



ROTHESAY JOINT CAMPUS



# Anti-bullying Policy



May 2022

## Rothesay Joint Campus Anti-Bullying Policy

This policy reflects *Respect for All – The National Approach to Anti-Bullying for Scotland’s Children and Young People* and the wider policy context in Scotland.

It is also based on Argyll and Bute’s Anti-Bullying policy, please see link below :-

[https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying\\_policy\\_july\\_2019.pdf](https://www.argyll-bute.gov.uk/sites/default/files/anti-bullying_policy_july_2019.pdf)

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### Our principles and values

Argyll and Bute Council is committed to providing a safe and supportive environment for all people and at Rothesay Joint Campus, we aspire to be a safe learning community which ensures all pupils are supported, nurtured and feel included. We promote and celebrate differences by respecting the beliefs and opinions of others and build positive relationships and behaviour so that bullying is seen as unacceptable behaviour.

Our pupils, parents and staff have created this policy through consultation and discussion. All members of our school community are responsible for implementing it so that every child has the opportunity to reach their full potential. This partnership approach ensures that everyone understands the needs, expectations, concerns and capabilities of each partner, and what they can expect to happen if bullying occurs.

As a rights respecting school we uphold children’s rights and are aware that bullying is a breach of the United Nations Convention on the Rights of the Child:

- The right to protection against discrimination (Article 2)
- The right to an opinion and for it to be listened to and taken seriously (Article 12)
- The right to protection from violence, abuse and neglect (Article 19)

The ethos of our school is built on our vision, values and aim :-

#### Our Vision

Working together now to prepare for a positive future.

#### Our Values & Aims:

Respect  
Kindness  
Aspiration  
Achievement  
Equality

We encourage pupils to live these values, so that every child in our community may grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people, and adults.

## Legislative and Policy Framework

Children and young people have rights which are now enshrined in a range of local, national and international policies: *"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."*

**The United Nations Convention on the Rights of the Child, Article 19**

*"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 and carers, will have the 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, 2010**

*"Argyll and Bute Council is committed to providing a safe and supportive environment for all people in its educational establishments and promoting a culture where bullying is recognised as being unacceptable."*

**Argyll and Bute Anti-Bullying Policy, September 2013**

*"The mental, physical and emotional wellbeing of young people is an essential pre-condition for success in the health and wellbeing of the school community as a whole".*

**HMIE, Journey to Excellence**

## What is bullying behaviour?

### Respectme's 2017 definition of bullying

Respect for All defines bullying in the following way: Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (Respect For All, 2017)

This definition avoids the labelling of children and young people as 'bullies' or 'victims', a characterisation that can leave children alienated and disempowered, and focuses instead on the behaviour and on the impact of this in an interpersonal context. It is imperative that we support our children and young people to understand why bullying is wrong and to empower them to change their behaviour.

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

- Being called names, teased, 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 abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

### Is intent required?

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is actually bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. 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 bullying that their behaviour is unacceptable and why. Intent is difficult to prove and young people can often reframe their behaviour when challenged. It's more important to

focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.

#### **Does the behaviour have to be persistent?**

The issue with persistence is that the behaviour has to take place more than once, but the impacts of bullying can be felt after a single incident.

Bullying doesn't need to be persistent to have an effect on the mental health and well-being of a child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children and young people should be addressed as they arise. It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.

How persistence is viewed by one person - for example daily, weekly or monthly - may be quite different to how it's viewed by someone else, leading to inequality and inconsistency of practice. It isn't helpful to wait and see if a pattern or repetition emerges before taking action. Although bullying is usually persistent, a single incident can have a significant impact on some children and young people by instilling a fear that it might happen again.

#### **What about impact?**

Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it.

We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

All behaviour communicates feelings. Our response should focus on identifying how someone feels and helping them to cope with and respond to those feelings. Children and young people may act out of character when they are being bullied and changes in behaviour can be signals that something is wrong. We need to focus on what someone did and the impact that it had.

#### **Online bullying**

For children and young people, online environments are social spaces where they can hang out and meet friends. Like any other place they visit, there are benefits and risks. Adults need to be engaged with children and young people about where they go online, just as they are when they go into town or to any other 'real' physical place.

But online bullying, or 'cyberbullying' as it is often referred to, shouldn't be treated any differently; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them. We should address online bullying in the same way. Our responses will be more consistent and effective when we address online bullying as part of our whole anti-bullying approach, not as a separate area of work or policy.

#### **Homosexuality**

Homophobic bullying behaviour is mainly directed towards young people who have identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

**Race**

Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

**Disability**

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied.

People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour.

Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all. This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that the outward signs of bullying – a change in behaviour, low mood, dishevelled clothing or bruises - may not be picked up by adults as an indicator of bullying behaviour.

**Body Image**

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.

Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

**Sectarianism Religion and Belief**

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance. As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

**Sexism and Gender**

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

Other groups which can be targeted with bullying behaviour are:

#### **Looked after and Accommodated Children and Young People**

Children and young people who are looked after and accommodated (LAAC) by the local authority are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements 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 and a heightened sense of the need to preserve privacy.

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

#### **Young Carers**

The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

#### **Labelling behaviour**

Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in supporting them to change behaviour or to recover from the impacts of bullying. Our focus should always be on the behaviour and the impact it had. This will help them to understand what they did, why it was wrong and what you expect from them instead. This allows you to state clearly the behaviour that needs to change and reinforce the behaviour you would like to see instead. This gives clarity, makes it easier to address negative behaviour and, importantly, rewards positive behaviour.

#### **When it's not bullying**

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. It is important to discuss how they feel and help them to develop resilience to manage their relationships.

Similarly, bullying behaviour can sometimes be unsuccessful. A person can attempt to bully someone using a range of behaviours but it has no impact – in this case the person has not been bullied but the behaviour needs to be challenged appropriately and should not be ignored. For example, the use of homophobic or derogatory language, which may have no impact on the person it is aimed at, must still be challenged as the language itself is unacceptable and could impact on other people.

On the other hand, incidents can be perceived as bullying when they are more serious and are, in fact, criminal in nature. It is important to ensure that there is a clear distinction between bullying and other potential forms of criminal offences such as hate crime, child sexual exploitation and gender-based violence. For instance, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. This is sexual assault or abuse and a form of gender-based violence. There are laws to protect children and young people from this very serious type of behaviour.

Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can take a number of forms that are potentially a form of criminal harassment and should be treated as such. Adults and children and young people can seek appropriate advice and guidance from Police Scotland if they feel a hate crime may have taken place.

## **Bullying and Children's Rights (UNCRC)**

### **United Nations Convention on the Rights of the Child 1989 (UNCRC)**

There are 54 articles in the Convention, setting standards in healthcare, education, and legal, civil and social services, which cover four broad areas. These areas are:

- Survival rights
- Development rights
- Protection rights
- Participation rights

A right is a basic need, rather than an entitlement or expectation. Children need to be protected from bullying behaviour so that they can survive, develop and participate in a fulfilling life. Bullying is a breach of Children's Rights.

### **Bullying and the UNCRC**

#### **Survival Rights**

Survive and develop healthily – The impacts of bullying behaviour must be addressed in a way that meets the needs of those young people affected and involved. Adults share a responsibility to address any behaviour that can harm the development of children.

What you need to be happy and healthy – The positive impact of healthy relationships, supportive role-models, inclusion, love and respect can be undermined by bullying behaviour. Teaching children how to value and promote a healthy sense of respect for themselves and others will help reduce the risk of bullying behaviour.

#### **Development Rights**

Relax and play – Being excluded from activities by bullying behaviour has a harmful impact on development, health and wellbeing. As adults we are responsible for shaping an inclusive culture where all children can participate.

Get and share information – Bullying and its impacts can be detrimental to a child's capacity to learn. This right also highlights an adult's responsibility to take young people's views into account when making decisions that affect them.

Free primary education – A child's right to education can be denied if they refuse to attend or are removed from school because of bullying behaviour. Staff and parents have a responsibility to change behaviour that is making a child feel unsafe.

Develop your talents fully – The impact of bullying on self-esteem and aspirations can prevent young people from reaching their full potential.

#### **Participation Rights**

Be listened to, opinions heard – Young people's views must be considered when responding to bullying behaviour. Exclusion can also impact on this right. When situations require adults to go against a child's wishes – for example when there is serious risk of harm - there is a clear responsibility to help a child understand that their best interests are at heart. Practice your religion – Bullying behaviour stemming from prejudices can devalue a child's beliefs. Children have a responsibility to respect the beliefs of others and adults have an important role to play in encouraging this, while strongly challenging prejudice-based attitudes and actions. Meet together and join groups – A culture of bullying can prevent young people from engaging in their chosen activities. It is not fair or healthy to ask a child or young person to change their behaviour to avoid bullying as anything other than a short-term measure. The focus needs to be on changing the bullying behaviour that threatens this right. Privacy and their way of life – Cyberbullying is an example of an invasion of privacy. An important adult responsibility is to give children the skills and understanding to respect their own privacy as well as that of others. Your own name – Name-calling and negative labelling can deny children this right. A child's capacity to develop their sense of self can be undermined by name-calling or by conforming to bullying behaviour by labelling themselves in a derogatory way.

### **Protection Rights**

Be cared for by parents and government – Quality of care can be undermined by a failure to address bullying behaviour and its impacts. Children are very clear about the significant impact and concern bullying causes them and this must be reflected by the policy, culture and practice of organisations responsible for their care. Protection from violence and abuse & Be protected from harm – Children and young people have a right to be protected from bullying behaviour – a protection that all adults in their lives, regardless of their roles, share a responsibility to provide. What is best for children from child care organisations – All organisations have a duty to provide a safe, healthy environment for children where bullying is unacceptable. This responsibility must not be a burden heaped on a few individuals – but rather understood and shared by all staff. Special help if neglected or abused – All young people have a right to the support they need to recover from bullying behaviour. Every child is different and so adults have a responsibility to recognise the importance of an individual journey of recovery, informed by the young person concerned.

### **ROLES AND RESPONSIBILITIES**

Anti-bullying is the responsibility of all staff, parents/carers and pupils in Rothesay Joint Campus. Everyone in our community has the responsibility to report bullying behaviour and not to display this. Suspected bullying behaviour with the school should be reported to a member of the leadership team.

It is the responsibility of **school staff** to set high standards to pupils and proactively promote the policy through awareness of its content and by challenging bullying behaviour by:  
participating fully in the school community and encouraging pupils to do so

- being vigilant at all times
- being approachable and listening to concerns
- dealing calmly and consistently with pupils through the application of Assertive Discipline techniques
- promoting an ethos of success and achievement
- seeking the views of pupils
- engaging the support of parents
- helping to ensure that each pupil feels valued and achieves his/her potential

It is the responsibility of **parents/carers** to promote good relationships by:

- taking an active interest in their child's education
- working in partnership with school staff to ensure that their child achieves his/her personal, social and academic potential

### **PERSONAL SOCIAL EDUCATION PROGRAMME**

The proactive approach is reinforced in PSE courses which encourage pupils to respect each other and to take responsibility for their own actions.

These courses include:

- peer relationships, understanding others, disabilities, personal safety
- living with others and sex education (with emphasis on relationships)
- prejudice, discrimination, young people and the law
- rights and responsibilities, self-respect, drugs and alcohol

## TAKING ACTION

Bullying will always be taken seriously and acted upon.

### Pupils

If you think someone is receiving bullying behaviour:

- Do tell someone (an adult, a teacher, a parent/carer)
- **Do not** join in

If you are receiving bullying behaviour:

Do tell someone (an adult, a teacher, a parent/carer)

- **Do not** keep it to yourself or just put up with it
- **Do not** be alone – stay with a group or crowd
- Do try to appear strong (even if you don't feel this way)
- **Do** keep a diary of specific incidents, names, places and times to show to the person you tell

### School staff

If you are informed or suspect bullying behaviour is taking place:

- **Do** always treat the allegation or suspicion seriously
- **Do not** dismiss allegations, no matter who makes them
- **Do not** over-react: this could drive other situations underground
- **Do** be open, approachable and listen
- **Do** use your professional judgement to determine if the incident is one of bullying or conflict (see definition of bullying)
- **Do** record the incident if bullying is confirmed (see Appendix 3: SEEMiS Bullying Incident Report Form)
- **Do** inform the relevant Guidance teacher or Stage Head or Anti Bullying Co-ordinator of any concerns

### Parents/carers

If you suspect that someone is receiving bullying behaviour in school:

- **Do not** keep the matter to yourself
- **Do** contact the appropriate Guidance teacher or Stage Head
- **Do** contact the Police if there are serious and/or prolonged incidents out with school
- **Do not** over-react: remember that there might be another side to the story

When incidents of bullying have been confirmed, appropriate action must be taken. The strategies adopted must reflect the nature of the bullying. The range of strategies includes:

- a quiet word to both the child receiving the bullying behaviour and the child displaying behaviour.
- class teachers asked for vigilance and to implement any preventative measures necessary
- counselling by Guidance teacher or relevant other
- mediation
- a staged consequence (in accordance with the school's Behaviour Policy)
- exclusion
- referral to the reporter to the children's panel
- referral to the Police

## RECORDING AND MONITORING

Accurately recording incidents of bullying allows establishments to ensure that appropriate response and follow up has been issued. It helps the establishment to monitor the effectiveness of its statement and practice and can also help identify a need for training.

Monitoring bullying incidents can provide information on recurring patterns, including:

- involvement of particular children and young people, staff or other adults
- where and when bullying behaviour takes place
- aspects of prejudice or discrimination underlying bullying behaviour
- action taken or resolution at an individual or organisational level
- consideration of personal or additional support needs

All reported incidents will be taken seriously, investigated and appropriate action taken. It should be noted that this can have an adverse effect if young people will not tell an adult because they think it will get blown out of proportion and make matters worse. It is important to stress that members of staff are approachable and pupils can trust them. The message conveyed should be, "Anyone with a concern about bullying will be listened to and taken seriously."

Incidents of bullying behaviour must be recorded systematically within education establishments and procedures must be followed. Each bullying incident must be recorded and entered on SEEMiS pastoral notes as a significant event.

A standard proforma is also used in all establishments (see Appendix 3). Records must be kept up to date within educational establishments using this proforma and this information will be collated centrally at the end of each session. As SEEMiS develops it is hoped that this information will be recorded electronically which will facilitate collation.

## APPENDIX 1

### Links to Curriculum for Excellence

Within Curriculum for Excellence, Health & Wellbeing is a core element and is regarded, alongside Literacy and Numeracy, as being the 'responsibility of all'.

Each child and young person can expect their learning environment to support them to:

- develop their self-awareness, self-worth and respect for others;
- meet challenges, manage change and build relationships;
- experience personal achievement and build resilience and confidence;
- understand and develop their physical, mental and spiritual wellbeing and social skills;
- understand that adults in the school community have a responsibility to look after them, listen to their concerns and involve others where necessary;
- assess and manage risk and understand the impact of risk-taking behaviour;
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Within Curriculum for Excellence there are specific Health & Wellbeing outcomes which children and young people would expect to achieve as part of their learning experience. Those of key relevance to the implementation of this policy and provide learning opportunities for children and young people to understand the purpose and implications of this policy are listed below:

#### Mental & Emotional Wellbeing

*I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.*

**HWB (0-4)-05a**

*I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.*

**HWB (0-4) – 06a**

*I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.*

**HWB (0-4) – 07a**

*I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.*

**HWB (0-4) – 08a**

#### Social wellbeing

*As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.*

**HWB (0-4) – 09a**

#### Physical wellbeing

*I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.*

**HWB (0-4) – 16a**

#### Relationships

*I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.*

**HWB(0-1)-44a**

*I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.*

**HWB(0-1) – 44b**

*I am aware that positive friendships and relationships can promote health and the health and wellbeing in others.*

**HWB2 –44b**

*I understand and can demonstrate the qualities and skills required to sustain different types of relationships.*

**HWB (3-4) – 44b**

*I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.*

**HWB (0-4) – 45b**

*I recognise that we have similarities and differences but are all unique.*

**HWB (0-4) – 47a**

### **Technology**

*I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others.*

**TCH (1-2) – 08a**

## APPENDIX 2

### Support and Resources

#### Child Exploitation and Online Protection Centre (CEOP)

<http://www.thinkuknow.co.uk>

The CEOP website provides information and advice on keeping children and young people safe online. It hosts 'Thinkuknow' which has interactive programmes for children and young people, parents/carers and those working with children and young people on this topic.

#### ChildLine

<http://www.ChildLine.org.uk/Pages/default.aspx>

CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

#### Enable Scotland

<http://www.enable.org.uk>

Enable Scotland is a charity run by its members campaigning for a better life for children and adults with learning disabilities and to support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland, in partnership with *respectme*, have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities

(<http://www.enable.org.uk/campaigns/currentcampaigns/Pages/Speak-Up-Anti-Bullying-campaign.aspx>).

Enable Scotland also provides training on disability awareness.

#### Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Scotland

<http://www.lgbtyouth.org.uk>

LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: *Dealing with homophobia and homophobic bullying in Scottish schools*, funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying; priorities which were identified in research with schools.

#### ParentLine

<http://www.children1st.org.uk/ParentLine>

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

#### Respectme

<http://www.respectme.org.uk/>

**Respectme** is the Scottish Government funded anti-bullying service. Their highly interactive website provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. *Respectme* develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include *Cyberbullying... Are you switched on?, Bullying...*

*What can I do?* - a leaflet for children and young people jointly developed with ChildLine, and *Bullying... You can make a difference*, for parents and carers.

#### **The Scottish Association for Mental Health (SAMH)**

<http://www.samh.org.uk>

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities. SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. SAMH also Chair the management partnership for *See Me*, Scotland's anti-stigma campaign.

#### **Scottish Traveller Education Programme (STEP)**

<http://www.step.education.ed.ac.uk>

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's travelling families to access education and web links for children and young people to a range of different websites, providing information and contacts with travellers and people working with them to support their cultures and lifestyles. STEP's remit includes supporting developments in inclusive educational approaches for Scotland's Travelling Communities and to address racism, harassment and bullying.

#### **Show Racism the Red Card**

<http://theredcardscotland.org>

Show Racism the Red Card is an anti-racist educational charity. They aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. They achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports. Show Racism the Red Card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

#### **Stonewall Scotland**

<http://www.stonewallscotland.org.uk/scotland>

Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources. These include research reports on teachers' and children and young people's experiences and guides for staff such as 'Challenging Homophobic Language', 'Supporting LGB Young people' and 'Including Different Families'.

**APPENDIX 3**  
**SEEMiS Bullying Incident Report Form**

**Basic Info**

Reported To  ... Incident Owner  ...

Addressed By  ...

Incident Date 05/05/2022

Incident Time

Reported By

Incident Location

Select

**Alleged Incident**

**Person(s) Experiencing**

Forename	Surname	Age	Stage

Title	Forename	Surname

Other Person(s) Experiencing:

**Person(s) Displaying**

Forename	Surname	Age	Stage

Title	Forename	Surname

Other Person(s) Displaying:

**Nature of Incident**

Select

Incident Detail:

**Perceived Reason(s) for Bullying**

Select

**Action Progressed**

Action Procedures

Incident Conclusion

**Monitor/Review**

Reviewer   Due   Complete

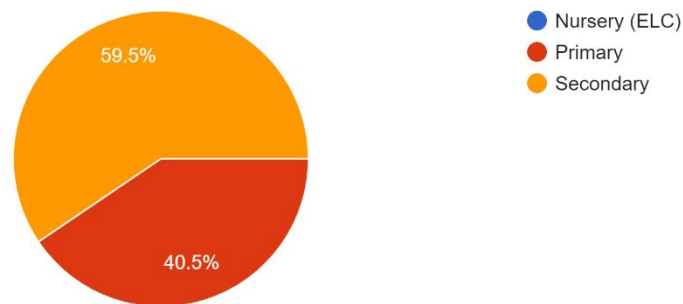
Person(s) Experiencing	Person(s) Displaying
Do they feel their concerns were listened to? <input type="button" value="v"/>	Do they feel their concerns were listened to? <input type="button" value="v"/>
Do they feel satisfied with the outcome? <input type="button" value="v"/>	Do they feel satisfied with the outcome? <input type="button" value="v"/>
Parent/Carer are satisfied with the outcome? <input type="button" value="v"/>	Parent/Carer are satisfied with the outcome? <input type="button" value="v"/>
Restorative action has taken place? <input type="button" value="v"/>	Restorative action has taken place? <input type="button" value="v"/>

## APPENDIX 4

### Rothesay Joint Campus Bullying Behaviour Survey – Parents

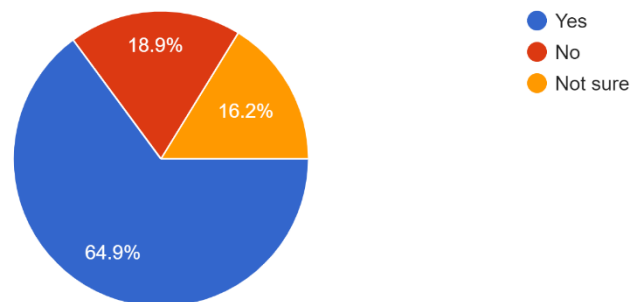
Please tick appropriate schools?

37 responses



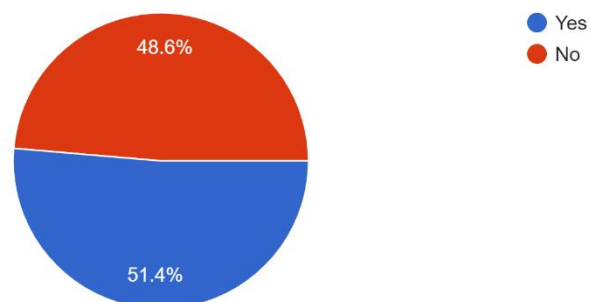
Do you think your child has received bullying behaviour at school?

37 responses



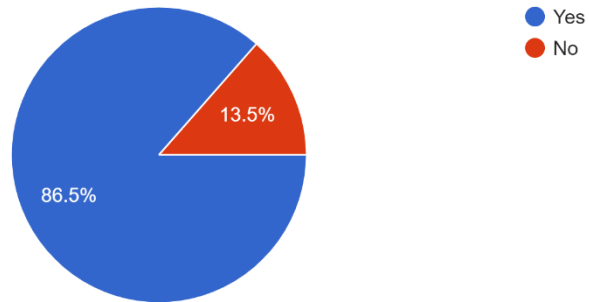
Have you witnessed any kind of bullying behaviour?

37 responses



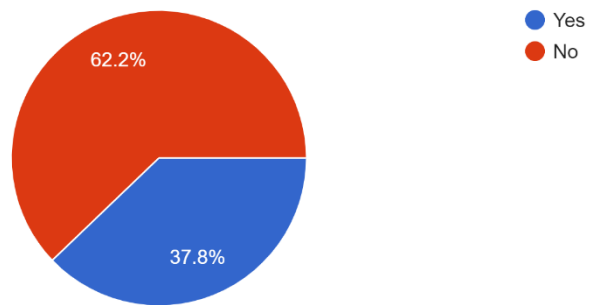
Do you know who to contact if you have concerns?

37 responses



Do you understand the steps that the school/organisation would take to support the person/people receiving bullying behaviour? And t... person/people displaying the bullying behaviour?

37 responses

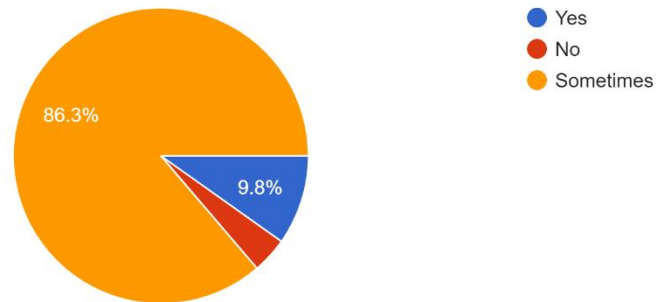


## APPENDIX 5

### Copy of School Bullying Behaviour Survey – Primary

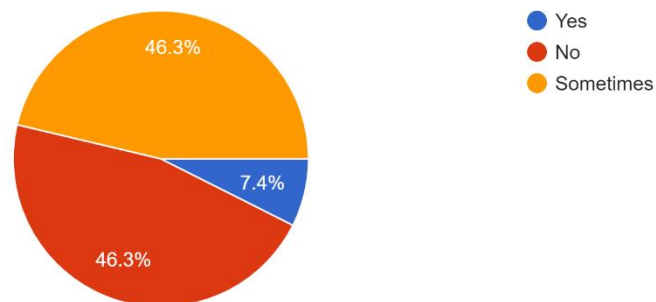
Would you say pupils in the school are well behaved?

51 responses



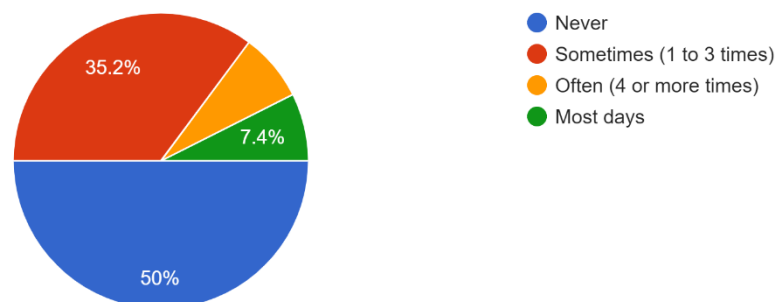
Do other children tease you?

54 responses



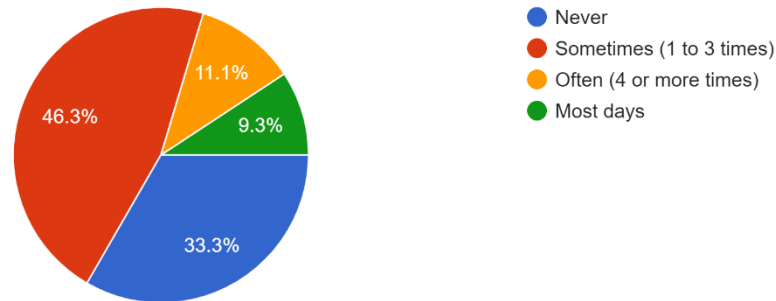
How often have you felt you have received bullying behaviour over the last 6 months or so?

54 responses



How often have you seen your friend or friends receive bullying behaviour over the last 6 months or so?

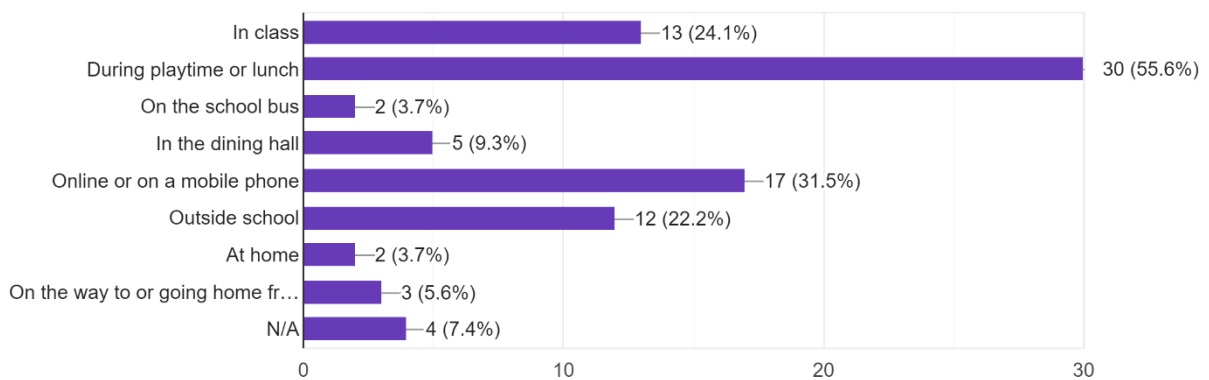
54 responses



If you did feel you or your friend / friends have received bullying behaviour, where did this happen?

You can tick more than one

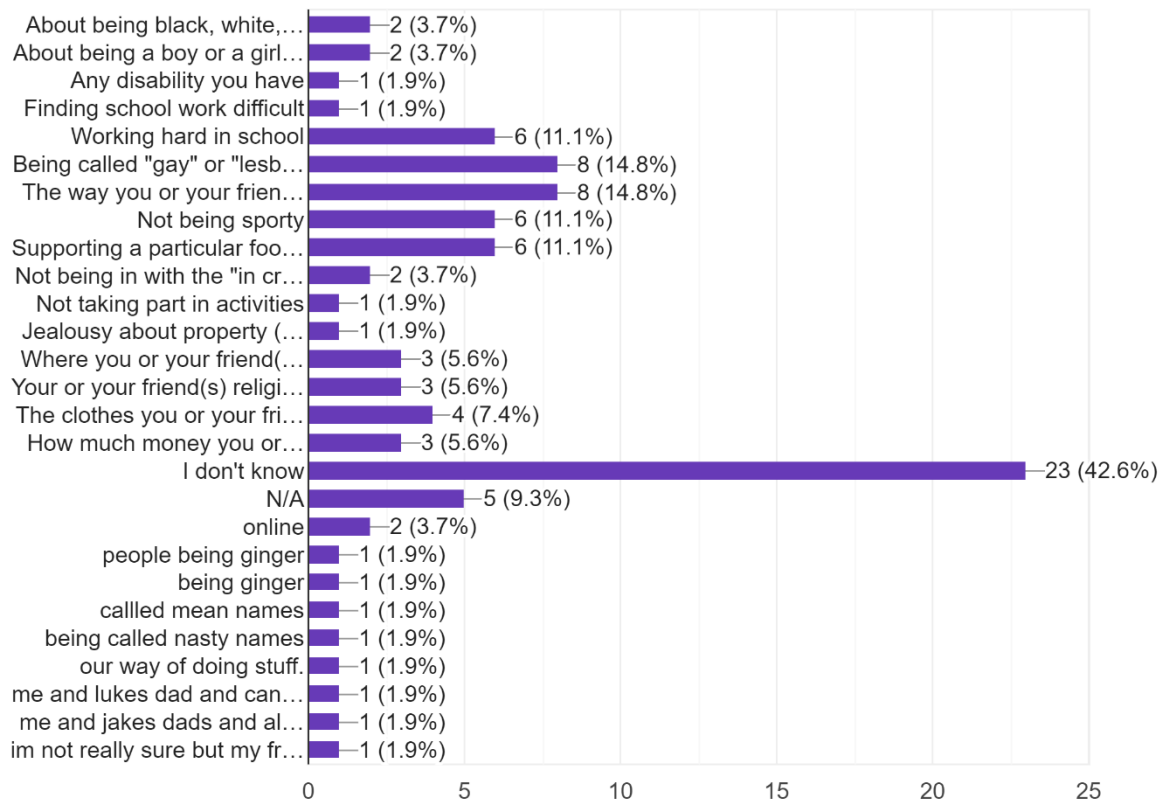
54 responses



If you have felt like you or your friend / friends have received bullying behaviour, do you know why?

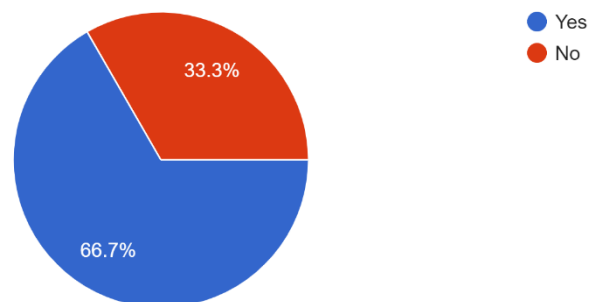
Tick as many as you need

54 responses



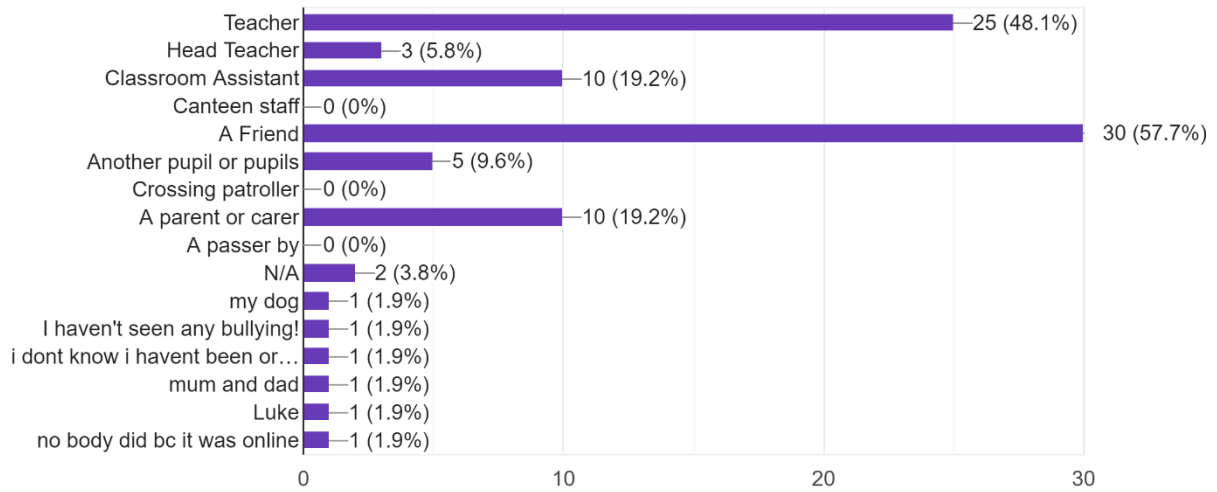
Did anyone come and help or stop the bullying behaviour you felt or saw?

54 responses



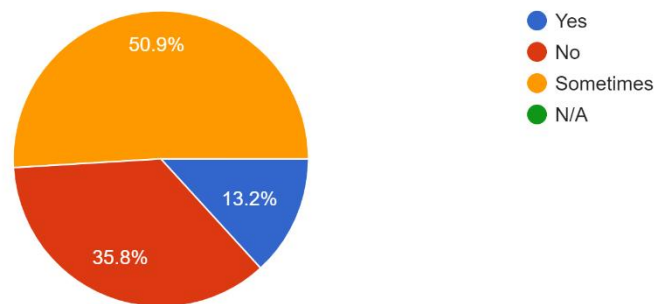
If someone did come and help or stop the bullying behaviour, who was it? You can tick more than one

52 responses



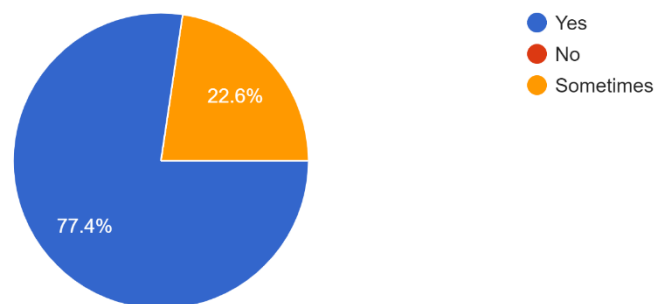
Do other children stop you from joining in?

53 responses



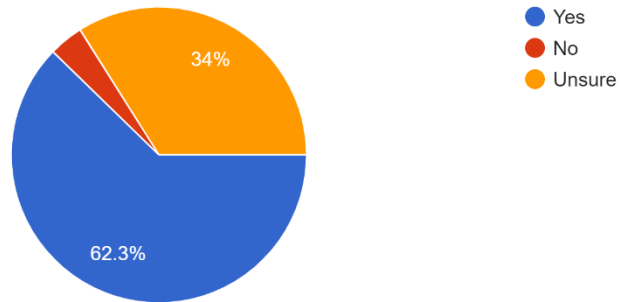
Do you show care and respect to other children?

53 responses



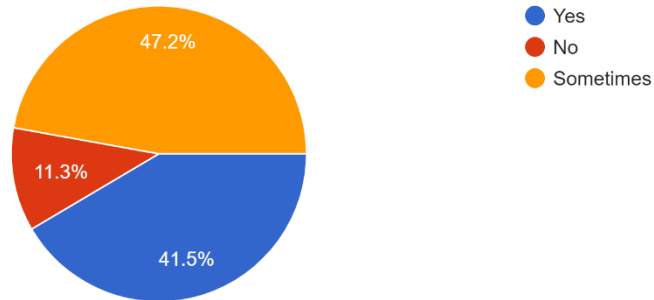
Do you know what to do if you experience, or witness, bullying behaviour?

53 responses



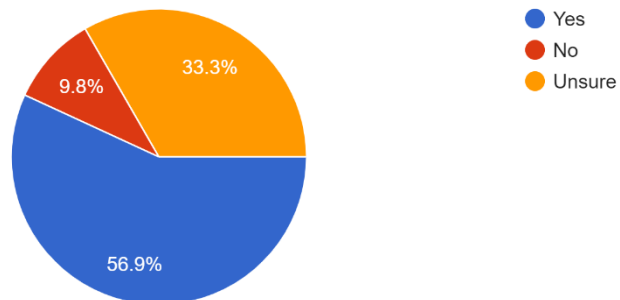
Would you say bullying behaviour / falling out with friends are dealt with well by staff.

53 responses



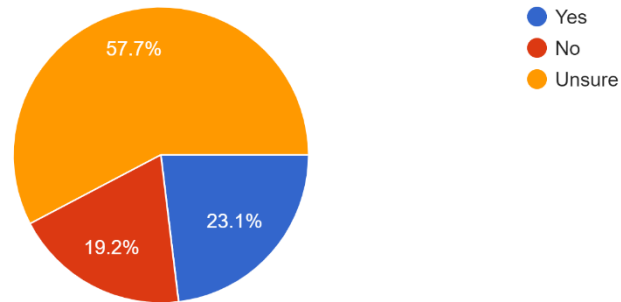
Are you taught in school how to deal with people who may display bullying behaviour?

51 responses



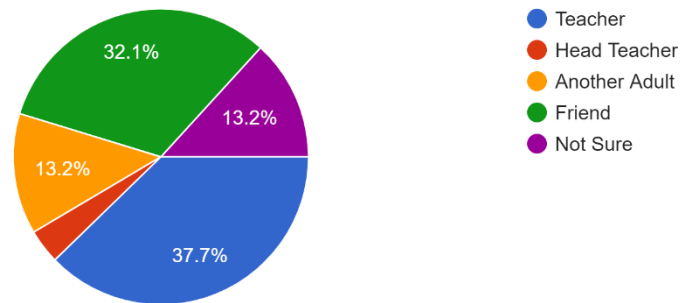
Are there particular staff whose job it is to deal with bullying behaviour?

52 responses



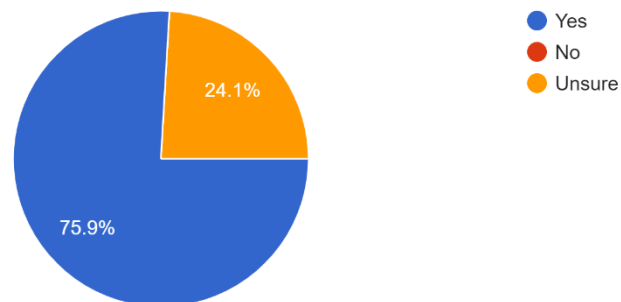
If you were received bullying behaviour, who would you tell first?

53 responses



Does your school have a set of rules on bullying behaviour?

54 responses

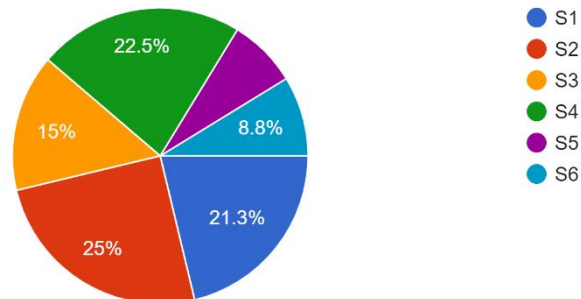


## APPENDIX 6

### School Bullying Behaviour Survey - Secondary

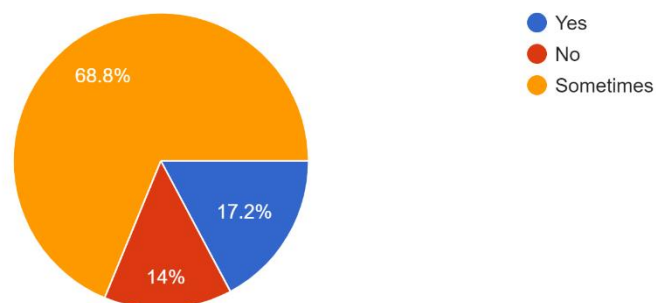
Please tell us your school stage

160 responses



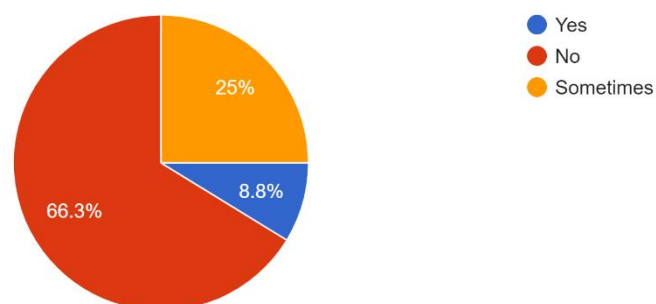
Would you say pupils in the school are well behaved?

157 responses



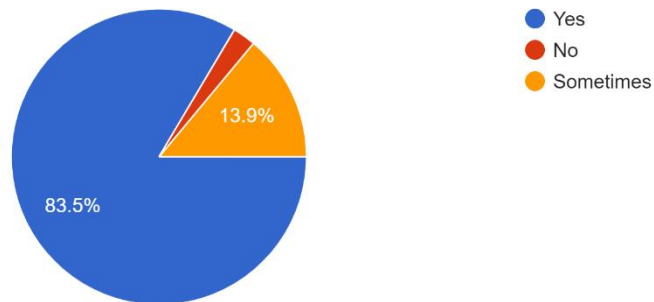
Do others stop you from joining in?

160 responses



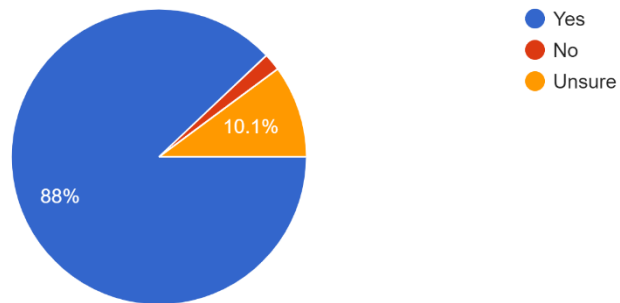
Do you show care and respect to others?

158 responses



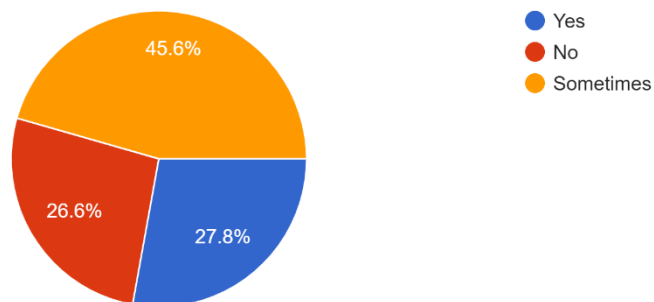
Do you know what to do if you experience, or witness, bullying behaviour?

158 responses



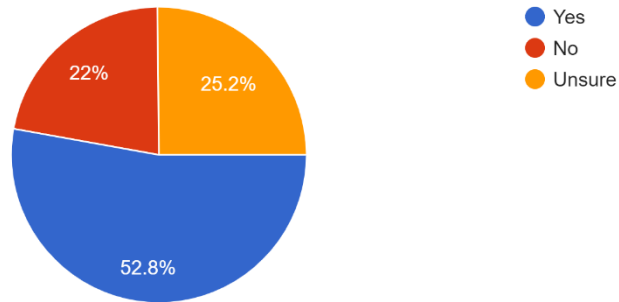
Would you say bullying behaviour / falling out with friends are dealt with well by staff.

158 responses



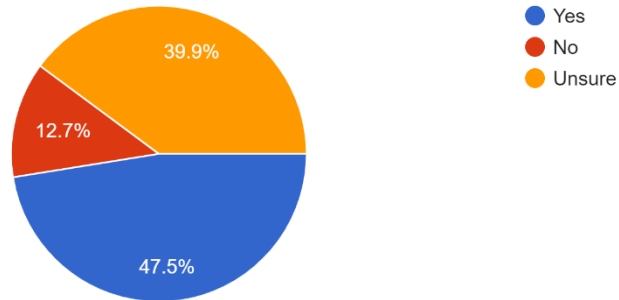
Are you taught in school how to deal with people who may display bullying behaviour?

159 responses



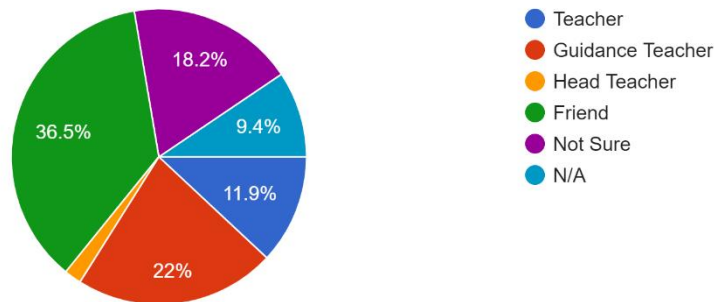
Are there particular staff whose job it is to deal with bullying behaviour?

158 responses



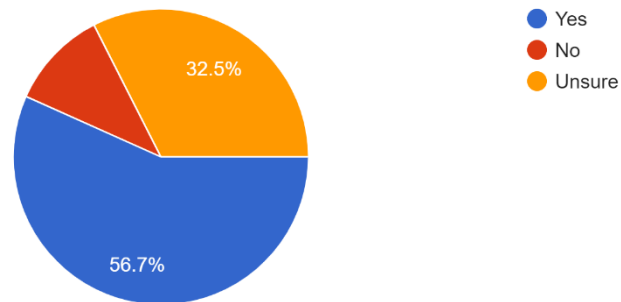
If you were received bullying behaviour, who would you tell first?

159 responses



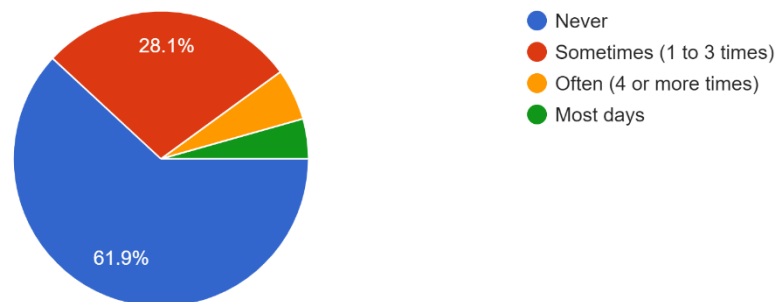
Does your school have a set of rules on bullying behaviour?

157 responses



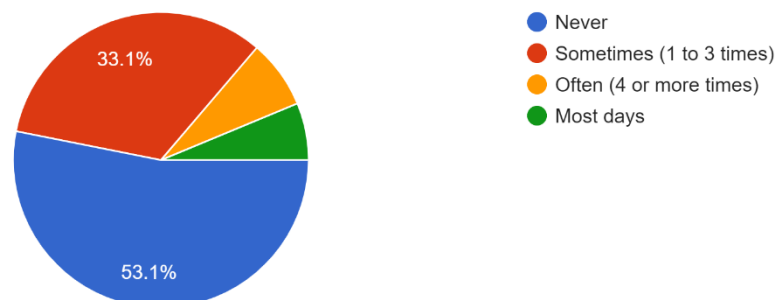
How often have you do you feel you have received bullying behaviour over the last 6 months or so?

160 responses



How often have you seen your friend or friends receive bullying behaviour over the last 6 months or so?

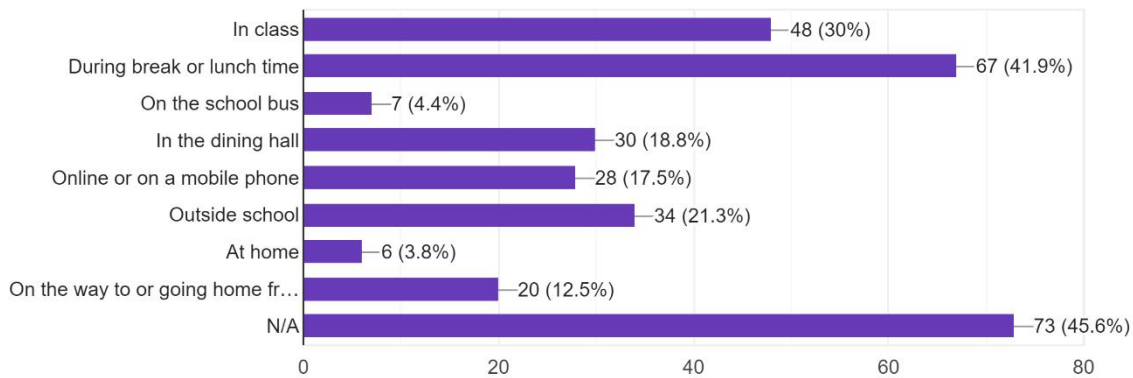
160 responses



If you did feel you or your friend / friends have received bullying behaviour, where did this happen?

You can tick more than one

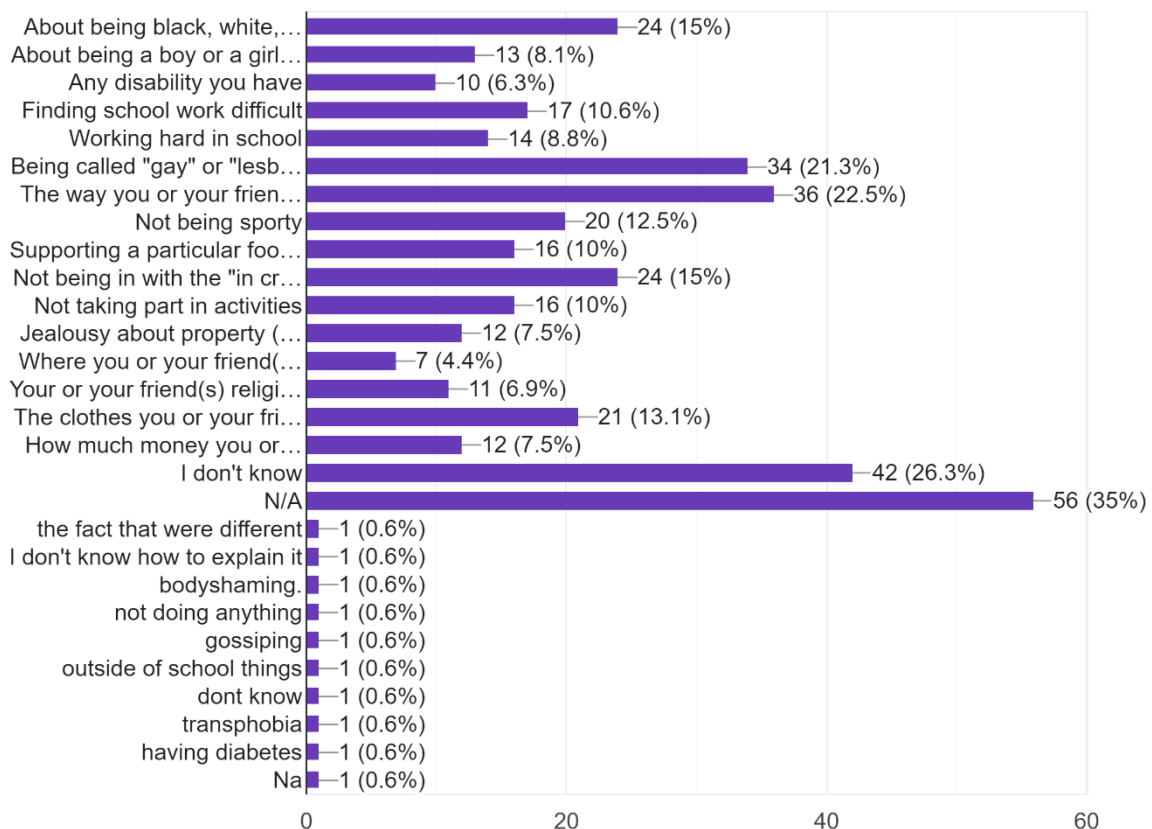
160 responses



If you have felt like you or your friend / friends have received bullying behaviour, do you know why?

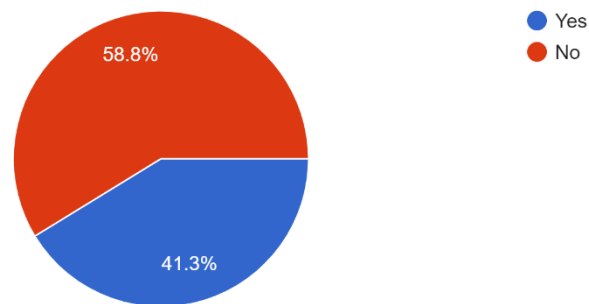
Tick as many as you need

160 responses



### Did anyone come and help or stop the bullying behaviour you felt or saw?

160 responses



### If someone did come and help or stop the bullying behaviour, who was it? You can tick more than one

154 responses

