

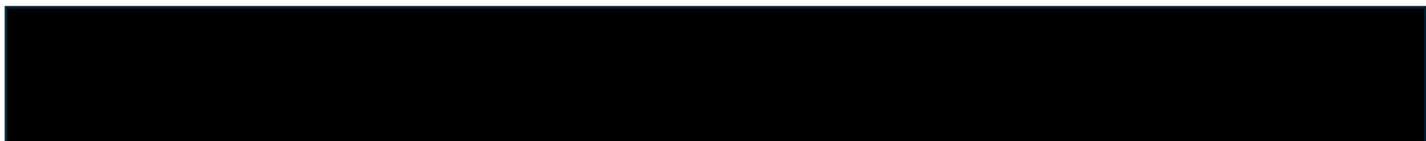


Inveralmond Community High School

West Lothian Council

Anti- bullying Policy

March 2026



West Lothian Council promotes a culture where bullying behaviour is not acceptable. The Council is committed to establishing a caring, learning community where all members are valued and everyone has a responsibility to promote respect, openness, honesty and understanding.

In Inveralmond Community High School, we are committed to creating a safe and nurturing environment where all individuals feel valued and supported. Guided by our core values of **Honesty, Kindness, Respect and Aspiration** we believe that every student deserves to be treated with dignity, regardless of their differences. Our school community works together to ensure that bullying has no place in our corridors, classrooms, or grounds. We believe that by respecting one another, speaking with honesty, and showing kindness, we build a strong foundation for meaningful connections and personal growth.

In line with our vision of becoming inspired individuals who achieve to the best of our abilities, we are dedicated to fostering an environment where everyone can learn and grow without fear of discrimination or harm. We encourage our students to not only stand up against bullying but also to embrace differences and create a welcoming atmosphere where all can thrive. As part of social responsibility, we encourage young people to report issues when they feel others have not acted with kindness and respect, allowing us to take action. To this end, in ICHS we run a House system where each individual pupil is allocated a House Lead and a Family Link Worker that they can go to when/ if needed.

Bullying behaviour compromises the rights of the child set out in the UNCRC, here articles 2 (Right to non-discrimination), 12 (Respect for the views of the child), 16 (Right to privacy) and 19 (Protection from violence, abuse and neglect) as well as other articles detail the rights of the child when considering bullying behaviour and incidents. Together, we aim to create a community where respect is the norm, honesty is practiced, and kindness is shared, ensuring that every student has the opportunity to achieve their fullest potential and contribute positively to the world around them.



What is Bullying?

Inveralmond Community High School has adopted Scotland's national definition, as set out in Respect for All 2024: The National Approach to Anti-Bullying for Scotland's Children and Young People (RfA):

“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.”

“The 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.”

We have created this policy to support our young people, parents/ carers/ ICBS staff and other partners:

1) Purpose

Inveralmond Community High School (ICBS) is committed to a safe, respectful, and inclusive environment where bullying is never accepted. This policy sets out how we prevent, identify, record, and respond to bullying, in line with Scotland's national guidance Respect for All and West Lothian Council (WLC) policy on Promoting Positive Relationships.

2) Scope

Applies to all children and young people on the ICBS roll, staff, parents/carers, volunteers, partners, and visitors, in all learning contexts (in school, off-site activities/work placements, transport to/from school) and online.

3) Values & Legal/Policy Framework

Our approach is rights-based and relationship-centred, underpinned by GIRFEC, UNCRC, Equality Act 2010, and Respect Me. We implement WLC's Promoting Positive Relationships in West Lothian Education Establishments policy and ICBS local procedures.



4) Definitions

Bullying: Behaviours that can make children and young people feel hurt, threatened, frightened or left out. It can be repeated, have the potential to be repeated, or be one-off incidents that cause significant harm, and can happen face-to-face or online.

We describe people experiencing bullying behaviour and people displaying bullying behaviour (not “bullies”/“victims”) to focus on behaviour and change.

Prejudice-based bullying includes targeting actual or perceived characteristics. The 9 protected characteristics listed in the Equality Act 2010 include: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Any bullying relating to these characteristics is unacceptable. You can find out more about prejudice-based bullying at: www.respectme.org.uk/bullying/prejudice-basedbullying.

5) Principles

- Dignity, equity, and inclusion for all.
- Prevention through a strong culture of positive relationships, consistent routines, and restorative practices.
- Swift, proportionate, and transparent responses; everyone knows how to report.
- Recording and monitoring to learn and improve.
- Partnership with parents/carers and agencies; pupil voice at the center.

6) Rights, Roles & Responsibilities

- All young people: treat others with respect; report concerns; engage in restorative conversations when appropriate.
- All staff: model respectful interactions; act on concerns; follow this policy and WLC procedures; record on SEEMiS; use restorative and solution-oriented approaches. ICHS are committed to upskilling and maintaining training relating to bullying for our staff. There are Respectme eLearning modules to keep up to date with information and training: [Professionals | respectme](#) and [Learning Academy | respectme](#). These can be done as part of individual CLPL/ Dept training/ In- Service programs.
- House Teams: triage, coordinate investigations/support, oversee records/monitoring, update appropriate records (more information in section 9) .



- SLT: ensure training, quality assurance, analysis of data, reporting to stakeholders and WLC.
- Parents/Carers & Partners: share concerns promptly, understand their role in supporting their young person and work with the school on support plans.
- Wider community/transport/providers: uphold this policy and report incidents linked to the school.

7) Prevention & Education

- ICHS will: Teach about respectful relationships, digital citizenship, and bystander skills across the curriculum and use Respect Me resources and national campaigns where appropriate.
- Embed routines (welcomes, adults visible in corridors during change overs, relational check-ins, trusted adults), restorative approaches where a trusted adult is able to support everyone involved to overcome challenges, and visible reporting routes (this will include using the Bullying Log and information sharing with relevant/ appropriate adults to ensure the accurate recording).
- Promote inclusion and challenge prejudice through House and year group assemblies, pupil leadership through Pupil Parliament and S6 House Captains, and targeted work with small groups vulnerable to bullying.

8) Reporting Concerns

Multiple confidential routes are available:

- Tell any trusted adult in school.
- Email/phone the school office or speak to a member of the House Team.
- Report via pastoral meetings.
- Anonymous reports will be considered but can hinder investigations and resolutions; safeguarding may require information sharing.

9) Responding to Incidents – Procedure

- Stage 1: Receive and ensure safety- use Bullying Log Tool (this will be done by the House Team or the Wellbeing Centre Triage Desk) to accurately record all required information. Offer a quiet, safe and confidential space.
- Stage 2: Record on SEEMiS. If deemed unkindness, then Pastoral Notes used to record. If this occurs in class the Class Teacher or PTC should record, if reported via

Wellbeing Centre then House Team or Triage Desk to record. If deemed bullying, then Seemis Bullying & Equalities Log is used, Head of House records incidents deemed as bullying. DHT Support logs incidents that fall under the Protected Characteristics category.

- Stage 3: Plan & act with proportionate measures (restorative, sanctions, support). House Lead and Family Link Worker to work alongside all young people involved and their parents/ carers to navigate this. This is done in a case by case basis as every incident is unique and individual to the young person.
- Stage 4: Review and monitor with all young people involved and their families. House Lead and Family Link Worker to set a check in date the following week to ensure wellbeing is fully supported.

10) Support for Wellbeing

- For those experiencing bullying: check in times with a trusted adult, safe spaces, coping strategies, peer allies, counselling supports.
- For those displaying bullying: restorative work, empathy-building, support plans if needed.

11) Online/Cyberbullying

- Schools are not, by default, the responsible party to investigate pupil to pupil interactions which take place online and outwith the school day. There may, however be a need to support children and young people where their learning or wellbeing has been affected, even when there is no duty to investigate the incident itself.
- ICHS treats online bullying with the same seriousness as in-person incidents, we support all young people with any impact this may have on their wellbeing or learning. We also educate all young people on the appropriate use of social media.
- We will support reporting to platforms, support to capture evidence, and educate about privacy, bystander responsibilities, and the law.

12) Recording, Data & Monitoring

- All incidents are recorded on SEEMiS (please see section 9 for more information regarding reporting); data is reviewed termly by House Teams and SLT to identify patterns and inform prevention.

What information should be recorded?

It is important that a thorough picture of the bullying incident be recorded. When recording bullying incidents, the following information must be included:

- The children and young people involved, as well as staff or other adults
- What was the nature of the bullying behavior experienced
- Where and when alleged bullying behaviour has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Is there any potential underlying prejudice(s), including details of any protected characteristics associated with the people involved
- Whether the impact of the incident experienced indicates any personal wellbeing concerns or the need for additional support for those involved
- The outcome, including if the issue was resolved, not resolved or unfounded
- Actions taken, including resolution at an individual or organisational level.

In line with the UNCRC, including Article 12: Children and Young People have the right to an opinion and for it to be listened to and taken seriously, and Article 16: Children and Young People have the right to a private life, where possible, the content of this record should therefore be agreed with the child or young person.

13) Prejudice-Based Bullying & Hate Incidents

- Always recorded with relevant category.
- Hate incidents escalated per WLC/Police Scotland protocols.

14) Confidentiality & Information

- Information is shared proportionately, following safeguarding and data protection law.

15) Training & Implementation

- All staff receive induction and refresher training on this policy, SEEMiS recording, and restorative approaches. ICHS participates in Respect Me/WLC training opportunities.

16) Communication & Pupil Voice

- Policy available on ICHS website.
- Pupil Council are proactive in the co-design of anti-bullying campaigns and reviewing policy and procedure.

17) Linked Policies/Guidance

- WLC Promoting Positive Relationships.
- Respect for All (Scottish Government), Respect Me guidance.
- ICHS local policies.

18) Review Cycle

- Reviewed annually with consultation of pupils, staff, and parents/carers.



Appendix A – Quick Guide for Staff

- Notice & Nurture – stop the behaviour, ensure safety, listen. If unkindness is displayed in classrooms then the class teacher should respond to this and record on Pastoral Notes.
- Check risk – immediate needs/online risks; involve safeguarding if needed.
- Record same day – If deemed unkindness, this will be recorded on Pastoral Notes, if deemed bullying then the Triage Desk or House Team will use the ICHS Recording Bullying Behaviour tool and pass information on to Head of House. Seemis Bullying Log to be updated asap.
- Plan & inform – restorative actions/supports; inform parents/carers as appropriate.
- Review – agree check-in, monitor, and close when resolved.

Appendix B – Quick Guide for Learners & Families

- Talk to a trusted adult in school or contact the school office to arrange communication with the House Team. This should be done promptly if concerned.
- We will listen, take it seriously, record it, and work with you on a plan.
- If unkindness/ bullying happens online and out with school hours, keep a record; don't retaliate; block/report. As school is not able to investigate online behaviours when out with school hours parents should use their judgement on whether they are reporting to the relevant app/ Police or both.