Wiston Primary School



Anti-Bullying Policy
Draft

Updated November 2026
Review November 2029

This statement has been written in line with SLC Anti-Bullying Guidance "Treat Me Well" and Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People" guidance. It is also underpinned by the GIRFEC agenda and UNCRC articles.

Rationale

The ability to learn in a safe, positive environment is essential in our ever-changing world of education, work and leisure. Schools have a key role to play in working with pupils and parents to ensure that every child can make the most of the opportunities that education offers. Promoting positive behaviour and a strong anti-bullying ethos is a key focus in helping every pupil enjoy their school years. South Lanarkshire Council is committed to providing a safe, supportive environment for all people in its establishments and our policy is consistent with education resources guidelines "Treat Me Well."

Vision and Values

Our vision states that "At Wiston Primary, our children are at the heart of everything that we do. In partnership with our parents and the wider community, we strive to create an environment and culture which inspires everyone to be their very best.*"* We have 5 values*: inclusive, honesty, teamwork, respect* and *resilience*. We want all children to feel safe, secure and able to build positive relationships with peers and adults.

Promoting positive relationships between children and adults helps to create a respectful ethos in our school community. Further, these positive relations can help to ensure that children and young people feel safe, secure and happy in our school. Promoting positive relationships allow children to have someone that they trust entirely and can speak to when they need some support. This is vital to the wellbeing of children and young people.

We understand that bullying is never acceptable and must be addressed promptly and effectively. and that children and young people have the right to learn in a safe, secure environment.

United Nations Convention on the Rights of the Child

On 7 December 2023, the Scottish Parliament unanimously passed the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Bill for the second time. The Bill received Royal Assent on 16 January 2024 and is now the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act.

The Act is a landmark piece of legislation that incorporates the UNCRC into Scots law, empowers our children and young people to claim their rights and will help to make Scotland the best place in the world to grow up. We will be the first devolved government in the world to directly incorporate UNCRC.

There are 54 articles in the Convention covering rights such as the right to express and have their views considered on all matters that affect them; the right to play, rest and leisure and the right to be free from all forms of violence.

As a Rights Respecting School, we firmly believe in this vision and work together as a school to implement a range of strategies and initiatives to ensure that we protect the rights of all children in our care, as directed by South Lanarkshire Council.

Article 2: The right to protection from discrimination

Article 19: The right to protection from all forms of violence-including physical or mental

Article 16: Every child has the right to privacy. We will protect children from attacks from others.

Article 19: Every child has the right to be looked after and kept safe.

South Lanarkshire Council is also bound by the Equality Act of 2010, which legally protects people from discrimination in the workplace and wider society. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic,' as well as other forms of prejudice and discrimination related to other characteristics, for example socioeconomic or appearance-based bullying. There are nine characteristics protected under the Equality Act 2010

For learners in Wiston Primary School this includes:

- Age
- Disability
- Race
- Sex
- Religion or belief
- Sexual Orientation

Promoting Positive Relationships and Understanding Distressed Behaviours (PPRUDB)

South Lanarkshire Council Education Resources' approaches for establishments on promoting positive and understanding distressed behaviours are set out in the above-named guidelines. The policy acknowledges that "all behaviour is communication" and that actions taken by some young people may well reflect a wider challenge beyond the behaviours being witnessed.

We acknowledge that some of our learner's experience challenges related to adverse childhood experiences, trauma or neurodivergence, that can result in distressed behaviours which then impact themselves and others.

As a school we will always consider these wider issues when dealing with incidents of bullying behaviour, both in relation to the person experiencing and the person displaying bullying behaviours.

Our Aims

To minimise instances of bullying in our school, we aim to:

- Provide a safe, secure environment for everyone.

- Respect the rights of all learners as outlined in the United Nation's Convention on the Rights of the Child.
- Help children understand and manage their actions, whether they are experiencing or displaying bullying behaviour.
- Support children to understand what can cause distressed behaviour through raising awareness of neurodivergence.
- Listen to children's', parents' and carers' and staffs' concerns, investigate and take action.
- Promote an awareness of anti-bullying strategies in our drive to have a zero-tolerance approach to bullying and bully-like behaviour.
- Work in partnership with other agencies to enhance and support our programs for pupils about anti-bullying.

What is Bullying? (All information taken from Treat Me Well Anti-Bullying Guidance)

Bullying behaviour is never acceptable within Wiston Primary School. All children and young people have an entitlement to work and play in a learning environment in which they feel valued, respected and safe and are free from all forms of abuse, bullying or discrimination.

Bullying should never be viewed as a normal or inevitable part of growing up. Adults are not expected to be the subject of abuse by colleagues or friends; therefore, it should not be any different for children and young people.

South Lanarkshire Council has adopted the national definition of bullying, as set out in Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People:

"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." (Respect for All 2024)

Bullying occurs in many contexts. It can:

- Harm people physically, mentally, socially and emotionally
- Be carried out by a single individual or group
- Not always need to be repeated for it to have an ongoing impact
- Be more likely to take place in the context of an existing imbalanced relationship but may also occur where no previous relationship or current relationship existed

Examples include:

- Being called names, teased, put down or threatened (face to face and/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 phones/tablets.
- 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).
- Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group.

Differentiating bullying and conflict

It is important for children and young people to discuss how they feel and to help them develop social and communication skills. We know that children will fall out and disagree with each other as they form and build relationships. This is not considered to be bullying; this is considered to be a normal part of growing up.

It may be possible to differentiate conflict from bullying by having regard to the relationships and dynamics involved. Conflict is normal and can happen in healthy, happy, equal relationships. Usually at least one party involved doesn't want the conflict to continue unresolved and will try to take early action to make amends and improve the situation. In these situations, while there is still the need for support, it would not be considered bullying unless the situation remains unresolved or develops into something more serious.

Online bullying

"Bullying is bullying"—online is geography (Respectme 2024)

Online bullying can have just as big an emotional impact on children as face-to-face bullying. In online settings this can even mean where no previous 'relationship' existed, but the one formed and now playing out online is damaging.

It is still behaviour done by someone to someone else, all that alters is 'where' it is taking place.

Types of online bullying can include:

- Sending threatening or abusive text messages
- Spreading rumours
- Shaming someone
- Excusing someone from online games, sharing embarrassing images or video activities or friendship groups
- Creating hate groups on social media or groups against a person
- Trolling—sending upsetting messages on social networks, chat rooms or online games.

Unacceptable behaviour remains unacceptable whether it occurs in an online environment, the playground, the classroom or anywhere else in a school context. We will address online bullying in the same way. Our responses will be more consistent and effective when we address online bullying as part of our whole anti-bullying approach and as part of their health and wellbeing programme that includes education on online safety, which makes children aware of online harms and how to keep themselves safe.

Roles and Responsibilities

School staff will:

- Implement and demonstrate a restorative approach to develop positive relationships and to resolve any incidents.
- Take immediate action.
- Establish the facts of an incident – is it bullying?
- Report all incidents of bullying or suspected bullying to the head teacher.
- Record and report all cases of racial, disability or gender harassment on an incident log.

The Head Teacher will:

- Fully investigate and speak to all concerned.
- Maintain appropriate records using the agreed proforma.
- Involve parents at an early stage.
- Be sensitive to the feelings and fears of the person experiencing bullying.
- Work with all concerned to find solutions, restore self-esteem and prevent further incidents.
- Enlist the help of specialist staff where necessary.
- Track and monitor pupils involved to ensure the situation is resolved.
- Take appropriate action in all cases of racial, disability or gender harassment in line with SLC procedures, recording it on SEEMIS

We would like parents to:

- Stress the importance of sociable behaviour.
- Actively support our anti-bullying policy by discussing this with your children.
- Be open-minded and establish the facts of an incident. Is it bullying or ‘falling out’? Are there two sides to the story?
- Notify the school as soon as possible about bullying incidents. Do not wait for things to resolve themselves. We are here to help.
- Work in partnership with us to resolve the situation. We want every child at Wiston to feel safe and secure.
- Encourage your child to tell someone about bullying incidents. The sooner we know about a problem the sooner we can sort it out.
- Monitor your child’s use of social networking sites and text messaging.

We would like children to:

- Tell a teacher, parent or friend if you are experiencing bullying behaviour.
- Remember that it is not your fault. People displaying bullying behaviour act the way they do because they are unhappy or have problems that they need to be sorted out.
- If you see someone experiencing bullying behaviour, tell an adult as soon as you can,
- Remember that bullying can be fixed. If everyone works together it will stop.
- Seek ways to include all.
- Celebrate difference – not target them.
- Use social media in a safe and responsible way with appropriate privacy settings.
- Report online abuse to a trusted adult and/or the website providers.
- Unfriend/ block abusers.

Our Strategies

As a school our strategies to prevent and respond to bullying are to:

- Teach our pupils the difference between bullying and other types of unacceptable behaviour
- Seek the co-operation of parents and carers to inform us at an early stage
- Encourage our pupils to support someone who is being treated unkindly rather than be bystanders.
- Instruct our pupils to report any incident of unkind behaviour, to any member of staff
- Supervise our playground
- Discuss bullying as part of the curriculum at appropriate stages
- Work in partnership with parents informing them if their child is involved in any bullying incident either as the young person displaying the bullying behaviour or the young person experiencing the bullying behaviour.
- Monitor all incidents of bullying to prevent recurrence
- Be on look-out for any potential problems
- Display posters throughout the school
- Whole school assemblies focussing on respect, tolerance and inclusion.
- Staff training
- Website links

Restorative Approaches

Every incident of bullying is different. We will act firmly, fairly and promptly when bullying is identified. Research shows that restorative practice and solution-focused discussions are more effective in dealing with bullying than sanctions. Our aim is to identify the cause of the behaviour and ensure it stops completely, enabling the pupil experiencing bullying to feel safe and secure. All staff understand the importance of

pupil wellbeing and are committed to whole school nurturing approaches. In Wiston Primary, the emphasis is on promoting positive relationships and behaviour using attachment informed, nurturing and restorative approaches

Recording, monitoring and evaluating

Any reported incidents of bullying behaviour and/or language will be recorded and monitored using the SEEMiS Bullying and Equalities module. Recording and monitoring bullying incidents via SEEMiS will be useful to track progress based on the number of incidents reported and to see any trends of bullying behaviour specific tour school. (See Appendix 1) It will help to identify trends or issues that need to be addressed which can help to determine what early prevention measures are effective.

Situations will be monitored carefully by HT and PT, who will be the point of contact for parents.

The Senior Leadership Team will work with staff, pupils and parents to monitor the effectiveness of anti-bullying guidelines and revise these as necessary.

Conclusion

Every situation will be different, the reasons behind the behaviours will be different and each incident will require a different approach. What is important is that the children need to know that we will take them seriously and listen to them. They need to know that we will help make the bullying stop. So, let's listen, let's make sure the children know they can ask us for help - let's use the positive relationships we have to make the difference.

This policy was developed in line with the revised guidance; SLC Anti-Bullying Guidance "Treat Me Well" and Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People" 2024. Staff, parents and pupils were part of a focus group to help shape this policy

Appendix 1

Recording of Bullying Incidents

Bullying is reported to a member of school staff by:

- The young person who is experiencing it
- Another young person or staff member as witness
- Or by parent/carer

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- Incident reported to designated person – either Headteacher (HT) or Depute Headteacher (DHT) at Primary.
- Principal Teacher (PT) Pupil Support / DHT at Secondary who then will speak directly to the person reporting the bullying behaviour.

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- PT / DHT / HT records incident on SEEMiS Bullying and Equalities Module.

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- Investigation carried out by school, and pupil experiencing bullying and parents/carers informed.

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Bullying Confirmed

Action taken to support young person experiencing and young person displaying bullying behaviours.

SEEMiS Module updated.

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No Evidence That Bullying Took Place

School responds to original concern explaining outcome of investigation.

Further action may be necessary to resolve any outstanding concerns.

SEEMiS module updated to record **unfounded**.

Support and Resources

https://respectme.org.uk/

https://www.gov.scot/policies/girfec/

https://www.savethechildren.org.uk/what-we-do/childrens-rights/united-nations-convention-of-the-rights-of-the-child

www.childline.org.uk

www.nspcc.org.uk

Resources for Parents

A number of organisations can provide support for parents if they wish to discuss bullying:

- Children First: Protecting Scotland's Children: Child Problems at School - Help for Parents & Carers | Children First
- Parentclub: Bullying at school | Parent Club
- Connect: National charity to support Parental involvement in schools Home: Connect
- Enquire: Scottish Advice Service for Additional Support For Learning: Enquire - The Scottish advice service for additional support for learning
- Support for parents whose child has experienced racism at school: Advocacy for Race Equality in Schools Scotland.