



The Community School of
Auchterarder

At the HEART of our Community

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Anti Bullying Policy

Session 2024-25

Introduction

At The Community School of Auchterarder we are committed to supporting every member of our school community to enjoy a school experience built on positive relationships and free from the fear or threat of unkind or bullying behaviour.

Bullying, prejudice, and discrimination are never acceptable. Young people and staff have the right to learn and work in a safe, fair and secure environment. The emotional health and wellbeing of young people and staff is essential for our young people to have the best start to life and to have successful life chances.

This Anti-Bullying Policy has been produced after consultation with young people, parents/carers and staff and explains our commitment to creating a safe environment for all people as well as addressing any concerns of bullying, prejudice or discrimination within our school. This policy will be shared throughout the school and reviewed annually.

This policy is closely linked to our school Relationships Policy which is built on our school values - Happy, Engaged, Ambitious, Respectful and Trustworthy.

Our understanding of bullying is based on the [United Nations Convention for the Rights of the Child](#), the Scottish Government publications - [Getting it right for every child \(GIRFEC\)](#) and [Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People](#) and the [Perth and Kinross Council Anti-Bullying Strategy](#).

Bullying and the UNCRC

All young people have rights to which they are entitled. We are a Rights Respecting School. We promote the rights of every member of our school community. We teach and celebrate the Articles of the United Nations Convention on the Rights of the Child (UNCRC) including:



Article 2	The right to protection against discrimination
Article 3	The right for my best interests to be the top priority
Article 19	The right to be protected from being hurt or badly treated.
Article 29	The right to an education which develops your personality and your respect for other's rights and the environment.

Bullying behaviour breaches the UNCRC.



What is Bullying?

In Scotland, bullying is defined as 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.



Bullying and Protected Characteristics

We are committed to challenging all prejudiced based bullying and language. The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are: • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation

Wherever language or behaviour is felt to be discriminatory or prejudiced it will be challenged and addressed. Appropriate reporting, education and consequence will follow to ensure all parties are aware this has been taken seriously and must not be repeated.

Unkind behaviour isn't always bullying

When behaviour causes disruption or distress to others it should never be ignored or dismissed. It is not caring or fair to a child or young person to allow them to think being unkind is OK.

Our children and young people will be supported to develop resilience.

"Our class charter says that we treat each other with kindness. I try my best to be kind to everyone". (p3 pupil)

Through their school experience many young people will have to face friendship challenges. Not every unkind word or action will be recognised as a bullying behaviour.

However, children and young people will be supported to understand the impact of unkind or disrespectful behaviour.

Pupils who have experienced unkind behaviour which isn't recognised as bullying behaviour are likely to benefit from the same supports that are used when bullying behaviour is identified. It is essential that we ensure that the impact of the unkind behaviour is minimised, and this behaviour isn't repeated.

Promoting Positive Relationships

In line with our values, we promote happy, respectful and trusting friendships. Through our formal and informal curriculum, we will encourage kindness and compassion. We will help our pupils to be assertive, reflective, kind and restorative. We will celebrate and seek to be good role models of the characteristics we promote.

Our senior pupils, buddies, mentors, Article 12 groups, prefects and staff will help ensure the rights of the child, this anti bullying policy and the school values are regularly promoted and lived out with pride.

School values, children's rights, positive relationships, classroom and whole school behaviour processes are taught throughout the school. Behaviour expectations are reviewed at the start of each term in classes and through regular assemblies. Particular themes are addressed in the light of key dates or following significant events of local or nation interest. Visiting partners address issues such as cyber bullying, racism, gender-based discrimination.

"The MVP programme has taught me to speak up instead of being a bystander. I know that by refusing to join in I am making our school a safer place." (S5 MVP Mentor)

Responding to Allegations of Bullying Behaviour

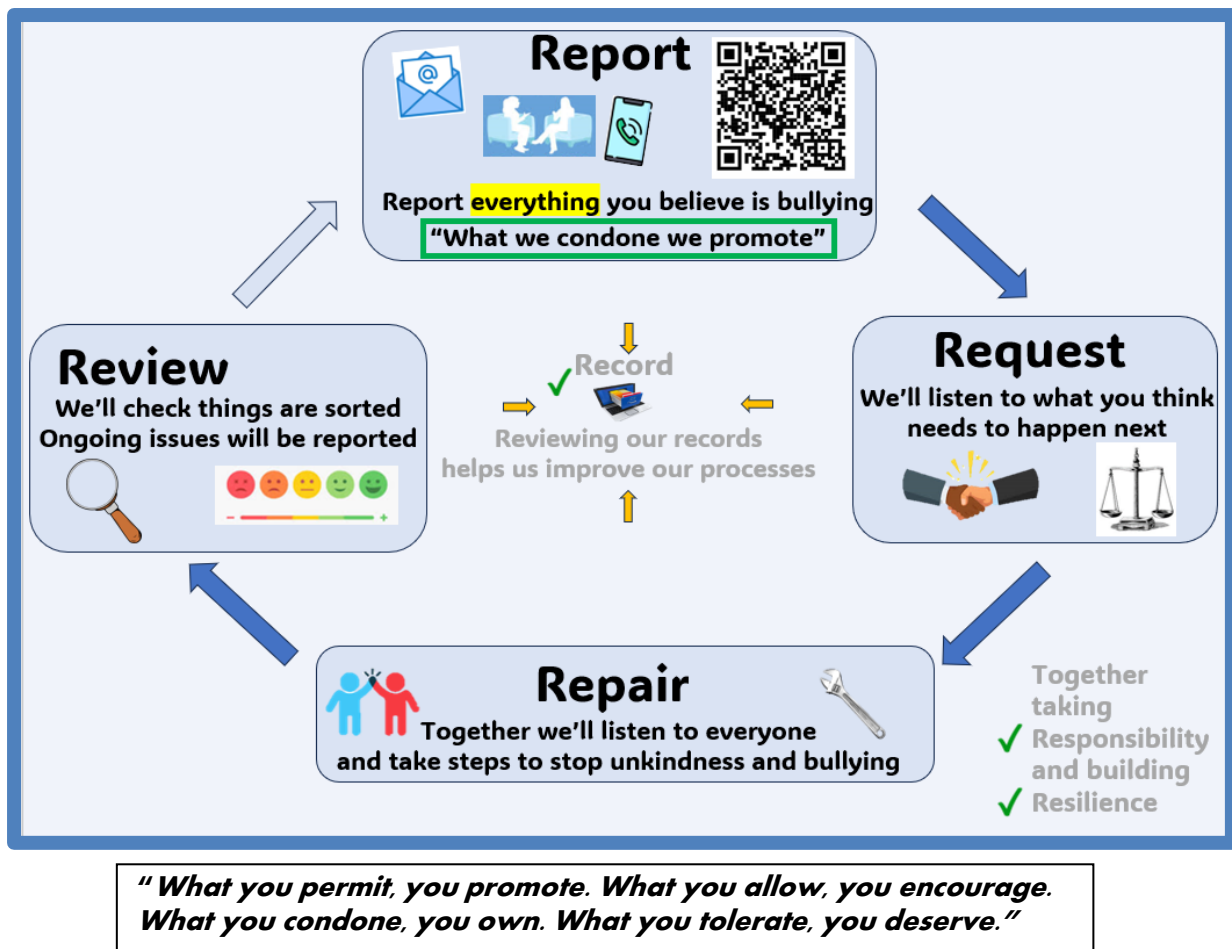
When bullying behaviour occurs it will be addressed without undue delay. The children or young people impacted will be central to planning and decision making. All parties will be kept informed of next steps. We will seek wherever possible to restore relationships. Those found to have bullied others will experience appropriate consequences although the nature of these consequences will not be shared with others these may include an appropriate withdrawal of privileges, a time out or detention, an exercise designed to aid reflection, a temporary removal from class or as a last resort a temporary exclusion from school. There are clear criteria around the suitability and duration of any exclusion from school as well as a clear appeals process.

“The school responded quickly when our son was being bullied. We were kept up to date with how he was being supported, his teachers were so supportive and he felt safer for speaking up”. (Parent of S3 pupil)

One of the keys to addressing bullying behaviour is for it to be accurately reported without delay. Any staff member can be approached by any member of the school community. In nursery or primary a key worker or class teacher is often the most appropriate person to report concerns

to. In secondary the guidance teacher is usually best placed to receive reports of bullying behaviour. These staff will log the bullying concern using the [incident form](#), speak with all parties, share information with parents, take appropriate action, record what happened and check back to ensure the situation has been addressed appropriately and resolved. If other parties such as social work, services for young people, school nurse, school counsellor or police are required to support any of the people involved these staff members will coordinate and record these interventions.

Processes for Young People who experience Bullying Behaviour



This poster outlines the steps we take as a school community to respond to unkind and bullying behaviours. Together we take **responsibility** for one another and for following this process to address negative behaviours. Together we are building our **resilience** to respond well to negative behaviours and promote kindness.

1. We **report** all unkind or bullying behaviour. Pupils can share concerns with each other but it is essential that negative behaviours are reported to an adult. Any pupil, any school staff member or any member of our community can pass on information about negative behaviour and must always be assured that information shared will be responded to appropriately. An Unkind or Bullying Behaviour Reporting Form will be filled out and details formally logged on the record system which is accessible to local and national authorities. This record will be updated throughout the process of addressing these behaviours.
2. When a report is made it is important that the person experiencing the negative behaviour and the person who reported it are supported to **request** the course of action which they feel is most appropriate to address the negative behaviour.
3. School staff will investigate the reported behaviour and consider the views of all parties before establishing a plan to **repair** the damage done by the unwanted

behaviour. This plan will be shared with the appropriate parties to ensure there is clarity on how progress is being made towards a resolution. The repair plan will be carried out.

4. After an agreed period of time the parties involved will be contacted to **review** the process and ensure that there has been no repeat of the unwanted behaviours. If necessary, a follow up process can begin to address ongoing unwanted behaviours. External agencies such as police or social work can also be involved as appropriate to ensure pupil safety.

Processes for Staff

