



# St. Peter's R.C. Primary School

## Anti- Bullying Policy

Updated May 2025



I have the right to be protected from being hurt or badly treated.



- An inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.
- A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.
- The promotion of respect for different beliefs and cultures and for inter-faith dialogue.

### School Values:

Responsible

Kind

Respectful

Forgiving

Tolerant

### Policy Statement

This Anti-Bullying Policy was updated in May 2025 following consultation with all staff, the Pupil Council and the Parent Council.

The purpose of this policy is to ensure that all pupils, staff and parents have a clear understanding of the definition of bullying and to reduce, prevent and respond effectively to bullying behaviour.

The policy helps everyone in our school community to understand what bullying is and know how to take immediate action to stop it.

It should be read in conjunction with [Aberdeen City Council's Education Settings Anti-Bullying Guidance](#) and the school's Policy to Promote Positive Behaviour.

All Catholic schools in Scotland, in honouring Jesus Christ as the Way, the Truth and the Life, feature characteristics that reflect Gospel values and how they apply in life, a commitment to working with parents as first educators of their children and an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God. These characteristics are embedded in the [Charter For Catholic Schools](#)

At St. Peter's R.C. Primary School we are committed to challenging all types of bullying. Bullying is considered a breach of the UN Convention on the Rights of the Child. We share the view that 'Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.' *Respect For All: The National Approach to Anti-Bullying for Scotland's Children and Young People* (2017).

We refer to guidance from The Curriculum for Excellence and *Getting It Right for Every Child*.

## **Definition of Bullying Behaviour**

Aberdeen City 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* (Update 2024). [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: The National Approach to Anti-Bullying for Scotland's Children and Young People* (Update 2024)

- This behaviour 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.
- 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.

**Rationale:**

At St. Peter's R.C. Primary School, we do not tolerate verbal or non-verbal bullying behaviour. We act swiftly to deal with any incidents where a child or member of staff feels threatened by words, actions or attitude of any person in any area of the school or playground. We believe that everyone is equal and has the right to be treated with respect. Our school aims reflect our commitment to:

- Maintaining a secure environment
- Welcoming and caring for all children
- Promoting justice and peace
- Supporting mental and emotional health and wellbeing
- Maintaining discipline with dignity

Our words, actions and attitudes mirror the Gospel values of trust, respect, tolerance, honesty, generosity and forgiveness.

We recognise that bullying takes many forms and can include physical; verbal; emotional; prejudice-based and online.

This is not an exhaustive list, and it is important to consider impact, rather than intent and persistence when defining bullying behaviour.

Physical	Being hit, tripped, pushed, poking, kicking, punching, hazing rituals, inappropriate touching. Having belongings stolen or damaged.
Verbal	Name calling, threatened, spreading rumours, being put down, teased (face to face or online).
Emotional	Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or

	online). Isolating others, tormenting, threatening gestures, manipulation, coercion. Being ignored, left out or having rumours spread about you (face-to-face and/or online).
Prejudice-based	<p>Being targeted because of who you are or who you are perceived to be (face to face and/or online).</p> <p>Prejudice-based means any comment or action intended to taunt pupils because of difference, real or perceived, in their appearance, behaviour, personal circumstances or any other matter. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia, transphobia or prejudice and discrimination towards disability or faith.</p>
Online	<p>Sending abusive messages, pictures or images on social media, online gaming platforms or phones/tablets., sharing photos without permission, offensive texts, sexting, impersonating another person online, patterning.</p>

Bullying is a breach of Children's Rights. Article 19 states that it is every child's right not to be bullied.

"A right is a basic need, rather than an entitlement or expectation. Children need to be protected from bullying behaviour so that they can survive, develop and participate in a fulfilling life. Bullying is a breach of Children's Rights."

## **Prevention: Promoting Positive Relationships**

### **Staff**

All teaching staff and Pupil Support Assistants promote the principles of "Getting it Right for Every Child" (GIRFEC) and share responsibility to support all pupils in establishing and maintaining positive relationships. Our staff are well-trained and work as a team, communicating any concerns immediately. They are vigilant and proactive when supporting vulnerable pupils.

Pupils are supervised in all areas of the school playground. At break and lunch times, Pupil Support Assistants move around all parts of the playground so that they have an overview of all activities. Members of the SLT regularly spend time in the playground to monitor behaviour.

Playground games are organised, and a range of toys are available so that each child can be active at playtime.

Within the curriculum, we actively develop, review and utilise a range of learning programmes and pupil participation activities, to prevent and reduce bullying behaviour. Health and Wellbeing lessons, class circle activities and discussions provide opportunities for children to

- Learn about bullying and the actions to take if they are bullied themselves or observe others being bullied
- Learn about cyber bullying and staying safe online
- Use SHANARRI's Wellbeing Web to help identify and support each pupil's individual personal health and wellbeing development

Each year a 'Roots of Empathy' programme is delivered to one class by a trained instructor. It is an evidence-based classroom programme which has been shown to reduce levels of aggression amongst school children, whilst also improving social and emotional competence and increasing empathy. Significantly, it provides an effective approach to reducing the risk factors that cause violence.

## **Pupils**

- All new pupils agree to and sign our 'Acceptable Use Policy' which gives clear guidelines on acceptable and unacceptable behaviour whilst online.
- All pupils agree and accept our Anti-Weapon / Knife agreement before attending our school.
- The Pupil Council will be leading on 'Anti-Bullying Week' each year, raising awareness of different types of bullying and what to do if they feel they are victims of bullying.
- The Pupil Council have created posters, which are displayed in every classroom, to remind pupils that bullying is not tolerated and what to do if they think they are being bullied or see others being bullied.
- Digital leaders lead on Internet Safety Day, raising whole school awareness.
- We have a buddy system for all new pupils. P7 pupils are selected to support all our new P1 pupils. They help them to learn playground routines, and they show them how to access help. Other new pupils are buddied with a child in their own class.
- Pupil Voice Groups (Eco, Rights Respecting, Digital Leaders and Charities & Community) carry out rights-based learning themes across the school, during assemblies, through newsletters and across our local community

## **Parents**

- School staff engage with parents /carers to work collaboratively in recognising, responding to and preventing all forms of bullying. Parents are strongly encouraged

to report any incidents, with the reassurance that it will be investigated and communicated back (specific information regarding disciplinary action involving other children will not be given).

- Information on the school website is available for parents, detailing our Positive Behaviour Policy and Anti Bullying Policy (amongst others).
- Parents are consulted on a regular basis for their views and feedback on our policies and procedures.

### **Parents and Carers Can Support Anti-Bullying:**

- Be aware of Respect Me, Scotland's anti-bullying Service booklet – Bullying Behaviour: A Guide for Parents and Carers <https://www.respectme.org.uk/file-download/135/bullying-a-guide-for-parents-and-carers-2016.pdf>.
- Monitor and manage your child's online activity and use of electronic devices, mobile technologies and social media. This may include setting parental controls, ensuring privacy settings are in place and adhering to age guidelines.
- Support your child in their learning about bullying behaviour. Address your child's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families.

### **Responding to Incidents of Bullying:**

Children are always encouraged to report any incidents of bullying to a trusted adult or parent.

Teachers and all school staff should never ignore any accusation of bullying behaviour and should always take reports of bullying seriously. Staff will ensure that they respect the right to privacy for all children involved in incidents of bullying. Given the potentially sensitive nature of the issue, conversations should be conducted confidentially and in private. Staff will ask the pupil the following five questions:

1. What was the behaviour?
2. What impact did it have?
3. What does the child want to happen?
4. What do I need to do about it?
5. What attitudes, prejudices or other factors have influenced the behaviour?

Incidents will initially be investigated by the class teacher or PSA. Members of the SLT may then also investigate, considering the views of all pupils involved. In all cases, it is crucial that the pupil is listened to and supported. The investigation should be looked

into thoroughly, monitored and reviewed with an agreed action plan implemented to resolve the situation. This may include:

- Restorative sessions between the pupils concerned;
- Feedback discussion and / or person-centred risk assessments;
- Counselling may be considered along with potentially arranging 1:1 or small group work with a member of staff to explore why the bullying occurred and how it could be prevented.

### **Recording Incidents of Bullying:**

Once an incident or concern has been raised, this should be logged in SEEMiS, using the Bullying and Equalities Module (BEM), within three working days. It is not necessary for an allegation to be substantiated before it is recorded.

Details of the reported incident will be recorded, capturing information about the behaviour that took place, who was involved, where and when it is reported to have happened, any potential underlying prejudice, including details of any protected characteristics, and whether the impact indicates any wellbeing concerns or the need for additional support. An investigation into the incident will follow with the recording system being updated throughout the process on the outcome of this investigation, and any action taken as a result. It is important that a thorough picture of the bullying incident be recorded.

A member of the SLT will have responsibility for ensuring that procedures relating to allegations of bullying are implemented and that the whole school reports available on SEEMiS are regularly monitored.

### **Policy Monitoring and Review**

All staff have been consulted when this Anti-Bullying Policy was updated. The Pupil Council have engaged with the Anti-Bullying Policy writing and would like to create their own child version to display and talk about in assemblies. Parents were also surveyed for their views to help shape our school practices and policy.

The school's Senior Leadership Team will continue to review and update policy, practice and processes in line with local authority and national guidance. This policy will be reviewed every three years.

Policy Date:	May 2025
Date Of Next Review:	May 2028