



**Anti-Bullying and
Anti-Discrimination Policy**

HEART

happiness

attain

excellence

believe

achievement

achieve

respect

together



Respect for All:
The National Approach to
Anti-Bullying for Scotland's
Children and Young People

SOUTH
LANARKSHIRE
COUNCIL

Treat Me Well
Anti-Bullying
Behaviour Guidance



Happiness **E**xcellence **A**chievement **R**espect **T**ogether

Rationale



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Crosshouse Primary School, we provide an inclusive community, where learners can achieve success for today and prepare for tomorrow by attaining, believing and achieving. For learners to achieve their full potential, they must learn in a safe, secure and nurturing learning environment, where their differences are recognised, respected and celebrated. Central to this are our five school values, which form key elements of our anti-bullying strategy:



To achieve a respectful, trusting and inclusive community, free of unacceptable and intolerant behaviour, we are committed to embedding and maintaining our anti-bullying strategy. Our policy has been written in conjunction with national and local anti-bullying policies and guidelines; 'Respect for All' (Scottish Government, 2024) and 'Treat Me Well' (South Lanarkshire Council, 2025). In addition, the United Nations Convention on the Rights of the Child (UNCRC) is a Human Rights Treaty that was incorporated into Scots Law in 2024, meaning we proactively considered the children's right in the creation of the policy. Our learners have placed the following articles from UNCRC at the heart of our policy, as when a child is bullied the following rights are compromised:



The right to
protection from
discrimination.



The right to say what
I think on matters
that affect me and
have my views taken
seriously.



The right to be
protected from
being hurt or badly
treated.



The right to an
education that
respects our dignity
and rights.

Aims



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- Ensure that all young people are free to learn in a safe, secure and tolerant environment.
- Inform all young people that it is their right NOT to be bullied.
- Ensure there is a common understanding between learners, staff and parents/carers of what bullying is and where it takes place.
- Develop a partnership approach to anti-bullying with parents, carers, learners and staff.
- Promote a positive ethos that fosters self-esteem and resilience for our pupils.
- Equip young people with the necessary skills to recognise and tackle bullying behaviour both in school and outside of school.
- Support pupils who have been affected by bullying.
- Provide help to pupils perpetrating bullying behaviours to recognise the causes and consequences of their behaviour.
- Provide support and advice for parents, carers and staff when dealing with bullying behaviours.
- Establish clear steps and guidelines for recording, reporting and monitoring instances of bullying.

At Crosshouse we will...



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**Have a
clear
policy**

That is in
line with
government and
local authority
policies

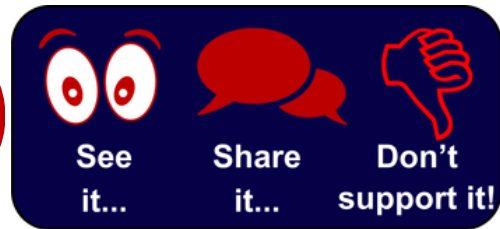
**Establish
expectations
for all**

**Have a
robust reporting
procedure**

**Take part in
Anti-Bullying
week
activities**

**Promote
anti-bullying at
whole school
assemblies**

What is bullying?



At Crosshouse Primary School, we are fully committed to eliminating any and all forms of bullying behaviour, which can leave young people feeling hurt, frightened and upset. If young people do not feel happy and Believe they are secure at school then they will be less likely to Attain and Achieve their full potential. Our school policy takes its' updated definition of bullying from Respect for All, 2024:

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 behaviours can harm people mentally, emotionally, socially and physically. The actual behaviour (for example, actions, looks, messages, confrontations or physical interventions) does not always need to be repeated for it to have an ongoing impact. The fear of behaviour reoccurring may have a lasting impact.

Bullying is more likely to take place in the context of an existing imbalanced relationship, but may also occur where no previous or current relationship exists.

Bullying may be carried out by an individual or can sometimes involve a group of people.

Bullying behaviour can include:

- Being called names, teased or threatened face to face/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).

Prejudice based bullying



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At Crosshouse Primary School, we treat prejudice based bullying and language with the same level of seriousness as any other form of bullying. The Equality Act 2010 outlines the nine protected characteristics:

Age

Disability

Race

Sex

Pregnancy

Religion or
belief

Marriage and
Civil Partnership

Gender
reassignment

Sexual
orientation

As well as the protected characteristic based on actual or perceived identity. Prejudice-based bullying can be based on characteristics unique to a child or their families identity or circumstance. For example:

- Additional support needs
- Asylum seekers or refugee status
- Body image and physical appearance
- Gypsy/travellers
- Care experience
- Gender identity or trans identity
- Mental health
- Socio-economic prejudice
- Young Carer

Racism



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In 2024, the South Lanarkshire Framework for Developing and Anti-Racist and Decolonised Curriculum was published. At Crosshouse we are committed to proactively preventing and challenging racism.

Our school policy takes its' updated definition of racism from *The Stephen Lawrence Inquiry 199 recommendation 12*:

A racist incident is any incident which is perceived to be racist by the victim or any other person.

SHOW
RACISM
THE
RED
CARD



Online Bullying



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Online bullying should not be treated differently from face-to-face bullying. Online bullying affects young people in the exact same ways as face-to-face bullying.

A person can be called names, threatened or have rumours spread about them and this can happen in person and online. We address online bullying as part of our school anti-bullying approach.

Where bullying behaviour is reported to us and we only have one party in our school, we will support the young person who is experiencing bullying behaviours or we will challenge and support the young person committing bullying behaviours to see how their actions are affecting others in a negative manner.

All children are bound by the IT acceptable user agreement. If any behaviour above occurred on a school device then use of such technology will be restricted.

When is it NOT bullying?



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It is just as important to remember young people will 'fall out' and disagree as a **normal** part of growing up and we would not consider this bullying behaviour or address it through this policy, unless left unresolved and it develops into something more serious. Young people experiencing fall outs and disagreements will be supported through standard pastoral care rather than this policy.

Differentiating between Bullying and Criminal Behaviour

There may also be times when some actions may appear to be bullying, but they are in fact a **crime**. Behaviours such as hate crime, sexual harassment/assault, or physical assault are illegal. It should be noted that under The Age of Criminal Responsibility (Scotland) Act 2019, a child under the age of 12 cannot be arrested for a crime. However, Police Scotland may still be involved and liaise with the school, families or social work.



Roles and Responsibilities



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Bullying in any form is unacceptable and a breach of children's rights. All stakeholders must be aware of their roles and responsibilities in ensuring a safe, inclusive and positive climate, where everyone is a role model. The roles and responsibilities for learners, parents, staff and SMT are set out as follows:

LEARNERS

What is expected of YOU...

- **Follow our school values** in and out of school
- **Do not engage** in bullying behaviours
- **Respect** all individuals for who they are
- **Value diversity**
- Use technology **appropriately**, in line with legal guidelines
- Tell **someone you trust** if you or someone else is being bullied
- If you can't tell someone, **write down** your worries and share them with a member of staff
- **Support** friends and peers who are experiencing bullying

What you should expect from OTHERS...

- Be **taught** how to identify and report instances of bullying
- Be treated with **respect**
- Be **listened to**
- Have your concerns taken **seriously** and **investigated** sensitively and fairly
- Have options on how to **report** bullying and **choices** on how to **respond**
- Receive **support and guidance** from parents, staff and SMT.
- Be **included** in policy development in relation to anti-bullying

PARENTS

What is expected of YOU...

- Be **aware** of school values and anti-bullying policy.
- Be **alert** to your child's wellbeing and watching out for changes to mood and personality.
- **Understand** that 'fall outs' and disagreements are not uncommon.
- Repeat our message that **reporting bullying is courageous**.
- **Alert** a member of school staff as early as possible.
- Encourage your child to use technology **appropriately**, in line with legal guidelines.
- Familiarise yourself with the **language** of technology.
- Be **alert** to the dangers online - research CEO

What you should expect from OTHERS...

- A **clear** anti-bullying policy.
- **Effective** communication.
- Be **listened to** and treated **with respect**.
- Have all reports of bullying behaviour **taken seriously and investigated sensitively**.
- Be **informed** of the steps and procedures taken in line with this policy.
- **Monitoring** of the situation by school staff and **updates** in line with this policy.
- Informed of actions and outcomes.
- Be **directed** to appropriate resources or services.
- Be **included** in policy development in relation to anti-bullying.

STAFF

What is expected of YOU...

- **Understand** our anti-bullying policy and procedures.
- **Act in accordance** with our **school values**, SLC Code of Conduct and the values and principles of Respect for All to **prevent and respond to bullying behaviour**.
- Be a **positive role model** in and out of school.
- **Listen** to all reports of bullying.
- **Record** in line with school policy.
- **Report** to a member of SMT.
- **Seek information** on actions and outcomes from SMT.
- **Report again** if you feel actions/outcomes are inadequate.
- Be careful to avoid the terms '**bully**' and '**victim**'. Instead refer to bullying behaviour.
- **Engage** in training and formulation of anti-bullying policy.

What you should expect from OTHERS...

- Be **listened to** when reporting bullying incidents.
- Have your concerns taken **seriously**.
- Have your concerns **responded to** in line with this policy.
- **Support** when responding to bullying behaviours.
- **Informed** of actions/outcomes.
- Opportunities to undertake appropriate **training** on anti-bullying.
- **Be included and involved** in the development of our policy.



SMT

What is expected of YOU...

- **Understand** our anti-bullying policy and procedures.
- **Act in accordance** with our **school values**, SLC Code of Conduct to **prevent and respond to bullying behaviour**.
- **Listen** to all reports of bullying.
- **Record** in line with school policy.
- **Investigate** all allegations sensitively and fairly.
- **Communicate** with all pupils involved and take their views into account.
- Work **alongside** parents.
- Make use of **restorative** interventions and approaches.
- **Agree actions** and **monitor** closely.
- **Inform** all stakeholders of actions and outcomes.
- **Consult** all stakeholders on policy development.

What you should expect from OTHERS...

- All stakeholders to **act in accordance with our school values**.
- Learners, parents and staff to **report** bullying behaviours.
- **Access** to training and resources on anti-bullying.
- Learners, parents and staff **involved** in anti-bullying policy development.



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Reporting Procedure



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All alleged incidents of bullying behaviour are taken seriously in Crosshouse Primary School. We deal sensitively with these incidents and offer support to all involved. All instances should be reported immediately to ensure there is effective early intervention, as this often stops a more serious pattern of behaviour from emerging. In all instances, SMT will follow the procedure as set out by South Lanarkshire Council Treat Me Well Guidance (2025):

Bullying is reported to a member of school staff by:

The young person who is experiencing it
Another young person or staff member who witnesses it
A parent/carer.

Incident reported to member of HT or DHT

HT or DHT then speak directly to the person reporting the alleged bullying behaviour.

HT or DHT records on SEEMIS Bullying & Equalities Module
Contact made with. parent/carer of both pupil experiencing and displaying made.

Investigation carried out by school.

BULLYING CONFIRMED

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

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.

If ONLINE BULLYING which has taken place outside of school has been reported to a member of staff, the school will record this in pastoral note and not log on the SEEMIS Bullying and Equalities module. Relevant school staff will be notified so that they can monitor the wellbeing of the children in question and be vigilant around pupil relationships