

# ANTI- BULLYING POLICY



## Anti Bullying Policy

*Children have the right to be protected from being hurt and mistreated, physically or mentally.*

United Nations Convention on the Rights of the Child – Article 19

### Statement

We fully support Scotland's vision of anti-bullying for children and young people, which is that:

*Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them, while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.*

Scottish Government, 2012

At St Clement's we follow DCC Anti-Bullying Guidelines and our policy is based on the statements within it:

[https://www.dundee.gov.uk/sites/default/files/publications/2019\\_anti-bullying\\_guidance\\_dcc\\_complete.pdf](https://www.dundee.gov.uk/sites/default/files/publications/2019_anti-bullying_guidance_dcc_complete.pdf)

These guidelines are underpinned by The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, 2018, the principles of Getting It Right For Every Child (2006), The Equality Act (2010) and The Children and Young People's Act (2014).

Mental and emotional wellbeing is at the core of supporting children and young people to have the best start and to succeed in life. The United Nations Convention on the Rights of the Child 1989 (UNCRC) is deeply rooted in antibullying approaches and is threaded throughout the four core areas within UNCRC. In St Clement's we aim to **Get It Right For Every Child** taking into consideration individuals rights and needs.

- **Survival Rights**
- **Development Rights**
- **Protection Rights**
- **Participation Rights**

At St Clement's Primary School we strive to create a climate where everyone has **the right to learn, the right to respect and the right to be safe**. We share and model values and opinions, we celebrate differences and promote strong relationships so that our children can learn and play in a relaxed and secure environment. This makes it more difficult for bullying behaviour to flourish or to be tolerated. **Bullying is unacceptable**, and all adults and children should be aware of the role they play in addressing bullying behaviours.

## Definitions of Bullying

*Bullying can be regarded as a mixture of behaviours and impacts which can influence a person's capacity to feel in control of themselves. It can be repetitive, or isolated, intentional or unintentional behaviours that hurt, intimidate, humiliate or embarrass a person.*

**In Scotland, bullying is defined as:**

**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. (respectme, 2015)**

## What is bullying behaviour?

- Being called names, teased, put down or threatened face to face or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives (face to face and/or online)
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

Respect Me, 2017

Bullying behaviours can be influenced by prejudice and may be based on various characteristics including:

- Race
- Body image
- Gender
- Sexual orientation and identity
- Disability
- Additional support needs
- Socio-economic status
- Nationality
- Language
- Religion
- Lifestyle choices such as what clothes they wear and what football teams they support.

This is not an exhaustive list and consultation with stakeholders in the school has resulted in other behaviours which can be classed as bullying behaviour (See Appendix 1). It must also be stressed that these definitions do not restrict what action is taken to respond to issues effectively as the impact an incident has had on a child is more important than whether it is classed as bullying. (For a full explanation of the above list see DCC Anti-Bullying Guidelines, Appendix 1).

Bullying is NOT

- Children falling out.
- Children who do not get on with one another.
- A one-off fight between children

## **Aims and Expectations**

The aims of this policy are:

- To develop and sustain a positive ethos, culture and effective practice which is proactive in preventing and dealing with all types of bullying.
- To ensure a coordinated, consistent and cohesive approach to anti-bullying in our school
- To inform all stakeholders of the principles and procedures which underpin our approach to anti-bullying.

The expectations and responsibilities of children and staff are that:

- All relationships within our school are based on mutual respect.
- All children have to right to work and learn in an atmosphere that is free from victimisation and fear.
- All children are responsible for acting in such a way that does not intimidate, humiliate, exploit or harass other children and adults.
- All forms of bullying are unacceptable.
- We promote a positive ethos to ensure an anti-bullying culture.
- Our policy reflects the views of our school community stakeholders, including pupils, partner agencies and parents/carers.

All staff, children, young people and parents/carers within our school and campus community are committed to this policy; we firmly believe that preventing and responding to bullying behaviour is the responsibility of all members of our school and campus community – pupils, staff and parents/carers.

In St Clement's RC Primary we have a strong, positive ethos and the school values are shared with children in child-friendly terms and can be summarised as all children and adults within the school community being:

### ***Respect Tolerance Ambition and Inclusion***

The school values are strongly linked to our Relationships Policy which promotes positive behaviour strategies within our three school rules.

Implicit within this statement is that all children and adults within the school are respected and valued.

The rules themselves are as follows:

- The right to be respected
- The right to be safe
- The right to learn.

The school rules are displayed in every classroom and throughout the school and apply to all areas of the school and all aspects of school life.

## **Prevention of Bullying**

We firmly believe our children have the right to learn, the right to feel safe and the right to be respected and staff and management within the school promote these values in all that they say and do. All adults in our school interact with others in a way which promotes positive, open and supportive relationships to enable children to feel safe, secure and happy.

We do this by:

- Implementing our school rules throughout the school
- Developing whole school approaches to improve relationships and behaviour as well as social and emotional skills and development for example school values, class certificates, learning about and developing skills for learning, life and work and Decider skills.
- Encouraging mental, emotional and social and physical programs and activities across the curriculum and through our approach to Health and Well Being
- Focusing on the Rights of the Child and Getting It Right for Every Child.
- Participating in staff training on areas such as nurture and trauma and the development on anti-bullying issues and procedures
- Supporting opportunities for peer led interventions to promote positive relationships and offer support such as P1 buddying with P7, playground buddies and leadership roles.
- Fostering partnerships with relevant partners such as respectme, DEPS (Dundee Educational Psychology Service) and others.
- School management working in close partnership with parents and carers and with Dundee City Council Education Department in resolving bullying issues
- Continually monitoring and evaluating our procedures and the impact of these in consultation with pupils, parents and staff

## **Action and Responsibilities**

### ***All forms of bullying are unacceptable***

We do not tolerate any form of bullying in our school and we follow strict procedures and strategies in all cases of reported bullying which are set out in the Flowchart in Appendix 2.

All allegations of bullying behaviours are taken seriously, including cyber-bullying and it is the responsibility of all children and adults who are aware of or who experience bullying to report this to school staff to be dealt with immediately and appropriately.

Both Mrs Flynn the Head Teacher (HT) and Mrs Donnelly, the Depute Head Teacher (DHT) are available to pupils and parents to discuss and resolve bullying incidents. Thorough investigations of alleged incidents of bullying behaviour are carried out as soon as possible and interventions put into place when necessary. We also work closely with the staff of Camperdown Primary, to resolve any campus bullying issues.

*Mrs Flynn and Mrs Donnelly are the named Anti-Bullying Coordinators for St Clements RC Primary.*

*Mrs Weryk is the named Anti-Bullying Coordinator for Camperdown Primary.*

## **Anti-Bullying Coordinators' Responsibilities**

The responsibility of the Anti-Bullying Coordinators include:

- The revision and implementation of the school's policy
- Collating the responses and recording of bullying behaviours using the Bullying Incident Report Form (or SEEMIS when available)
- Identifying trends or specific issues with regard to bullying
- Supporting the development of a positive ethos

All interventions in alleged bullying incidents are dealt with in a solution focused manner and can include:

- Mediation
- Peer mediation
- Personal and additional support
- Restorative approaches
- Supervision
- Police involvement or engagement
- Interventions from partner agencies
- Involving, supporting and enabling parents/carers
- Consequences linked with the school's behavioural policy

## **Staff Responsibilities**

The responsibilities of individual members of school staff members include:

- Setting an example of appropriate behaviour towards others
- Providing children and young people with opportunities to be listened to
- Being sensitive to children and young people's rights for privacy and respect
- Reporting, investigating and recording alleged bullying according to the school's policy which is in line with practices recommended by the Scottish Government and Dundee City Council Guidelines

Parents will always be informed by a member of the SLT when they are informed of any bullying allegations or incidents which involve their children and of the actions taken. When bullying issues or alleged bullying issues arise, staff and SLT closely monitor the situation, provide opportunities for children to be listened to, whilst respecting their privacy, and intervene when necessary to prevent further incidents. In all cases, parents and carers will continually be kept informed. Whilst promoting a positive ethos and modeling respectful behaviour, school staff will always challenge unacceptable behaviour immediately.

Playground supervisors and support staff record playground incidents using a referral system which informs the SLT of actions taken by them to resolve minor playground incidents, referrals are made to the SLT when further action is required (See Appendix 3). These are recorded on pupils' Pastoral Notes on SEEMIS. Teachers and support staff can also record pupil concerns in a Pupil Concern Form which is passed on to the SLT for information and/or action. (See Appendix 4). These are also logged on SEEMIS Pastoral Notes as appropriate. Alleged bullying issues are officially recorded by the school's Anti-Bullying Coordinators on SEEMIS. If the bullying allegation is substantiated, all parents and carers will be informed and strategies put in place. (see Appendix 2 Flow chart).

## **Parent/Carer Responsibilities**

It is the responsibility of parents/carers to communicate with their child about the school environment and to inform the school of any incidents that they are concerned about. Parents and carers should encourage their child to follow the school procedures e.g. tell the teacher/an adult in school if something or someone is worrying or bullying them or someone they know. Parents and carers should encourage their child to attend school during any investigations of alleged bullying to encourage them to feel safe and secure and should give appropriate guidance to their children to ensure good partnership working between home and school if issues arise.

## **Pupil Responsibilities**

Pupil responsibilities include:

- Contributing to keeping themselves and others safe
- Contributing to and abiding by the school rules
- Respecting the collective and personal belongings of all others
- Displaying good citizenship to others, including reporting any incidents of alleged bullying behaviours to a responsible adult.

## **What should be done?**

### **By pupils:**

If a pupil feels they are being bullied they should

- Try not to respond physically or deal with the problem alone
- Talk to a parent, teacher, friend or trusted adult in the school as soon as possible.

If a child sees someone being bullied, they should

- Not confront the bully
- Encourage the person being bullied to report it immediately and offer support
- Tell an adult what you have seen or heard

### **By Staff:**

Staff should

- Give support to the victim
- Treat all reported incidents seriously and investigate them
- Gather evidence from other people if possible
- Consider sensitively what action should be taken
- Report any concern/allegation of bullying to the Senior Leadership Team (SLT).
- Use curricular opportunities to raise awareness of bullying and what action to take.
- Give support to the alleged bully, who may be unaware of how his/her actions are affecting others.
- Adopt a restorative approach.
- Notify parents if patterns of bullying behaviour persist

## **By parents:**

If parents/carers have any suspicion that their child is being bullied, or is bullying others, they should

- Tell us immediately if they notice any changes in their child's behaviour.
- If parents suspect bullying, contact the SLT immediately.
- Discuss any worries with their child and let us know about these.
- Try to avoid advising their child to 'hit back'. This can often make a situation worse.
- Try to be patient while we work together to resolve the problem as we will need to ensure that relationships and trust have been restored and that incidents will not recur.
- Try to work closely with the school in responding to the problem.
- Work with us to encourage children to rebuild damaged relationships.

To adopt a proactive strategy to raise awareness of what bullying is, preventing bullying and what to do if it does happen, our curriculum offers opportunities for young people to play an active role in positive behaviour and reducing incidents of bullying. Curricular opportunities include citizenship, communication skills, rights and responsibilities, conflict resolution and taking responsibility for health.

We also work closely with staff in Camperdown Primary to ensure that any bullying issues are addressed across the campus so that our children develop capacity to become successful learners, confident individuals, responsible citizens and effective contributors.

## **Monitor and Review**

These Guidelines will be monitored and reviewed in February 2026.

## **Appendices**

Appendix 1	St Clement's RC Primary Pupils' Views on Bullying
Appendix 2	Pupils' Ideas on Help Needed
Appendix 3	Playground and support staff referral form
Appendix 4	Flowchart for dealing with bullying behaviours

## **Appendix 1 – Pupil Views on Bullying**

### **Bullying is/a bully is:**

*Someone who hits you*

*Bad behaviour*

*When you are not being nice or kind*

*Hurting someone on purpose*

*Deliberately punching someone*

*A bully does it every day*

*Someone who hurts you*

*Push and kick and hurt you*

*Hurting people on the inside*

*Not being kind to others*

*Offending people by their appearance*

*Being two-faced*

*Name calling*

*A bully gangs up on you*

*Bosses you around*

*Hurts your feelings*

*Fight with you*

*Blame you for their actions*

*Talk behind your back*

*Use bad language and threaten you*

*Attack you*

*Abuse you*

*Follow you when there is no-one around*

*Not being a good friend*

*Fighting with other pupils*

*Fighting*

*People who don't like you*

*Involved in an argument*

*Fighting with you*

## **Appendix 2: What you can do/What can make things better:**

*Tell the teacher*

*The teacher will sort it out*

*You won't be playing with them anymore*

*I won't be friends with a bully*

*You go away from them and get another friend*

*Run away*

*Ask them to stop before you tell an adult*

*Ask for help when you need it*

*Get to the nearest person*

*Try to keep away from them*

*Tell the Head Teacher*

*Get your parents involved*

### Appendix 3 – Playground and Support Staff Referral Form

#### Playground Referral

Please complete fully and submit to HT/DHT of Pupil's School

Pupil's Name:

Class:

Date:

Reason for Referral (tick)

Referring Member of Staff:

Unsafe Behaviour

Need for further Action Y/N

Disrespectful behaviour

Detail Need for Further Action Y/N

Action Taken by HT/ DHT

# Flowchart

# Appendix 4

