



Respectful Relationships and Anti-Bullying: statement for Children / Young People in Stow Primary School and ELC

Scottish Borders Council Vision

It is our vision that all learning establishments are safe, respectful and nurturing environments where bullying behaviour is never acceptable. It is therefore critical that those who play a role in the lives of children and young people in the Scottish Borders are equipped to prevent and respond effectively to incidents of bullying behaviour. Getting it right for every child (GIRFEC) in the Scottish Borders ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

Policy statement purpose

In the Scottish Borders, learning establishments promote respectful relationships approaches.

This document builds on SBC:INCLUDES Respectful Relationships and Anti-bullying Policy and outlines the steps that will be undertaken in Stow Primary School and ELC to provide guidance to staff, parents/carers and children/young people on the prevention and management of bullying behaviour. Our aim is to make Stow Primary School and ELC a safe, respectful and nurturing environment where bullying behaviour is never acceptable.

Raising awareness and prevention

Staff and Volunteers

In addition to promoting and role modelling respectful relationships and positive behaviour, all staff and volunteers in Stow Primary School and ELC with a responsibility for children/young people will participate in the training and development listed below:

Zones of Regulation

This is the shared language to support regulation of emotion at Stow Primary School and ELC. The staff and learners use this regularly and staff refresh their knowledge annually. **Link:** <https://zonesofregulation.com/how-it-works/>

Ready to Learn Policy at Stow Policy

This policy details the responsibilities and strategies used to promote respectful relationships through the use of restorative approaches. Restorative approaches underpin the positive ethos at Stow Primary School and ELC. **(Copy available on request)**

UNCRC

Staff have undertaken training in session 2023/24 focusing on Global citizenship, Learning for Sustainability and Rights based Learning. **Link:** <https://scotdec.org.uk/>

Building Resilience

Staff participate in opportunities to be trained in Building Resilience.

Pupils

In Stow Primary School and ELC we actively and openly talk about and discuss bullying behaviour.

Listed below are the strategies / resources, which will be used to raise the children/young people's awareness and prevent bullying:

Zones of Regulation

This is the shared language to support regulation of emotion at Stow Primary School and ELC. The staff and learners use this regularly and staff refresh their knowledge annually. **Link:** <https://zonesofregulation.com/how-it-works/>

UNCRC

Children learn about their rights through focused assemblies and through the curriculum. Each class creates a charter focusing on their rights.

Relationships, Sexual Health and Parenthood Education

Pupils can talk freely and with confidence about respectful relationships.

Learning About Neurodiversity at School

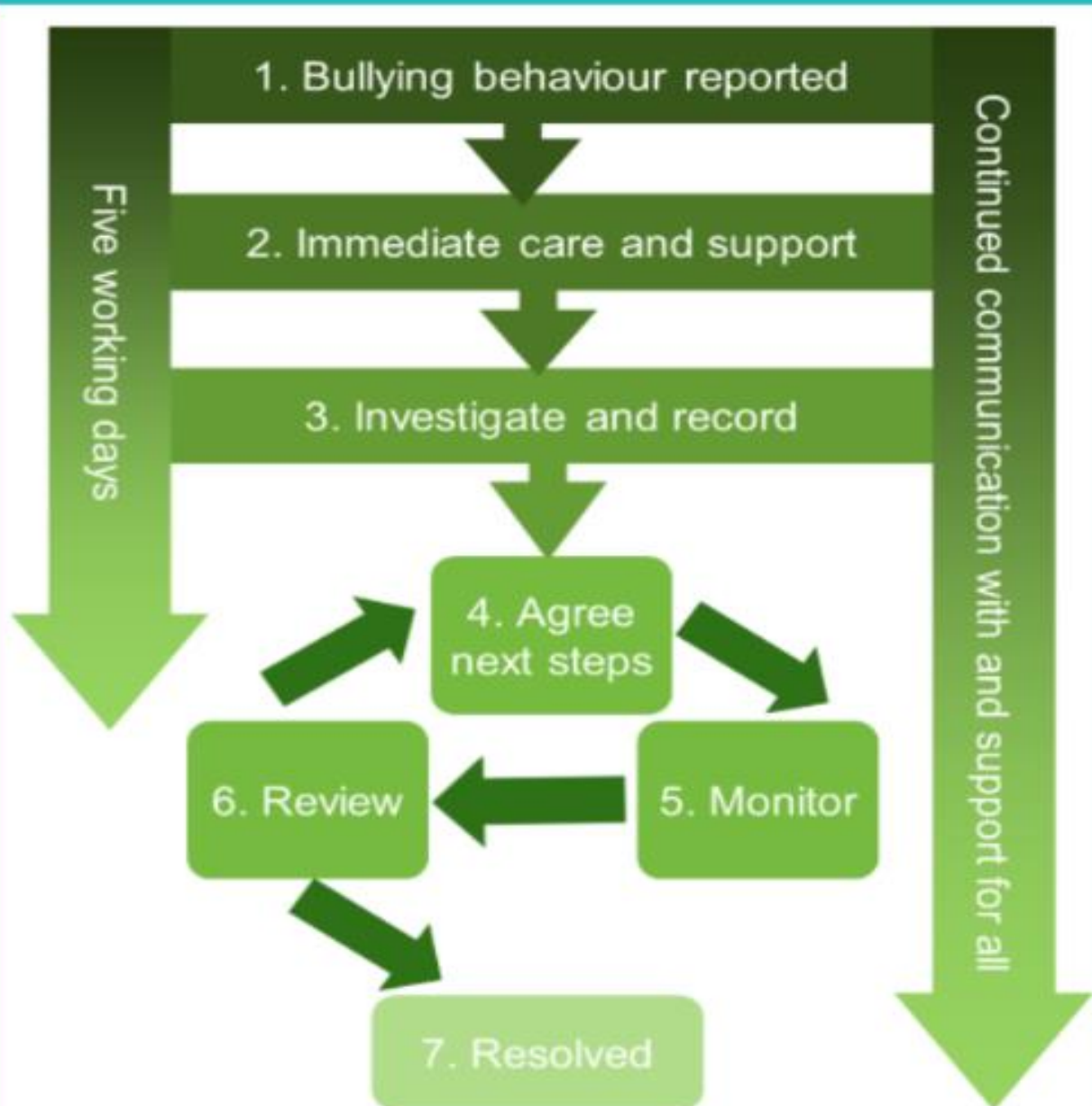
The LEANS curriculum introduces neurodiversity concepts and explores how they impact primary school experiences. Importantly, LEANS shows how we can hold a positive attitude towards neurodiversity, while also recognising the challenges faced by many children in school. **Link:** [About neurodiversity content in LEANS | Salvesen Mindroom Research Centre \(ed.ac.uk\)](#)

Building Resilience

Pupils participate in the building resilience programme and themed assemblies.

Recording and monitoring strategies

In Stow Primary School and ELC incidents of bullying are recorded and monitored, in accordance with the guidance in SBC:INCLUDES Respectful Relationships and Anti-Bullying Policy (Incidents will be recorded in the SEEMIS Bullying and Equality Module).



Reporting and feeding back about bullying incidents

In Stow Primary School and ELC children/young people, staff and parents will be made aware of the confidential and safe ways to report bullying behaviour.

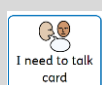
Ways for Pupils to report bullying behaviour:

Reporting to staff

Children are encouraged to talk to staff if they are concerned about bullying behaviour.

Reporting to parents

We encourage children to talk to a parent or carer if they feel more comfortable doing this than talking to a staff member. We encourage parents and carers to pass on this information to the school.



I need to talk card

Children have access to the 'I need to talk' cards and ask to speak to a staff member. The children are encouraged to pick a staff member they feel comfortable with.

Ways for parents and carers to report bullying behaviour:

Parents and carers are encouraged to report bullying behaviour to the school in line with the school communication procedure (Copy available on request).

Email

Please email Stowps@scotborders.gov.uk. This allows for the email to be directed to the most appropriate member of staff in a timely manner.

Phone

Please call [01578730218](tel:01578730218). We will endeavour to put you in touch with the most appropriate member of staff. Office hours are 8:30 – 3:30pm.

Open Door Policy

Parents and Carers can come to the school office at the end of the school day to talk to a member of staff. Office hours are 8:30 – 3:30pm.

Ways for Staff to report bullying behaviour:

Senior Leadership Team Support

Discussion with the Headteacher

Discussion with another member of staff who will then report to the Headteacher – For staff bullying allegations.

Human Resource Support

Discussion with HR Case management – For staff bullying allegations.

Recording and Reporting

SEEMiS Bullying & Equalities module – For all incidents of reported bullying.

Latest Significant Events - Chronologies – For purposes of identifying trends/ patterns.

Lexi - Incident Reports – Physical and/or threatening behaviour

Pastoral Notes – A record of discussions/incidents

In Stow Primary School and ELC, Magda Robertson (Headteacher) will be responsible for ensuring all parties are actively informed of progress made.

Respectful Relationships and Anti-Bullying

1.
Bullying Behaviour
Reported

Respectful Relationship

A respectful relationship is based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved.



2.



3.



4.



Steps 1-4,
within
5
working
days



6.



Continued
communication
and
support
for all
in all
steps



7.



For help and
support

Scottish
Borders
COUNCIL

Children / young people's views on respectful relationships

We have shared the Respectful Relationships and Anti-Bullying poster with our children/young people and consulted with them in the creation of this statement. Some of their comments are shown below:

Primary 1/2 pupils: "The poster makes me feel better about fixing things when my brother hits me." *"You can tell people and teachers to help fix things."* "It makes me think of being respectful." *"It makes me think of kindness and not bullying."*

Primary 3/4 pupils: "I think it's a good thing because if you are being bullied you can tell an adult and they can resolve it and other people can see how it is getting on." *"It is good that the poster is around the school to remind us of what to do."* "I like the poster and understand the steps."

P5/6/7 pupils: *"The poster encourages to tell adults about being bullied."* "I like how there are pictures for the steps. It has a clear and helpful message." *"I think the poster is a brilliant idea and I like how it tells you the steps."* "I think this poster is good because it's bright, colourful and it helps people to speak up." *"I think it's a clear message which everyone should listen to."*

Parent's views on respectful relationships

We have shared the Respectful Relationships and Anti-Bullying parent/carers leaflet with our parents/carers and consulted with them in the creation of this statement. Some of their comments are shown below:

"Good to see a clear set of guidelines to follow. Respectful to all involved."

"I like that there is a structured response to bullying being reported. As a parent I think it would be important to feel that your concerns have been acted upon quickly and equally as important for the child."

"The time scale is clearly set out and reviewed until resolved."

"It's clear for everyone - as long as it is followed up on."

Policy statement reviewed date February 2027 (Every three years)

Head of Stow Primary School and ELC Signature:

Date: 7th June 2024

WHAT TO DO IF BULLYING BEHAVIOUR IS EXPERIENCED

The flow chart below describes the procedures that each learning establishment will follow when a bullying incident is reported.



There will be a wide range of actions or consequences that a learning setting can take in response to bullying incidents. These actions should be proportionate and appropriate to the age and stage of the child and to the incident.

Parent/Carers have the right to express their dissatisfaction and complain if they feel that the learning establishment has not fulfilled their expectations in line with the flow chart above.

[Scottish Borders Council Complaints Handling Procedure](#)

OTHER WAYS YOU CAN BE INVOLVED:

- Parent Councils as partners with the learning establishment
- Involvement with development of the 'Respectful Relationships and Anti-Bullying Statement' for the learning establishment
- Parent education events around bullying
- Attendance at learning establishment open sessions where respectful relationships are modelled
- Involvement of parents in national Anti-Bullying week activities
- Involvement of parents in school assemblies dealing with current issues in bullying and its prevention
- Home-School Partnerships

PARENT AND CARER SUPPORT/ INFORMATION

[respectme](#), Scotland's Anti-bullying Service, have a useful information booklet: [Bullying... a guide for parents and carers](#) and also a [Parents tip sheet for online bullying](#)

Information about bullying, what to look for and further advice for parents and carers is available on ParentZone Scotland and Enquire websites:

[Experiencing bullying behaviour | Social and emotional factors | Specific support needs | Additional support | Parent Zone \(education.gov.scot\)](#)

[I'm not happy with how my child's school is responding to bullying - Enquire](#)

[Every child's right to live free from bullying and harassment - Enquire](#)

[Talking to your child's school about bullying - Enquire](#)

SBC:INCLUDES RESPECTFUL RELATIONSHIPS AND ANTI-BULLYING POLICY

PARENT INFORMATION LEAFLET





INTRODUCTION

Bullying of any kind is unacceptable and should never be seen as a typical part of growing up. Children and Young People within Scottish Borders learning establishments should receive a coherent and consistent approach to prevention, early intervention and management of bullying behaviour through the implementation of the SBC Includes: Respectful Relationships and Anti-Bullying Policy.

In order to outline the procedures and actions which learning establishments will undertake to embed the Respectful Relationships and Anti-Bullying policy in their practice, a 'Respectful Relationships and Anti-Bullying Establishment Statement' should be available.

RESPECTFUL RELATIONSHIPS

Children and young people are more likely to develop self-confidence, resilience and positive views about themselves where open and respectful relationships exist between adults and other children and young people.

WHAT IS BULLYING?

"Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online." (respectme,2015)

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

ONLINE BULLYING

Online bullying, or cyberbullying, is often the same type of behaviour as face to face bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, for example on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this can be as hurtful and damaging as other forms of bullying behaviour.

LANGUAGE AND USE OF "LABELS"

When talking about bullying, it is important not to label children and young people as "bullies" or "victims". Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. Reference should be made instead to "those experiencing bullying behaviour" and "those displaying bullying behaviour". All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

POSSIBLE SIGNS OF BULLYING:

Children and young people are often reluctant to tell adults that they are being bullied. They might be:

- Scared of an over-reaction
- Worried about burdening their parents
- Embarrassed
- Worried that telling someone might make the situation worse

With this in mind, there are a number of possible signs to look out for if you are concerned your child is being bullied. A child or young person may:

- Become withdrawn
- Have unexplained scratches and bruises
- Have trouble with schoolwork or not want to go to school
- Change their route to school
- Not want to go out or play with their friends

- 
- Change their use of online and/or mobile technology
 - Complain of headaches, stomach aches and other pains
 - Become easily upset, tearful, ill-tempered or display other out-of-character behaviour

WHAT CAN YOU DO?

Parents and carers are requested to:

- Work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying cannot thrive
- Inform learning establishments of bullying behaviour at the time of the incident or as soon as possible thereafter
- Address their children's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families
- Manage their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy establishments are in place and adhering to age guidelines
- In the first instance, report any abuse to website providers and ensure their children unfriend or block persons potentially perpetrating abuse
- Be aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc
- Understand we seek to understand the experiences, and address the needs of all children and young people, who experience bullying behaviour as well as those who display bullying behaviour, within a framework of respect, responsibility, resolution and support
- Be given the opportunity to express their views and help shape policy development in this area
- Be aware of the complaints process set out by the learning establishment and local authority and their rights with regard to these procedures