

READY, RESPECTFUL, SAFE: **ANTI-BULLYING POLICY**

Bothwell Primary School
October 2025

Believe, Belong, Become at Bothwell



BACKGROUND INFORMATION

Following a review of our school vision, values, aims and motto earlier this session, the next part of our School Improvement Plan - Priority 3 (Health and Wellbeing Focus) was to review our current Anti-Bullying policy and practice.

Taking account of the views of all stakeholders, along with recent guidance from South Lanarkshire Council and the Scottish Government's Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (published late 2024), we have formed a new policy to support our vision for learners across our school community to feel and experience:

KINDNESS HAPPY INCLUDED RESPONSIBLE

RATIONALE

At Bothwell Primary School, we work hard as a team to make everyone feel welcome, included and a valued part of our school. We understand that at times difficulties and upset can be experienced and we work together to find solutions to prevent these experiences happening again.

We are building on embedding our school motto and values into the heart of all that we do and these will form a central part of our anti-bullying policy. We have recently been recognised as a Bronze Rights Respecting School and will continue to build on this next session. We believe that bullying of any kind is unacceptable and will not be tolerated. We will consider articles from the United Nations Convention on the Rights of the Child (UNCRC) within our policy.

The following Articles are central to our policy:

Article 2 – The right for everyone to be treated equally.

Article 12 – The right to have a view.

Article 19 - The right to be protected from violence, abuse, and neglect.

RATIONALE CONTINUED

Our school values; KINDNESS, HAPPY, INCLUDED, CARING AND RESPONSIBLE, along with a right of the month and our school rules – READY, RESPECTFUL, SAFE are focuses for learning throughout the school calendar, including at our weekly assemblies.

In addition to this we will ensure our policy reflects guidance and practice from Scottish Government's, 'Respect for All' (2024) and South Lanarkshire Council's anti-bullying policy 'Treat Me Well' (2018).

AIM

Here at Bothwell Primary School, our values are to be kind, happy, inclusive, caring and responsible. We understand that bullying is never acceptable and that children have the right to learn in a safe, secure environment. The aim of this policy is to try and prevent and respond to any behaviour deemed as bullying.

WHAT IS BULLYING BEHAVIOUR?

In Scotland the definition of bullying is defined 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.” (Respect For All, 2024)

Our school community have been consulted on what our collective understanding is of bullying and we have brought together a much simpler definition to support learners’ understanding:

‘Bullying is people’s words and actions (face to face or online) which can make people feel unsafe and left out. This may be bullying behaviour’

WHAT IS BULLYING BEHAVIOUR CONTINUED?

Bullying behaviour can be emotional, verbal, physical, extortion, online, racist, religious, sexual, homophobic or biphobic and transphobic. Specific behaviours that our school community have identified include:

- Being called names, teased, insulting someone, or threatening - can be face to face or online.
- Being hit, kicked, pushed, tripped deliberately.
- Being isolated, unkind, ignoring someone, spreading rumours about someone, blackmailing, putting pressure on someone unnecessarily.
- Deliberate damage to someone's property or stealing someone's property.
- Using social media to send abusive messages, picture or images including on mobile phone and gaming platforms **
- Being targeted because of who you are.

it is important to note that although a lot of bullying through social media and gaming platforms occurs outside of the school, the school will address allegations of online bullying as we must remember that it is a behaviour that has happened to the child and that it will ultimately impact on them.



PROTECTED CHARACTERISTICS

Prejudice based language and bullying will not be tolerated within the school. The Equality Act (2010) outlines nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion and belief
- Sexual orientation



WHEN IS NOT BULLYING?

We know that from time to time, children will fall out and disagree with each other as they form and build relationships.

This is a normal part of growing up and most children have the ability to bounce back from this type of behaviour.

It is important to discuss how they feel and as the adults supporting the situation help them to develop resilience to manage their relationships.

When this is the situation, we do not consider this as bullying and would use restorative practices to find positive common ground to move forward. It would only trigger a discussion around bullying if it was left unresolved or becomes something much more serious.

At times, there may be actions that appear as bullying but are a crime. Behaviours like hate crime, racial abuse, sexual harassment/assault, or physical assault are illegal.

More information can be found at <https://respectme.org.uk/bullying/what-is-bullying/#:~:text=If%20you%20are%20unsure%20if,intervene%20to%20help%20restore%20it>.



RESPONSIBILITIES AND EXPECTATIONS

Everyone in our school community has a role to play, to ensure the aim of this policy is met:

PUPILS REMEMBER TO:

**BELIEVE,
BELONG,
BECOME**



- SEE IT, REPORT IT, DON'T IGNORE IT - TALK TO AN ADULT IN SCHOOL OR AT HOME, USE OUR BOTHWELL BEAR BOX IF YOU FIND IT HARD TO SPEAK TO SOMEONE AND WRITE A NOTE TO ASK FOR HELP
- BE READY, RESPECTFUL AND SAFE TO EVERYONE
- BE KIND, MAKE OTHERS HAPPY, INCLUDE OTHERS, BE CARING AND BE RESPONSIBLE
- VALUE INDIVIDUALITY, RESPECT OTHER PEOPLE'S RIGHTS!

RESPONSIBILITIES AND EXPECTATIONS

Everyone in our school community has a role to play, to ensure the aim of this policy is met:

PARENTS/CARERS REMEMBER TO:

- BE FAMILIAR WITH OUR POLICIES (ANTI-BULLYING POLICY, READY-RESPECTFUL-SAFE, SCHOOL VISION, VALUES, AIMS AND MOTTO).
- REPORT INCIDENTS OF BULLYING TO US - PLEASE DO NOT ASSUME WE KNOW.
- UNDERSTAND THAT 'FALL OUTS' CAN HAPPEN AND ARE NOT UNCOMMON.
- GIVE YOUR CHILD THE SUPPORT THEY NEED IF THEY HAVE BEEN BULLIED.
- HELP US TO HELP YOUR CHILD WHEN THEY HAVE BEEN ACCUSED OF BULLYING.
- BE ALERT! WATCH OUT FOR CHANGES IN YOUR CHILD'S MOOD AND PERSONALITY. TALK TO US IF YOU ARE CONCERNED.
- MONITOR YOUR CHILD'S INTERACTIONS WITH TECHNOLOGY, BE ALERT TO DANGERS ONLINE.



RESPONSIBILITIES AND EXPECTATIONS

Everyone in our school community has a role to play, to ensure the aim of this policy is met:

ALL STAFF REMEMBER TO:



- PROMOTE OUR POSITIVE ETHOS AND SUPPORT OUR CULTURE OF WORKING TOGETHER AS A TEAM TO MAKE EVERYONE FEEL VALUED AND INCLUDED.
- KNOW OUR CHILDREN WELL.
- UNDERSTAND AND MODEL OUR SCHOOL (AND LOCAL AUTHORITY) POLICIES AND PROCEDURES....ANTI-BULLYING POLICY, READY-RESPECTFUL-SAFE (BEHAVIOUR POLICY), HEALTH AND WELLBEING POLICY, CURRICULUM RATIONALE (VISION, VALUES AND AIMS OF THE SCHOOL), TREAT ME WELL, CODE OF CONDUCT ETC.
- REPORT AND SUPPORT! - LISTEN TO THE CHILD'S CONCERNS AND REPORT ANY BULLYING INCIDENTS TO THE SENIOR LEADERSHIP TEAM.
- SUPPORT THE PERSON EXPERIENCING BULLYING BEHAVIOUR AND THE PERSON DISPLAYING THAT BEHAVIOUR.
- RECORD - AN OVERVIEW OF WHAT THE CHILD HAS SAID TO YOU.
- BE INFORMED...TAKE PART IN APPROPRIATE TRAINING OPPORTUNITIES.
- ASK FOR FEEDBACK ON ANY INCIDENTS YOU HAVE REPORTED TO THE SLT.

RESPONSIBILITIES AND EXPECTATIONS

Everyone in our school community has a role to play, to ensure the aim of this policy is met:

SLT TO REMEMBER TO:



- BE LEADERS OF THE DEVELOPMENT OF OUR POSITIVE ETHOS AND DEVELOP OUR CULTURE OF WORKING TOGETHER AS A TEAM TO MAKE EVERYONE FEEL VALUED AND INCLUDED.
- KNOW OUR CHILDREN WELL AND LEAD ON PASTORAL RESPONSIBILITY.
- UNDERSTAND AND MODEL OUR SCHOOL (AND LOCAL AUTHORITY) POLICIES AND PROCEDURES....ANTI-BULLYING POLICY, SLC FLOW CHART (AUGUST 2023), READY-RESPECTFUL-SAFE (BEHAVIOUR POLICY), HEALTH AND WELLBEING POLICY, CURRICULUM RATIONALE (VISION, VALUES AND AIMS OF THE SCHOOL), TREAT ME WELL, CODE OF CONDUCT ETC.
- INVESTIGATE AND RECORD...INVESTIGATE ALL ALLEGATIONS IN A FAIR AND SENSITIVE WAY.
- RECORD INCIDENTS ON SEEMIS BULLYING AND EQUALITIES MODULE - ALL ALLEGATIONS OF BULLYING HAVE TO BE RECORDED EVEN IF THE OUTCOME IS UNFOUNDED.

PREVENTION RATHER THAN CURE....

In Bothwell Primary School we aim to prevent incidents of bullying behaviour by promoting a positive ethos and culture through:

- Sharing our vision, values, aims and motto across the school community.
- Implementing our Ready, Respectful and Safe Promoting Positive Behaviour and Relationships policy.
- Learning and Teaching about Children's Rights.
- House Points System.
- Hot Chocolate Friday.
- Weekly and stage assemblies.
- Valuing achievements and success from in school and out.
- Our Health and Wellbeing Curriculum is structured around the wellbeing indicators which promote inclusion, responsibility, being respectful and nurturing.
- Positive role models - staff, Primary 7 leadership roles (buddies House Captains, Ambassadors, Committee Members), Cool Officers, each other.
- Targeted approaches, as required (approach varies depending on support required, e.g. the Rainbow Room is a support, buddies for some of our children beyond Primary 1).
- Restorative Conversations when things become difficult between some children.

POSSIBLE SIGNS THAT SOMEONE IS EXPERIENCING BULLYING BEHAVIOUR...

Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school.
- doesn't want to go on the school bus.
- changes their usual routine/route to school.
- begins truanting.
- becomes withdrawn, anxious, or lacking in confidence.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to underperform in schoolwork.
- comes home with clothes torn or books damaged.
- has possessions go "missing".
- asks for money or starts taking money without asking (perhaps down to being pressured for money at school)
- has unexplained cuts or bruises. comes home starving (money/snack/sandwiches have been stolen).
- becomes aggressive, disruptive or unreasonable.
- starts swearing or using aggressive language for no apparent reason.
- is showing bullying type behaviours to other pupils (or siblings)
- stops eating.
- is frightened to say what's wrong.

These are just some examples of behaviours that could indicate there is something worrying your child. If you notice anything, please let us know.

WHAT HAPPENS NEXT...

If bullying behaviour has been reported in school there are several steps we will take in accordance to SLC and National Policy which can be seen in the diagram to the right.

All situations will be dealt with sensitively and parents/carers of the children involved will be kept up to date.

Support required for the children involved will be discussed with families.

The allegation of bullying and the investigation findings will be

Bullying is reported to a member of school staff by either the young person experiencing bullying, another young person or staff member who has witnessed it or by the parent/carer.



Incident reported to designated person - either HT or DHT or PT



HT/DHT/PT record incident on Seemis Bullying and Equalities Module



Investigation carried out by school and findings reported to those involved



There are two routes here following this on the recording system:

1. BULLYING CONFIRMED - Action taken to support children involved and recorded on seemis.
2. NO EVIDENCE THAT BULLYING TOOK PLACE - recorded as unfounded

OTHER INFORMATION....

Useful links from learners, families, and staff

<https://respectme.org.uk/bullying/>

<https://www.nationalbullyinghelpline.co.uk/kids.html>

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/pages/2/>

<https://childreninscotland.org.uk/call-16-work-together-to-build-cultures-where-every-voice-is-valued-and-create-a-society-free-from-bullying/>

<https://www.youngminds.org.uk/>

<https://www.samh.org.uk/>



FINAL WORDS....

We want to proud of our school, our children, our community. We need to look after each other, be kind, show understanding and value what makes us all individuals.

Remember everyone in our school community should be following our school values and helping to

 STOP bullying behaviour!

