



From mountain to sea

**Aberdeenshire**  
COUNCIL



# **Anti- Bullying Guidance: Bullying Prevention and Management for Educational Establishments**

**June 2026**



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## Introduction

This guidance has been developed to ensure a consistent and effective approach to preventing and responding to bullying across Aberdeenshire’s educational establishments. It aims to:

- To raise awareness and understanding of the impact(s) of bullying behaviour.
- To reinforce that bullying is not acceptable and will not be tolerated.
- To ensure that everyone is treated equally.
- To respond to incidents of bullying in a consistent and effective way.
- To create comfortable and safe learning environments for pupils.

Aberdeenshire Council is obliged to meet the requirements of the Equalities Act 2010. Responsibilities extend to tackling unlawful discrimination and includes promoting and encouraging equal opportunities.

Aberdeenshire Council is under a legal duty to consider equalities as an employer, a policy maker, a service provider, a procurer of services and as a decision maker.

The Equality Act 2010 protects us all. Every person has one or more of the 9 defined protected characteristics:

- |                         |                                |
|-------------------------|--------------------------------|
| Age                     | Religion or belief             |
| Disability              | Sex (gender)                   |
| Gender reassignment     | Sexual orientation             |
| Pregnancy and maternity | Marriage and civil partnership |
| Race                    |                                |

Bullying can often be linked to protected characteristics as outlined above. However, prejudice-based bullying can also occur in relation to broader aspects of a child or young person’s identity or circumstances. This includes prejudice related to having an additional support need, being an asylum seeker or refugee, physical appearance, gender identity, being part of the gypsy/traveller community, socio-economic status, being looked after and/or care experienced, or being a young carer. These forms of bullying are motivated by prejudice against an individual’s actual or perceived identity, and educational establishments must recognise and respond to all such behaviours accordingly.

Aberdeenshire Council also recognises its duty to uphold the United Nations Convention on the Rights of the Child (UNCRC), which sets out the civil, political, economic, social and cultural rights of every child, regardless of their background. This guidance supports the implementation of children’s rights,



particularly the right to be protected from discrimination (Article 2), the right to protection from all forms of violence (Article 19), and the right to education in an environment that promotes dignity and respect (Article 28 and 29). By embedding UNCRC principles, we aim to ensure that all children and young people feel safe, valued and included.

It is recommended that all establishments have and publish an anti-bullying policy which includes the following 6 key areas This will ensure that schools have a pro-active and responsive approach to the prevention and management of bullying.

The six key areas are:

Stance

Definition

Prevention

Communication

Response

Reporting, Recording and Monitoring

(A policy template is available in Appendix 1 and further support on writing an anti-bullying policy can be found at [Policy – the national position | respectme](#) ).

### 1. Stance

Establishments must adopt the following stance in their anti-bullying policy:

*‘Bullying of any kind is unacceptable and must be addressed promptly and effectively. Bullying should never be seen as an inevitable part of growing up. Children and young people living in Scotland should have equal opportunities to succeed; bullying compromises this ambition.’*

[Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People Update 2024](#)

Parents/Carers, pupils and Aberdeenshire Council Education staff have a responsibility to work collaboratively to maintain a high standard of behaviour and ensure an environment free from bullying behaviour. Aberdeenshire Council believes that everyone should be treated equally and with respect.

‘Getting it Right for Every Child’ (GIRFEC) is the bedrock for Aberdeenshire Children’s Services in ensuring the needs of all pupils are met. The Scottish Government defines the GIRFEC approach:

- **is child-focused** - it ensures the child or young person – and their



family – is at the centre of decision-making and the support available to them.

- **is based on an understanding of the wellbeing of a child in their current situation** - it takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing, so that the right support can be offered
- **is based on tackling needs early** - it aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing
- **requires joined-up working** - it is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing

In order to prevent and/or deal with instances of bullying all Aberdeenshire schools adhere to the principles of GIRFEC.

## 2. Definition

All establishments must include the following definition of bullying in their antibullying policy which is endorsed by Aberdeenshire Council:

*‘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.’*  
*Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People Update 2024*

A further exemplification of bullying from the same document states:

*‘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.’*  
*Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People Update 2024*

## 3. Prevention

Aberdeenshire Council Education establishments must implement the following steps in working to **prevent** bullying behaviour:

### 3.1 Work to raise awareness amongst pupils, staff and Parents/Carers.

- Promote the principles of GIRFEC and the responsibility of all to support children and young people in establishing and maintaining positive relationships.



- Recognise children and young people will fall out and disagree with each other as they form relationships. It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships.
- Implement programmes of education about bullying from an early stage. Revisit this topic at all stages of education.
- Ensure that establishments have visual displays relating to bullying and key aspects of anti-bullying policies. These may feature national campaigns and sources of support.
- Anti-bullying work should be high profile and should include assemblies, class sessions and homework. It may be appropriate to highlight work done during National Anti-Bullying week which takes place in November.
- Regular opportunities should be available for Parents/Carers to obtain information on school systems and strategies relating to bullying and how to respond in a supportive and appropriate manner.
- Educate pupils on the dangers of online and mobile technology communication.
- Inform Parents/Carers of the dangers of online and mobile technology communication and offer advice on how measures can be implemented at home to ensure the safety and wellbeing of their child.

### **3.2 Work to educate pupils, staff and inform Parents/Carers about what to do when bullying behaviour is displayed, and how to support those involved.**

- Promote the principles of GIRFEC in ensuring the responsibility of all to support children and young people
- Use relevant, up to date resources which promote engagement by the target audience.
- Encourage pupils to teach and share key messages about bullying with other pupils and with Parents/Carers including the short and long-term impact of bullying.
- Ensure that pupils, Parents/Carers and staff are aware of support available beyond school (e.g. Kooth, Childline, Samaritans, Police Scotland, Parentline).
- Within the curriculum include work designed to inform children and young people on diversity and inclusion and the importance of respect and kindness.



- Within the curriculum include work designed to boost the resilience of children and young people. This may include: restorative practice, resilience and mindfulness.

### **3.3 Establishments should access training and provide key information for staff.**

- It is of key importance that relevant education staff working in partnership with other agencies are appropriately trained to build confidence and capacity to recognise and respond to bullying.
- Staff also need to be vigilant regarding what may be behind the bullying behaviour as all behaviours are a form of communication.
- Provide relevant anti-bullying updates annually to all staff.
- Provide all members of staff with access to a copy of the relevant school policy(ies).
- Outline the key roles and responsibilities that each member of the school community in accordance with GIRFEC has; regarding preventing and responding to bullying behaviour within the policy.
- Ensure key staff are trained in the use of restorative approaches.
- Ensure key staff are trained in the use of universal nurture approaches.
- Ensure key staff are trained in Solution Oriented practice.

## **4. Communication**

### **4.1 Establishments should ensure that prevention strategies to bullying incidents are central to their approach.**

- In accordance with GIRFEC principles the shared responsibility of supporting children and young people should be clearly understood.
- Anti-bullying policies should be shared with and be accessible to pupils and Parents/Carers.
- Anti-bullying policies should be highlighted regularly. This may be done through the school newsletter, and/or the school website.
- Key aspects of anti-bullying policies should be included in homework diaries/planners where these are in use.
- Targeted lessons should be used to increase knowledge and understanding of anti-bullying policies and processes.



- The profile of anti-bullying should be raised through focussed-work (e.g. National Anti-Bullying Week).

#### **4.2 Pupils and Parents/Carers should be included in communication relating to prevention of bullying and incidents of bullying.**

- Pupils and Parents/Carers should be supported through involving them in information sessions relating to bullying and anti-bullying.
- Pupils and Parents/Carers should be involved in reviewing anti-bullying policies and procedures.
- All reported incidents of bullying behaviour in school should be investigated by school staff and communicated to Parents/Carers as appropriate. Any support identified for pupils involved should be shared with Parents/Carers.
- Establishments should work with Parents and Carers to address the holistic needs of the child consistent with the GIRFEC principles in response to an incident of bullying.
- Establishments should arrange for regular contact between key staff and pupils involved in the immediate days and weeks following an incident.
- Establishments must ensure that progress is maintained, and that effective communication is used to build relationships and identify further ongoing difficulties.

### **5. Response**

Establishments should promote consistency of **response** to instances of bullying behaviour using the 6 step approach:

1. **All** reported incidents of bullying **MUST** be recorded using the Bullying and Equalities (B&E) Module within SEEMIS Click and Go
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to Parents / Carers
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

The principles of GIRFEC should underpin the implementation of the 6 step approach



## 5.1 Restorative Approaches

- Restorative approaches aim to restore and maintain good relationships where there has been conflict and harm.
- Supports people to face up to any harm and distress they have caused.
- Helps individuals think about how they can repair that harm.
- Gives people who have been harmed the chance to share their experience, which is sometimes what we need to emotionally move on from a situation where we've felt wronged.
- Staff trained in Restorative Approaches. For further information or support contact Aberdeenshire Inclusion, Equity and Wellbeing Team.
- Universal Nurture and Solution Oriented approaches complement and strengthen Restorative approaches. Further information or support can be sought from the Educational Psychology Service.

## 5.2 Conflict vs Bullying

- Not all interpersonal difficulties between pupils constitute bullying. Conflict refers to a disagreement or clash between individuals where all parties retain a sense of safety, control and ability to cope, even if the situation is frustrating or upsetting. Conflict is a normal part of growing up and developing relationships. Pupils will fall out, disagree and experience moments of misunderstanding or frustration as they learn to manage their relationships and build social competence. These situations typically occur within healthy, equal relationships. Examples include fallouts between friends or disputes over group activities. Although these situations may be upsetting, they can usually be resolved through communication, supportive adult guidance and opportunities to practise social and emotional skills.

While conflict can be part of normal social development, bullying is distinct in its impact. Bullying, whether face to face or online, can significantly affect a pupil's sense of physical and emotional safety. It can undermine their confidence, make them feel powerless, and reduce their ability to respond effectively to the situation. Staff should be alert to these impacts and respond with sensitivity and care, ensuring that children and young people feel heard, supported and safe. Bullying is also more likely to occur where there is a perceived or actual imbalance of power, although this is may not always be the case. Factors such as social status, physicality, popularity, group dynamics or structural inequalities can all contribute to power imbalances. These dynamics can make it harder for a child or young person to cope with the behaviour or to influence change in the situation.



Professional judgement is essential in differentiating between conflict and bullying. Staff should consider the dynamics involved, the experiences of the pupils, and whether the behaviour has affected safety (real or perceived), control or ability to cope. Supporting pupils to recognise the difference between conflict and bullying helps them respond appropriately, develop resilience and seek help when needed.

In line with Respect for All (2024), bullying behaviour does not need to be intentional for it to have a significant impact. Staff should therefore focus on the effect on the child or young person rather than solely assumptions about intent.

#### Scenario A – Conflict

Samantha & Jessica are friends. Jessica has started a friendship with someone else, and this has upset Samantha. Samantha has been sending angry messages to Jessica. In school, Samantha confronted Jessica with raised voices. Samantha and Jessica have both reported angry and threatening words and body language towards each other. Both girls have begun speaking to other peers. Their relationship has broken down.

#### Scenario B – Bullying

Eilidh and David have been in the same class for a number of years and have, at times, been friends. David has formed a new social group since starting at the Academy. David has been asking Eilidh to come out at night with his new friends and Eilidh has said no. Since this, Eilidh has been getting messages from an anonymous poster, with teasing nicknames and photos posted on snapchat with memes. In school, the pair have had arguments and name calling to each other. Their relationship has broken down. Eilidh is feeling isolated and emotionally impacted by the online activity.

#### Scenario C – Conflict into Bullying

Michael was a member of the school football team then moved to a different team at the start of the new season. He played his old team at the weekend and had an altercation with a school mate, including pushing and shoving on the pitch. In school, the boys have been continuing this altercation with fighting at lunch. At this stage the school dealt with this as conflict.

By the end of the week strangers were coming up to Michael in the corridor issuing threats, and a horrible nickname being used against him by others. The school shifts their classification from conflict to bullying.



### 5.3 Online Bullying

- Online bullying should be treated with the same seriousness as any other type of bullying. It is often rooted in relationship dynamics and can have significant emotional and social impacts. Staff should support pupils to use platform safety settings and signpost sources of help. Schools must ensure that their policies clearly state that the same standards of behaviour apply online and offline.
- Where online behaviour raises safeguarding concerns, such as the sharing of inappropriate images or hate speech, staff must follow child protection procedures and involve the designated safeguarding lead and Police Scotland as appropriate. Staff must not search pupils' devices; instead, concerns should be escalated to senior management in line with [Scottish Government guidance on mobile phones in schools](#).
- Schools should integrate Safer Schools Scotland app into their approach to online safety, ensuring children, young people and parents benefit from its resources and protections.

### 5.4 Taking Action

- Taking action to resolve a bullying situation must be given **high priority**. In some circumstances, immediate action may be required.
- While bullying is not a criminal offence in itself, some behaviours reported as bullying may constitute criminal acts, such as physical assault, sexual harassment, online abuse, or hate crime. In these cases, staff must follow national child protection procedures and seek immediate advice from Police Scotland. It is not the role of school staff to determine whether a crime has occurred, but they must ensure that all relevant information is gathered and that pupils involved are safeguarded. Criminal behaviour must be addressed in line with legal obligations and in partnership with appropriate agencies.
- Staff should be aware that under the Age of Criminal Responsibility (Scotland) Act 2019, children under 12 cannot be prosecuted for criminal offences. However, safeguarding procedures may still apply, and Police Scotland may be involved where serious harm is suspected.
- In accordance with GIRFEC principles the shared responsibility of supporting children and young people should be clearly understood.
- The language 'victim' and 'bully' should be avoided as this labels those involved in bullying incidents and this can be disempowering and unhelpful. Labelling an action as 'child displaying bullying behaviour' and 'child experiencing bullying behaviour' are more effective ways of motivating a child to change their bullying behaviour or recover from a bullying experience
- Pupils and Parents/Carers should be aware of and included in communication strategies used by establishments.



- A visual 'step by step' guide could be used to highlight the process of addressing and resolving a bullying incident to Parents/Carers, pupils and teachers.
- Each situation may require a different response. A risk assessment can be done through speaking to pupils involved, and their Parents/Carers as is appropriate.
- Consideration should be given to whether a school devised plan of support is required for any individual involved in the incident.
- Communication with the person who has displayed the bullying behaviour should be frank and honest and be in accordance with the guidance on: Nurture, Restorative Approaches and Solution- Oriented Practice.
- Ongoing support to Parents/Carers and pupils involved in bullying behaviour will come from effective, honest and regular communication, and a shared understanding of the steps that are being and have been taken to address identified issues in line with this policy.
- Staff adhere to the Seemis Guidance: [Bullying and Equalities: Recording and Monitoring Bullying Incidents in Schools \(RAMBIS\)](#) in order to record the details of **all** incidents of bullying that have been reported in a school.
- Education staff in partnership with Parents/Carers must monitor how relationships develop over the weeks and months that follow an incident of bullying behaviour.
- Repeat displays of bullying behaviour must be followed up with an immediate response building on what has already been done (which will be recorded in the Bullying and Equalities (B&E) Module within SEEMIS Click and Go). Appropriate responses will be decided on a case by case basis, taking account of factors relevant to each person involved, and the mental/emotional and physical wellbeing of pupils involved.
- Timescales and methods for ongoing communication should be negotiated on a case by case basis to ensure that the needs of pupils are met. Communication should be used to build relationships and in the early identification of further or ongoing difficulties.

## **6 Reporting, Recording and Monitoring**

### **6.1 Roles and responsibilities**

- All staff must be aware of their role in implementing 'Aberdeenshire's Anti-Bullying Policy: Bullying Prevention and Management for Educational Establishments' to ensure effective implementation.



- Anti-bullying should be incorporated within the strategic remit of one member of each establishment's leadership team. However, in accordance with GIRFEC the wellbeing of pupils is the responsibility of all.
- Staff holding any strategic responsibility for anti-bullying must have a professional knowledge in this area.
- Pupils need to be provided with safe, simple and clearly publicised pathways, with options for anonymity. Options for sharing this information will be identified by schools but some suggestions are QR codes, confidential electronic mailbox, physical post-box or MS/Google form.
- Establishments will be asked to accurately record all reported incidents of bullying centrally using The Bullying and Equalities (B&E) Module within SEEMIS Click and Go. The recording of incidents must include specific detail e.g., in the instance of transphobic bullying, specifically detail the transphobic elements.
- When recording an incident in the Bullying and Equalities (B&E) Module, establishments must select a conclusion. This conclusion may be amended as the situation develops and updated when new information emerges or further action is taken:
  - **Being Addressed**  
The incident is currently being managed. Actions, support, and monitoring are in progress, and a final conclusion will be recorded once complete.
  - **Resolved**  
The actions taken have successfully addressed the incident.
  - **Not Resolved**  
The incident has been addressed, but the behaviour is continuing or the pupils involved do not yet feel safe. Further action is required.
  - **Unfounded**  
Investigation shows no evidence of bullying behaviour.
- Recording an allegation does not label any child; it captures the concern so that it can be properly assessed and monitored
- The fields "*person experiencing bullying*" and "*person displaying bullying behaviour*" within the Bullying and Equalities (B&E) Module must **only** be used to record children and young people.  
Schools **must not** enter staff names in these fields. Where a concern relates to the behaviour of a member of staff, please refer to [HR Anti-Bullying and Harassment Guidance](#)
- Schools should work collaboratively with stakeholders, including children and young people, parents/carers, staff, and the wider school community, to write a relationships and behaviour policy that sets clear expectations of acceptable and unacceptable behaviour, and the



associated responses, including consequences, which staff can utilise. Staff should respond to bullying in line with this policy.

- Pupils, Parents/Carers and all Education staff to be aware of the mobile phone/device policy of the school and adhere the Aberdeenshire ICT Responsible User Agreement that all pupils and staff are required to complete.
- Staff should be aware that bullying may be shaped by intersectionality - where multiple aspects of a child or young person's identity (e.g. race, gender, disability) overlap and influence their experiences. For example, a pupil may face bullying that is both racist and sexist. When recording incidents of bullying, each relevant aspect of identity should be noted to ensure a comprehensive understanding and response.

## 6.2 Pupil Voice

- Establishments should gather pupil feedback relating to how schools prevent and respond to bullying behaviour. Schools are encouraged to support pupil-led anti-bullying groups or committees. These can help raise awareness, promote respectful relationships, and provide peer support.
- Surveys, Onsite Comment boxes or other means could be used and should consist of a mixture of ages.
- School Pupil Councils/Pupil Forum should raise the issue of bullying on their agendas at least once per academic session. Discussion should not centre on identifying pupils perceived to be displaying bullying behaviour.
- Information gathered through pupil council bodies should be shared with Leadership Teams through existing school channels.

## 6.3 Data

- Data should form part of the monitoring of bullying behaviour.
- **All** reported incidents of bullying should be recorded in line with the Seemis Guidance: [Bullying and Equalities: Recording and Monitoring Bullying Incidents in Schools \(RAMBIS\)](#).
- The Bullying and Equalities Module on SEEMIS allows for this data to be gathered and analysed at both school and Local Authority level when the templates are populated.
- Recorded incidents of bullying on SEEMIS should be monitored by the Senior Leadership Team of a school on a regular basis i.e. more than once a term.
- Recording and monitoring data is essential in order to provide valuable information on the scope or scale of the issue in order to guide improvements in



policy and practice and inform anti-bullying interventions. Recording, monitoring and analysis of bullying is best carried out locally where it can support self-improvement.

- The data can help identify numeric trends, specific issues around equality and diversity and other relevant data/patterns which may help schools and local authorities to address bullying incidents efficiently.
  - Data monitoring locally will support the improvement of targeted support and interventions that can be applied in a focussed, responsive way, recognises the unique nuances of geography and demographics.
  - Education authorities should assess whether individual schools may benefit from bespoke support to address specific behavioural issues. In addition, they should track trends across the entire education authority to identify broader patterns and inform strategic planning.

#### **6.4 Evaluation of Anti-Bullying Policies**

- Evaluation should focus on the impact of policies at establishment and local authority level. Impact can be measured in part using statistical data, but must also take account of pupil experience, and the opinions of Parents/Carers and Education staff.
- Anti-bullying policies should be reviewed every three years.



## Resources to Support Education Staff – Documents and Policy Drivers

Documents and Policy Drivers	
<a href="#"><u>Addressing racism and racist incidents in schools</u></a>	The document Addressing Racism and Racist Incidents in Schools is interim guidance from the Scottish Government designed to help schools develop consistent and robust approaches to preventing and responding to racism and racist incidents. It supports a whole-school approach rooted in children's rights and wellbeing, aiming to create inclusive, respectful environments free from discrimination and prejudice
<a href="#"><u>Equality Act 2010</u></a>	The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.
<a href="#"><u>Equality and Human Rights Commission guidance on Public Sector Equality Duty for Scottish public bodies</u></a>	The purpose of the PSED is to make sure that public authorities and organisations carrying out public functions think about how they can improve society and promote equality in every aspect of their day-to-day business.
<a href="#"><u>Equality and human Rights Commission Technical Guidance for Schools in Scotland</u></a>	This technical guidance outlines the requirements of the Equality Act 2010 for schools in relation to the provision of education and access to benefits, facilities or services, both educational and non-educational. It provides an authoritative, comprehensive and technical guide to the detail of the law.
<a href="#"><u>Fostering a positive, inclusive and safe school environment</u></a>	The Fostering a Positive, Inclusive and Safe School Environment guidance provides a framework for Scottish schools to promote respectful relationships and positive behaviour. It outlines how to use consequences constructively, supports whole-school approaches, and encourages consistency, inclusion, and wellbeing through a child-centred lens aligned with children's rights
<a href="#"><u>Guidance on mobile phones in Scotland's schools</u></a>	This guidance provides schools and local authorities with advice on the development and updating of local policies relating to the use of mobile phones in schools.



Documents and Policy Drivers	
<a href="#">Model Policy Sample (Respectme)</a>	The contents of this template can be used alongside the Aberdeenshire Council template (Appendix 1) to support the development of school anti-bullying policy.
<a href="#">Online Safety</a>	Online Safety Policy Templates
<a href="#">Policy through to practice – Getting it right</a>	This document provides anti-bullying policy guidance for schools and children and young people’s services. It is a practical guide, which takes organisations through the steps needed to develop/review their anti-bullying policies to ensure they are in step with the principles of Respect for All.
<a href="#">Preventing and responding to gender based violence: a whole school framework</a>	A national framework to support those working with and in schools to develop universal and targeted approaches to gender based violence.
<a href="#">Race Equality Framework for Scotland 2016-2030</a>	The Race Equality Framework for Scotland sets out the Scottish Government’s approach to promoting race equality and tackling racism and inequality between 2016 and 2030.
<a href="#">Relationships and behaviour national action plan 2024 to 2027</a>	This Joint Action Plan draws together a wide range of actions which will be taken in response to the current evidence on relationships and behaviours in Scotland’s schools.
<a href="#">Respect for All - The National Approach to Anti-Bullying for Scotland's Children and Young People Update 2024</a>	The Scottish national anti- bullying Policy
<a href="#">Supporting transgender young people in schools: guidance for Scottish schools.</a>	Practical advice, information and signposts to resources to support transgender and non-binary young people.
<a href="#">Supporting Young Eastern Europeans - research, policy and practice materials</a>	The research aims to contribute to ongoing debates on migration and the future of UK in Europe post-Brexit, providing information for families, policy makers and practitioners.
<a href="#">United Nations Convention on the Rights of the Child (Incorporation)(Scotland) 2024 (the</a>	This includes the right of every child to live free from violence, abuse, and neglect which includes protection from



Documents and Policy Drivers	
<a href="#">UNCRC Act</a> )	violence committed by other children.

### Resources to Support Education Staff – Professional Learning

Professional Learning	
<a href="#">Bullying Equalities</a> (Seemis)	Training for support staff responsible for inputting bullying data
<a href="#">Bullying- It's Never Acceptable</a>	An online professional learning resource by 'Respect me', Scotland's anti-bullying service. Four modules supporting practitioners to recognise, respond and prevent bullying behaviour.
<a href="#">Inclusion, Wellbeing and Equalities Professional Learning Framework – Informed Level</a>	Education Scotland training. The informed level is relevant to anyone working with children and young people and enhances universal support for all. It can also be used by those who work with adult learners, parents, carers, families and in community learning contexts.
<a href="#">Preventing and responding to bullying</a>	The findings of a thematic inspection looking at approaches for preventing and tackling bullying.
<a href="#">Respect me anti-bullying resource</a>	An online professional learning resource by respectme, Scotland's anti-bullying service.
<a href="#">Restorative Approaches</a>	Restorative Approaches are used in schools as a planned response to relationship and/or behaviour difficulties and has been shown to be a more effective response than traditional punishments. Based on the idea that all members of a community have needs/values which must be met before they can achieve their best, the approach ensures that these needs are addressed and become the responsibility of the entire school community.
<a href="#">Solution Focused Approaches (ALDO)</a>	Participants will understand why solution focused approaches are used, have an overview of the key solution focused principles and ideas about how these can be incorporated



Professional Learning	
	into practice.
<a href="#">Timeline: An anti-sectarian professional learning resource</a>	Timeline (Religion, migration and society in the making of modern Scotland) is an anti-sectarian professional learning resource.
<a href="#">Universal Nurture (ALDO)</a>	Developing an understanding of the core theories underpinning a nurturing approach before moving on to explore how nurturing approaches can be delivered at a whole-school level.

### Resources to Support Education Staff – Learning and Teaching

Learning and Teaching Resources	
<a href="#">#respectmeans</a>	A learning resource that examines how developing respectful relationships can prevent bullying
<a href="#">Action on Prejudice Resources</a>	Activity packs, research, action plans, policy documents and more resources shared by partners from across Scotland. They all relate to taking action against discrimination, hate crime and prejudice.
<a href="#">Addressing inclusion - Effectively challenging racism in schools</a>	This resource provides information and guidance to school staff on addressing racist bullying in Scottish schools.
<a href="#">Building Racial Literacy</a>	Empowers educators to embed anti-racism as a core professional value, equipping them with the knowledge, confidence and practical tools to identify, challenge and lead anti-racist practice within their schools and communities.
<a href="#">Bullying - A guide for parents and carers</a>	This booklet introduces adults to practical strategies to respond to and understand bullying behaviour.
<a href="#">Childline and religious bullying</a>	Childline has developed a resource for young people who have been bullied because of their religion.
<a href="#">Childline: Racism and racial bullying</a>	This is a film resource in which children talk openly and honestly about racism, what they think causes it, and how it



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	can be prevented. There is a link to a website with advice and activities.
<a href="#"><u>Experiencing bullying behaviour</u></a>	If your child has experienced bullying behaviour, this may include: being called names, teased, put down or threatened; being hit or hurt in some way; having belongings taken or damaged; being left out; online abuse and more.
<a href="#"><u>Exploring discrimination – third and fourth level</u></a>	Young people will consider how some groups of people may be discriminated against and consider how to identify discriminatory behaviours.
<a href="#"><u>Hate Crime and prejudice-based behaviours</u></a>	An Education Scotland presentation tool that supports professional learning by helping staff, groups, or individuals develop a clear understanding of what constitutes Hate Crime and prejudice-based behaviours, using relatable examples and scenarios to promote confident, informed responses. This resource aligns with the skilled level of the Inclusion, Wellbeing & Equity Framework, supporting staff to recognise and respond appropriately to discriminatory behaviours.
<a href="#"><u>Inclusion, Wellbeing and Equalities Professional Learning Framework</u></a>	Education Scotland offers a comprehensive suite of professional learning modules focused on improving relationships and behaviour in educational settings, including restorative approaches, trauma-informed practice, conflict resolution, and peer mediation, all designed to support a relational and inclusive school culture.
<a href="#"><u>Keeping Trauma in Mind</u></a>	Created by Education Scotland. It aims to help create a trauma informed and responsive education workforce that is capable of recognising where people affected by trauma and adversity and to be able to respond in ways that prevent further harm and support recovery
<a href="#"><u>LGBT Inclusive education resources and professional learning</u></a>	This national platform provides teachers and education staff in Scotland with



Learning and Teaching Resources	
	quality-assured resources, professional learning modules, and guidance to support the implementation of LGBT Inclusive Education across the curriculum.
<a href="#">Mentors in Violence Prevention (MVP) - An overview</a>	This practice exemplar describes the Mentors in Violence Prevention (MVP) programme and provides links to videos, case studies and annual reports.
<a href="#">Online safety workshop for parents</a>	Respect me, Scotland's anti-bullying service, is delivering workshops and training for parents.
<a href="#">Promoting Anti-Racist Education in Scotland</a>	Supports educators in embedding anti-racist practice across schools by offering guidance, tools, and case studies.
<a href="#">Promoting race equality and anti-racist education</a>	An overview of race equality and anti-racist education that covers what it is, why it is important and links to additional resources.
<a href="#">REACH</a>	Information and advice to children and young people who have, or might have, an additional supports need on their rights.
<a href="#">Resources to support schools when responding to racism and racist incidents</a>	Practical guidance for educators on identifying, responding to, and recording racist incidents in schools, emphasising the importance of distinguishing racism from bullying and promoting anti-racist education in line with national policy.
<a href="#">Respect me responding to bullying resource</a>	Practical activities which can help children and young people explore their options if they – someone they know – is being bullied.
<a href="#">Safeguarding: identify, understand and respond appropriately to sexual behaviours in young people</a>	This page is designed to help staff in schools and centres including education and training settings to identify, understand and respond appropriately to sexual behaviours in young people.
<a href="#">Safer Schools Scotland App</a> (All Aberdeenshire Schools should be	A digital tool that helps educational staff, pupils, and parents stay informed



<b>Learning and Teaching Resources</b>	
signed up to the app)	and protected. It provides access to safeguarding resources, school updates, secure communication features, and guidance on online safety—all tailored to different user roles within the school community
<a href="#">Social media boundaries - secondary</a>	These activities are designed to help you learn more about social media and staying safe online.
<a href="#">Social wellbeing and being kind online - primary</a>	These activities will help your child learn about good online behaviour and begin to consider the potential consequences of hurtful or harmful behaviour online.
<a href="#">Staying safe online – second level</a>	Children think about the various devices they use at home that access the internet, and what they use these devices for.
<a href="#">Tackling sectarianism - An overview of resources</a>	This page provides a rationale and guidance for staff wishing to use ‘Tackling Sectarianism’ recommended resources. Links to all primary and secondary school resources are listed.
<a href="#">The national approach to anti-bullying</a>	A holistic framework for adults working with children and young people to address all aspects of bullying.
<a href="#">Think B4 You Type</a>	A free toolkit to help staff support secondary school-aged children and young people to design and lead their own campaign around online bullying.
<a href="#">Trusting online sources - second level</a>	This activity introduces children to the reliability of information available online and asks them to question the source before believing or acting on information.
<a href="#">Young Scot</a> <a href="#">Young Scot – Support for online bullying</a>	A range of information to build young people’s understanding of what they can do if they are being bullied.



### APPENDIX 1: Template for Writing an Anti-Bullying Policy

Further support and suggestions when creating an anti-bullying policy can be found at [Respectme - Policy](#).

<b>Header</b>	Name of school Aberdeenshire Council
<b>Dates</b>	Date Policy to be initiated and reviewed
<b>Title</b>	Anti-Bullying Policy: Bullying Prevention and Management for (name of school)
<b>Stance</b>	<p>Bullying of any kind is unacceptable and must be addressed promptly and effectively. Bullying should never be seen as an inevitable part of growing up. Children and young people living in Scotland should have equal opportunities to succeed: bullying compromises this ambition.</p> <p><a href="#">Respect for All: The National Approach to Anti- Bullying for Scotland’s Children and Young People Update 2024</a></p> <p>In order to prevent and / or deal with instances of bullying all Aberdeenshire schools adhere to the principles of GIRFEC</p>
<b>Definition</b>	<p><i>‘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.’</i></p> <p><i>‘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.’</i></p> <p><i>(Respect for All: The National Approach to Anti- Bullying for Scotland’s Children and Young People Update 2024)</i></p> <p>A clear statement that bullying is a violation of children’s rights and is incompatible with the UN Convention on the Rights of the Child (UNCRC), now enacted in Scots law.</p> <p>The policy should carry a statement of how the application of the policy upholds the statutory equality duties, where it applies, and/or how it will respond to bullying related to the protected characteristics listed in the Equality Act (2010), as well as other forms of prejudice and discrimination related to other characteristics.</p>
<b>Prevention</b>	<p>Strategies and action statements to describe how all forms of bullying will be prevented and responded to</p> <p>GIRFEC</p> <p>Curriculum</p> <p>Training</p> <p>Sharing of information to Parents / Carers e.g. Online, mobile technology</p> <p>Expectations and responsibilities of staff/volunteers, children and young people and parents to support and uphold the policy aims.</p>



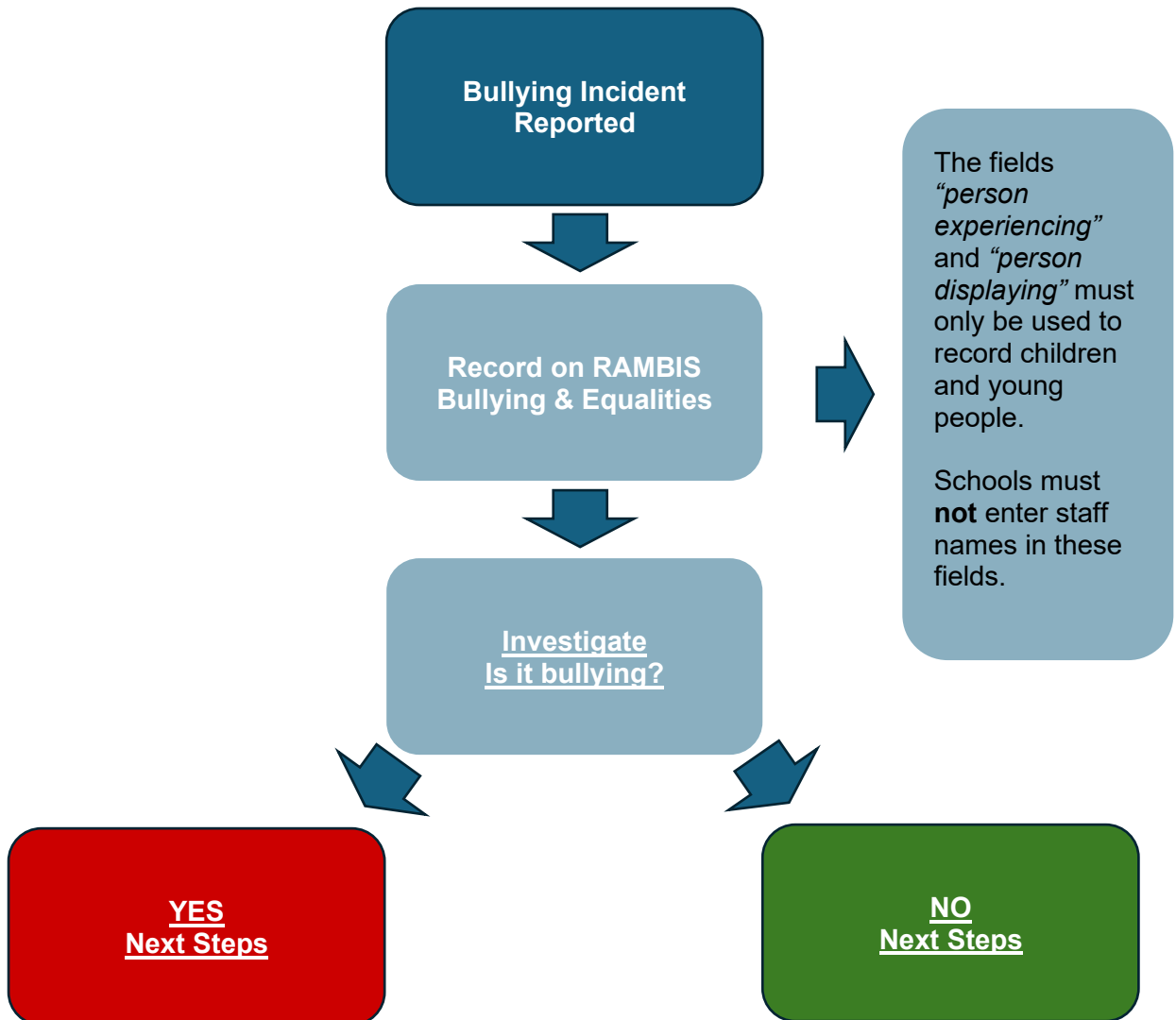
<b>Communication</b>	<p>GIRFEC</p> <p>Raising awareness of bullying through the curriculum and sharing the policy</p> <p>Consultation process involving stakeholders to ensure the policy meets the needs</p> <p>The avoidance of using labelling language, i.e. ‘bullies’, ‘victims’, ‘perpetrators.’</p> <p>Evidence that children and young people have been able to access their right to express their views in matters that affect them, and for these views to be given due weight in both policy development and implementation phases.</p> <p>Evidence that parents have, in line with their rights, been included and consulted in the policy development process.</p>
<b>Response</b>	<p>GIRFEC</p> <p>Taking action</p> <p>Restorative Practice, Nurture, Solution Oriented Practice</p> <p>Communication with Parents/Carers</p> <p>Monitoring pupils involved following bullying incident</p> <p>Signposting school mobile phone policy and use of Safer Schools Scotland App.</p> <p>A clear commitment to promoting and role modelling respectful behaviour by adults in the school or setting.</p> <p>Clearly state that the same standards of behaviour apply online and offline.</p>
<b>Reporting, Recording and Monitoring</b>	<p>Refer to use of the Aberdeenshire Bullying and Equalities Recording and Monitoring Bullying Incidents in Schools (RAMBIS)</p> <p><b>ALL</b> reported incidents of bullying are to be recorded on Aberdeenshire Bullying and Equalities Recording and Monitoring Bullying Incidents in Schools (RAMBIS)</p> <p>Methods available for pupils to report instances of bullying</p> <p>Highlighting Aberdeenshire ICT Responsible User Agreement</p> <p>Pupil Council to discuss bullying</p> <p>Recorded incidents on RAMBIS to be monitored by SLT regularly i.e more than once a term</p> <p>Review policy every three years</p>



## APPENDIX 2: Bullying Incident Flowchart

This flowchart provides a quick summary of the process. Staff should refer to the full guidance above for complete information.

This flowchart includes links. Hover over the box and click to access the link





From mountain to sea

## Updates



Date	Version	Update	Section
March 2022	1		
April 2024	2	Update to emphasise that all reported instances of bullying are to be recorded on RAMBIS. Update on the monitoring of RAMBIS Additional resources related to Bullying were also added to support Education staff.	
February 2026	3	UNCRC principles added.	Introduction
February 2026	3	Update of stance to align with Respect for All 2024	1 - Stance
February 2026	3	Definition aligned with Respect for All 2024	2 - Definition
February 2026	3	Addition of guidance on conflict and criminal behaviour	5.2 – Taking Action
February 2026	3	Addition of dedicated paragraph to online bullying.	5.3 – Online Bullying
February 2026	3	Addition of guidance on intersectionality and overlapping identity factors.  Further clarification and examples of pupil reporting.  Addition of definitions of conclusions selected in Bullying and Equalities (SEEMiS)  Clarification on procedure relating to staff bullying and harassment.	6.1 - Roles and responsibilities
February 2026	3	Update of Appendix 1 to reflect new stance, definition, and policy structure	Appendix 1
February 2026	3	Additional training and resources  <b>Error! Reference source not found.</b>	Resources to Support Education Staff <b>Error! Reference source not found.</b>
June 2026	4	Further clarification - Conflict and Bullying.	5.2 Conflict vs Bullying
June 2026	4	Addition - APPENDIX 2: Bullying Incident Flowchart	APPENDIX 2: Bullying Incident Flowchart