



Kingswells School Anti-Bullying Policy 2025

Aberdeen City Council Policy

Every child and adult deserves and has the right to feel safe from all forms of bullying and our vision is that all children and young people in Aberdeen feel included, respected, equal and empowered, to achieve their full potential no matter what their unique difference is. Bullying is considered to be a breach of the UN Convention on the Rights of the Child. Bullying behaviour is never acceptable and Kingswells School, as part of Aberdeen City Council is committed to providing a safe, supportive environment for all children and young people in its education establishments. The full [Aberdeen City Council Anti-Bullying Policy](#) and [Aberdeen City Council Anti-Bullying Summary](#) share further information and guidance.

This policy is implemented in partnership with our Kingswells School

 Relationships Policy August 2022

Kingswells School Anti-Bullying Policy Statement and Rationale

Our vision is to keep the families, staff and children and young people of Kingswells safe. The wellbeing of the child is at the heart of all that we do. We are committed to Getting it Right for Every Child (GIRFEC). We promote the values and principles of The United Nations Convention on the Rights of the Child (UNCRC), and support an ethos of meaningful participation, respect and positive relationships with our pupils. The purpose of this policy is to prevent, manage and respond effectively to bullying behaviour and to provide a clear and consistent approach to managing and reporting incidents of bullying behaviour as they arise.

‘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). In accordance with GIRFEC, the wellbeing of pupils is the responsibility of all.

Policy Aims

- To create a comfortable and safe learning environment for all at Kingswells School
- To support pupils, families and staff to understand the impact that bullying can have
- To support our community to be empathetic to others and their feelings
- To ensure a shared understanding of what bullying is
- To ensure that cases of bullying are dealt with constructively and fairly to all those involved
- To promote an atmosphere of trust
- To create an ethos where pupils feel safe to report and discuss incidents of bullying
- To reduce the number of pupils who experience bullying by increasing their awareness of bullying behaviour, its causes, impact, and consequences
- To set out clear procedures for dealing with bullying, so that all members of the school community know what they can expect from the school
- To work in partnership with parents/carers to promote positive relationships

What is bullying?

In Scotland the definition of bullying is; *“Bullying is 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” ([Respectme](#), Scottish Government 2015)

‘Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.’ ([Respectme](#), Scottish Government, 2015)

Further considerations:

- There does not need to be intent
- The behaviour does not need to be persistent, but the threat can be sustained
- Bullying is behaviour and impact – never one on its own
- Bullying occurs within the context of relationships
- Bullying can be verbal, social, physical, and emotional or prejudice based; online or face to face
- It is best to avoid labelling and using terms such as ‘bully’ and ‘victim’. Terminology to use is *person experiencing* and *person displaying*
- Bullying can be prejudice based
- Increasingly, bullying takes place online or through mobile devices. Many online games, apps and computer consoles have a chat room or messaging capacity which may leave children open to potential bullying or abuse.

Therefore bullying behaviour can be;

Physical	e.g. pushing, poking, kicking, punching, hazing rituals, inappropriate touching.
Verbal	e.g. name calling, sarcasm, spreading rumours, teasing, belittling, banter.
Social	e.g. spreading rumours about someone, leaving someone out of groups or events, embarrassing someone in public, preventing people from talking to someone
Emotional	e.g. isolating others, tormenting, threatening gestures, manipulation, coercion.
Prejudice-based	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.
Cyber	e.g. abusive posts on social media, sharing photos without permission, offensive texts, sexting, impersonating another person online, patterning.
Sexual	e.g. making fun of or belittling someone’s gender identity, using words or actions to invoke sexual shame, sexual jokes or innuendoes about an individual, sexual comments on social media posts tagging or calling out an individual, persistent and unwanted sexual attention, sexual gestures or inappropriate touching, demanding or sending (unrequested) sexually explicit photos, continually asking for sex or sexual acts

Conflict versus bullying behaviour

It is important for learners to discuss how they feel and that we, as a school community, help our children develop resilience to manage their relationships. As a school we use Emotion Works and our wider Health and Wellbeing curriculum to scaffold these discussions. During their time in school, young people can often fall out with friends, make up, fall out again and repeat this process. Social groups can often shift and change. All young people are capable of being

thoughtless, moody, rough or rude on occasion. Young people can be impulsive and unpredictable in their behaviour and this can result in tension and difficulties. As a school community we should always be careful to establish the facts in an open-minded manner before making any judgements about whether bullying behaviour has taken place or whether it is a matter of conflict between individuals or a group of individuals. It is also important as adults that following interventions we allow learners time to grow, change and learn from mistakes.

Conflict	Bullying Behaviour
- Disagreement or argument in which both sides express their views. - Equal power between those involved. - End or change of behaviour when they realise it is hurting someone	- Goal is to hurt, harm or humiliate. - Imbalance of power in the relationship which is then exploited by one person. - Continuation of the behaviour when they realise it is hurting someone.

Expectations

Our expectation is for this policy and its key messages to be evident in everyday practice through staff, parents/carers and pupils demonstrating respectful relationships and behaviours.

Roles and Responsibilities

All School Staff

- Challenging and reporting all bullying behaviour
- Ensuring they fully understand and follow the procedures for [reporting](#), recording and monitoring bullying behaviour
- Familiarising themselves with the contents of this policy and co-operating with its requirements
- Ensuring that all incidents of alleged bullying are taken seriously and reported appropriately
- Ensuring they have suitable arrangements in place to encourage children and young people to report, with confidence, all incidents of alleged bullying
- Undertaking anti-bullying-related training as required by the organisation
- Always taking reported incidents seriously and never ignoring any accusation of bullying behaviour
- Referring to our Vision, Values and Aims with pupils as a visual reminder and referring to Values in conversations around conduct
- Demonstrating behaviours conducive to a culture which promotes equality, diversity and inclusion and committing to creating a safe and secure environment where bullying is openly acknowledged, discussed and challenged as unacceptable behaviour
- Ensuring that the principles of equality, diversity and inclusion are upheld, and no unfair or unlawful discriminatory practices are applied when acting on behalf of the Council in relation to working with pupils, staff members, or any others

- Promoting a culture where acting to stop the bullying of others is not seen as 'snitching' and promoting active bystanders
- Treating all young people, fellow staff members and others with dignity and respect treating any disclosure as confidential to those who 'need to know'.
- Being aware of signs that may indicate that a child is experiencing bullying behaviour; psychological, social, physiological or academic - more detail on Page 5 [Aberdeen City Council Anti-Bullying Summary](#)
- Enabling pupils to develop the skills required to build positive relationships and provide strategies to support them in managing relationships
- Raising the profile of anti-bullying work. Targeted lessons should be used to increase knowledge and understanding of anti-bullying policies and processes.
- Encouraging pupils to teach and share key messages about bullying with other pupils and with parents/carers including the short and long-term impact of bullying

Parents and Carers

- Be aware of any changes in behaviour.
- Report it. Contact the school as soon as possible should any incidents arise and ask to speak to a member of SLT.
- Allow the staff time to investigate and understand that we respect confidentiality of all involved.
- Work in partnership with the staff to support your child.
- Support your child in learning about bullying behaviour.
- Allow learners to learn from mistakes and refrain from using the word 'bully' to label a learner.
- Monitor your child's online activity and refer to useful sources of information regarding internet safety.
- If you have any concerns regarding cyber bullying through social media out with school you should contact Police Scotland. It is helpful to inform the school so we can remain vigilant should this spill into school.

Parents and carers can play an active role in preventing bullying behaviour and look out for potential signs of bullying; distress, lack of concentration, feigning illness or other unusual behaviours. Parents and carers can encourage their child not to retaliate and support them to report the bullying behaviour. They can seek support from the school and directly report bullying. When SLT are investigating an incident they may need to speak to a number of children. Please be assured that parents will be contacted where appropriate.

Pupils

- Report bullying to any of the following people:
 - A trusted member of staff like your teacher or a PSA
 - Member of the Senior Leadership Team like the Head Teacher or Depute Head Teacher.
 - A friend, ask them to speak to a member of staff on your behalf OR
 - 'Share It' by writing it down and post it in our 'Share it' box. Ask to go to the office to report something.
- Keep calm and do not retaliate.
- Do not respond to abusive texts or messages; block messages from people who abuse you.
- Keep a record of bullying behaviour (texts, emails, messages).
- Be aware that it is not your fault that you are experiencing bullying behaviour.

- If you are aware of someone else who is experiencing bullying behaviour, report it. Be an UPSTANDER.
- If you are displaying bullying behaviour and you don't know how to stop – speak to someone and ask for help.
- Fully participate in restorative conversations.
- Understand the impact of your actions on others.
- Engage positively with lessons around the topic of bullying behaviour in school.

We must all understand that 'bystanders' to any form of bullying behaviour are, to some degree, complicit - accepting of its effects and consequences within their community. Our pupils are encouraged to be 'upstanders', reporting such behaviour and actively discouraging or condemning it when appropriate.

Emotional Support

It is important we offer emotional support to those who may experience or are affected by bullying, such as speaking to a trusted adult. Where appropriate, children will be made aware of support from other agencies such as ChildLine with whom they may feel more comfortable talking about incidents of bullying behaviour. Our Place2Be counsellor Anushka is in school on Mondays, Tuesdays and Wednesday afternoons. Children can leave a slip for them and ask for a slot at Place2Talk.

Prevention and Reduction

Bullying is a children's rights issue, bullying behaviour means children's rights can be compromised.

The United Nations Convention on the Rights of the Child

Article 12 – You should have a say in decisions that affect you

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Procedures

At Kingswells School, we acknowledge that bullying does happen from time to time. When it does occur, pupils should feel supported and comfortable to be able to seek help in the knowledge that incidents will be dealt with promptly and effectively. Where instances of bullying occur, all parties involved are treated in a fair and supportive manner. Bullying takes away a person's ability to feel in control and to take effective action: what we call our agency. Responses to bullying must focus on helping a person regain their feelings of being in control and to feel themselves again.

All school staff/pupils/parents/carers must follow the roles/responsibilities outlined in 'Expectations' above. In any instance where bullying is experienced, witnessed or suspected, the following procedures should be implemented.

All procedures align with the Appendix 5 flowchart in [Aberdeen City Council Anti-Bullying Summary](#)

All staff should

- Crucially listen and respond appropriately, sensitively and offer support whenever required. What matters most is that staff should listen to what the child is saying and

reassure them that they have done the right thing in telling. It is essential that the child feels they have been heard.

- Pay attention to body language and facial expressions. Listen to what the child is saying and how they're saying it. 'Active' listening is about recognising these subtle cues and responding appropriately to them.
- Remain calm and give them their full attention.
- 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.
- Gently encourage the child to talk without interruption to find out what happened, who was involved, where and when. Some probing may be required. Notes can be taken if required. The child must be made aware of how the notes will be used to form the basis for further investigation and recording.
- Refer back to the definition of bullying to decide if it is bullying behaviour
- Respectme recommend that all staff ask themselves the following five questions:
 1. What was the behaviour?
 2. What impact did it have?
 3. What does the child or young person want to happen?
 4. What do I need to do about it?
 5. What attitudes, prejudices or other factors have influenced the behaviour?
- Be very clear with the child or young person about what happens next. A conflict incident can sometimes at this point be resolved fairly quickly. In many cases involving bullying behaviours, it can take some time to work towards a resolution and it is important that the child experiencing the bullying behaviour feels supported and has some strategies to help.
- Complete the recording form and then liaise with SLT (year group DHT/HT or any SLT member if they are not available) - [w Incident Recording Bullying .docx](#) (link only available to staff)
- Use their professional judgement to decide upon appropriate action, taking into account the circumstances and the information they have. This should be agreed with a member of the SLT.

SLT should

- Follow up with appropriate investigations and discussions
- Speak with all individuals involved and establish the facts. What was the behaviour and its impact?
- Liaise with staff around the child for information and to make decisions
- Inform parents/carers
- Use a restorative approach to have open and honest conversations and resolve differences
- Decide on any actions to take in response to the incident to change or modify the behaviour. These actions should be proportionate and appropriate to the age and stage of the child and to the incident.
- Record the incident on SEEMiS including information on:
 - Alleged incident details and information from reporting and investigations
 - Follow up actions

- How the situation is to be monitored and reviewed
- The views of the person experiencing and person displaying, and, if appropriate, views of parent/carer
- Monitor the situation
- Review whether the situation has been resolved using 'Monitor and review' prompts from ACC guidance page 18 - [Aberdeen City Council Anti-Bullying Summary](#)
- Audit bullying incidents as an SLT

All behaviour is communication, it may well be that the bullying behaviour of the child or young person may stem from an unmet need. Staff will work with the pupil that is displaying bullying behaviour to support them to change this behaviour. Staff will work with the parents/carers of pupils who display bullying behaviour to support and encourage them to find ways to regulate and manage their feelings/emotions. Labelling children as 'bullies' or 'victims' can be unhelpful in changing their behaviour or supporting their recovery. Labelling an action/ behaviour as bullying is a more effective way of motivating a child to change their behaviour rather than naming the child as a bully.

Please note: where bullying behaviour is identified as criminal in nature, such as sexual harassment, assault or hate crime, the school will work in partnership with Police Scotland.

Policy monitoring and review

This policy will be monitored through feedback from staff, parents and pupils using the policy. This policy will be reviewed every 3 years.

Appendices, Research and Resources

Appendix 1 – Equalities and Prejudice Based Bullying – Respectme

Aberdeen City Council is obliged to meet the requirements of the Equalities Act 2010. Responsibilities extend to tackling unlawful discrimination and include promoting and encouraging equal opportunities. Aberdeen City Council is under a legal duty to consider equalities as an employer, a policy maker, a service provider, a procurer of services and as a decision maker. The Equality Act 2010 protects us all.

Every person has one or more of the 9 defined protected characteristics.

These are:

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race
6. Religion or belief
7. Sex (gender)
8. Sexual orientation
9. Marriage and civil partnership

Prejudice based bullying can also occur. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. This can include: an additional support need, being an asylum seeker or refugee, physical appearance, gender identity, being part of the gypsy/traveller's community, socio-economic status, being looked after and / or care experienced and being a young carer.

The United Nations Convention on the Rights of the Child - Article 2 – You have the right to protection against discrimination

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference. Difference, or perceived difference, can be a catalyst for children and young people being bullied.

Asylum Seekers and Refugees

Children and young people who are asylum seekers or refugees may be at greater risk of bullying

directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image

Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

Transgender

Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Looked after children

Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice

however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender

Gender inequality and stereotyping can leave children and young people, and in particular girls, who do not conform to these norms vulnerable to bullying.

Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.

This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the term 'sexual bullying' as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face to face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact on a person and that should be our focus. In all probability online activity will relate directly to an experience or conversation they have had in person.

Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Appendix 2 - Strategy and Legislation

These guidelines are set within a number of local and national strategies and legislation, as set out below

Aberdeen City Council Anti-Weapon/Knife Crime Policy

The Anti-Weapon/Knife Crime Policy for schools is shared with all families when they start at Kingswells School. The anti-weapon/knife crime policy aims to give direction to schools and their communities in order to meet all of the recommendations from the Independent Review (Andrew Lowe 11/10/16). The policy objectives are to provide pupil and parental engagement expectations and procedural and operational guidance to all Aberdeen City Council schools and communities with regard to weapon/knife crime. (A link to the policy will be added once it has been approved).

The Human Rights Act 1998

Places a public duty on authorities to carry out their functions in a manner that is compatible with the right to life, the prohibition of torture, inhuman and degrading treatment, and the right to respect private and family life, the right to education.

The United Nations Convention on the Rights of the Child

Is concerned with the promotion and upholding of the rights of children and young people - a number of articles are relevant to these guidelines:

Article 2 – You have the right to protection against discrimination

Article 12 – You should have a say in decisions that affect you
Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

Article 18 – Parents should work together to do what is best for you.

Article 19 - Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 – You have a right to an education. Take measures to encourage regular attendance at schools and the reduction of dropout rates

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.

The Equality Act 2010

Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

Foster good relations between people who share a protected characteristic and people who do not share it.

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009

This provides the legal framework underpinning the system for supporting children and young people who have additional support needs. Children or young people may require additional support for a variety of reasons and may include those who are bullied at school. These needs can be temporary or transient.

Scottish Schools (Parental Involvement) Act 2006

Promotes the future involvement of parents in their children's education and in the development plans for schools. This act puts a responsibility on schools, family and communities to address discrimination with a duty to actively promote equality and promote children's health, wellbeing and development

The Children and Young People's Act (Scotland) 2014

Getting it right for every child (GIRFEC) promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- Builds solutions with and around children, young people and families.
- Enables children and young people to get the help they need when they need it.
- Supports a positive shift in culture, systems and practice.
- Involves working together to make things better.

SHANARRI - the 8 indicators of wellbeing considered the basic requirements for all children and young people to grow and develop and reach their full potential: safe, healthy, achieving, nurtured, active, respected, responsible and included.

Appendix 3 – Police Involvement

In law, the definition of

Assault is: Every attack directed to take effect physically on the person of another is assault, whether or not actual injury is inflicted. There must be criminal intent: an accidental injury, even although caused by a mischievous act, does not amount to assault.

From that it can be seen that simply shoving someone, the act of which has a physical effect upon them would in law constitute an assault, however it is not practicable for Police to be involved in every incident of pushing or shoving. If someone was to swing a punch which missed, but their intent was to strike someone, then that too would constitute assault. Parents, pupils, or statutory partners would see it as helpful to involve the Police in investigating all minor incidents, but I would say a process must be in place whereby the circumstances of each occurrence are considered on their own merits and the correct action taken. If the Police are advised of an incident where a crime is apparent we must progress it to its conclusion and then report it as required to the appropriate body and have a duty to do so irrespective of the views of our partners and the family of those involved. That of course may simply result in some sort of warning or diversionary action.

Breach of the Peace and the statutory equivalent, namely The Criminal Justice and Licensing (Scotland) Act 2010, section 38, then the legal definitions are as follows:

Breach of the Peace is: Committed by one or more persons conducting himself or themselves in a riotous or disorderly manner (could be as simple as shouting or swearing at someone), where such conduct is severe enough to cause alarm to ordinary people and threaten serious disturbance to the community. This is qualified by requiring that there is a public element to the act, in example, it has to be shown that in addition to the effect on the person it was directed at, the behaviour has had or could have had an impact on the wider community/passers-by, pupils, parents etc.

The statutory version of this is The Criminal Justice and Licensing (Scotland) Act 2010, section 38 - 'Threatening or abusive behaviour' which provides that a person commits an offence if they behave in a threatening or abusive manner, and the behaviour would be likely to cause a reasonable person to suffer fear or alarm, and the perpetrator intends by the behaviour to cause fear or alarm or is reckless as to whether the behaviour would cause fear or alarm.

It can be seen from these further definitions, the act of merely swearing at someone, for example, in a playground could in theory constitute one of these offences were the requirements for the component parts of the offences satisfied.

Once again, it would not be seen as helpful to involve the Police in investigating minor incidents of this type, but would again say a process must be in place whereby the circumstances of each occurrence are considered on their own merits and the correct action taken as again the Police will progress to conclusion any such reports.

Appendix 4 - Consultation on Anti-Bullying Policy

We previously consulted with our pupils in 2022 and again in 2025 and they say –

What do you think bullying is?

- Bullying is when someone is being mean for no reason and it makes the person feel sad
- When someone says something unkind or talks behind your back.
- When someone excludes you.
- Getting picked on for what other children see as being 'different'.
- Someone saying bad things to you online.

What would you do if you were being bullied?

- Tell an adult; teacher, PSA, parents, HT/DHT or Anushka at Place2Be .
- Tell my friends as they will understand.
- 100% of our focus group shared that they have an adult in school they would talk to about bullying.

Our focus group identified the following types of bullying;

Hurting - Physical

Name calling - Verbal

Cyber bullying

Leaving others out - Social

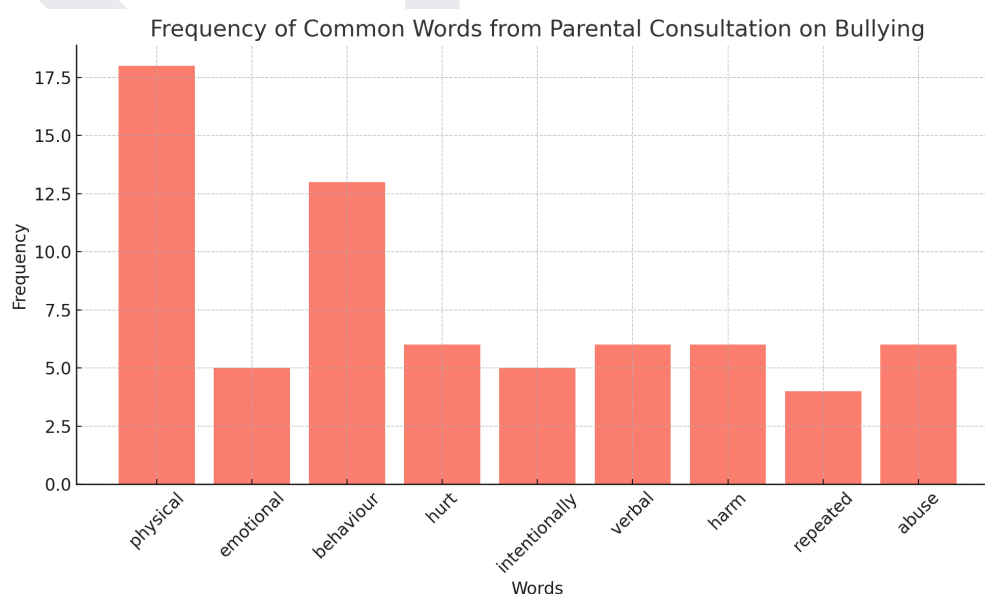
Saying bad things behind backs - Emotional

Our focus group shared that they would like a private space to talk about bullying with their trusted adult.

Our focus group did not yet understand bystander vs upstander so this will be a priority in upcoming lessons and the relaunch of the policy.

Parent Consultation

We gathered feedback from parents on their understanding of the definition of bullying and found the following common themes;



The United Nations Convention on the Rights of the Child

Article 18 – Parents should work together to do what is best for you.

We previously consulted with our parents in 2022 and they say –

What do you think bullying is?

- Inappropriate verbal, physical or online behaviour
- Behaviour towards another that undermines confidence and / or self esteem
- Overpowering another child
- Deliberately excluding others
- Behaviour towards another that causes significant distress

What would you do if your child was being bullied?

- Monitor the situation and reassure your child, keep checking / asking them if things are okay or have improved
- Advise them of how to go about reporting bullying incidents to adults within the school
- Advise class teacher of the situation / Seesaw communication
- Advise other external groups where the bullying could be occurring – eg after school clubs, external activities
- Include the school to resolve any conflict rather than deal with other parents directly
- Work to restore relationships on both sides.

Parent Council members also discussed the responsibility of parents if they think that their child is bullying others. Ensure that parents are aware that the procedure is the same if you think your child is the bully. Parents / carers need to feel comfortable and understand that the person displaying bullying behaviour may need as much support / intervention as the child being bullied.

Do you have any additional ideas about how we can support children in our school and help prevent bullying?

- Encourage parents to report bullying behaviour, even if it is occurring outwith school as it can be impacting on behaviours in school
- Reassurance to children that their feelings are valued and important
- “Worry Box” where pupils can post notes to identify their worries if they can’t find or don’t want to speak to an adult about things that are going on
- Website links for resilience/ bullying for parents to seek advice and ways to support their children – RespectME, video links etc

Appendix 5 – Research and resource links

Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Anti-bullying Network www.antibullying.net

BeatBullying www.beatbullying.org.uk

Bully Free Zone www.bullyfreezone.co.uk

Chatdanger www.chatdanger.com a website about the potential dangers online (including bullying), and advice on how to stay safe whilst chatting

Childline www.childline.org.uk

ChildLine Scotland's Anti-Bullying Line (0800 44 1111)

Childnet www.childnet.com

Education Scotland - Parentzone

<http://www.educationscotland.gov.uk/parentzone/additionalsupport/supportneeds/socialandemotional/bullying.asp>

EIS Union, links to resources

- Challenging Homophobia in Schools
<http://www.eis.org.uk/LGBT/challenginghomophobia.htm>
- Getting it Right for Girls
http://www.eis.org.uk/Gender_Equality/Get_Right_Girls.htm
- Myths of Immigration
<http://www.eis.org.uk/Anti-Racism/MythsofImmigration.htm>
- Show Racism the Red Card
http://www.eis.org.uk/Anti-Racism/SRtRC_scotland.htm

Family Lives

<http://www.familylives.org.uk/about/news-blogs-and-reports/blog/the-impact-of-bullying-can-last-a-lifetime/>

Kidscape www.kidscape.org.uk

- a national charity offering support and advice to parents of bullied children (08451 205 204)

NSPCC www.nspcc.org.uk

ParentLine www.parentlinescotland.org.uk (0808 800 2222)

Place2Be Parent Advice -

<https://parentingsmart.place2be.org.uk/article/my-child-is-being-bullied-what-can-i-do>

<https://parentingsmart.place2be.org.uk/article/my-child-might-have-bullied-someone>

Respectme – Scotland's anti-bullying service
<http://respectme.org.uk/>

Scotland's Anti-Bullying Service (0844 800 8600)

Think U Know www.thinkuknow.co.uk

The Learning Exchange – Bullying in Children's Homes
http://lx.iriss.org.uk/sites/default/files/resources/Safe_from_Bullying-Childrens_Homes.pdf

The Scottish Association for Mental Health – SAMH
<https://www.samh.org.uk/>

Stonewall Scotland

- **THE TEACHERS' REPORT 2014**
https://www.stonewallscotland.org.uk/sites/default/files/scot_teachers_report_2014_final_lo_res.pdf
- **THE SCHOOL REPORT**
The experiences of gay young people in Scotland's schools in 2012
https://www.stonewallscotland.org.uk/sites/default/files/scottish_school_report_cornerstone_2012.pdf

UK Safer Internet Centre www.saferinternet.org.uk

Young Minds Parents Information Service www.youngminds.org.uk/pis

A service providing information and advice for any adult with concerns about the mental health or emotional wellbeing of a child (0800 018 2138)

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