



ANTI BULLYING POLICY

Reviewed September 2023

Aberdeenshire Council is committed to providing a safe, supportive environment for all in its establishments. Here at Cluny School, we know that bullying is never acceptable and that children have the right to learn in a safe and secure environment. We recognise we have a responsibility to create a safe, secure, and happy environment for all our pupils and staff, ensuring this is safeguarded at all times through the implementation of our anti-bullying policy.

Aberdeenshire Council Education and Children's Services define bullying as the following:

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither.

Bullying can be verbal, physical, mental/emotional or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. The impact is on a person's ability to feel in control of themselves.

Respect Me, 2015 state that

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.

The United Nations Convention on the Rights of the Child (UNCRC)1989:

Article 19: (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally.

School responsibilities

Cluny School will promote consistency of response to instances of bullying behaviour using a 6-step approach. Cluny School will:

1. Record the Incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents/carers
4. In line with the Relationships Policy, restorative approaches will take place and GIRFEC wellbeing indicators when planning for individuals.
5. Monitor the situation
6. Review and increase response accordingly

Health and Social Care Standards 1.29 *I am supported to be emotionally resilient, have a strong sense of my own identity and wellbeing, and address any experiences of trauma or neglect.*

UNCRC (1989) Article 31: (Leisure, play and culture): *All Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.*



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Parental/Carers responsibilities

- Ensure that any incidents are reported promptly to the school
- Be aware that the school will not be able to share details of other children and the ways in which the behaviour has been addressed
- Consider that there are often many sides to the same story
- Work with the school – we all want our pupils to feel safe and happy in school and to be achieving their full potential

Pupil responsibilities

It is important that children understand that nobody has the right to hurt another person. They must always treat others the way they would like to be treated themselves and remember that everyone is equal, and everyone is different.

- Be kind to each other
- Treat others as equals
- Report any incident that you are uncomfortable or unhappy with to an adult

Health and Social Care Standards 2.19 *I am encouraged and supported to make and keep friendships, including with people my own age.*

Useful Links

[Antibullying Guidance \(asn-aberdeenshire.org\)](http://asn-aberdeenshire.org)

Scottish Government, 2017, “Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People.” <http://www.gov.scot/Resource/0052/00527674.pdf>