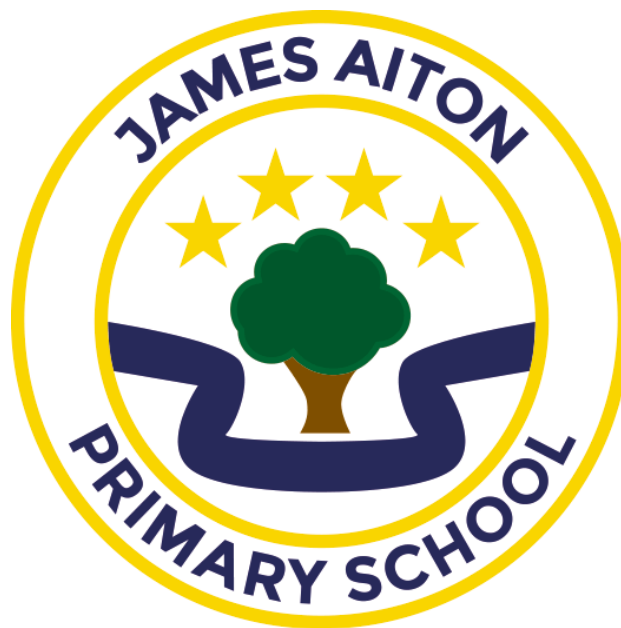




# ***James Aiton Primary School***



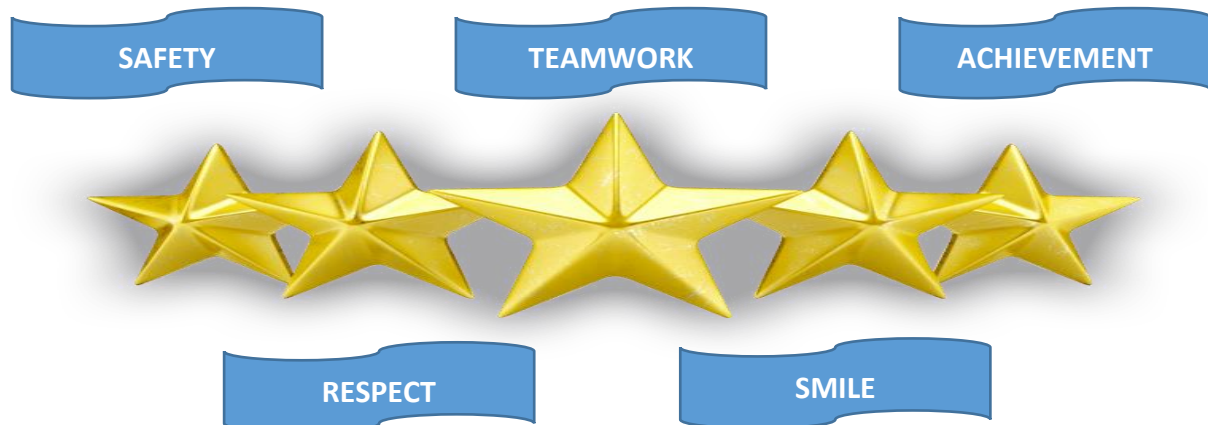
## ***Respect Me Policy***

***“In a world where you can be anything,  
be kind.”***



## **Rationale**

In James Aiton Primary School, we provide an inclusive community where all learners feel safe, contribute to our team, achieve and feel respected. For learners to achieve their full potential, they must learn in a safe, secure and nurturing environment where positive, trusting relationships are key and where differences are recognised, respected and celebrated. Central to this are our school star values which form key elements of our anti-bullying strategy:



To achieve a respectful, trusting and inclusive community, free of unacceptable and intolerant behaviour, we are committed to embedding and maintaining our anti-bullying strategy. Our policy has been written to reflect the guidance within national policy '[Respect for All](#)' ([Scottish Government, 2017](#)) and local anti-bullying policy '[Treat Me Well](#)' ([South Lanarkshire Council, 2018](#)). In addition, we have considered the following articles from the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) at the heart of our policy:

### **Article 2**



The right for everyone to be treated equally.

### **Article 12**



The right to say what I think on matters that affect me and have my views taken seriously.

### **Article 19**



The right to be protected from violence, abuse and neglect.

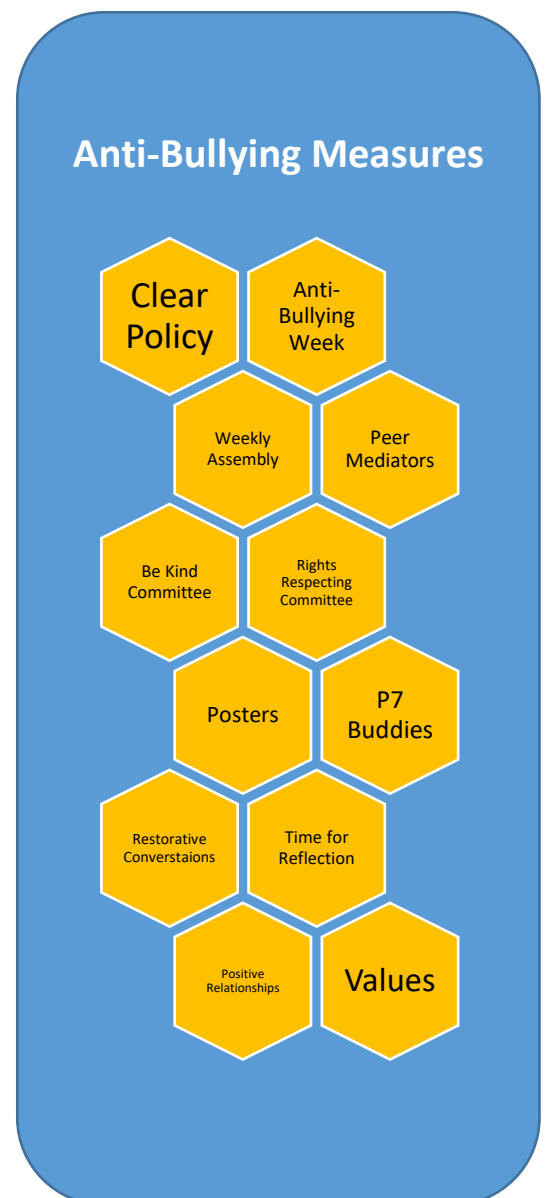


At the beginning of every year, we discuss our Star Values and what they mean to us. All members of our school community agree to adhere to, and carry out, our values by signing our stars and this is displayed at our front entrance.



We aim to:

- Provide a **safe, secure and tolerant learning environment for all** members of our school community.
- Inform everyone that they have a **right** NOT to be bullied.
- Ensure there is a **common understanding** of what bullying is.
- Develop a **partnership approach** to anti-bullying with pupils, parents/carers and staff.
- Promote a **positive ethos** that fosters self-esteem and resilience for all.
- Equip everyone with the necessary skills to **recognise and tackle** bullying behaviour.
- **Support** everyone who has been affected by bullying.
- Provide support to those **perpetrating bullying behaviours** and help recognise the **causes and consequences** of their behaviour.
- Provide support and **advice** to parents/carers and staff when dealing with bullying behaviour.
- Establish clear steps and guidance for **recording, reporting and monitoring**.





## **What is Bullying?**

At James Aiton Primary School, we are fully committed to eliminating any and all forms of bullying behaviour that can leave someone feeling hurt, frightened and upset. If young people do not feel happy or believe they feel safe at school, they will be less likely to attain and achieve their potential. Our school policy reflects the definition from 'Respect for All', 2017.

"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 the behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online."

Our pupil voice groups considered the national definition and developed their own simpler version to ensure all learners could understand what bullying is and how it can impact their sense of agency.

"People's words and actions (face to face or online) can make us feel sad, scared or left out. This may be bullying behaviour."

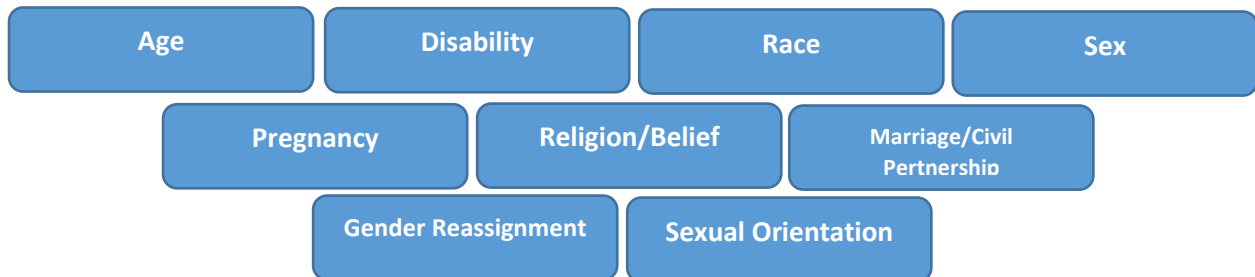
This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

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



## **Protected Characteristics**

At James Aiton Primary School, we treat prejudice-based bullying and language with the same level of seriousness as any other form of bullying. [The Equality Act 2010](#) outlines the nine protected characteristics:



## **Online Bullying**

Online bullying should not be treated differently from face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to, affects young people in the exact same way as face-to-face bullying.

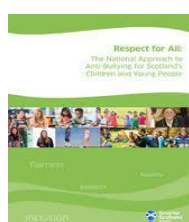
A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying as part of our school anti-bullying approach, not as a separate area of work or policy. Where both parties are present in our school, we will apply the same reporting and monitoring procedures as face-to-face bullying.

Where bullying behaviour is reported to us and we only have one party in our school, we will support the young person who is experiencing bullying behaviours or we will challenge and support the young person committing bullying behaviours to see how their actions are affecting others in a negative manner.

## **When is it NOT bullying?**

It is important to remember that young people will 'fall out' and disagree as a normal part of growing up and we would not consider this bullying behaviour or address it through this policy, unless left unresolved and it develops into something more serious. Young people experiencing falls outs and disagreements will be supported using restorative approaches.

There may be times when some actions may appear to be bullying, but they are in fact a **crime**. Behaviours such as hate crime, sexual harassment/assault, or physical assault are illegal.





## Roles and Responsibilities

Bullying in any form is unacceptable and a breach of children's rights. All stakeholders must be aware of their roles and responsibilities in ensuring a safe, inclusive and positive climate where everyone is a role model. The roles and responsibilities for learners, parents/carers, staff and senior leaders are set out as follows:

### LEARNERS

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> <li>➤ Follow our <b>school rules and values</b> in/out of school.</li> <li>➤ <b>Do not engage</b> in bullying behaviours.</li> <li>➤ <b>Respect</b> everyone and their differences.</li> <li>➤ Use technology <b>appropriately</b>.</li> <li>➤ <b>Tell someone you trust</b> if you or someone is being bullied.</li> <li>➤ If you can't tell someone, <b>write down</b> your worries and share them with a member of staff.</li> <li>➤ <b>Support</b> friends and peers if they are being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Be taught</b> how to identify and respond to instances of bullying.</li> <li>➤ Be treated with <b>respect</b>.</li> <li>➤ <b>Be listened to</b>.</li> <li>➤ Have your concerns <b>taken seriously</b> and investigated <b>sensitively and fairly</b>.</li> <li>➤ Have <b>options</b> on how to report bullying and <b>choices</b> on how to respond.</li> <li>➤ Receive <b>support and guidance</b> from parents/carers, staff and senior leaders.</li> <li>➤ <b>Be included</b> in policy development in relation to anti-bullying.</li> </ul>



### PARENTS

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> <li>➤ <b>Be aware</b> of school values and anti-bullying policy.</li> <li>➤ <b>Be alert</b> to your child's wellbeing and watching out for changes to mood and personality.</li> <li>➤ <b>Understand</b> that 'fall outs' and disagreements amongst peers is not uncommon.</li> <li>➤ Repeat our message that <b>reporting bullying is courageous</b>.</li> <li>➤ <b>Alert</b> a member of school staff as early as possible.</li> <li>➤ Encourage your child to use technology <b>appropriately</b> and monitor usage.</li> <li>➤ Familiarise yourself with the <b>language</b> of technology.</li> <li>➤ Be <b>alert</b> of dangers online – research CEOP website.</li> </ul>	<ul style="list-style-type: none"> <li>➤ A <b>clear</b> anti-bullying policy.</li> <li>➤ <b>Effective</b> communication.</li> <li>➤ Be <b>listened to</b> and treated with <b>respect</b>.</li> <li>➤ Have all reports of bullying behaviour <b>taken seriously and investigated sensitively</b>.</li> <li>➤ <b>Be informed</b> of the steps and procedures taken in line with this policy.</li> <li>➤ <b>Monitoring</b> of the situation by school staff and <b>updates</b> in line with this policy.</li> <li>➤ Informed of <b>actions and outcomes</b>.</li> <li>➤ <b>Be directed</b> to appropriate resources in services.</li> <li>➤ <b>Be included</b> in policy development in relation to anti-bullying.</li> </ul>

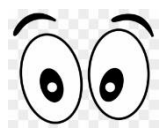
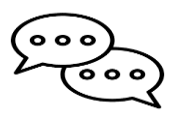





## STAFF

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> <li>➤ <b>Understand</b> our anti-bullying policy and procedures.</li> <li>➤ <b>Act in accordance</b> with our school values, SLC Code of Conduct and the values and principles of Respect for All to prevent and respond to bullying behaviour.</li> <li>➤ Be a <b>positive role model</b> in and out of school.</li> <li>➤ <b>Listen</b> to all reports of bullying.</li> <li>➤ <b>Record</b> in line with school policy.</li> <li>➤ <b>Report</b> all suspected bullying incidents to a member of SMT.</li> <li>➤ <b>Seek information</b> on actions and outcomes from Senior Leaders.</li> <li>➤ <b>Report again</b> if you feel the actions/outcomes are inadequate.</li> <li>➤ Be careful to <b>avoid the terms 'bully' and 'victim'</b>. Instead refer to bullying behaviour.</li> <li>➤ <b>Engage</b> in training and formulation of anti-bullying policy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Be listened to</b> when reporting suspected bullying incidents.</li> <li>➤ Have your concerns <b>taken seriously</b>.</li> <li>➤ Have your concerns <b>responded to</b> in line with this policy.</li> <li>➤ <b>Support</b> when responding to bullying behaviours.</li> <li>➤ <b>Informed</b> of actions/outcomes.</li> <li>➤ <b>Opportunities</b> to undertake appropriate <b>training</b> on anti-bullying.</li> <li>➤ <b>Be included and involved</b> in the development of policies.</li> </ul> 

## SENIOR LEADERS

What is expected of YOU...	What you should expect from OTHERS...
<ul style="list-style-type: none"> <li>➤ <b>Understand</b> our anti-bullying policy and procedures.</li> <li>➤ <b>Act in accordance</b> with our school values, SLC Code of Conduct to prevent and respond to bullying behaviour.</li> <li>➤ Listen to and investigate all reports of bullying.</li> <li>➤ <b>Record</b> in line with school policy.</li> <li>➤ <b>Investigate all allegations</b> sensitively and fairly.</li> <li>➤ <b>Communicate</b> with all pupils involved and take their views into account.</li> <li>➤ <b>Work alongside</b> parents/carers/staff.</li> <li>➤ Make use of <b>restorative interventions</b> and approaches.</li> <li>➤ <b>Agree actions</b> and <b>monitor</b> closely.</li> <li>➤ <b>Inform all stakeholders</b> of actions and outcomes.</li> <li>➤ <b>Consult all stakeholders</b> on policy development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All stakeholders to <b>act in accordance with our school values</b>.</li> <li>➤ Learners, parents/carers and staff to <b>report</b> bullying behaviours.</li> <li>➤ <b>Access</b> to training and resources on anti-bullying.</li> <li>➤ Learners, parents/carers and staff <b>involved</b> in anti-bullying policy development.</li> </ul> <div style="border: 1px solid green; border-radius: 15px; padding: 10px; margin-top: 10px;">    <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <span><b>See it...</b></span> <span><b>Share it...</b></span> <span><b>Don't support it...</b></span> </div> </div>

Our school values link to our vision – ‘Reach for the STARS’

- \* SAFETY
- \* TEAMWORK
- \* ACHIEVEMENT
- \* RESPECT

Be alert to your child’s wellbeing and watching out for changes to mood and personality.



Understand that ‘fall outs’ and disagreements amongst peers is not uncommon. This is NOT bullying behaviour.



**OUR DEFINITION OF BULLYING BEHAVIOUR**  
“People’s words and actions (face-to-face or online) can make us feel sad, scared or left out. This may be bullying behaviour.”

It takes courage to report bullying behaviour. Alert a member of school staff if your child reports they are being bullied.





ALL concerns will be investigated fairly and sensitively. ALL bullying incidents are recorded and monitored.



Monitor your child’s use of technology. Be alert of dangers online – look at CEOP website for advice and tips.





 <b>James Aiton Primary School – Report of Alleged Bullying Incident</b> 					
Date:		Reported to:		Reported by:	
Date of Incident:		Time/Location of Incident:		Person(s) involved: E - D -	
Nature of Alleged Incident			<p align="center"><b>SCHOOL POLICY</b></p> <ul style="list-style-type: none"> <li>➤ Alleged bullying behaviour is reported by pupil, parent or staff.</li> <li>➤ SMT investigate sensitively and fairly.</li> <li>➤ All parties listened to and views taken on board.</li> <li>➤ Parents informed and views taken into account.</li> <li>➤ All parties informed of how others are feeling.</li> <li>➤ SMT will ask that all inappropriate behaviour ceases.</li> <li>➤ SMT will monitor for two weeks, with pupils, parents and staff to report any further incidents.</li> <li>➤ SMT to record on proforma/Seemis.</li> <li>➤ At the end of the two week monitoring period, pupils, parents and staff will evaluate collaboratively and decide if further action is necessary. Update Seemis incorporating pupil views.</li> </ul> <p><b>As directed by SLC policy, all incidents of bullying should be recorded on the Seemis Bullying and Equalities Module.</b></p> <p>Although almost all cases are resolved after the two week period, we reserve the right to apply the following consequences if required:</p> <ul style="list-style-type: none"> <li>• <b>Contact with parents.</b></li> <li>• <b>Verbal warning.</b></li> <li>• <b>Parental meeting.</b></li> <li>• <b>Formal exclusion.</b></li> <li>• <b>Police involvement.</b></li> <li>• <b>In extreme cases and in collaboration with South Lanarkshire Council and parents, removal to another establishment.</b></li> </ul> <p>It is crucial in all cases that all pupils are supported effectively through ongoing advice and guidance. <b>In all cases, the situation will continue to be monitored.</b></p>		
Action Taken					
Perceived Reasons (Characteristics)					
Asylum seekers/Refugee status Body image/Physical Appearance Disability Gender Identity/Trans Identity Gypsy/Travellers Care Experience Marriage/Civil Partnership Mental Health Pregnancy/Maternity Race Religion/Belief Sectarianism Sexism/Gender Socio-economic prejudice Young carer Not known Other:					
Two week Monitoring Review Date					
Incident Conclusion		Resolved Not Resolved Being Addressed Unfounded			
Comment (monitoring outcome/further action)					



## JAMES AITON PRIMARY - RESPECT ME POLICY

### How did we create our policy?



<p><b>Consultations:</b></p> <p>Pupil Surveys Parent Surveys Staff Self-Evaluation Toolkit</p>	<p><b>References:</b></p> <p><u>Scottish Government</u></p> <ul style="list-style-type: none"> <li>• Respect for All, 2017</li> <li>• Developing a Whole School Positive Ethos &amp; Culture, 2018</li> <li>• Better Relationships, Better Learning, Better Behaviour, 2013</li> </ul> <p><u>South Lanarkshire Council</u></p> <ul style="list-style-type: none"> <li>• Promoting Positive Relationships and Understanding Distressed Behaviour, 2019</li> <li>• Treat Me Well, 2018</li> <li>• Framework for Inclusion &amp; Equality, 2018</li> </ul>
<p><b>Awareness Raising:</b></p> <p>Staff CPD Whole School Assemblies Pupil Committees RSHP lessons Class Charters, Lessons &amp; Discussions Parental Correspondence</p>	
<p><b>Draft Published:</b> Feb 2023 <b>Review:</b> Feb 2026</p>	

YOU SAID...	WE DID...
In a survey issued to parents/carers in Sept 2022, 100% of parents/carers reported that relationships within our school were characterised by trust and respect. However, only 77.8% of families felt that they were encouraged/involved in creating policies.	Following consultation, we issue online surveys to make it more accessible for all stakeholders to share their views. We promote our Parent Council regularly and meet monthly via Zoom to discuss matters relating to school. All families are welcome to attend.
82.9% of pupils from P4-7 reported that they feel safe in James Aiton (9.6% increase from Mar 2019). Only 68.3% of pupils from P4-7 reported that they feel happy in school – not in relation to bullying. 92.7% of P4-7 pupils believe that there are procedures to prevent bullying incidents from occurring in the first place.	We have delivered whole school assemblies on Anti-Bullying and have worked alongside projects such as Rookie Rockstars to help children understand what bullying behaviour looks/feels like, develop resilience and techniques on how to manage conflict.
60% of staff reported that they did not know how their concerns relating to bullying incidents were tracked and monitored.	New Wellbeing reports have been created to allow staff to report significant concerns to senior leaders. Attendance in our Reflection Room will be tracked and monitored, and Senior Leaders consistently use SEEMIS – Bullying & Equalities for recording/tracking bullying incidents.