



Langholm Primary Anti- Bullying Policy

Policy Statement

Langholm Primary is committed to providing a safe, supportive environment where everyone can work and learn in a positive atmosphere where unkind behaviour is not accepted. Adults working in schools are duty bearers for children's rights – they have a responsibility to promote, protect and respect children's rights. Our Anti-Bullying policy outlines the steps we take to ensure our pupils are safe and free from bullying in our school.

Definition of Bullying

Bullying is an intentional, repeated behaviour that hurts or harms, either physically or emotionally, and can happen while at school, in the community, or online.

**Bullying is a clear breach of children's rights (Human Rights Act 1998)
UNICEF Convention on the Rights of the Child**

There are a number of articles from the Convention on the Rights of the Child that link to our Anti-Bullying Policy including:

- Article 2 which states that the convention applies to all children without discrimination
- Article 12: You have the right to speak up and have your opinions listened to and taken seriously by adults on things that affect you.
- Article 13: You have the right to say whatever you believe if it does not harm or offend other people. You also have the responsibility to respect the rights and freedoms of others.
- Article 19: Children must be kept safe from harm and protected against violence.
- Article 28: You have the right to an education.
- Article 29: Schools should help children develop their skills and personalities fully, teach them about their own and other people's rights, and prepare them for adult life.

What do we mean by bullying?

- Being called names, teased, put down or threatened face to face and/or 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.
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)



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Possible impacts of bullying

A child who is being experiencing bullying behaviour may feel:

- Pain or hurt
- Weak and powerless to make things better
- That it may be their fault
- Frightened
- Isolated
- Less confident
- Anxious about making it worse if they tell someone

Roles and Responsibilities

All members of the school community (pupils, staff and parents), should be committed to working together to:

- ensure children can express their thoughts and opinions, and have their views taken seriously
(UNCRC Articles 12 & 13)
- ensure children are involved in decisions which affect them
(UNCRC Article 12)
- develop a culture of mutual respect
- prevent and tackle bullying
- protect children from violence and abuse
(UNCRC Article 19)
- address the needs of persons experiencing bullying as well as those displaying bullying within a framework of respect, responsibility, resolution and support.

Prevention of Bullying

At Langholm Primary we will:

- Ensure that all members of the school are aware of the Anti -Bullying Policy and are confident in following the procedures
- Provide opportunities to develop understanding of what bullying is and is not, and how to react to this behaviour through lessons and assemblies
- Provide opportunities to develop pupils' social and emotional skills, including their resilience, wherever possible, through Health and Wellbeing lessons, Extra-Curricular Activities, Assemblies and Anti-Bullying weeks



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- Ensure that everyone feels confident that they will be listened to and supported if they feel that they are being bullied
- Promote respect and diversity through the everyday interactions of all members of the school community, lessons, assemblies and whole school events
- Invite relevant outside agencies to support
- Encourage parents to work with the school in support of the Anti-bullying policy
- Work towards achieving the LGBT Gold charter
- Work towards achieving the Rights Respecting Schools Gold charter
- Pupils creating an Anti-Bullying charter to be displayed in each classroom

Dealing with Bullying – what are pupil's options?

Advice from Respect Me, Scotland's Anti-Bullying Service

When it comes to dealing with bullying there isn't always one 'right' answer. This information will help if you're being bullied, but it can also help if you know someone who is being bullied and you're not sure what to say or do to help them.

Telling someone or getting someone else involved can often help you to feel better.

You could tell an adult

In most cases this is good advice. But does it feel right for you and your situation? Maybe you're worried about being called a 'grass' or people finding out you've been bullied. For some people, that can seem worse than the bullying itself. But telling the right adult really can make a difference. Talk to someone you can trust; a parent, teacher, brother or sister, or a football coach. Let them know what you would like to happen and ask them to keep you involved throughout.

Don't bottle things up

If you're struggling it's important not to bottle up your feelings – this can make you feel worse. Even if you don't want help to stop the bullying, it can help to talk to a friend or someone else you trust about how you feel. You might find telling a friend easier. Buddying systems are in place in schools to help you find a way of dealing with problems like bullying, and the people involved are trained to listen and help you talk things through. This might be worth exploring.

Block/report users online

If the bullying is happening online, you can instantly 'block' someone who is horrible to you, or delete or 'hide' what they say, even though that won't stop other people from seeing it. There are also steps you can take on social media sites, such as Facebook, where you can report language or behaviour which is offensive or



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aggressive. Often 'blocking' someone is enough and you might not feel the need to report them but, again, everyone is different and it will depend on your situation and what will make you feel better.

Keep a diary of what happens

Keeping a diary doesn't suit everyone, but writing things down can be a really useful way of coping with how you're feeling. Recording incidents can also make it easier when you do decide to tell someone and it can act as evidence if adults need to get involved.

Ask them to stop

If you can do this then try it – the person bullying you might not know how their behaviour is affecting you, and it might change the way they behave towards you.

Procedures adults in school will follow:

Our procedures will follow the D&G Council Incident Flow Chart (see Appendix 1)

- Anyone who feels that they are being bullied or suspects that someone is being bullied should report it to an adult in school
- When bullying has been reported this information should be shared with relevant staff, who will begin an investigation to establish the details of the incident. This may involve taking written accounts from all involved.
- If a parent/carer has reported a concern relating to bullying they will be updated with the outcome of the information gathering process
- When pupils or staff have raised a concern relating to bullying they will also be kept informed of the outcome
- When bullying behaviours have taken place, appropriate consequences will be put in place. A first bullying offence is different to on-going or repeated bullying behaviour. Consequently, there will be a degree of professional judgement and agreement required when dealing with incidents
- Conventional consequences will be used, including: lunch detentions and loss of reward time. Following any allegation of bullying, once conventional consequences have been used, a restorative meeting will always be held, encouraging reflection on the behaviors displayed.
- Future preventative approaches will be used, including class discussions, changes to seating plans, group or class placement and working with those displaying bullying behavior to address any issues which may underlie the behaviour.
- The information gatherer will record all substantiated incidents on The Bullying and Equalities function within SEEMIS
- If the person experiencing bullying is a pupil, their parents will be informed of the action taken. If consequences are put in place, parents will also be informed



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- Staff or other members of the school who have raised a concern will also be kept informed of action being taken
- Where there are implications with regards to the law the advice of the police will be sought.
- The use of outside agencies may be considered e.g. CAMHS, Children and Family Services, Educational Psychologist in order to provide support/help for those experiencing/displaying bullying behaviour.
- The member of staff dealing with the incident will subsequently meet separately with both the person experiencing and the person displaying bullying behaviour to monitor/follow up on progress

If an incident is not considered to be bullying, there may still have been unacceptable behaviour. This should be dealt with according to the schools promoting Positive Behaviour Policy. In such cases, the person experiencing the behaviours may still benefit from support of some kind. Any involved parties, including parents, may be informed of this conclusion and any ensuing action.

Review and Engagement:

- This policy will be monitored and reviewed on an ongoing basis, and formally updated in 2024 (or sooner if required)
- The policy is available on the school website and will be issued to any new families
- A focus group to gather the views of students on the extent, nature and various outcomes of bullying will be carried out as part of our annual self-evaluation calendar

Reviewed January 2026



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Appendix 1

