

Lockerbie Academy



Lockerbie Academy
Respectful
Relationships
Anti-Bullying Policy
August 2025

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Introduction

Lockerbie Academy's Anti-Bullying Policy been developed in conjunction with Dumfries & Galloway's 'Respect for all Anti-Bullying Guidelines (2023)', The GIRFEC Framework, Nurture Principles, UNCRC, The Promise and the Scottish Government guidelines 'Respect for All: The National Approach to Anti Bullying for Scotland's Children and Young People (2024) and Dumfries and Galloway's Children's Service Plan 2023-2026'. It also aligns with Lockerbie Academy's Positive Relationships Policy (reviewed 2024).

This policy provides information on:

- The definition of bullying and recognising bullying behaviours.
- Expectations of pupils, staff and parents/carers in relation to bullying behaviours.
- Information around the recording and monitoring of incidents.
- Signposting support for young people and parents/carers. Q1

This policy has been produced in consultation with pupils, staff and parents/carers (consultation during 2024-2025). Survey results can be found in [Appendix 1](#).

Rationale

"Dumfries and Galloway Council is committed to our children and young people living free from bullying and harassment and are encouraged to reach their full potential. The joint vision for our children and young people is that all people will be treated with kindness, love and respect, and given the right support at the right time to enable them to reach their full potential."

Dumfries and Galloway Council Respect for All Anti-Bullying Guidance (2023)

Dumfries & Galloway is committed to supporting and promoting children's rights. These are UK and Scottish laws which provide a framework for policy development which informs practice and should therefore provide a culture and ethos of inclusion and respect for all in our schools.

Pupils, staff, and parents/carers have a duty in relation to bullying and expectations in this regard are indicated in:

GIRFEC – Getting it Right for Every Child

Lockerbie Academy adheres to the principles of: GIRFEC (<http://dumgal.gov.uk/index.aspx?articleid=12709>) and promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention and Rights of the child.

The United Nations Convention on the Rights of the Child

As stated in the Dumfries & Galloway Respect for All Anti-Bullying Guidance (2023) 'Children's Rights are unconditional, i.e., responsibilities do not have to be fulfilled for children to access their rights. However, in fulfilling these rights there is a responsibility not to compromise the rights of others. As part of Children's Services, we are committed to supporting and promoting children's rights. There is a legislative context which provides a framework for policy development which informs practice, and should therefore, support a culture and ethos of inclusion and respect for all in schools.'

As a Rights Respecting School, it is important that we are mindful of the rights that all of our young people have; the following rights were identified in line with this policy:

- **Article 2** – The right to be protected from discrimination regardless of race, religion, disabilities, sexual orientation or abilities.
- **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.

Curriculum for Excellence, in particular the Health & Wellbeing Framework

Curriculum for Excellence

(<http://www.gov.scot/Topics/Education/Schools/curriculum>) is the framework to meet the needs of all learners aged 3-18years to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors.

GTCS – COPAC (Code of Professionalism and Practice)

'You must treat sensitive, personal information about pupils with respect and confidentiality and not disclose it unless required to do so by your employer or by law'

The Equality Act 2010 places a duty on schools to eliminate unlawful discrimination, harassment, victimisation and any other conduct in relation to the nine protected characteristics:

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

Any bullying related to the protected characteristics is unacceptable and is a breach of children's rights.

HGIOS 3.1 Ensuring Wellbeing, Equality and Inclusion

'A clear focus on wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements'.

Aims

At Lockerbie Academy, our school values are Compassion, Achieve, Respect and Equity.

We recognise that **bullying of any kind is never acceptable** and that all young people have the right to learn in a safe learning environment where they feel safe, respected and valued. As a nurturing school, we take steps to ensure environments offer a safe space and understand the importance of developing positive and respectful relationships between young people and adults.

Our aim is to create opportunities for all children and young people to thrive academically and achieve their potential without harm or fear of being their unique selves. We are committed to working with all members of our school community towards eliminating and challenging any types of bullying, prejudice or discrimination.

Lockerbie Academy has proactive and inclusive approach to anti-bullying, striving to create inclusive environments where bullying can not thrive.

We will:

- Ensure that all members of the school community are aware of the school's anti-bullying policy and that identified staff have sufficient training to deal confidently and effectively with bullying.
- Ensure that QR codes are visible around the school and on registration Teams for pupils to self report bullying concerns via the pupil CARE (Compassion, Achieve, Respect & Equity) Microsoft form, promoting our #See it..Stop it' approach (Appendix 2 & Appendix 3)
- Ensure that staff complete a CARE Microsoft form when they observe or have concerns relating to bullying or when bullying is reported to them by a pupil as part of our #See it..Stop it' approach (Appendix 2).
- Provide opportunities to develop pupils understanding of what constitutes bullying behaviour and the impact on a young person's wellbeing.
- Ensure that there are safe, supervised spaces (such as the Hive, school library, Wellbeing hub, room 10 and classrooms) where pupils can go at social times.
- Provide opportunities to develop young people's social and emotional skills, including their resilience.
- Promote inclusion, respect, equality and diversity through learning and teaching, the PSE programme, assemblies and wider achievement opportunities.
- Promote positive relationships and better behaviour through the implementation of the school's Relationships policy.
- Work with partner agencies where specialist advice and support are required.
- Work with parents/carers, pupils and the local community to address issues out with school that give rise to bullying behaviour in school.
- Raise awareness of the LGBTQIA+ community in school and work together to achieve the LGBT Youth Scotland Silver Charter Award.

- Utilise Mentors in Violence Prevention (MVPs) to deliver lessons and offer support to all young people.
- Highlight anti-bullying awareness days, display materials such as posters and supporting documents and encourage staff training.
- Allocate senior pupils as buddies for junior pupils needing further support, where needed.
- Promote pupil voice through 'Pupil Voice Reps' and the 'Pride Not Prejudice Group'.
- Carry out restorative conversations to address areas of concern.
- Bullying incidents are recorded and monitored using Bullying and Equalities module in SEEMIS.
- Standing agenda item at PTPS/SLT meetings.
- Diversity Awareness week to be introduced 2025-2026.

Definition of Bullying Behaviour

In Scotland, bullying is defined as:

"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."

Respect for All: The National Approach for Scotland's Children and Young People (2024)

Bullying behaviour can include:

- 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 or sharing abusive messages, pictures or images on social media, online gaming platforms or phones/tablets.
- Behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online).
- Being targeted because of who you are or who you are perceived to be (face-to-face and/or online).
- Increasing the reach and impact of bullying or prejudice through the recruitment and/or involvement of a wider group.

This is not an exhaustive list.

Online Bullying

Often referred to as 'cyber bullying', this type of behaviour takes places online, usually on or through social networking sites and online gaming platforms, and can include the spreading of rumours, a person being called names, threatened, exclusion from group dynamics and threats both online and offline.

Where mobile technologies have been misused in school, reference will be made to the Relationships Policy and Mobile phone Policy. In some cases, where an individual has been seen taking photographs or film/audio of another individual without their permission this may be regarded as a breach of an individual's rights and in extreme cases require Police involvement. Should an individual choose to record and upload images to social networks without another person's permission, Lockerbie Academy can advise for these images to be removed but ultimately the decision to remove inappropriate materials lies with the social network provider.

Incidents involving social media networks outside of school and those considered of a threatening nature and a risk to life should be treated as serious and it is suggested that parents/carers contact the Police. In cases where non-consensual sharing of intimate images has occurred, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016 can criminalise individuals.

For more information on how parents/carer's can support their child or young person please see Appendix 4 of the Respect For All: The National Approach to Anti-Bullying for Scotland's Children and Young People, Respect Me and Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology in Schools.

Prejudice based bullying

Behaviour motivated by prejudice, beliefs or fears, and can be based on a dislike of an individual's actual or perceived identity, characteristics unique to them. This can lead to behaviour and language that could manifest into racism, homophobic, biphobia or transphobic or prejudice and discrimination. It can extend to bullying of individuals for a variety of reasons such as looked after young people, young carers, additional support needs and asylum seekers and refugees.

Homophobic/Transphobic and Biphobic Bullying

Homophobic, biphobic and transphobic bullying is an example of prejudice-based bullying where an individual's actual or perceived sexual orientation or transgender identity is used to exclude, threaten, hurt or humiliate their identity. Individuals do not have to identify as part of the LGBTQIA+ community for them to experience homophobic bullying and may be targeted because they have LGBT family or friends or do not confirm to the traditional gender stereotypes.

As set out in the Equality Act 2010 it is illegal to discriminate against someone because of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion, sex or sexual orientation. Any reported incidents will be dealt with in line with the school policy and where deemed criminal in nature may involve Police involvement.

We are committed to challenging prejudiced based language and behaviour. The Pride Not Prejudice group will continue to promote and celebrate equality and diversity within Lockerbie Academy.

When is it not Bullying?

Children will fall out, have disagreements and even stop talking to each other as they form and build relationships. This is a normal part of growing up and is not considered to be bullying. It is important for children to talk about how they feel and help them develop resilience to manage their relationships. While most children are able to bounce back from these experiences some might require support to navigate or deal with the emotional impact of such behaviours.

If parents/carers feel that their child requires support, please contact your child's Pupil Support Teacher who will be able to discuss the services offered in school or will be able to signpost you to external agencies such as CAMHS where needed.

Impact of Bullying Behaviours

Something need only happen once to have a lasting impact on a child. Bullying behaviours can impact the physical and mental wellbeing of a child causing them to feel hurt, frightened and even scared to go to school. Incidents can also affect family relationships and bring with it the associated stress it can create.

It is important to recognise the possible signs or behaviours that a young person is being bullied:

- Refuses to attend school
- Not able to say what is wrong
- Begins to truant and avoids lessons at school
- Does not want to get on the bus
- Pretends to be ill
- Changes in mood (anxious, withdrawn, frightened, aggressive)
- Changes to attitude/behaviour towards family and friends
- School work starts to suffer, changes to academic attainment
- Withdrawn from extra-curricular clubs or activities
- Damaged or lost possessions.
- Avoids taking phone calls, using mobile phones or the internet
- Asking for money or taking money from home
- Unable to sleep
- Attempts to threaten or attempted suicide

These signs and behaviours could also indicate other problems, but bullying should be considered as a possibility and should be investigated.

Every bullying incident will be looked at individually. In some cases, children may not be aware that their behaviour is bullying. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this. It must be explained to the person displaying bullying behaviours that their behaviour is unacceptable and why.

Expectations and Responsibilities of All

All members of the school community play an active role in preventing, identifying and responding to bullying. Where bullying is reported, pupils involved can expect that the matter to be taken seriously and dealt with in line with school and authority policies, and national guidelines. Parents/carers of both the young person experiencing bullying behaviour and the young person displaying bullying behaviour will be contacted and solutions sought.

Responsibilities of Headteacher/Child Protection Coordinator:

- To ensure that the anti-bullying policy is up to date, implemented, maintained and communicated effectively and reviewed regularly (on a 3-year cycle).
- Ensure all bullying incidents are recorded and monitored using the Bullying and Equalities module in SEEMIS to identify and respond to emerging trends.
- Ensure all staff can access appropriate training/awareness raising of the latest practice in anti-bullying approaches and ensure anti-bullying policy is included in at least one staff development a year.
- Engage with children, parents, staff and parent council often about anti-bullying approaches.

Responsibilities of Staff:

- Be familiar with the school anti-bullying policy and contribute to its review and development.
- Fully understand the school's procedures for recording, managing and monitoring bullying incidents and how to support children who have been bullied or carried out the bullying behaviour.
- Share relevant information with the child's Named Person or other professionals as required to ensure the child's safety.
- Include self-evaluation of this aspect in their practice, as part of the wider care and welfare agenda, within their regular review of CPD.

Responsibilities of Pupils:

- Tell a member of staff if you are experiencing behaviour that is making them feel unsafe or disempowered.
- Accept help and support from staff to resolve any bullying behaviour concerns.
- Be a proactive school citizen by engaging in activities which support and promote equality, diversity and inclusion. This might include participating in MVP (Mentors in Violence Prevention) or taking part in LGBTQ+ activities.
- Be safe and responsible when connecting with others online and if something worries you or makes you feel uncomfortable tell your parents/carers or an adult in school.
- Be a positive role model for others by showing to others that discrimination of any kind is not okay.

Responsibilities of Parents/Carers:

- Support and promote your child's health and wellbeing.
- Encourage and monitor safe and responsible behaviour online.
- Talk to an appropriate member of staff if your child's needs help because of bullying behaviour.
- Be familiar with the school's policy related to anti-bullying guidance, equalities, use of mobile phone devices or online safety.
- Work in partnership with the school to resolve bullying behaviour concerns and help to contribute towards an ethos of tolerance and non-discrimination that reflects the vision and values of our school.
- Talk to your child about the importance of valuing people as individuals who make up our diverse society.

Action when Bullying is Suspected or Witnessed

Anyone who feels that they are being bullied or suspects that someone is being bullied should report it immediately to a member of staff. This can be any member of staff, most likely Pupil Support or Head of House.

House	Pupil Support	Head Of House
Annan	Miss Thompson	Ms Currie
Dryfe	Miss Wotherspoon (S2/S3/S4) Mrs Dempster (S1/S5/S6)	Ms Currie
Kirtle	Mr Williamson	Mrs Carrick
Milk	Mrs Bowker	Mr Downie

When bullying behaviour is reported, the member of staff (Pupil Support/Head of House) will gather as much information as possible in order to establish if bullying has occurred.

This may involve speaking to the young person involved, other relevant staff and, where appropriate other young people and can involve taking witness statements. Any allegation of bullying is serious and proactive measures will be put in place to support those pupils experiencing bullying behaviours and those displaying them.

Pupils	
Are expected to:	Can expect:
- Follow our school rules and values in school and in the community. - Work with staff and peers to ensure that everyone feels safe and supported in school. - Be aware of the anti-bullying policy and practices. - Report all incidents or suspected incidents to a member of staff (preferably PTPS or Head of House). - Complete the pupil CARE form by using the QR code to report any concerns or worries relating to bullying as part of our #See it..Stop it' approach. QR codes can be found online in pupil registration teams, on PTPS office doors, in the library, social space and on the school website (Appendix 2 and 3).	- To learn how to identify and understand the impact of bullying behaviours for themselves and other people. - To be listened too and respected. - For all concerns or allegations to be taken seriously and acted upon immediately. - The pupil who raised the issue will be reassured and kept informed of any action taken, where appropriate. - To receive support from parents/carers and school staff. - Staff to monitor the impact of bullying on an ongoing basis and incidents reviewed by PTPS.

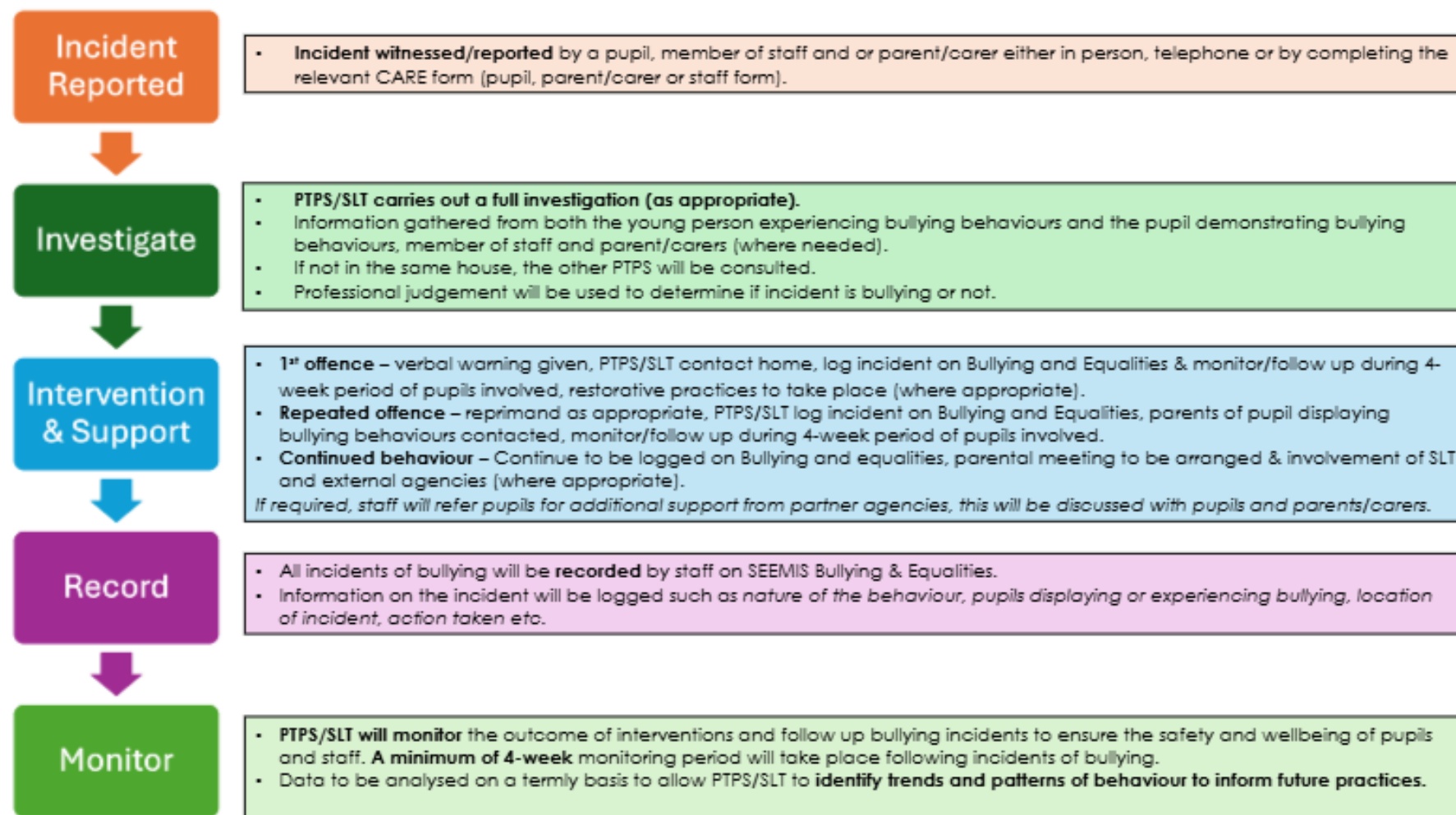
Parents/Carers	
Are expected to:	Can expect:
• Encourage their child to be a positive member of the school community. • Support our anti-bullying policy and procedures. • Report any concerns to their child's Pupil Support Teacher or Head of House. • Report any concerns by completing the parent/carer CARE form on our school website as part of our #See it..Stop it' approach (see Appendix 2). • Speak to the Headteacher if their concerns are serious. • Monitor their child's use of social media.	• For any concerns to be taken seriously and acted upon immediately. • Where parents/carers have raised a concern, they will be kept informed of action being taken. • The decision to contact the parent/carer of the pupil alleged to have carried out the bullying will be decided on a case-by-case basis.

Staff	
Are expected to:	Can expect:
• Be aware of our updated anti-bullying policy and procedures. • Listen to all reports of bullying. • Treat all allegations seriously and investigate any allegation of bullying witnessed. • Report any concerns to Pupil Support or Head of House through the staff CARE form when bullying is reported or witnessed as part of the #See it..Stop it' approach. QR codes can be found in the staff glow tile or on the staff poster (Appendix 2 and 4). • Engage in and be kept up to date with any CPD opportunities. • Act in accordance to the school values, responsibilities of staff and GTCD Code of Conduct.	• To be listened too when reporting bullying concerns or incidents. • For any concerns to be taken seriously and acted upon immediately. • Kept up to date with actions and outcomes. • Be included in the development of policies. • Incidents to be logged in the Bullying and Equalities module in SEEMIS. • For incidents to be monitored and collate to identify trends or patterns of bullying behaviour.

The school aims to provide clear, accessible and confidential incident reporting systems and supportive measures, which include:

- Mentors in Violence Prevention (MVP's)
- Pupil Leadership Teams
- Restorative practices
- Nurture approaches and principles
- Parents/carers involvement where appropriate
- Appropriate consequences, which may include take up times, internal isolation or external exclusion and/or parental meetings.
- Use of quiet spaces such as the Hive, school library, Wellbeing hub or room 10.
- Preventative measures in school; staff informed, seating plans changed, class discussions, anti-bullying lessons in PSE, assemblies, promotion of school values.
- Regular anti-bullying campaigns, posters and assemblies
- Referrals to specialist agencies such as CAMHS, Social Work and Educational Psychologist for support/advice.
- Work in partnership with other agencies such as School Nurse and Police.
- Working towards the RespectMe Reward.

Steps taken when Bullying is Suspected or witnessed



Review

This policy will be updated every 3 years in consultation with pupils, staff and parents/carers.

We will:

- Provide opportunities for pupils, staff and parents/carers to report concerns in school and online via the school website.
- Links to this policy and the links to useful websites and support agencies will be available on the school website.
- We will work closely with parents/carers regarding their concerns and communicate steps taken to support their child or young person.
- Continue to mark Anti-Bullying Week supported by our school MVP's
- Involve pupils, staff and parents/carer by gathering views on the extent and nature of bullying in school.
- Ensure all pupils are aware of the consequences which may apply to those engaging in bullying behaviour.
- Ensure all staff have access to development opportunities and other relevant training will be undertaken annually.
- Seek good practice from schools across Dumfries & Galloway and Scotland and utilise support from relevant organisations.
- All reported bullying incidents will be recorded and monitored using Bullying & Equalities module on Seemis. Data will be used to identify patterns of behaviour and trends across specific year groups to allow interventions to be planned. Data will be regularly reviewed and acted upon by the Pupil Support Team and Senior Management Team.

Further Information & Useful Links

The following resources have been used in this policy:

- Dumfries and Galloway Council (2023) Respect for All Anti-Bullying Guidance: <https://bit.ly/3ZsToP8>
- Respect Me: <http://www.respectme.org.uk>
- Scottish Government (2024) Respect for All (update 2024): The National Approach to Anti-Bullying for Scotland's Children and Young People: <https://bit.ly/3F0Qydt>
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology in Schools: <https://bit.ly/44Gqfnb>
- Scottish Government's Getting it Right For Every Child Policy: <https://www.gov.scot/policies/girfec/>
- UINICEF's The UN Convention on the Rights of the Child (Summary): <https://bit.ly/45ynfrz>

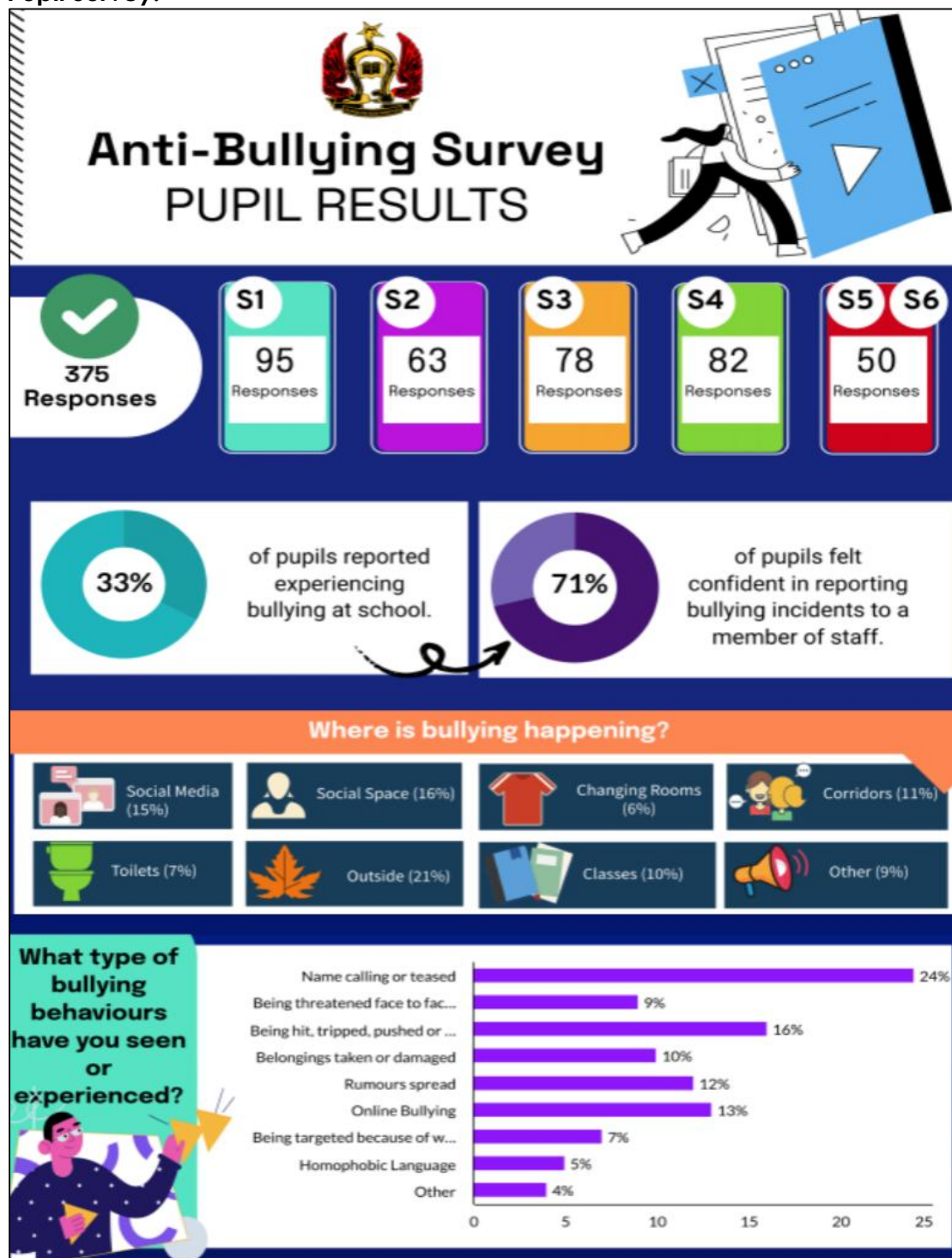
The following links may be useful for young people, staff and parents/carers:

- Respect Me - <http://www.respectme.org.uk>
- Childline: <http://childline.org.uk/explore/bullying/pages/bullying.aspx>
<http://www.antibullying.net>
- Childline
(Cyberbullying): <http://www.childline.org.uk/explore/online-safety/pages/cyberbullying.aspx>
- SAMH (Scotland's Mental Health Charity) - www.samh.org.uk
- LGBT Youth Scotland - www.lgbtyouth.org.uk
- The Child Exploitation and Online Protection Centre - www.ceop.gov.uk
- Kidscape - <http://yp.direct.gov.uk/cyberbullying>
<http://www.kidscape.org.uk/cyberbullying>
- Supporting Transgender Young People – Guidance for schools in Scotland
<https://www.gov.scot/publications/supporting-transgender-young-people-schools-guidance-scottish-schools/>

Appendix 1

Consultation of pupil, staff and parent/carers taken during Anti-Bullying Week in November 2024.

Pupil Survey:



Where does the word 'bullying' mean to you?



What changes would you like made to our Anti-Bullying Policy? How can we stamp out bullying behaviours?

- ✓ 'Having spaces for pupils to go if they are being bullied'
- ✓ 'Easier ways for pupils to report bullying confidentially'
- ✓ 'Clear consequences for people who are doing the bullying'

'Get called a snitch'

'It makes it worse'

'It's awkward and uncomfortable'

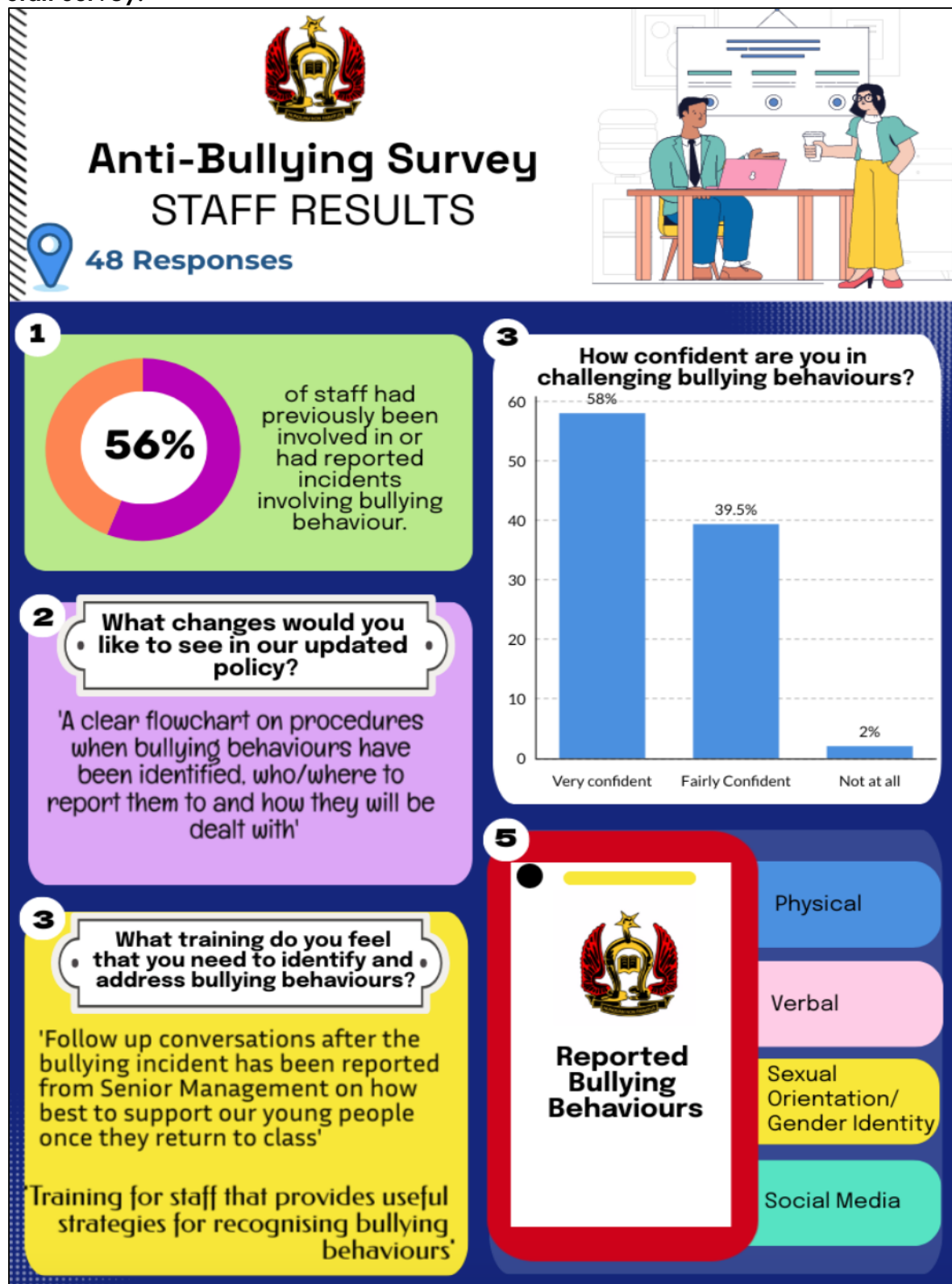
Why do you not want to report bullying behaviour?



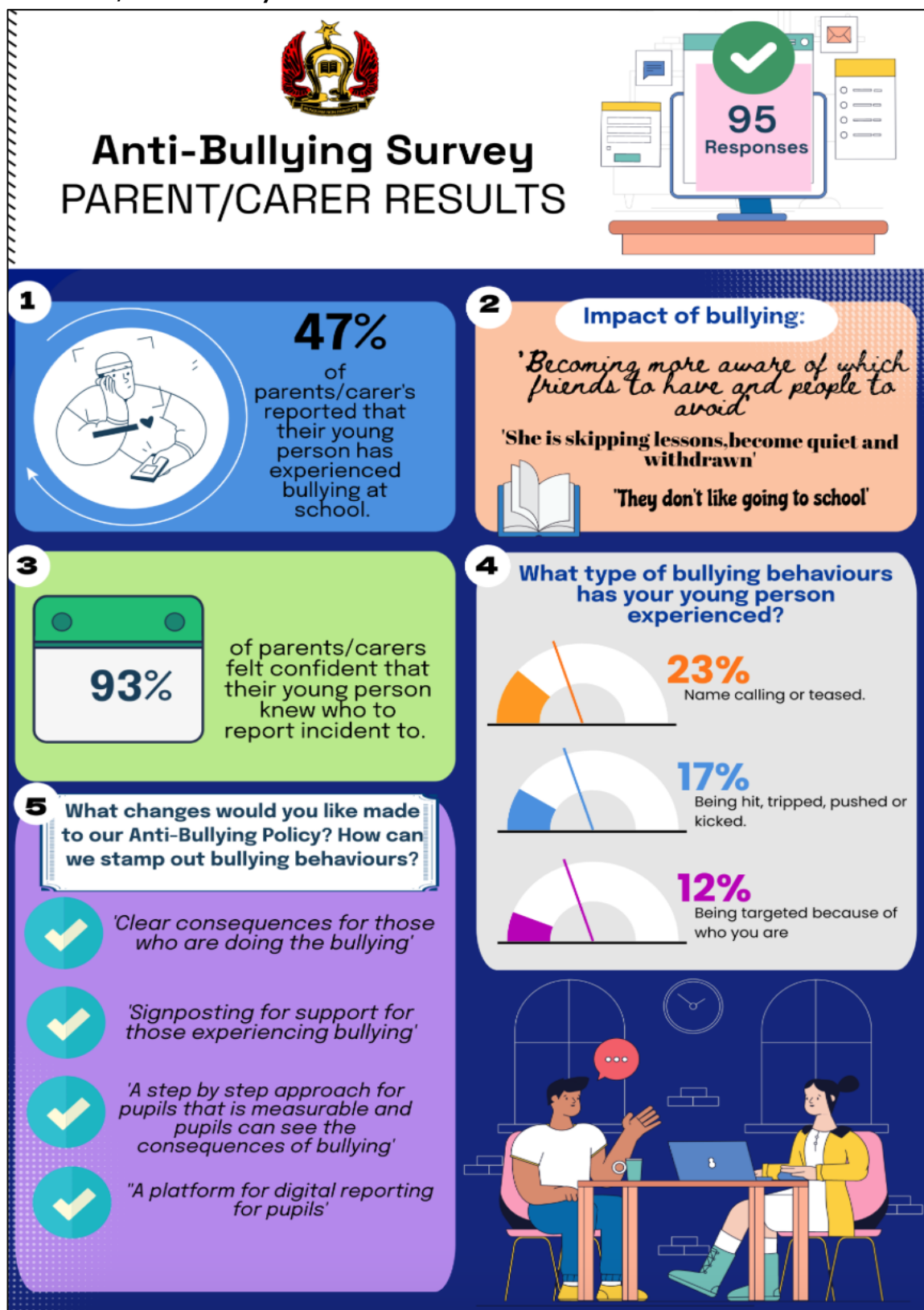
33%

of pupils reported hearing homophobic language.

Staff Survey:



Parent/Carer Survey:



You Said We Will:

YOU SAID WE WILL

A list of points and actions taken from the pupil and parent/carers Anti-Bullying Surveys (2024)



We aim to achieve
the Respect Me
Reward by
June 2025.

Pupils Said:

- Clearer steps so we know what to do if we see/hear bullying and how it will be dealt with.
- More awareness of the school policy.
- Consequences for bullies.
- A confidential way to report bullying without speaking to a teacher.

We Will:

- Revise our current Anti-Bullying Policy in line with Dumfries & Galloway Regional Policy and updated Respect For All National Guidance.
- Provide a confidential method for pupils, staff and parents/carers to report any concerns or incidents.

Our Next Steps:

- Creation of a staff focus group to review and update our current school policy.
- Pupil focus group to gather pupil voice.
- Share the results of the pupil and parent/carers surveys with our school community.
- Share our updated policy with our school community.

Parents/Carer's Said:

- For all incidents to be dealt with and recorded straight away.
- For someone to always be there to listen.
- Greater awareness of consequences for those displaying bullying behaviours.
- Clearer communication from staff about incidents in school.
- A clear step by step approach of how incidents will be dealt with.
- Support for those experiencing and displaying bullying behaviours.

We Will:

- Ensure all pupils, staff and parents/carers know who to contact if bullying behaviours are experienced or witnessed.
- Act on all reported incidents or concerns immediately.
- Take all bullying incidents seriously.
- Record all incidents on the Bullying & Equalities module on seemis.
- Continue to work with our senior MVP's.
- Inform parents/carers about any incidents or reported concerns in school.
- Provide a confidential method for pupils, staff and parents/carers for report any concerns or incidents.
- Signpost to relevant agencies for support such as Mental Health Agencies and Police.

Appendix 2



SEE IT..STOP IT!

Pupils



Self Referral CARE Forms

Anyone who feels that they are being bullied or suspects that someone is being bullied should report it immediately to a member of staff. This can be any member of staff, most likely Pupil Support or Head of House.

Pupils and parents/carers can also access support by scanning the QR code and completing the form.

This information will be passed to the relevant PTPS.

Parents/ Carers



Pupil CARE Form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKWP5njyY6iBMtzbVzMkrF55UNFhDSldLWE04NUk5Rkl1Q01JTjdBUiZOMi4u>

Parent/Carer CARE Form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKWP5njyY6iBMtzbVzMkrF55UOFJURUJBVjdDQTY0Q0o4NUs3S0cxUjJNKSS4u>



SEE IT..**STOP** IT!

Self Referral CARE Form

Have you witnessed a bullying incident or suspect bullying has taken place?

Has a young person shared their concerns or worries with you?

If so, scan the QR code or use the link below to complete the form. This information will then be passed to the relevant PTPS, who will investigate further.

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKWP5njyY6iBMtzbVzMkrF55UOE1YRkRWMkxVTIFUUTY2S0RUQzQ5U0E1MS4u>



Staff CARE Form:

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKWP5njyY6iBMtzbVzMkrF55UOE1YRkRWMkxVTIFUUTY2S0RUQzQ5U0E1MS4u>

Appendix 3

Poster below is available for pupils to scan throughout the school, on pupil registration teams, on PTPS doors and in social spaces and library.



SEE IT..STOP IT!

Concerned about bullying?

Self Referral CARE Form

Anyone who feels that they are being bullied or suspects that someone is being bullied should report it immediately to a member of staff. This can be any member of staff, most likely Pupil Support or Head of House.

Share your worries or concerns by scanning the QR code and completing the form.

This information will then be passed onto your Pupil Support Teacher who will be in touch with you to follow up on your concern.



Concerned about bullying?

Advice For Parents/Carers



This advice has been taken from Lockerbie Academy's Respectful Relationship & Anti-Bullying Policy 2025 and Respect Me (Scotland's Anti-Bullying Service).

How Can You Help?



Listen to your child's concerns

They might be reluctant to tell you and worried about your reaction. Keep calm and reassure them. Remember they want to know they have someone to talk to.



What happens next?

Don't worry about saying the wrong thing. It is important to listen to your child and keep an open mind. Take notes, it will save you having to ask again. Remember they are still learning about relationships.

Conversation Starters



"WHAT HAS BEEN HAPPENING?"

"HOW IS IT MAKING YOU FEEL?"

"WHAT WOULD YOU LIKE TO HAPPEN NEXT?"

"HOW CAN I HELP?"



Report It

If you are concerned contact the school and speak with your child's Pupil Support Teacher. Please see 'Steps taken when bullying is suspected or witnessed' in our updated Anti-Bullying Policy for more information.

Self Referral CARE Form

Parents/carers can also complete the parent/carer CARE form on our school website or by scanning the QR code as part of our #See it..Stop it' approach.

