ASD07750

COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne

Department of Education and Children's Services

ANTI-BULLYING POLICY

(Revised February 2016)

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

CONTENTS

1	**RATIONALE**	3
2	**POLICY STATEMENT**	3
	2.1 Purpose of the Policy	3
	2.2 Principles which underpin the Policy	3
	2.3 Who should implement the Policy?	4
	2.4 Roles and Responsibilities	4
	2.5 References to Council and National Policies and Guidelines	4
3	**DEFINITION OF BULLYING BEHAVIOUR**	5
	3.1 What is Bullying Behaviour	5
	3.2 Prejudice Based Bullying	5
4	**IMPACT OF BULLYING BEHAVIOUR**	6
5	**PREVENTION**	6
6	**ACTION TO BE TAKEN**	7
	6.1 Reporting Incidents	7
	6.2 Recording Incidents	7
	6.3 Dealing Effectively with Bullying Incidents	7
	6.4 Support following a Bullying Incident	7
7	**ACTION AND GUIDELINES**	7
	7.1 Staff	7
	7.2 Further Suggested Methods of Intervention	8
	7.3 Recording the Report	8
	7.4 For Children and Young People being Bullied	8
8	**MONITORING AND REVIEWING THE POLICY**	10
9	**APPENDICES**	11
	Appendix 1 Useful Websites/Contacts	11
	Appendix 2 Suggested Checklist to Support Investigations	13
	Appendix 3 Suggested Procedure Flowchart	14
	Appendix 4 Proforma for the Recording of Incidents of Bullying Behaviour	15
	Appendix 5 Prejudice Based Bullying	16
	Appendix 6 Promoting Positive Relationships in Early Years	21

1. RATIONALE

"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards." – 'A National Approach to Anti-Bullying for Scotland's Children and Young People' Scottish Government, November 2010

Throughout this policy, the terms 'bully' and 'victim' will not be used. Instead, respectme, Scotland's Anti-Bullying Service, advise that the terms 'person displaying bullying behaviour' and 'person experiencing bullying behaviour' or simply 'people involved in bullying behaviour' could be used as alternatives. respectme does not label children and young people as 'bullies' or 'victims' as labelling a child or young person on the basis of bullying behaviour can result in a confirmed identity as a 'bully' or 'victim' resulting in on-going behaviour patterns based on this identity. Labelling is unhelpful and ineffective when the ultimate aim is behavioural change. The scope of the policy will cover all 3-18 children and young people within the Learning Setting and the Authority.

2. POLICY STATEMENT

2.1 Purpose of the Policy

The purpose of the policy is to provide guidance for all learning settings on the approach, processes and procedures that should be followed to prevent, reduce and respond to bullying behaviour.

Each Learning Setting in the Authority will review their policy based on the guidance within this policy. This would be expected to be in place within six months of the final Authority's revised policy being published. The core messages from the Authority document would shape the individual learning settings policies through discussing and shaping the content with parents, relevant staff, children and young people.

2.2 Principles which Underpin the Policy

From the Authority, there is an expectation that all will 'abide to the spirit' of the policy through following the principles which underpin this policy:

- Every pupil (child) has a right to work and learn in an atmosphere that is free from victimisation and fear'.
- Children have the right to protection from all forms of physical and emotional fear/violence. Those looking after them must give them proper care.
- U.N. Convention on the Rights of the Child, Article 19
- All forms of bullying behaviour are unacceptable.
- All relationships within a learning setting should be based on mutual respect.
- A positive ethos is essential to the creation of an anti-bullying culture.

We, in our setting, are committed to realising the potential of all children, young people, communities and staff by:

- Putting people at the heart of all we do
- Nurturing an ethos of achievement
- Striving for sustainable achievement
- Working co-operatively

If children and young people are experiencing bullying behaviour the likelihood of children achieving their educational outcomes are compromised. The policy should contribute to the development of the children and young people through:

- Getting it Right for Every Child: the agenda which sets out how agencies and professionals should work together to promote the welfare and rights of children and young people, and ensure that they are: safe, healthy, achieving, nurtured, active, respected, responsible and included.
- The four capacities of the Curriculum for Excellence: whereby children and young people are enabled through the national curriculum to become successful learners, confident individuals, responsible citizens, and effective contributors.

2.3 Who Should Implement the Policy

The appropriate Senior Education Officers, Head Teachers, Managers and all learning setting staff and visiting partner agencies should comply with the terms of the policy.

It is the joint responsibility of **all** connected with the learning setting to work within this policy. Parents/carers and young people themselves also have a responsibility to implement and support the policy aims.

2.4 Roles and Responsibilities

The Authority will:

- support learning settings to implement the policy
- encourage an ethos of openness, honesty and transparency
- work in partnership with learning settings in terms of prevention, intervention and resolution in relation to bullying behaviour
- provide on-going training and support to **all** staff to address bullying behaviour in all its forms
- take serious account of the types of bullying behaviour presented by advances in technology
- ensure learning settings review their existing anti-bullying policies and procedures to reflect the guidance in this policy
- monitor and report quarterly on bullying incidents unless otherwise advised

Learning Settings will:

- promote the importance of all members of the learning setting contributing to a positive ethos in which all individuals are respected regardless of difference or status. Opportunities should be sought to promote and celebrate diversity
- develop a separate anti-bullying policy and ensure it is regularly reviewed
- take seriously all complaints or allegations made by young people about bullying behaviour
- take serious account of the types of bullying behaviour presented by advances in technology
- ensure all members of the learning setting are aware of the anti-bullying policy and procedures
- identify a senior member of staff who has responsibility for coordinating anti-bullying practice and procedures
- record and report bullying behaviour allegations and incidents on a monthly basis through SEEMiS
- monitor the implementation of the policy to ensure its effectiveness
- promote appropriate and relevant Continuous Professional Learning

2.5 References to Council and National Policies and Guidelines

Council:

- Support for Learning Policies
- Equal Opportunities Policies
- Child Protection Policies and Guidelines
- Promoting Positive Behaviour Policies
- Data Protection Policies
- Guidance and Pupil Support Policies

National:

- Building the Ambition, National Practice Guidance on Early Learning and Childcare, Children and Young People (Scotland) Act 2014
- 'Better Relationships, Better Learning, Better Behaviour' - (Scottish Government 2013)
- 'A Teaching Profession for the 21st Century'
- Equality and Diversity Impact Assessment
- Curriculum for Excellence
- How Good Is Our School? (4th Edition) 2015
- Children and Young People (Scotland) Act 2014
- Getting it Right for Every Child – Scottish Government
- Early Years Framework – Scottish Government – January 2009
- National Care Standards – Early Education & Childcare up to the age of 16 – March 2005
- Happy, Safe and Achieving their Potential 2005 Standard 2, 9 and 10
- Standards (2012) GTCS

- GTCS Code of Professionalism and Conduct 2.1 and 2.2
- "A National Approach to Anti-Bullying for Scotland's Children and Young People" (Scottish Government, 2010)
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology in Schools – Scottish Government

Legislation:

- The United Nations Convention on the Rights of the Child (1989)
- Education (Additional Support for Learning) (Scotland) Act (2004) and associated Code of Practice
- Human Rights Act 1998
- European Convention on Human Rights (1950)
- Education (Scotland) Act 1980
- Standards in Scotland's Schools etc. Act 2000
- The Children (Scotland) Act 1995
- The Equality Act 2010
- The Offences (Aggravation by Prejudice) (Scotland) Act 2009

3. DEFINITION OF BULLYING

3.1 What is Bullying Behaviour

"Bullying is a mixture of behaviours and impacts which can impact on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out". (respect*me*, Scotland's Anti-Bullying Service)

Bullying behaviour can take many forms, and is unacceptable in our learning settings. Bullying behaviour can be defined by its impact on the person/people affected as a result of the behaviour and actions of others, whether intended or unintended. Bullying behaviour can be described as verbal, physical or emotional/psychological.

Bullying behaviours can include, but are not limited to:

- Name calling, teasing, verbal threats
- Physical abuse
- Theft/vandalism of property
- Isolating/excluding others
- Psychological abuse
- Manipulative behaviour
- Online bullying
- Targeting others because of real or perceived differences

All learning settings will actively promote respectful relationships. Children and young people may disagree with one another, fall out, have arguments, or stop talking to each other. This should be distinguished from bullying behaviour, however if not addressed and managed effectively this could lead to bullying behaviours being displayed. Interventions should focus on both the behaviours and their impacts.

3.2 Prejudice Based Bullying

Prejudice based bullying is when bullying behaviours are directed towards an individual or group due to actual or perceived differences or diversity. The Equality Act 2010 identifies protected characteristics in schools: The Act extends protection against discrimination related to gender reassignment and pregnancy and maternity to pupils in school. However, the Act makes an exception that discrimination on the grounds of age and marriage and civil partnership are not protected in schools. It is unlawful to discriminate against people with, or people who are associated with those who have protected characteristics.

The Act generally covers anyone who has one or more of the following 'protected characteristics':

- age
- disability
- gender reassignment
- marriage and civil partnership

- pregnancy and maternity
- race – including ethnic or national origin, colour or nationality
- religion or belief – including lack of belief
- sex, and sexual orientation.

For further information regarding Prejudice Based Bullying, see Appendix 5.

4. IMPACT OF BULLYING BEHAVIOUR

Bullying behaviour impacts on the wellbeing of those affected and can be a major barrier to learning and their social and emotional development. It is the responsibility of all adults in learning settings to listen to, respect and provide support to any child or young person who may be experiencing bullying behaviours.

Being on the receiving end of bullying behaviour may manifest itself in a number of ways, such as:

- Non-attendance/reluctance to attend school
- Withdrawal from usual activities
- Anxiety
- Tearfulness
- Depression
- Changes to behaviour
- Aggression
- Demonstrating bullying behaviour towards others
- Eating disorders
- Self-harm and suicidal thoughts
- Physical changes to appearance

5. PREVENTION

Learning Settings should actively help to prevent bullying behaviour and restore positive relationships. Bullying behaviour is never acceptable.

The following approaches are a range of suggestions to promote and foster respectful relationships:

- Planned learning opportunities across the 3-18 curriculum
- Aspects of the policy could be made easily accessible for parents, staff, children and young people (e.g. learning setting policy available on the website/handbook, class charters, pupil diaries, etc.)
- Promote a culture where bullying behaviour is unacceptable and children, young people and staff model positive, respectful behaviour (Appendix 6)
- Raise awareness through pro-active strategies (anti-bullying week/days, buddy system, assemblies, posters to be displayed, information events, staff training etc.)
- Inform children, young people, carers and staff how to recognise and deal with bullying behaviour (Personal and Social Education, Social Stories, Cool in School, Circle Time, Parents' Evenings etc.)
- Learning settings should work in partnership with agencies or organisations such as, but not limited to: NHS Western Isles, Children Services, Equalities Officer, Police Scotland, Churches and Faith Groups, Third Sector Organisations such as Action for Children etc. and respect*me*, Scotland's Anti-Bullying Service and Childline
- Ensure safety and appropriate supervision of areas identified as high risk, e.g. changing rooms, social areas, corridors etc.
- In some learning settings, nurturing facilities may be available to support children and young people.

When bullying does take place it is important that **all** staff, children and young people have the knowledge, skills and confidence to resolve different situations. When dealing with bullying situations, the person who is on the receiving end of the bullying behaviour, the person displaying bullying behaviour and the others involved, will be included in the process.

6. ACTION TO BE TAKEN

6.1 Reporting Incidents

Bullying behaviour can be a one-off incident or a repeating pattern and either can have a serious impact. All bullying behaviour will be addressed.

All learning settings will provide safe and confidential means in which to report any alleged incidents of bullying behaviour.

All staff within a learning setting should be equipped to respond appropriately to an allegation of bullying behaviour. Children and young people should feel that they will be listened to, supported and that reporting an incident of alleged bullying behaviour will be dealt with fairly, sensitively, appropriately and timeously.

Any response to a reported incident of alleged bullying behaviour must be child-centred and based on the values set out in Getting it Right for Every Child. Each Learning Setting should have in place clear procedures for dealing with reported incidents of bullying behaviour. These procedures should be readily available and promoted throughout the learning setting.

6.2 Recording Incidents

Each learning setting should have clear procedures in place for the recording of bullying incidents if and when it is appropriate. (Appendix 4)

6.3 Dealing Effectively with Bullying Incidents

Dealing with alleged bullying incidents requires a partnership approach. Co-operation and dialogue between involved parties should always be the starting point for resolution of incidents of alleged bullying behaviour. Responding to an incident will usually involve learning setting staff, children and young people, parents/carers and if appropriate, other agency staff.

Parents and carers should be informed and involved when a learning setting is dealing with a bullying incident if and when appropriate. However, the involvement of any party in dealing with incidents of bullying behaviour should be determined by individual circumstances. When responding to and managing an incident of bullying behaviour, the primary consideration should be the effective resolution of the issue and the management and minimisation of harm and risk to the children or young people involved. It is essential that the confidentiality of both the child or young person on the receiving end of bullying behaviour and the child or young person demonstrating bullying behaviour is respected when dealing with any incidents.

Alleged bullying incidents involving one or more of the protected characteristics, as outlined in Appendix 5, must be recorded immediately by completing the appropriate Pupil Incident Report on SEEMiS and immediately alerting the Head of Education to make him/her aware of the incident and any action taken.

6.4 Support Following Reporting a Bullying Incident

All reported incidents of alleged bullying behaviour will be responded to and the appropriate action taken. The resulting action(s) will depend on the outcome of co-operative dialogue between parties involved. Further procedure may be required to be implemented. All children and young people will be involved in the process of restorative practice/resolution with the expectations of providing positive behaviour outcomes and resulting in a reduction in exclusions.

7. GUIDELINES AND PROCEDURES

7.1 Staff

Each learning setting should provide clear procedures for addressing and recording suspected and reported incidents of bullying behaviour. These procedures should be readily available and promoted within the learning setting.

All staff within a learning setting should be equipped to receive and respond appropriately to the report of bullying behaviour. In addition, each learning setting will have specific staff, made known to children and young people and parents/carers, who will have a lead responsibility for managing

the reports of bullying behaviour. It is the role of the adult to listen, to explore thoughts, feelings and impact, and to help the child or young person feel safer as a result.

No matter how effective policies are, there are times when incidents will occur. In order to manage incidents effectively, Learning Settings may refer to the suggestions laid out in Appendix 3.

7.2 Further Suggested Methods of Intervention

- Initial investigation with designated staff member
- Mediation
- Circle Time
- Nurturing group
- Counselling
- External Agency Involvement (Seasons for Growth, Assertiveness training, Police, etc.)
- Restorative and resilience support as part of the recovery process

7.3 Recording the Report

It is the expectation that the number of reported and recorded incidents of bullying behaviour may increase as a result of the effective implementation of this policy. Through listening to the child or young person reporting the bullying behaviour, staff should use their professional judgement in deciding whether to report the incident through the Management Information System (e.g. SEEMiS) or the appropriate format for their learning settings. (Ref Appendix 4 - SEEMiS (Bullying and Equality Menu, Pupil Incident Report Form)

7.4 For Children and Young People being Bullied

All children and young people should be made aware that bullying behaviour is not something that is normal or should be tolerated. Through the ethos and culture of a positive environment children and young people can be helped to feel confident enough to inform the person that they do not like their bullying behaviour and to ask them to stop.

Children and young people can also be encouraged and supported to speak out if they witness instances of bullying behaviour. Learning settings have responsibility to take all reports of bullying behaviour seriously and to deal with incidents appropriately.

The following guidelines are for children or young people who feel that they are experiencing bullying behaviours:

i) Who should a child or young person inform?

- If they feel that they are being bullied, they should inform a trusted individual as soon as possible. They should be advised that it is best to report any incidents of bullying as soon as they are able to (as delaying reporting could lead to an escalation of the situation).
- A trusted individual could, for example, be a buddy, teacher, classroom assistant, playground assistant, nursery key worker or parent/carer.

ii) What methods can a child or young person use to do this?

- They can ask someone to accompany them when reporting the bullying incident if this makes them feel more comfortable.
- Any systems that individual Learning Settings have in place, such as a “drop box” or electronic messaging for anonymous reporting, can be used for communicating incidents.

iii) What will happen once an incident has been reported?

- Children and young people should be aware that all reported incidents will be taken seriously.
- In accordance with the Learning Setting’s procedures, minor incidents would be dealt with by an appropriate individual, whereas severe incidents will be passed on to senior management.
- The child or young person will be kept informed of any action taken at important stages of the resolution process by the senior member of staff dealing with the incident.

iv) Will parents/ carers be informed?

- Parents/carers will be informed by the Learning Settings depending on the severity of the incident or if the child or young person requests for them to be told. Making a decision

about informing parents/carers will be at the discretion of the individual Learning Settings, applying professional judgement.

- Parent/carer involvement may be important for gaining background information regarding the incident, lending support to the child or young person and could help to foster the resolution process.

v) What should the child or young person do if the bullying behaviour does not stop?

If the bullying behaviour does not stop, they should be advised to report further incidents immediately to the same adult who dealt with the original situation, if possible, or another trusted individual.

vi) What if the child requires further support?

- If the child requires further support then they must be assured that they can approach adults within the school at any time.
- Signposting
- Advice on support from outside agencies can also be provided by teachers within the school.
- National and local agencies, such as Childline and CEOP, can also be contacted for support. (Appendix 1)
- respectme, Scotland's Anti-Bullying Service have a booklet 'Bullying…what can I do?' This is available on-line to download or a hard copy may be requested.

vii) For Children and Young People Displaying Bullying Behaviour

This section describes what should take place if a child or young person is thought to be displaying bullying behaviour or has been identified as being involved in instances of bullying behaviour.

viii) What will happen if a child or young person displays bullying behaviour?

- They will be informed that their behaviour is inappropriate and be asked to stop
- They must be made aware that any incident will be addressed.
- They will be offered appropriate support/strategies to encourage positive behaviour and restore relationships.
- They will be advised of the potential consequences of their behaviour not changing or stopping.

ix) Will a child or young person's parents/carers be informed?

- Informing parents/carers of the bullying behaviour will be at the discretion of the Learning Setting and dependent on the individual incident based on professional judgement.
- Parents/carers will be informed if:
  - the incident is deemed severe
  - the learning setting is unable to resolve the incident
  - background information on the child or young person could be used to identify reasons for the bullying behaviour
  - the child or young person requests parent/carer involvement
- Parents/carers may be contacted by telephone, letter, email or invited to a meeting within the learning setting

x) Where will this be recorded?

- All incidents reported will be recorded on the Pupil Incident Report Form in the Bullying and Equality section of SEEMiS (Appendix 4) - including note on Subject Access Request and FOI)
- The Pupil Incident Report Form will contain details of the incident and action taken

xi) What if the child or young person requires further support?

- If they require further support, they should be advised to approach a trusted individual.
- They can seek clarification on the progress of the reported incident.
- They can request support to manage their behaviour.
- Details of outside agencies should be made available to the child (e.g. respectme, ChildLine, etc.)

xii) For parents and carers who have concerns:

This section is advice for parents/carers who are concerned that a child or young person is being bullied or is displaying bullying behaviours. All concerns will be treated seriously and dealt with appropriately.

xiii) Who should a parent/carer contact if they have concerns?

Any parents/carers with concerns about issues surrounding bullying behaviour should contact the appropriate member of staff.

xiv) What will happen?

- Any parent/carer with concerns should be made aware that all reported incidents will be recorded and dealt with seriously.
- A number of measures can be taken, including speaking with the individuals concerned, employing restorative practices and/or involving outside agencies.

xv) How will parents/carers be kept informed of progress?

- Parents/carers will be kept informed of action taken at important stages of the resolution process through telephone calls, letters, email or meetings.
- Appointments can be requested in the first instance with the appropriate member of staff. If the situation is not resolved through this, senior management will be involved.

xvi) What if a parent/carer is unhappy with how the situation is being handled?

- Any individual has a right to express their dissatisfaction and complain if they feel that the situation has not been handled appropriately.
- If a parent is unhappy with how the situation is being handled, the first point of contact is the Head Teacher/Manager within the Learning Setting. Parents should be made aware of Comhairle Nan Eilean Siar's Complaint Procedures.

xvii) What if a parent/carer requires further support?

- If a parent/carer requires further support, they can contact the person dealing with the incident.
- They can request support to manage the child or young person's behaviour.
- Parents/carers can also be provided with details of outside support agencies (e.g. Respectme, Parentline, etc. (Appendix 1)

xviii) For Bystanders to Bullying Incidents:

Bullying behaviour in any form is always unacceptable. Anyone who witnesses an incident and reports it will have their concerns addressed sensitively. This section provides guidance to children and young people who have witnessed instances of bullying behaviour and wish to report it:

- A bystander who is worried about someone affected by bullying behaviour should approach a trusted individual within the learning setting.
- Incidents can be reported anonymously using systems that the learning setting has in place.
- All incidents must be recorded, but this can be done anonymously if the child chooses.
- A bystander should know that they can seek support from individuals dealing with the incident or from outside agencies (respectme, ChildLine, etc.) (Appendix 1)

8. MONITORING AND REVIEWING THE POLICY

The policy will be reviewed every 3 years. However, this may be sooner if there has been any major organisational, cultural, or legislative change.

Appendix 1 – Useful Websites/Contacts

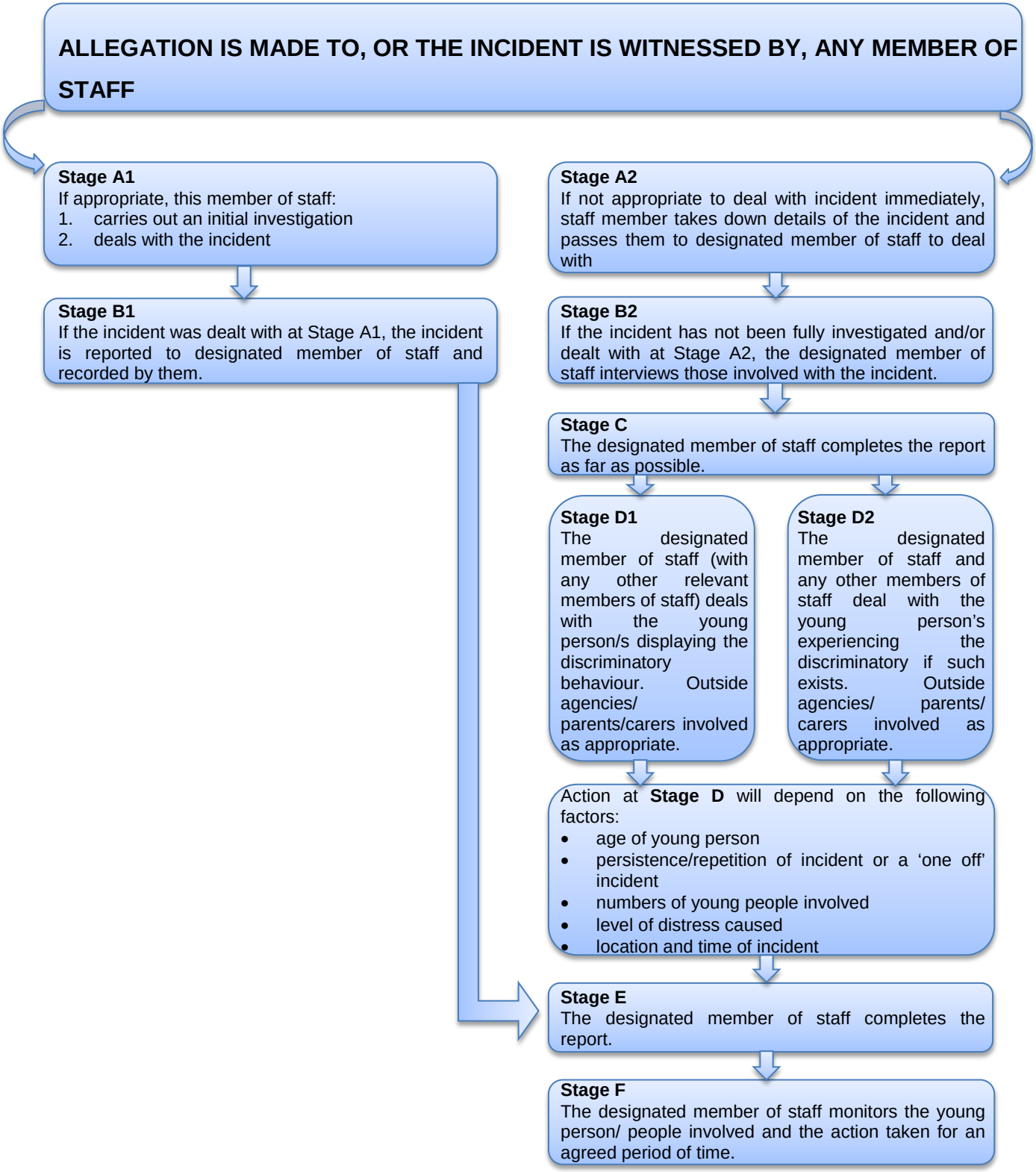
Website	Description
www.respectme.org.uk	Scottish Government Anti-bullying Service which provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. Learning settings should refer to this website when updating their Anti-Bullying Policy
www.scotland.gov.uk	Official website for the Scottish Government detailing up-to-date policies and educational documents
www.cre.gov.uk/scotland	The Commission for Racial Equality provides information and advice for dealing with racism.
www.ceop.gov.uk	The NCA's CEOP Command (formerly the Child Exploitation and Online Protection Centre) works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats to bring offenders to account.
www.sccyp.org.uk	The website for Scotland's Commissioner for Children and Young People outlining children and young people's rights.
www.educationscotland.org.uk	Education Scotland is the national body in Scotland for supporting quality and improvement in learning and teaching for staff, parents and young people.
www.unicef.org	UNICEF is the United Nations International Children's Fund which promotes the rights of the child through the UN Convention on the Rights of the Child (UNCRC).
www.unicef.org.uk/rrsa	The universality of the Convention on the Rights of the Child (CRC) provides a clear link for pupils between building up their rights-respecting school, understanding their rights and the need for children's rights to be realised everywhere. Children and young people in rights-respecting schools develop a stronger sense of the need to act for global justice.
www.incentiveplus.co.uk	Website for educational resources to support learning and teaching Personal, Social and Emotional development.
www.bbc.co.uk/newsround	The BBC's child friendly news site for up to date local and global events and issues.
www.handsonscotland.co.uk	A toolkit for helpful responses to encourage young people's emotional wellbeing.
www.children1st.org.uk	CHILDREN 1st – The working name for the RSSPCC, working with Scotland's vulnerable children and young people to help change lives for the better.
www.children1st.org.uk/parentline	ParentLine Scotland is a service provided by CHILDREN 1st. It is the national helpline for anyone concerned about a child or young person.
www.childline.org.uk	A national helpline run by CHILDREN 1st on behalf of the NSPCC. It is an online service specifically for children and young people. This also has an anti-bullying helpline (0800 44 11 11) in Scotland for victims of bullying or for those who are bullying other young people.
www.kidscape.org.uk	We equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK.
http://theredcardscotland.org	Show Racism the Red Card is the UK's anti-racism educational charity.
www.enable.org.uk	Scotland's charity for learning disabilities who campaign to stop discrimination and inequality and ensure that people who have learning disabilities are regarded as equal members of society.
www.changingfaces.org.uk	A charity for people and their families, who are living with conditions, marks or scars that affect their appearance.
www.enquire.org.uk	Information for young people with additional support needs and their families.
www.samh.org.uk	The Scottish Association for Mental Health (SAMH) which provides help, information and support everyone.

Website	Description
www.lgbtyouth.org.uk	Community based organisation for lesbian, gay, bisexual and transgender people. Offering advice and support for young people.
www.stonewallscotland.org.uk	Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people.
www.zerotolerance.org.uk	Zero tolerance is a charity to tackle the causes of men's violence against women.
www.soscn.org	The Scottish Out of School Care network is a charity focused on promoting and supporting the development and maintenance of high quality school age childcare in Scotland before and after school during term-time, and all day during school holidays.
www.youthscotland.org.uk	Youth Scotland is the network of youth groups across Scotland which delivers quality programmes, information, resources, training and support to community based youth work.

CHECKLIST TO SUPPORT INVESTIGATIONS

Who was involved? Is there a young person experiencing bullying behaviour. If so, who?	
In what way did the young person experiencing bullying behaviour suffer?	
How did the incident start? Was it premeditated?	
What is alleged to have happened, from the perspectives of all involved?	
Listen to the individual perspective of all involved.	
When and where did the incident take place?	
Who witnessed the incident?	
Who reported it and when?	
Any background to the incident?	
Any reason for considering this to be bullying behaviour?	
To what extent did the incident affect others?	
What was the response of the young person(s) experiencing bullying behaviour?	
What does (do) the young person(s) experiencing bullying behaviour wish to see resulting from the investigation?	

Appendix 3 – Suggested Procedure Flowchart



Appendix 4 – Proforma for the Recording of Incidents of Bullying Behaviour

PUPIL INCIDENT REPORT FORM (INFORMATION THAT WILL BE REQUESTED):

PEOPLE	Who is involved in the incident(s) being reported; did anyone witness this behaviour?
IMPACT	The feelings, emotions, and wellbeing of the person experiencing bullying behaviour
BEHAVIOUR	The nature of the behaviour (could this incident invoke Violent Incidents in Learning settings or Child Protection Guidelines to replace or run in addition to this approach or is it of a criminal nature?)
NATURE	The nature of the bullying behaviour (could this incident invoke Violent Incidents in Learning Setting or Child Protection Guidelines to replace or run in addition to this approach?)
PLACE	Where did the incident(s) take place?
DATE, TIME and DETAILS	When did the incident(s) take place?
ACTION TAKEN	Details of any action taken by ALL staff members dealing with any incidents.

This information will be recorded within the Management Information System (SEEMiS). At present, the format for recording this information is still to be finalised but is expected to be found in the Bullying and Equality Menu, Pupil Incident Report Form Section.

Appendix 5 – Prejudice Based Bullying

1. Asylum Seekers and Refugees

There are numerous myths and misconceptions around asylum seekers and refugees which require to be challenged. Workers and families from the EEC are also often mistakenly spoken of as asylum seekers. Asylum seekers and refugees are more likely to become targets of abusive comments and hostility when there is a period of economic decline. Comhairle Nan Eilean Siar does not presently have asylum seekers and refugees as in other parts of Scotland; however, given misunderstandings about this group, it is worth being prepared to deal with such prejudice based bullying if it occurs. Bullying behaviours can range from verbal abuse to deliberate physical attack. Children and young people in this group can become socially isolated. They may have come from circumstances which have led to a lack of trust for authority and they may not wish to tell their parents when they are being bullied for fear of adding to their worries.

Further advice and resources can be found at www.scottishrefugeecouncil.org.uk

2. Body Image

Bullying on the grounds of body image is prevalent. Children and young people who have a condition, injury or illness that makes them look 'different' can be especially vulnerable to appearance-related remarks and bullying behaviour.

Presentation of issues about body image in the mass media exacerbates to this problem. A child or young person who is noticeably over or underweight may find themselves particularly vulnerable to bullying behaviour which can take a variety of forms including name-calling, mimicry of eating habits or perceived eating habits, demeanour or physical agility, nasty comments about clothes and general appearance and/or covert photos being taken when changing for PE. Children and young people can develop poor eating habits and eating disorders as a result.

Strategies for challenging Body Image Bullying could include:

- Making explicit reference to body image bullying within the schools anti bullying policy.
- Addressing body image bullying within the PSHE/Health and Wellbeing and Citizenship Curriculum
- Promoting a range of body images in a positive manner across the school curriculum.
- Developing skills and strategies to challenge and deal effectively with prejudicial language.

Further information and guidance is available for facial disfigurement advice from Changing Faces.

3. Disablist

Disabled children and young people with Additional Support Needs may be at greater risk of being bullied. Their Additional Support Need may involve obvious physical differences from the norm, difficulties in understanding and contributing to social interactions, delay in or reduced academic progress, all of which may be used as a basis for bullying behaviour by others they encounter.

Some children and young people with Additional Support Needs may not be able to communicate experiences as well as others.

There is also increasing evidence that more able children and young people may be targeted because of their levels of achievement and/ or their involvement in out-of-school initiatives.

Strategies for addressing bullying of children and young people with additional support needs might include:

- Making explicit references to the bullying of children and young people with additional support needs in the Anti-Bullying and Equal Opportunities Policies.
- Maintaining good communication among staff, children and young people and parents around specific needs or behaviour exhibited by specific children – dissemination of this information would need to be handled sensitively, exercising professional judgment.
- Ensuring responses to children and young people with additional support needs from staff do not stigmatise them or lead to unfavourable comparisons being drawn with others.
- Raising awareness about additional support needs and related issues through the PSHE/Health and Wellbeing and Citizenship curriculum and through the informal curriculum and school ethos.

4. Homophobic

Homophobic bullying targets a victim on account of his/her actual/perceived sexual orientation. Children and young people may also be affected by of bullying behaviours as a result of their parent's or carer's perceived or actual sexual orientation.

Homophobic bullying may involve physical, non-physical, direct and indirect bullying behaviours. Unwitting behaviours also contribute to a climate in which homophobic bullying occurs. Homophobic bullying may also include the use of consciously offensive and discriminatory language e.g. calling someone 'gay', spreading rumours that cause an individual's real or perceived sexual orientation to be ridiculed, questioned or insulted.

Strategies for addressing homophobic bullying might include:

- Attaching a high profile to anti-prejudicial values within the context of the school ethos, including a commitment to work that explicitly challenges homophobic attitudes. Work on homophobia within PSHE and Citizenship.
- Including statements on homophobic bullying in Anti-Bullying and Equal Opportunities policies.
- Committing training time for staff to build their confidence in tackling homophobia and providing practical training around challenging homophobic bullying behaviour.
- Developing links with outside agencies to offer expertise to school and to offer advice and support to students experiencing issues around their developing sexuality.
- A toolkit to support schools is available from Education Scotland – Dealing with Homophobia and Homophobic Bullying in Scottish Schools – Toolkit for Teachers

5. Looked After Children

Looked after and accommodated children and young people can be particularly vulnerable to bullying behaviour. In many cases there will not be a stable support network to help them deal with the problem. It is recognised that we all have a major part to play in ensuring that children in care are healthy, happy, safe and successful.

Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other children and young people, but often the bullying behaviour will focus directly on the fact that they are looked after, as well as another number of reasons:

- regular changes in schools where they are placed which can make forming friendships difficult
- poor relationships skills stemming from attachment difficulties
- inappropriate reactions to situations as a result of learned behaviours
- a reluctance to make friends
- low self-esteem
- lack of role models
- a heightened sense of privacy

Anyone who is seen as 'different', children and young people who are looked after and accommodated may receive unwelcome attention stemming from their circumstances. Sometimes the behaviour of other pupils is the result of curiosity expressed inappropriately. On other occasions these situations can become more unpleasant, and could develop into bullying behaviour. Children who are looked after away from their home authority but continuing to attend school in their home authority may not be able to access after school clubs and social events easily and this could result in further isolation.

Children and young people react differently in these situations, depending on how they feel at the time, or what personal resources or skills they have to draw on. They might ignore taunts, or else stand up to people, or they might get angry and lash out. Some children and young people describe experiences of reacting physically to bullying behaviour, as a result of frustration at lack of support in the school, and finding the situation has escalated to such an extent that it leads to exclusion or truanting.

Children and young people who are looked after may be reluctant to tell anyone they are experiencing bullying behaviour for a number of reasons. They may not trust adults or may have a distrust of authority. Previous experience may make them feel that they will not be believed or that no action will be taken. They could be concerned that they will be seen as the perpetrator. As with other forms of bullying behaviour, children and young people may be exhibiting behaviour which they feel is indicating that they are being bullied but the adults around them may not pick up on this. Changes in behaviour may be put down to stress about reviews or other events in the life of a looked after and accommodated child or

young person. They may not wish to highlight their looked after situation or 'rock the boat' especially at the start of a new placement or during a successful placement. Their previous life experience may have given them a heightened sense of self-reliance and independence so that they do not ask for help.

All staff should work collaboratively to ensure that looked after children and young people do not experience additional stress caused by bullying behaviour.

Strategies for addressing bullying behaviour against young people who are looked after could include:

- Making explicit references to the bullying of students who are looked after in the Anti-Bullying and Equal Opportunities Policies.
- Maintaining good communication among staff, pupils and carers – dissemination of this information would need to be handled sensitively, exercising professional judgment.
- Ensuring responses to pupils who are looked after from staff (teaching and non-teaching) do not stigmatise or further isolate.
- Raising awareness about the various different forms that families can take through the PSHE/Health and Wellbeing and Citizenship curriculum and through the informal curriculum and school ethos.

6. Racial Bullying

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Race Relations (Amendment) Act 2000

Racist bullying can range from name calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual/ individuals on the grounds of their perceived racial culture and national or religious identity. Not only is this behaviour unacceptable within a school context it is also unlawful.

Essential and immediate action includes recording and reporting of racist incidents by staff. Strategies for addressing racist bullying might include:

- Linking anti-bullying policies with the provision of the Equality Act 2010
- Commitment to staff training, teaching and non-teaching, around understanding and promoting diversity and equality and how to deal effectively with racist incidents.
- Ensuring the PSHE /Health and Wellbeing curriculum includes anti-racism
- Promoting good home-school liaison that ensures minority ethnic parents are guaranteed equality of access to procedures.

7. Sectarianism, Religion and Belief

Sectarianism is distinct from prejudice between different religions. This should be recognised in all relevant policies in relation to equality and diversity. A denomination or 'sect' is a division or grouping within a faith, for example, Protestants and Catholics within Christianity, Sunni and Shia within Islam, and Orthodox and Reform within Judaism. Denominations within one faith share the same basic (fundamental) elements of the faith but they have differing practices or differing interpretations of specific elements of the faith.

Some children are brought up with the example that sectarian attitudes are acceptable. However, open discussion about sectarian language and symbols can help to challenge many of the historical and cultural myths which encourage sectarian attitudes and behaviour. Such attitudes and behaviours must be constantly challenged. Listening to their children and young people's experiences and highlighting potential consequences can encourage a positive change in behaviour.

Strategies for addressing religious and sectarian bullying might include:

- Making explicit references to religious and sectarian bullying in the Anti-Bullying Policy.
- Raising awareness about religion and related issues through the PSHE/Health and Wellbeing, Citizenship and Religious Education programme.
- Incorporate resources from Education Scotland website into school programmes
- Nil by Mouth is a registered Scottish Charity its sole purpose of achieving a society free from sectarianism where cultural and religious diversity is respected and celebrated by everyone.

8. Sexism and Gender

Gender bullying is widespread and impacts on both females and males. The proliferation of particular gender stereotypes and the experiences some children have of relationships between adults of both genders, including those that might be abusive, can contribute to gender bullying.

- Behaviour associated specifically with gender bullying may also include:
- abusive name calling
- use of sexual innuendo and unwanted propositioning
- graffiti with sexual content
- spreading rumours questioning sexual reputation

Be clear that gender bullying should not be mistaken for sexually aggressive behaviour. Strategies for addressing gender bullying might include:

- Making explicit reference to gender bullying within the schools' anti-bullying policy.
- Addressing gender bullying within the PSHE and Citizenship curriculum.
- Promoting positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum.
- Skills and strategies to deal effectively with prejudicial language and the impact of that language on all aspects of diversity and equality

9. Social and Economic Status

Bullying due to social and economic status can take place in any group no matter how homogeneous. Even small differences in perceived class/family income/ family living arrangements/social circumstances or values can be seized upon by some young people and used as a basis for bullying behaviours, Including:

- Name calling (of pupil or family members)
- Rumour spreading
- Graffiti regarding pupil or family members
- Shunning
- References to lack of or over attention to personal hygiene (real or imagined)
- Mockery of speech patterns /belongings/clothes/ felt to reflect differing social economic status

Such behaviours can be low key and insidious and become widespread through those considering themselves to be in the dominant social economic group or class. It is important to remember that this form of bullying can equally be of a pupil from a social economic group perceived as higher earning/ believing itself socially superior to the majority. Strategies might include:

- Making explicit references to bullying for reasons of social and economic status in the school anti-bullying policy.
- Addressing bullying for reasons of social and economic status within the PHSE/Health and Wellbeing curriculum of the school
- Promotion of values other than those of consumerism across the curriculum.
- Maintaining good communication between parents and staff re pupils in difficult/changing social and economic circumstances.
- Sensitive handling and good communication between staff of information re children in difficult/changing social and economic circumstances.
- Respectful challenge of use of prejudicial terminology related to social and economic status by pupils and staff.

10. Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or has issues with the misuse of drugs or alcohol.

Young carers are at risk of bullying behaviour for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities. This can make it difficult to form relationships, hinder successful transitions or lead to educational difficulties.

Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances. A child who has the burden of all the household tasks may find it difficult to maintain a high level of personal presentation. The family may have a very low income which affects the

opportunity to take part in activities which have to be paid for, and may impact upon the child or young person to be able to 'fit in' with fashion and labels or have the latest mobile phone. Again, such a young person may be reluctant to speak about bullying to prevent drawing further attention to themselves. If they are being questioned about attendance and timekeeping, they may not wish to confide in staff, especially if they feel this will result in additional stress for their parent. They may have a strong sense of self-reliance and independence as a result of their caring responsibilities or place low priority on their own needs. Strategies might include:

- Addressing different kinds of families and responsibilities within the PHSE/Health and Wellbeing curriculum of the school.
- Sensitive handling and good communication between staff of information re children who are young carers.
- Being vigilant about children who may be under the pressures of being a young carer and addressing these concerns sensitively

Appendix 6 – Prejudice Based Bullying

.