



## Our Vision

"Working together to provide positive learning experiences in a safe, supported, caring environment and promoting a love of learning for all"

**Ready Respectful Safe**

**"If you believe you will achieve"**

## **High Blantyre Primary School**

### **PROMOTING POSITIVE RELATIONSHIPS ANTI-BULLYING POLICY**

#### **RATIONALE:**

The ability to learn is absolutely crucial for life in our ever changing world of education, work and leisure. Schools have a key responsibility for developing successful learners, confident individuals, effective contributors and responsible citizens and providing the highest possible quality of teaching and learning experiences.

The purpose of promoting, supporting and maintaining an anti-bullying strategy in our school is to:

- ☺ Ensure that pupils are free to learn in a safe and secure environment without fear of experiencing bullying behaviours
- ☺ Ensure that there is a common understanding of what bullying behaviours are
- ☺ Develop a positive partnership approach amongst pupils, parents/carers and staff, which develops a school ethos that identifies and tackles bullying behaviours at the earliest stage possible
- ☺ Promote a positive ethos within our school that fosters the development of resilience and self-esteem within our pupils
- ☺ Equip our pupils with the necessary skills to tackle the personal challenges associated with bullying behaviours both in our school and in the world outside
- ☺ Support pupils who have been the victims of bullying behaviours
- ☺ Support pupils who have displayed bullying behaviours
- ☺ Support all pupils, parents/carers and staff in identifying, addressing and preventing bullying behaviours in school and the wider community



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A consistent approach to addressing the issue of bullying is essential if a positive outcome is to be reached. A clear and agreed framework is crucial to ensure consistency and coherence.

This must include:

- \* A clear working definition of bullying
- \* A positive ethos
- \* Positive strategies and structures
- \* Procedures for handling bullying incidents
- \* Recording, monitoring, evaluating and reporting procedures

## A clear working definition of 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. It happens face to face and online." Respect Me 2015.**

***"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"***

[www.respectme.org.uk](http://www.respectme.org.uk)

This is our clear and agreed working definition of bullying in line with the national approach.

***"Bullying behaviour is repeated, unkind behaviour which causes stress to a person emotionally, physically or mentally, where a person is made to feel uncomfortable, insecure, threatened or inadequate."***



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## **Bullying behaviours may take the form of:**

- ⊗ Physical or verbal abuse
- ⊗ Name calling
- ⊗ Facial expressions, words or actions which intimidate, harass, isolate, threaten, humiliate, lower self esteem or lead to feelings of insecurity
- ⊗ Inappropriate use of ICT, such as mobile phones, social networking sites and instant messaging

## **Bullying may occur in a variety of contexts:**

- \* Body image
- \* Disability bullying
- \* Gender and sexism
- \* Homophobic bullying
- \* Homelessness
- \* Care Experienced children
- \* Peer pressure
- \* Racial bullying
- \* Religion and belief
- \* Sectarianism
- \* Young carers

This should not be seen as an exhaustive list.

## **Roles and Responsibilities**

The definition should be used in practice across the school.

All children, parents and staff, should be encouraged to use this working definition.

## **Positive Ethos**

*Our School aims to have: A positive ethos of excellent behaviour, strong leadership, shared responsibility, inclusion and equality, partnership working and a sense of community.*



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## Responsibilities

All staff should:

- ✓ Be committed to creating a positive ethos and adhere to national and local guidelines and school procedures included in this policy

The Head Teacher will:

- ✓ Set the tone for the school by being accessible and approachable and by striving to create a safe, welcoming environment
- ✓ Develop and maintain an ethos which is proactive in the prevention of bullying and which supports children who have experienced bullying behaviours **and** those who display bullying behaviours
- ✓ Ensure that children are aware of both their rights **and** responsibilities towards others in the creation of such an ethos
- ✓ Ensure children, parents and staff are involved in the creation and implementation of the school's anti-bullying strategy
- ✓ Ensure all allegations of bullying behaviours are recorded appropriately on Seemis

All children should be:

- ✓ Aware of the school's values and follow the school rules: Ready, Respectful and Safe, to ensure a positive and safe school environment for everyone

All parents/carers should:

- ✓ Support the school and encourage their child to follow the school rules to ensure a positive school environment

## Positive strategies and structures

*Positive strategies and structures support children and aim to prevent bullying behaviours or minimise the effect where these behaviours do occur.*

## Responsibilities

All staff should:

- ✓ Promote positive behaviour and restorative practice
- ✓ Ensure that children develop the necessary skills such as self-awareness, self-esteem, avoidance, coping strategies, assertiveness and resilience, through



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the 4 capacities of Curriculum for Excellence and in particular, the Health and Wellbeing outcomes/PATHS programme

Head Teacher will:

- ✓ Lead the creation, development and maintenance of a climate which promotes positive behaviour, praise, inclusion and equality, shared responsibility and a sense of community

All children should:

- ✓ Report unkind behaviours experienced or witnessed towards themselves or others to an adult in school

All parents/carers should:

- ✓ Inform the school SMT if they become aware of unkind behaviours towards any child at school

## Procedure for handling bullying incidents

*Our school has, a clear and publicised procedure for handling bullying incidents that involves children, parents/carers and staff.*

## Responsibilities

All staff and Head Teacher will:

- ✓ Create a clear and publicised procedure for investigating and addressing bullying behaviours, in consultation with pupils, parents and staff
- ✓ Implement these procedures when appropriate
- ✓ Recognise the importance of parents as partners in the education of their children
- ✓ Ensure the involvement of parents is an integral part of the process of investigating and addressing bullying behaviours

The procedure and subsequent information must reassure parents that:

- \* Bullying behaviours are taken seriously
- \* The school has procedures for investigating and addressing bullying behaviour and the needs of individuals are recognised
- \* They have the opportunity to work alongside staff in investigating and addressing allegations of bullying



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- \* The school work in partnership with parents to create an environment where everyone feels safe
- \* The school is committed to changing the behaviour and attitudes that contribute to bullying behaviour
- \* Research shows that restorative practice methodology and counselling is more effective in dealing with bullying behaviours than punishment or sanctions

All children will:

- ✓ Be reminded of the school's Anti-Bullying Procedures annually during Anti- Bullying week and as required.

All parents/carers will:

- ✓ Be made aware of the school's Anti- Bullying Procedures annually during Anti-Bullying week and as required. These will be available on the school APP and in hard copy if requested

## **Recording, monitoring and evaluating**

*The school develops, implements and maintains procedures which are suitable to our needs and circumstances for the monitoring and recording of bullying incidents*

## **Responsibilities**

All staff should be:

- ✓ Aware of the procedures for monitoring, recording and reporting bullying behaviours and follow these procedures

Head Teacher will:

- ✓ Undertake ongoing reflection and evaluation of in-house procedures to combat bullying behaviour through leadership of the school's self-evaluation procedures
- ✓ Maintain appropriate records, including electronic Seemis records, where necessary
- ✓ Ensure that information is available when required

All children should:

- ✓ Contribute to the planning of an individual support plan with a member of the Senior Management Team and their parents/carers, if they report that they feel they are experiencing bullying behaviours



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✓ Work in partnership with Senior Management Team and parents/carers towards a long term positive outcome

All parents should:

- ✓ Contribute to the planning of an individual support plan for their child with a member of the Senior Management Team, if they report that they feel they are experiencing bullying behaviours
- ✓ Work in partnership with the Senior Management Team and their child towards a long term positive outcome

## Reporting

*Guidelines are followed for Dealing with Racial Harassment Procedures. As well as ensuring that the school eliminates racial discrimination and harassment, the procedures are designed to be educational for children and involve counselling for both victim and perpetrator. These guidelines ensure that the requirements of the Equality Act 2010 are implemented.*

All staff are responsible for:

- ✓ Recording and reporting on cases of racial, disability or gender harassment and discrimination in line with the Dealing with Racial Harassment procedures

The Head Teacher is responsible for:

- ✓ Taking appropriate action in cases of racial, disability and gender harassment and discrimination in line with the Dealing with Racial Harassment procedures
- ✓ Recording and reporting on cases of racial, disability and gender harassment and discrimination in line with the Dealing with Racial Harassment procedures
- ✓ Recording all bullying related incidents on Seemis

All children should

- ✓ Report any incidents of racial, disability and gender harassment and discrimination

All parents/carers should :

- ✓ Inform the school SMT if they become aware of any incidents of racial, disability and gender harassment and discrimination towards any child or adult in school



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## School Practice

In High Blantyre Primary School, we have a Positive Behaviour Policy, based on restorative practice, which all staff adhere to. This is used consistently to monitor and moderate children's behaviour.

In the playground, supervising staff follow our Positive Behaviour Policy, which is used to support the children to self-evaluate and self-regulate their behaviour.

Staff routinely use restorative practices and counselling to support children in dealing with relationships and when things go wrong.

We are a Rights Respecting School and as such, respect and tolerance are at the heart of our daily interactions with each other. We are aware of our rights and our responsibility to others.

We encourage and support all children, through Health and Wellbeing: responsibility of all and our PATHS social and emotional wellbeing programme, to develop our pupils' resilience and self-support strategies, helping them to develop the skills they will need to look after themselves in the wider world beyond school. We foster a 'can do' attitude and encourage children to believe they can come up with their own solutions to problems. We believe this supports them well in coping with their relationships with others.

We strongly believe that all of these strategies together are highly effective in reducing bullying behaviour in High Blantyre Primary.

All staff treat reports of bullying behaviours, very seriously and agreed procedures are in place to investigate allegations.

All incidents or allegations of bullying are reported directly to the Head Teacher or Depute Head, who will then fully investigate and work together with all pupils and families involved, where appropriate, towards a positive way forward.

Incidents and allegations are recorded on Seemis as per South Lanarkshire Council Policy.



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## There is national support and advice for schools and parents/carers of children in Scotland

Respect Me is Scotland's Anti Bullying Service

Treat Me Well is South Lanarkshire Council's Anti Bullying Behaviour Guidance

K.Helsby February 2026

## School Procedures

1. All incidents of unkind behaviour in class and the playground, should be addressed by staff through initial restorative conversations with the children involved.
2. Staff should report all incidents or allegations of bullying to SMT to be investigated and followed up as appropriate.
3. If a parent/carer or member of staff report an allegation of bullying to SMT, SMT will fully investigate allegations and incidents and listen to all children involved, recording all information.
4. SMT will assess the situation to decide if the situation/allegation is bullying as defined in our shared definition:

***"Repeated, unkind behaviour, which causes stress to a person emotionally, physically or mentally, where a person is made to feel uncomfortable, insecure, threatened or inadequate."***

5. If not bullying behaviour, SMT will assess how to manage the situation in school to ensure all involved are agreed on the outcome. This may include creating a support plan with the child and their parents/carers to monitor their concerns/worries over a period of time



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6. Restorative Practice and The School Behaviour Policy and Procedures will be implemented as appropriate.
7. SMT will contact parents/carers if appropriate and explain the situation and plan steps to move forward.
8. If the allegation or incidents reported are cases of bullying behaviour, SMT will contact parents and meet to discuss with both parent and child present (both victim and perpetrator).
9. SMT will work with all parents and children to put in place a support plan and shared plan of action. This will be shared with all staff as required.
10. SMT will meet regularly with parents where appropriate, to work in partnership and closely monitor the situation, to work towards a positive outcome for everyone involved
11. SMT will meet regularly with all children involved to support and monitor the situation, to work towards a positive outcome for everyone involved