



CARGILFIELD

Anti-Bullying Policy

Throughout this Policy, the term “parents” should be taken to include guardians and carers.

The objectives of this Policy are in line with the national policy guidance:

- Promoting Positive Relationships and Behaviour in Educational Settings – Education Scotland
- Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour – Scottish Government 2018
- Articles 3,18 and 28 of The United Nations Conventions on the Rights of the Child;
- Getting It Right for Every Child (GIRFEC)

It also relates to the following School policies:

- Child Protection and Safeguarding at Cargilfield;
- Positive Relationships and Behaviour
- Maximising Attendance and Minimising Absence (currently in draft form)

INTRODUCTION

Cargilfield School is made up of the Pre-Prep and Nursery (for pupils aged 3-8 years) and the Upper School (for pupils aged 8-13 years), collectively referred to in this Policy as ‘the School’ and the principles here should apply to children of all ages. This Policy also applies to all members of the School Community and is available on the School’s website and, on request, from the School Office. A shorter, child-friendly version of this Policy is being created together with a group of selected children to produce an “Anti-Bullying Children’s Charter.”

At Cargilfield, bullying is never acceptable and we aim to collectively work to prevent and address bullying effectively. It involves fostering attitudes, behaviours and systems that prioritise kindness, respect, empathy and inclusion - aiming to eliminate bullying and its harmful effects.

The provision of the School’s Anti-Bullying Policy, set alongside the School’s Positive Relationships and Behaviour Policy and the pastoral care system, is essential for fulfilling our School’s Values:

RESPECT – OPPORTUNITY – COMMUNITY – KINDNESS

This Policy has been prepared to meet the School’s responsibility to safeguard the welfare of children under the *Children and Young People (Scotland) Act 2014*, *Education (Scotland) Act 2016* as well as the legislation put in place by the UK Government including the *Equality Act 2010* and has been guided by the *Scottish Government guidance - Respect for All: The National Approach to Anti-Bullying (2024 version)*, the *Data Protection Act 2018* and *General Data Protection Regulation (GDPR)*.

Why We Need an Anti-Bullying Policy

Our physical and emotional welfare is the essential foundation upon which our learning and personal development grows and flourishes. Bullying can have severe emotional, psychological and physical effects on the victim, leading to anxiety, depression, decreased self-esteem, and sometimes even self-harm or suicidal thoughts. Bullying is one of the largest preventable causes of mental health issues. It is crucial for the School to address bullying promptly, create a supportive environment, and educate individuals to prevent and combat such harmful behaviour.

This policy is particularly focused on the children at Cargilfield and applies at all times when they are in or out of School, online or in person, during term-time or in the holidays. Essentially, it applies at any time whilst they are members of the School.

We do, however, also expect all adults within our school community to set a standard of behaviour which makes clear that bullying is unacceptable in any context. All teachers are registered with the GTCS and are to demonstrate a commitment to the values of social justice, trust and respect and developing positive relationships with children.

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I. Definitions

'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. (respect me Scotland's Anti-Bullying Service,, 2015)'

Bullying behaviour impacts on children's and young people's wellbeing and can affect their participation, attainment and inclusion.

Respect for All – The National Approach to Anti-Bullying for Scotland's Children and Young People (Updated November 2024) is underpinned by the values of:

- Fairness
- Respect
- Equality
- Inclusion.

This will help ensure that children and young people feel safe and secure and are able to build up strong and positive relationships with peers and with adults. Effective leadership is key to developing a positive ethos and culture and ensuring the highest possible standards and expectations are shared across the organisation in order to ensure excellence and equity for all.

Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.

Our School believes that:

- every child at Cargilfield will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults;
- children and young people and their parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;
- every child and young person who requires help will know who can help them and what support is available; and
- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Nursery to Form 8.

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down 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).

Further definitions:

Online bullying

Online bullying shouldn't be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to on social networking sites and online gaming platforms. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy.

The nature of online interactions can mean that the boundaries between home and school can become blurred. In some instances, an out of school incident could involve the school and be dealt with in line with this Anti-Bullying Policy and the School's Positive Relationships and Behaviour Policy.

If an incident occurs with a pupil of a different school, the Headmaster will contact the other school to progress a resolution. The School's separate ICT, Storage and Management of Information Policy sets out the School's rules about the use of technology including mobile electronic devices.

Online safety is at the heart of the School's curriculum. Children and parents are regularly informed of online safety issues and the School's strategies to safeguard pupils.

Prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith.

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. For example, prejudice arising from socio-economic background or a child or young person's appearance. When developing national and local policy and practice, we must reflect this broader range of prejudices some of which are listed below. There is a need to address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings.

Prejudicial behaviour involves treating individuals or groups unfairly based on certain characteristics such as race, ethnicity, gender, age, sexual orientation, religion, socio-economic status, disability, or other protected attributes. It involves prejudice, bias, and unequal treatment, often resulting in disadvantages, marginalisation, or harm to the targeted individuals or groups.

Types of prejudicial behaviour include:

1. **Racial Discrimination:** Treating someone differently based on their race, ethnicity, or nationality.
2. **Gender Discrimination:** Unfair treatment due to a person's gender or gender identity.
3. **Age Discrimination:** Unjust actions directed at individuals based on their age, often seen in workplaces or societal contexts.
4. **Sexual Orientation Discrimination:** Unfair treatment due to a person's sexual orientation, whether heterosexual, homosexual, bisexual, or other.
5. **Body image Discrimination:** Unkind treatment due to a person's body shape, size or appearance of their body.
6. **Religious Discrimination:** Bias or prejudice against a person or group based on their religious beliefs or practices.
7. **Disability Discrimination:** Treating individuals less favourably due to their physical or mental disabilities.
8. **Socio-economic Discrimination:** Unfair treatment based on a person's financial status or social class.
9. **Discrimination based on Nationality or Immigration Status:** Unfair treatment based on a person's nationality, immigration status, or place of origin.

When is it not bullying behaviour?

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour.

Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all of our children and young people.

Responding to attempted bullying behaviour

Sometimes, attempts to bully can have no obvious or immediate effect. A person can attempt to bully someone using a range of behaviours but it may have no impact - in this case the person has not been bullied but the behaviour needs challenged and recorded appropriately and should not be ignored.

For example, the use of homophobic or other derogatory language, which may have no impact on the person it is aimed at, must still be challenged as the language itself is unacceptable and could impact on other people.

Some behaviour can be perceived as or assumed to be bullying. However, certain incidents can often be more serious and, in fact, criminal in nature. Understanding the individual circumstances is important to ensure that there is a clear distinction between bullying and criminal offences such as hate crime, child sexual exploitation and gender-based violence such as domestic abuse and sexual assault. For instance, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying, this is sexual assault or abuse and a form of gender-based violence. There are laws to protect children and young people from this very serious type of behaviour.

2. Possible Signs of Bullying

Recognising the signs of bullying is crucial in addressing the issue promptly and providing support to those affected. Some possible signs that a child may be experiencing bullying are:

1. **Emotional Changes:**
 - Sudden mood swings or unexplained emotional distress.
 - Anxiety, fearfulness, or signs of depression.
 - Expressing feelings of sadness, hopelessness, or helplessness.
2. **Physical Symptoms:**
 - Unexplained bruises, cuts, or injuries.
 - Frequent complaints of headaches, stomach-aches, or other physical ailments without a clear medical cause.
3. **Changes in Behaviour:**
 - Avoidance of specific places, activities, or people.
 - Decreased interest in school, declining grades, or loss of interest in hobbies.
4. **Social Isolation:**
 - Loss of friends or sudden reluctance to socialize, appearing withdrawn.
 - Difficulty making or maintaining friendships.
5. **Changes in Academic Performance:**
 - Decline in academic performance or sudden loss of interest in schoolwork.
 - Skipping classes or school altogether.
6. **Loss of Belongings:**
 - Frequently losing personal items without explanation.
7. **Emotional Outbursts:**
 - Displays of anger, frustration, or irritability seemingly out of character.
8. **Changes in Sleep or Eating Patterns:**
 - Difficulty sleeping, bed-wetting, reluctance to go to bed or experiencing nightmares.
 - Changes in eating habits, such as loss of appetite or overeating.
9. **Low Self-Esteem:**
 - Expressing negative self-talk or self-deprecating comments.
 - Expressing a lack of confidence or diminished self-esteem.
10. **Cyberbullying Indicators:**
 - Becoming upset or anxious during or after using digital devices.
 - Avoiding discussions about online activities or being secretive about online interactions.

3. Preventative Measures

a) Anti-Bullying Culture

Bullying can have both long and short-term effects on the physical and mental health and wellbeing of children and young people. There can be no doubt that being bullied is traumatic for the individual and is, therefore, likely to lead to a range of coping mechanisms and reactive behaviours.

Through its Health and Wellbeing lessons and Form Time discussions, the School promotes the principles of Getting It Right For Every Child (GIRFEC) and the SHANARRI well-being indicators:

Safe – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

Achieving – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Active – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

Responsible – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

Included – having help to overcome inequalities and being accepted as part of their family, school and community.

Education and awareness of these eight indicators together within the School's Anti-Bullying Policy, will allow for a holistic view of each child at the school. The School fosters a culture that celebrates diversity and inclusion as well as to encourage open dialogue and communication, making it safe for individuals to report incidents and to express concerns.

i) Anti-Bullying Ambassadors

The School has established the role of Anti-Bullying Ambassadors (ABAs) for the Form 8 children. They apply for the role in the Summer Term as Form 7s and those who are successful are given some reading material over the holidays. Training begins from the start of the Autumn Term and weekly meetings are held to discuss incidents as well as further training.

The ABAs will set an example by promoting respectful behaviour, address incidents promptly and reinforce anti-bullying values. (See Appendix 2 for role description).

ii) The Children's Charter

The Anti-Bullying Ambassadors are creating a child-friendly version of the Anti-Bullying Policy, which will evolve and develop as necessary. Known as "The Children's Charter" its function will be to establish clear and accessible anti-bullying policies outlining expected behaviour, consequences of bullying, and reporting procedures.

b) Reporting Procedures

Reporting bullying is encouraged, supported, and will be met with appropriate actions to create a safe and inclusive environment. There are multiple reporting options:

Adults	Anonymous reporting	Pupils
<ul style="list-style-type: none">• Form Teachers• Teachers• Trusted adults• Parents or carers	<ul style="list-style-type: none">• Childline• Shout	<ul style="list-style-type: none">• Prefects• Divisional Leaders• Anti-Bullying Ambassadors• Friends

Reports will be taken seriously, investigated promptly, and appropriate action will be taken to address the situation.

c) Initial Response

It is important that any child reporting an incident of bullying feels in control of the situation. While they may be keen for action to be taken, it may also be appropriate to offer the child a safe space to discuss the situation and be involved in deciding next steps. It may be that some advice as to how to respond to unkindness will allow a child to manage the situation themselves. In this circumstance, it is important that a trusted adult check in again with the child to see how things have progressed and be ready to move on to investigate the details of the allegation.

d) Investigation and Intervention

Confidentiality will be offered to the extent possible while conducting a full investigation, emphasising that reporting individuals will be protected from retaliation.

The reported incidents will be thoroughly investigated, involving gathering evidence, speaking with witnesses, and addressing the concerns raised. Full documentation of all reported incidents will be recorded on our internal data management system (ISAMS) and will be used for management purposes inline with Data Protection guidelines.

The reporting individual will be kept informed about the progress of the investigation and any outcomes or actions taken.

A potential range of consequences will be clarified for those found responsible for bullying, which may include disciplinary action, counselling or restorative practices, in tandem with the School's Positive Relationships and Behaviour policy.

e) Restorative Practices

This approach is built on values which separate the perpetrator from the behaviour, and aim to address harm, conflicts, or wrongdoing in a constructive and healing manner. The primary goal is to restore relationships, promote understanding, and prevent future incidents by emphasizing empathy, dialogue and accountability.

A "restorative conversation" can occur between those involved, mediated by an appropriate member of staff, to reach mutually agreeable solutions. It may be conducted with varying degrees of formality and may include just those students most directly involved or a whole year group.

In the spirit of personal responsibility, forgiveness and commitment to positive future behaviour, both the victim and the pupil who exhibits bullying behaviour express their acceptance of the proposed solution. The School will strive for a consensus involving all affected parties in determining resolutions and outcomes, such as apologies, behaviour agreements, community service, disciplinary sanctions, or other forms of restitution.

Transforming conflicts into opportunities for growth, learning, and improved relationships helps foster a positive environment and build a strong sense of community.

The way in which adults react to bullying contributes to the ethos of the School and can help to make it more or less likely that bullying will happen in the future. Ignoring the problem can cause bullying to continue, while a heavy-handed approach can drive it underground. However, a positive, open response could promote a "reporting culture", encourage our young people to be "upstanders", and contribute to a positive, trustful and more caring community.

f) Support Systems

Appropriate on-going support will be provided to the reporting individual, the victim and the bully throughout and after the resolution process.

The School encourages involvement from parents, carers, community members and external organisations to foster a collaborative approach to tackle bullying.

The School commits to providing an annual report on bullying incidents and actions taken which will be shared with the Education and Safeguarding Committee of the School's governing board to address the issue.

The School may use reported incidents during internal training and workshops to enhance and evaluate prevention strategies.

g) Roles and Responsibilities

The Governors, Senior Management Team, staff, parents and children play an important role in preventing and managing bullying at Cargilfield School. Everyone, including children and their parents, should have a good understanding and clear expectations of their role in developing and implementing the Anti-Bullying Policy and the approaches to managing bullying incidents.

Expectations of Cargilfield School

1. Policy Development and Review

- Develop a local anti-bullying policy that reflects the organisational policy, including an explicit commitment to challenging prejudice-based bullying.
- Regularly monitor and review policy and practice to ensure effectiveness.
- Ensure clear monitoring and recording procedures are in place and that all school members are aware of them.
- Seek support and guidance from organisations specialising in representing young people's views and experiences, including looked-after children, young carers, and those with protected characteristics.
- Communicate the School's Anti-Bullying Policy clearly to parents through the website and other media.

2. Promoting a Positive and Inclusive Environment

- Develop and implement practices that promote fairness, inclusion, and respect in line with *Respect for All* and national guidance on promoting positive relationships and behaviour.
- Take action to promote positive, respectful relationships, equality, diversity, and children's rights.
- Ensure children's rights are protected, and they are treated with respect.

3. Involving Children, Parents, and Staff

- Involve and consult meaningfully with children in developing anti-bullying policies and responses.
- Offer children a range of ways to report bullying or express concerns confidentially.
- Listen to and take concerns from children and parents seriously, ensuring they have choices on how to report bullying (in person, online, or via helpline).
- Involve and consult meaningfully with parents through Parent Forum, Friends of Cargilfield, or other appropriate forums, ensuring they are aware of the School's Anti-Bullying Policy.
- Ensure parents are provided with information on how to raise a complaint and the escalation process.
- Provide guidance and direction to services or resources that meet individual needs, including those related to protected characteristics.
- Include and involve staff in developing The Anti-Bullying Policy offer and approaches while supporting them in responding to bullying.

4. Responding to Incidents of Bullying

- Resolve incidents of bullying proactively using a respectful, proportionate, and holistic approach that considers the impact and underlying issues.
- Ensure support from the Senior Management Team to fully implement the Anti-Bullying Policy.

5. Training and Resources

- Provide access to training, resources, and materials for staff on anti-bullying, promoting positive relationships, equality, diversity, and children's rights.
- Provide access to resources from organisations such as Education Scotland, Youth Link Scotland, Sport Scotland, and Respect Me.

Expectations of Cargilfield Children

- Treat people with respect and not engage in bullying behaviour
- Be aware of The Anti-Bullying Policy of Cargilfield and other policies and practices in clubs/groups attended
- Where safe and appropriate, challenge bullying behaviour
- Share concerns with peers/trusted adults if appropriate to the individual
- Work collaboratively to help ensure bullying cannot thrive.
- Share concerns with peers/Prefects/Anti Bullying Ambassadors/trusted adult/the Headmaster.

Expectations of Cargilfield Parents

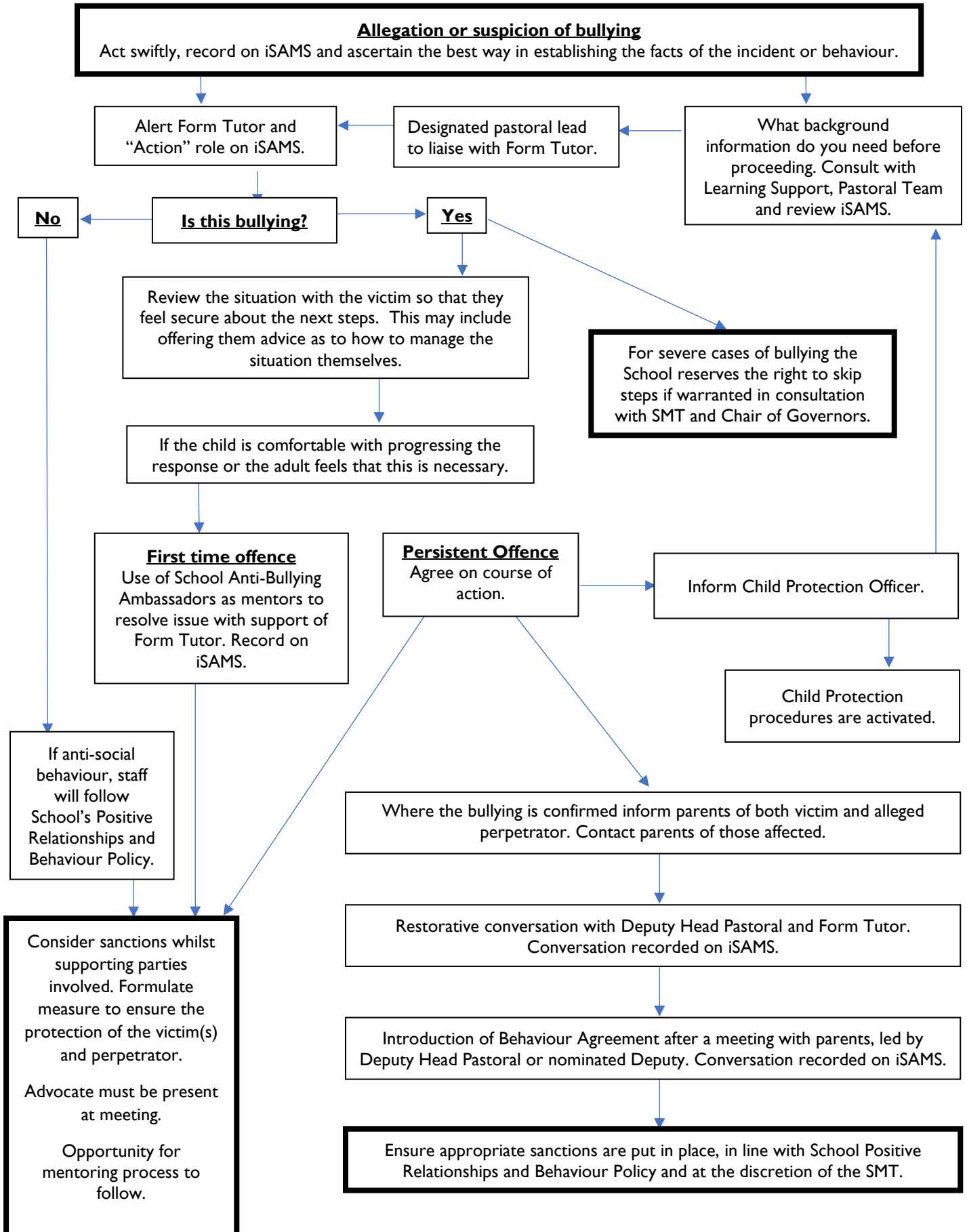
- Be aware of the Cargilfield Anti-Bullying Policy and Positive Relationships and Behaviour Policy
- Work collaboratively to help ensure bullying cannot thrive
- Share concerns about their child as early as possible with an appropriate member of staff
- Treat people with respect
- Promote positive respectful relationships
- Listen and take children seriously

Expectations of Cargilfield staff

- Understand The Anti-Bullying Policy and procedures
- Be aware of the values and principles of *Respect for All* and act in accordance with them in terms of preventing and responding to bullying behaviour
- Act in accordance with the relevant professional standards and codes of conduct, e.g. SSSC, GTCS, etc.
- Act as positive role models to establish open positive and supportive relationships
- Listen and take children seriously
- Engage with parent(s)
- Share concerns appropriately within the School and seek support where appropriate
- Take action to promote equality and diversity and children's rights
- Work collaboratively to help ensure bullying cannot thrive
- Treat people with respect.

4. Appendix I - Bullying Response Flow Chart

Managing the response to bullying incidents.



5. Appendix II - Anti-Bullying Ambassador Role Description

Anti-Bullying Ambassadors

Who are they?

Respected and thoughtful young people who will stand up to bullying behaviour and believe they can change things for the better.

What do they do?

Anti-bullying Ambassadors believe that bullying behaviour is not acceptable and should not be a part of everyday school life.

They support others and are “upstanders” against bullying behaviour.

They stand to shape attitudes and change behaviours.

They are a pillar of support, look out for others and are a strong voice for the school community.

Why do we need Anti-bullying Ambassadors?

Bullying behaviour is a serious issue amongst young people, with nearly half of young people expressing they have been bullied in the last 12 months (Dept. for Education 2017). If not dealt with effectively, it can have long-term, negative consequences on health and well-being.

How will it impact on us?

It can create a happy, safe environment for all, which can boost performance and well-being.

It can develop resilience, confidence and positive healthy relationships amongst young people.

It can make a positive difference to young people’s lives.

Anti-Bullying Ambassadors will feel more knowledgeable about bullying behaviour, more confident in supporting their peers and they will ensure that the School deals with bullying behaviour more effectively.

What would it involve?

Learn how to look out for the main types of bullying – physical, emotional, social and cyber bullying.

The power of the group - Train on how to be an “upstander” not a “bystander”.

Speak with children who want to talk about a bullying behaviour or an incident.

Be involved in finding solutions to a situation.

Meet with staff to shape school decisions and policies about anti-bullying.

Help arrange events (e.g. the School’s “Anti-Bullying Week”).

Policy Reviewed 1.12.23 by R Murdoch, Deputy Head
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