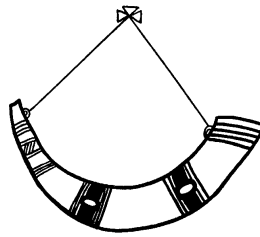


Anti-Bullying Policy: Bullying Prevention and Management for Crathes Primary School



Our Vision, Values and School Ethos

Vision Statement

Inspiring learners to grow bright futures

Respect	Responsibility	Fairness	Achievement
<p>We aim to:</p> <ul style="list-style-type: none"> □ Foster mutual respect for others. □ Celebrate diversity and promote equality. □ Value, appreciate and care for our environment 	<p>We aim to:</p> <ul style="list-style-type: none"> □ Recognise our responsibilities towards each other and the wider world. □ Deliver a relevant, challenging and engaging experiences enabling all to reach their potential. □ Develop skills for life and work. 	<p>We aim to:</p> <ul style="list-style-type: none"> □ Provide a safe, caring, healthy and happy learning environment for all. □ Ensure children can access any required support. □ Encourage children to be considerate and kind to all. 	<p>We aim to:</p> <ul style="list-style-type: none"> □ Encourage individual talents and an ethos of achieving all we can. □ Celebrate success at every level. □ Provide high quality learning experiences.

Our aims are aligned with the United Nations Convention on the Rights of the Child.

Article 3 - Best interests of the child

Article 12 - Pupil voice

Article 13 - Freedom of expression

Article 28 - Right to education

Article 29 - Goals of education

Article 31 - Leisure, play and culture

[UNCRC summary-1_1.pdf \(unicef.org.uk\)](https://www.unicef.org.uk/uncrc-summary-1_1.pdf)



Scope

This policy is adapted from the Aberdeenshire Council document 'Aberdeenshire Anti-Bullying Policy: Bullying Prevention and Management for Educational Establishments'. This was originally shaped and influenced by the Youth Commission in collaboration with an Advisory Panel. Research conducted identified existing good practice and informative data which was fundamental to the development of this policy. The links to relevant guidance documents can be found at the end of this document which will assist staff in preventing and managing bullying behaviour within educational establishments.

The scope of this policy extends to all practitioners working within Crathes School. This policy applies to all instances of bullying behaviour within this establishment, between learners. This policy applies to all instances of bullying behaviour which impact on a child or young person's attendance or engagement to their learning or the learning environment.

This policy includes, but is not limited to, bullying and harassment on the grounds of Disability, Race, Sexual Orientation, Gender, Gender Reassignment and Religion, pregnancy and maternity, marriage and civil partnership and age. It is also recognised that bullying can be prejudiced based. This is where 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.

Principles

This policy aims to provide guidance for Education staff, partners and stakeholders in preventing and responding to incidents of bullying behaviour.

All children and young people have the right to learn in an environment that is free from bullying. In working to provide this, they should be enabled

to fully develop the skills and confidence needed for life, work and for learning.

This anti-bullying policy reflects six key areas in providing an appropriate and robust approach to the prevention and management of bullying.

These are:

- **Stance** – Bullying in any form is unacceptable and must be addressed promptly and effectively.
- **Definition** – Bullying behaviour does not need to be repeated or intended to cause harm to have an impact. It can be physical, emotional, or verbal and may cause individuals to feel hurt, threatened, frightened, or excluded.
- **Prevention** – Promote education and awareness to reduce bullying and foster positive relationships.
- **Communication** – Ensure clear communication of anti-bullying measures and responsibilities across all stakeholders.
- **Response** – adopt a structured, consistent approach to managing incidents such as the ‘6 step approach’
- **Reporting and Monitoring** – Use robust systems (e.g. RAMBIS) to record and monitor incidents, ensuring accountability and continuous improvement.

Stance

‘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 Approaches to Anti-Bullying for Scotland’s Children and Young People 2024

Parents/Carers, Pupils and Crathes School staff have a responsibility to work collaboratively to maintain a high standard of behaviour and ensure an environment free from bullying behaviour. We believe that everyone at Crathes School should be treated equally and with respect.

'Getting It Right for Every Child' (GIRFEC) is the bedrock for Aberdeenshire Children's Services in ensuring the needs of all pupils are met. The Scottish Government defines the GIRFEC approach:

- **Is child-focused** – it ensures the child or young person – and their family – is at the centre of decision-making and the support available to them.
- **Is based on an understanding of the wellbeing of a child in their current situation** – it takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing, so that the right support can be offered.
- **Is based on tackling needs early** – it aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing.
- **Requires joined working** – it is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing.

In order to prevent and/or deal with instances of bullying all Aberdeenshire schools adhere to the principles of GIRFEC

Definition

The Scottish Government is committed to supporting and promoting Children's rights under the United Nations Convention on the Rights of the Child. The Education (Additional Support for Learning) (Scotland) Act (2009) requires Authorities to reduce barriers to learning. Aberdeenshire Council is obliged to meet the requirements of The Equality Act (2010) equalities legislation which protects individuals from unfair treatment and promotes a fair and more equal society.

This policy has been informed by Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People (Updated 2024) has been shaped by the National 'Getting It Right for Every Child' (GIRFEC) framework. This anti-bullying policy replaces previous anti-bullying guidance, policies and procedures adopted by Aberdeenshire Council, and those developed by individual establishments.

In accordance with Scotland's National Anti-Bullying policy, Respect for All: (Updated 2024), Aberdeenshire Council Education and Children's Services define bullying as the following:

"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."

A further exemplification of bullying from the same document states that bullying 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'***

Bullying is considered to be a breach of the UN Convention on the Rights of the Child.

Aberdeenshire Council shares 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. Children and young people living in Scotland should have equal opportunities to succeed; bullying compromises this ambition.'***

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2024

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting, intimidating
Physical	Pushing, kicking, hitting, punching or any other use of violence
Racist	Racial taunts, graffiti, gestures, jokes
Sexual	Unwanted physical contact, gestures or sexually abusive comments, jokes

Homophobic	Homophobic taunts, graffiti, gestures, jokes
Gender	Prejudice based on an individual's actual or perceived identity.
Verbal	Name-calling, spreading rumours, teasing
Cyber	Mobile threats by text, calls, social media. Misuse of camera and video technology. Internet misuse – e-mail, chat rooms, on-line games

Signs and Symptoms

Adults should be aware of signs or behaviour of children which could indicate bullying. These might include:

- Doesn't want to go to school.
- Doesn't want to go on school transport.
- Changes in their usual routine.
- Becomes withdrawn, anxious or lacking in confidence.
- Complains of feeling ill before school.
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is afraid to use the internet or mobile phone.

Prevention

At Crathes Primary School we recognise that we have a responsibility to create a safe, secure and happy environment for all our children and staff. No-one deserves to be a victim of bullying, and everyone has the right to be treated with respect. Schools have a responsibility to respond promptly and effectively to tackle issues around bullying.

Bullying and the Law

Children have the right to be educated in an atmosphere which is free from fear and schools have a duty to do all they reasonably can to protect children in their care from intimidation, assault and harassment. This right and this duty are enshrined within documents such as the UN Convention on the Rights of the Child, The Children (Scotland) Act 1995 and the European Convention on Human Rights.

The legal system would rarely be involved in dealing with bullying in school, however, there may be circumstances when the police are called in as a last result, or due to the seriousness of an incident. For example:

- When a bullying incident could have serious consequences for the victim.
- When other strategies have failed or are considered inadequate because of the seriousness of the bullying.

Schools and parents should work in cooperation to try to stop out of school hours bullying, as these incidents inevitably affect relationships and progress within school.

Communication, Response, Reporting and Monitoring

What do I do if I think my child is being bullied and what will happen?

- Report any bullying incidents to your child's class teacher or Head Teacher.
- School staff will investigate, and the Head Teacher will record the incident using the RAMBIS Module within SEEMIS Click and Go.
- The individuals involved will be spoken, in an open, frank and honest discussion.
- Through Restorative Practice the children involved will be supported to understand what has gone wrong and how it can be improved.
- Parents will be contacted, if necessary and appropriate.
- Police will be consulted in very serious cases, if necessary and appropriate.
- Following the investigation, staff will closely monitor the children involved to ensure relationships develop over the weeks and months that follow an incident of bullying behaviour.

At Crathes School our overall aim is to prevent bullying altogether by:

- A continued focus on UNCRC which underpins all our work, where pupils know their views are respected.
- Creating an environment where everyone feels safe, respected and included.
- Promoting an anti-bullying culture which:
 - ☒ Values everyone
 - ☒ Fosters feelings of self-esteem, self-worth and respect for others
 - ☒ Helps pupils to take responsibility for their own actions.
 - ☒ Ensuring all pupils know they have access to trusted adults to share any bullying concerns with.

- Whole school Health and Wellbeing programme, including Mindfulness sessions, Safer Internet lessons.
- Continued focus on anti-bullying, positive relationships and our school values through school assembly, Pupil Forums, the Comment Bag and classwork.
- Through the work of the Health Promoters Committee, who decide and work on health activities to benefit all including an annual anti-bullying focus.
- Regular monitoring of parent and pupil views and feelings about the school ethos.
- Developing play/games in the playground which promote social skills.
- Sharing Crathes Primary School Anti-bullying Policy plus Pupil and Parent/Carer Anti-Bullying Advice leaflets through the school website.
- Highlighting to Pupils & Parents/Carers the Aberdeenshire Council ICT Responsible User Agreement.

Related Links

1. This should be read in conjunction with the Aberdeenshire Anti-bullying Guidance: Bullying Prevention and Management in Educational Establishments January 2026:

[Aberdeenshire-Anti-Bullying-Policy-Bullying-Prevention-and-Management-for-Educational-Establishments-January-2026.pdf](#)

2. Respect for All: national approach to anti-bullying for Scotland's Children and Young People - [Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People](#)

3. Included Engaged Involved Part 2: Included, engaged and involved part2: preventing and managing school exclusions:

<https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>

4. Bullying & Equalities: Recording and Monitoring Bullying Incidents in Schools (RAMBIS)- Aberdeenshire Bullying and Equalities Reporting Guidance (internal document)

5. Supporting Transgender Young People in Scottish Schools: Guidance for Scottish Schools

<https://www.gov.scot/publications/supporting-transgender-young-people-schools-guidance-scottish-schools/>

6. Anti-bullying training opportunities can be viewed at:

<https://respectme.org.uk/training/%20programmes-and-calendar/>

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