and what to do if you experience bullying
  - keeping safe online
- ✓ Whole school approach to maintaining UNICEF Rights Respecting Schools Gold Level accreditation and the principles taught therein.
- ✓ Our shared school vision, 'Success Through Effort' and our four core values of Respect, Resilience, Positivity and Kindness.

We have an open-door policy and parents are encouraged to raise issues of concern including bullying. Pupils are encouraged to share any problems with teachers or school assistants.

Outside in the playground children are encouraged to play together to promote enjoyment, co-operation and fun. School assistants consult with the Senior Leadership Team regarding any playground issues – problems are shared and solutions found. Staff who support and supervise the children in the playground monitor specific areas so they can be easily seen by children.

## EXPECTATIONS AND RESPONSIBILITIES OF STAFF, PUPILS AND FAMILIES

### **All Staff:**

All staff/volunteers, parents, children and young people must understand that even an incident that occurs in isolation can represent bullying behaviour, leaving a young person worried, unhappy and/or frightened.

All staff of schools employed by South Ayrshire Council shall:

- ✓ Strictly follow school policies regarding recording, monitoring and responding to incidents, including listening to all children and young people, so as to establish supportive relationships whereby young people feel secure in sharing difficult emotions and sensitive aspects of their lives; reporting any bullying incident; preventatively highlighting and correcting attitudes and behaviour that lead to bullying and discrimination.
- ✓ Model behaviour which promotes Health and Wellbeing and build into everyday practice an ethos of caring and compassion, as part of a whole school approach in preventative measures as regards bullying behaviour.
- ✓ Undertake continuous professional development or training about bullying behaviour and policies.

## **Head Teacher:**

- ✓ Be responsible for ensuring that their establishment has comprehensive, clear policies outlining preventative measures and a range of strategies in response to bullying behaviour that are in line with authority guidelines.
- ✓ Consult with and familiarise staff, children and young people, parents and carers, including Parent Council members, with the content of these policies, working to engage staff, pupils and parents/carers as consistently active partners in minimising bullying and its impact on children and young people.
- ✓ Ensure that key staff undergo suicide prevention training, so as to be well-equipped in the appropriate language required to assess risk and support all children and young people; encourage all other staff working in schools to undergo awareness raising training.
- ✓ Regularly monitor and ensure training of all staff about bullying behaviour and responding to bullying.
- ✓ Insist upon all incidents of bullying reported or witnessed, being recorded as soon as possible and responded to in accordance with anti-bullying policies, with actions taken and outcomes being recorded.
- ✓ Liaise, as deemed necessary, with outside agencies to address the needs of individuals.
- ✓ Regularly monitor, whilst auditing annually, in consultation with staff and young people, about bullying incidents and the effectiveness of staff responses to minimise the negative impact on the young person.
- ✓ These monitoring duties may be delegated to a promoted member of staff e.g. Depute Head Teacher, who shall follow up incidents and ensure that these have been addressed in line with the schools agreed policy.
- ✓ Provide appropriate annual data when requested by the Director of Educational services.
- ✓ Remain respectful and supportive at all times.

## **Expectations and Responsibilities of Children and Young People**

It is the responsibility of the pupils to:

- ✓ show kindness and respect towards others
- ✓ continue to observe and respect all rights, recognised under the Convention of the Rights of the Child
- ✓ report all incidents of bullying in line with the school procedures
- ✓ act in a respectful and supportive manner to their peers and report any suspected incidents which the victim may be afraid to report
- ✓ adhere to the guidance set out in the school policy
- ✓ refrain from any behaviour which would constitute bullying of others
- ✓ if you think you are being bullied seek help by confiding in someone you trust
- ✓ discuss and agree what options are available
- ✓ be aware of what you post and share online and treat people with the same respect as you would if they were in the room
- ✓ if you see someone else being bullied tell a trusted adult

## Expectations of Parents and Carers

- ✓ Familiarise yourself with the schools anti-bullying policy.
- ✓ Participate in any consultation regarding anti-bullying.
- ✓ Attend any training offered on anti-bullying.
- ✓ Actively listen to your child or young person when they tell you about a suspected bullying incident.
- ✓ Stay calm.
- ✓ Take a lead from your child or young person as to what pace to go at. This will help restore their feeling of being in control.
- ✓ Ask them what they want you to do and if they give permission to share information.
- ✓ Explore options together; there is never one single answer.
- ✓ Telling children or young people to 'hit back' is a common response but not necessarily the best or safest option.
- ✓ Contact the school and ask for an appointment.
- ✓ Work in partnership with the school to resolve the situation. Don't expect the situation to be fully resolved at the first meeting, which won't always be possible.
- ✓ Keep channels of communication open until the situation is resolved and remain respectful and supportive at all times.

## PROCEDURES AND RESPONSES

### DEALING WITH BULLYING INCIDENTS

It is recognised that instances of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. Pupils are encouraged to report any instances to their class teacher, school assistant or member of the SLT.

Staff must use their knowledge of the children and young people and use their professional judgement when responding to incidents based on evidence and investigation.

When a young person claims to have been experiencing bullying behaviour, it is ultimately crucial that each complaint is investigated swiftly and with a consistent approach. How the person who has experienced bullying behaviour perceives his/her situation is important and must be taken seriously, so as to avoid short or long-term damage to the child or young person and to his/her feelings of self-esteem, self-worth and value. Bullying behaviour can be one-off or repeated incidents. Both types can have a negative impact.

Impartiality and confidentiality must be respected, with knowledge of the incident being limited to those directly involved with the incident and with any necessary action that follows. It is important not to label children and young people as 'bullies' or 'victims.' Labels can isolate a child, rather than help them to recover or alter their behaviour.

The Head Teacher or Depute Head Teacher must be informed at the earliest opportunity. The Head Teacher or Depute Head Teacher will investigate swiftly and will record incidents using the SEEMiS system, regardless of outcome.

The Head Teacher, or Depute Head Teacher, will assess as to whether or not immediate remedial action can be taken to resolve the situation. This can be achieved through peer mediation and restorative conversations. The Head or Depute will inform parents or carers of what happened and the follow-up actions where appropriate.

Actions by the children and young people involved in bullying behaviours may lead to exclusion and the nature of the incident shall be identified on the exclusion form.

## **PROCEDURES FOLLOWING AN INCIDENT**

### **REPORT**

Inform appropriate member of staff. This will be either the Head Teacher or Depute Head Teacher.

### **ACTION**

Decide if remedial action can be taken to resolve the situation such as school procedures for conflict resolution. If yes, implement action and record as stated below.

### **INVESTIGATE**

If a resolution is not possible then consider what wider investigation will be required.

### **INVOLVING PARENTS/CARERS**

Decide if the parent/carer should be informed at this stage depending on the seriousness of the incident and considering the views of the young person. If there are child protection concerns the school policy for Child Protection will be followed.

### **INVOLVING OTHER AGENCIES**

Decide if intervention and support from partner agencies would help to ensure that the needs of those involved are met.

### **RECORD**

All incidents to be recorded on SEEMiS pastoral notes/Bullying and Equalities Module as a record of the incident/issue regardless of the outcome. Include:

1. Who reported incident?
2. Who was involved?
3. Place/date/time

4. Nature of incident (Protected characteristics?)
5. Impact
6. Staff name/s who witnessed/dealt with incident/issue
7. Statement of agreed actions
8. Planned outcomes - monitoring/timelines
9. Incident conclusion

The child or young person's chronology and/or staged intervention paperwork should be updated if appropriate. Parents will be kept fully informed if appropriate.

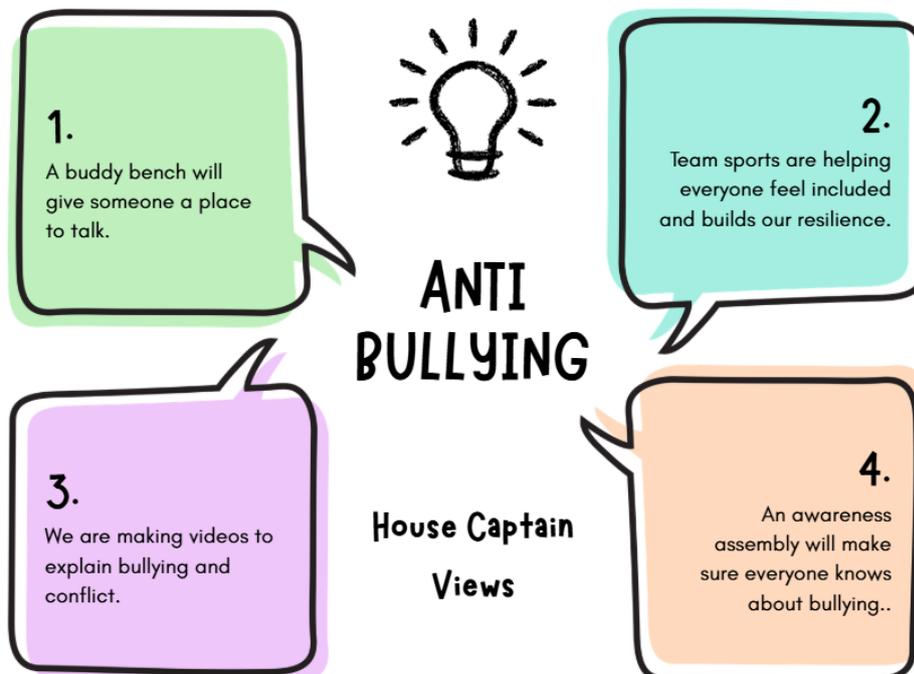
## FURTHER ACTION

If the situation cannot be resolved the school's Quality Improvement Officer/Inclusion Co-coordinator should be consulted on how to proceed or if their parent exercises their right to make an official complaint through the SAC 'Listening to You' policy.

Depending on the seriousness of the incident the police may be involved if a crime has been committed.

Actions by children and young people who are involved in bullying behaviours may be subject to the school's disciplinary procedures outlined within the relationships policy and blueprint. The most serious incidents may lead to exclusion from school.

## PUPIL VIEWS



Updated October 2025  
This policy will be reviewed in October 2026.

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