Angus Council **Anti-Bullying Policy**
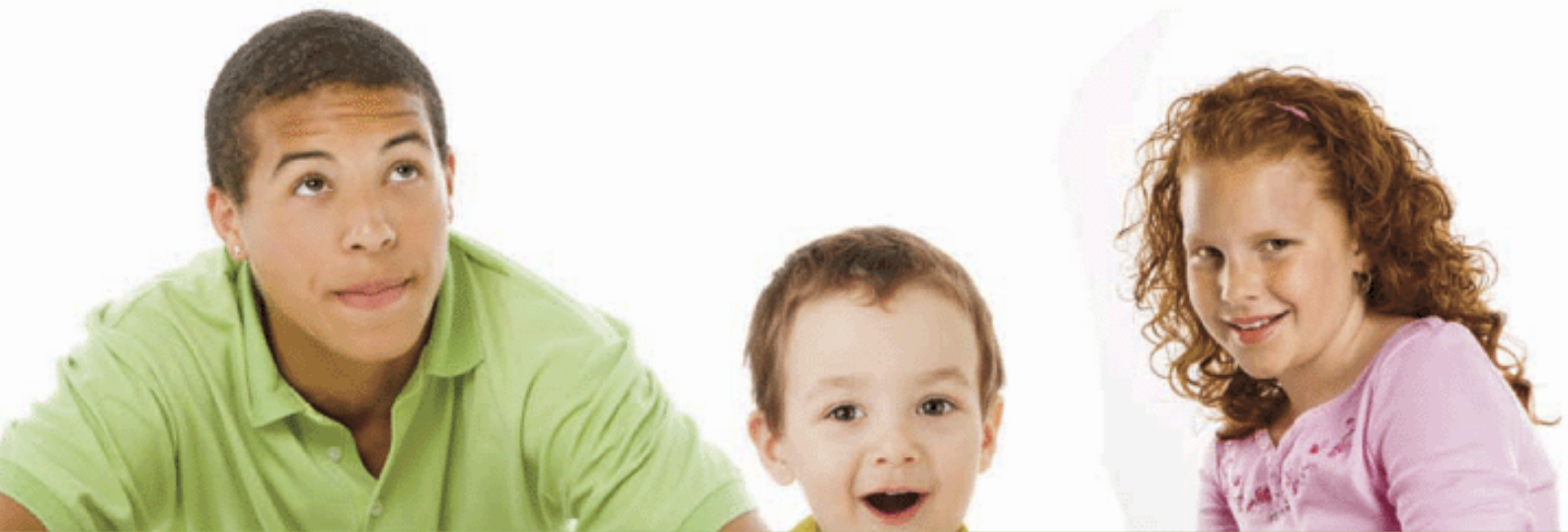
SHARED CONCERN

PEER MEDIATION

MEDIATION

SOLUTION FOCUSED APPROACHES

RESTORATIVE PRACTICES

CIRCLE TIME

ANGUS COUNCIL
PEOPLE DIRECTORATE

ANTI-BULLYING POLICY

Issued July 2009
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ANGUS COUNCIL – PEOPLE DIRECTORATE

ANTI-BULLYING POLICY

1 POLICY STATEMENT

1 <u>Purpose of the Policy</u>

The purpose of the policy is to provide guidance for school communities on the processes and procedures that should be followed both to prevent and to address bullying behaviour.

2 <u>Principles which Underpin the Policy</u>

- The following principles underpin this policy:-

    - 'Every pupil 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 violence (physical or mental). They must be given proper care by those looking after them'.
      [U.N. convention on the Rights of the Child, Article 19]

    - All forms of bullying behaviour are unacceptable.

    - All relationships within a school community should be based on mutual respect.

    - A positive school ethos is essential to the creation of an anti-bullying culture.

- The Policy is linked directly to the Directorate's "Shared Vision"

    - We 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

- The policy should contribute to the development of the four capacities of the Curriculum for Excellence –

    - Successful learners

    - Effective contributors

    - Confident individuals

    - Responsible citizens

3	Who should Implement the Policy?

- The appropriate Senior Manager within the People Directorate, Head Teachers, and all school based and visiting staff should comply with the terms of the policy.

  - It is the joint responsibility of everyone connected with the school community to work within this policy.

4	Origin of the Policy

- This is a revised version of the 2009 policy developed by a cross sectoral working party of staff from primary and secondary schools and education support services in consultation with focus groups of staff, parents, pupils and members of the community and "Respect*me*, Scotland's Anti-Bullying Service who provided advice and support throughout the development of the policy.

5	Course of Action to be Followed

A school anti-bullying policy should be the net that holds together all the strategies, procedures and practices related to anti-bullying work.

- Roles and responsibilities

  - The Authority will -

    » support schools to implement the policy
    » encourage an ethos of openness honesty and transparency
    » work in partnership with school communities in terms of prevention and intervention in relation to bullying behaviour
    » provide training and support to address bullying behaviour in all its forms
    » take account of bullying behaviour presented by advances in technological communication
    » ensure schools review their existing anti-bullying policies and procedures regularly
    » gather statistics and report tri-annually

  - Schools will –

    » develop a separate anti-bullying policy and ensure it is regularly reviewed
    » take seriously all complaints or allegations made by pupils about being bullied. Whenever a pupil feels bullied; victimised; distressed or "got at" by others, intervention procedures should be instigated promptly

- » take account of bullying behaviour presented by advances in technological communication
- » ensure all members of the school community are aware of the anti- bullying policy and procedures
- » identify a senior member of staff who has responsibility for co-ordinating anti-bullying practice and procedures
- » record and report bullying behaviour allegations and incidents
- » promote the importance of all members of the school community 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
- » undertake appropriate relevant continuous professional development

6   <u>References to Council/National Policies/Guidelines</u>

- Angus Council People Directorate:

  - Support for Learners Policy, revised October 2006
  - Race Equality Scheme (2007)
  - Education Department Single Equality Policy (2009)
  - Child Protection Guidelines (2014)
  - Parental Involvement Strategy (2009)
  - Positive Behaviour Management Guidelines (2002)
  - The Use of Electronic Communications, Social Media and Mobile Technologies (2014)

- National:

  - Better Behaviour – Better Learning (Scottish Executive June 2001)
  - 'A Teaching Profession for the 21st Century'
  - Equality and Diversity Impact Assessment
  - Curriculum for Excellence
  - How Good Is Our School: The Journey to Excellence Part 3 (2007)
  - Happy, Safe and Achieving their Potential 2005 Standard 2, 9 and 10
  - The Standard for Full Registration (December 2006) GTC Scotland Standard 3.1
  - GTC Code of Professionalism and Conduct 2.1 and 2.2

7   <u>Legislation</u>

- 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 and the 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

SECTION 2

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POLICY GUIDELINES

1   OPERATIONAL/PROCEDURAL ADVICE

1.1.   What is Bullying Behaviour?
1.2.   School Anti-Bullying Policies
1.3.   A School Anti-Bullying Policy Framework
1.4.   Indicators Associated with Low Bullying Schools
1.5.   Different Forms of Bullying Behaviour
1.6.   Bullying Behaviour – Prevention and Intervention
1.7.   Reporting and Recording Incidents

2   TRAINING/AWARENESS RAISING REQUIREMENTS

3   MONITORING EVALUATION AND REVIEW

ANGUS COUNCIL – PEOPLE DIRECTORATE

POLICY GUIDELINES

1. OPERATIONAL/PROCEDURAL ADVICE

1.1   What is Bullying Behaviour?

There are many different definitions of bullying behaviour.   It can be offensive, abusive, intimidating, malicious or insulting behaviour.   It is an abuse of power or authority, which can undermine an individual or group contributing to unhappiness; anxiety and stress. The impact of bullying behaviour is a major barrier to learning. **It is not a normal part of growing up.**

Angus Council understands that it is not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations.   It is important, however, to recognise and acknowledge bullying behaviours so that they can be identified when they are happening.

Bullying behaviours can be described as verbal, physical or 'cyber'. They include:

- Name calling, teasing, put downs and threats
- Hitting, tripping, poking, kicking
- Stealing or damaging belongings
- Ignoring, isolating/leaving out others and spreading rumours
- Sending abusive/inappropriate text messages/images or emails
- Sending inappropriate messages/images on social networking sites e.g. My Space, Bebo, MSN Messenger
- Making people feel that they are being bullied
- Targeting others because of perceived difference

This is not an exhaustive list; there may be other behaviours that can be classed as bullying behaviour.

Children and young people can experience bullying behaviour for a variety of reasons: where they live; their sexuality, gender; disability; the colour of their skin; what clothes they wear or what team they support.

The one thing these have in common is difference or perceived difference - some children and young people don't see or understand diversity, they still only see difference. Angus Council Single Equality Policy states the importance of recognising, valuing, promoting and celebrating diversity across the entire school/learning community.

All complaints or allegations made by pupils about being bullied must be taken seriously. Whenever a pupil feels bullied, victimised, distressed or "got at" by others, intervention procedures should be instigated promptly however bullying behaviour is defined.

Angus Council fully acknowledges the importance of addressing bullying behaviour promptly and effectively. All Angus schools are required to involve and consult the school community in order to devise, publicise and implement a school anti-bullying policy.

In order to effect behavioural change, labels such as 'victim' and 'bully' should be avoided. "Respect*me*, Scotland's Anti-Bullying Service advises that 'the person on the receiving end of bullying behaviour' and 'the person displaying bullying behaviour' should be used as an alternative.

1.2   School Anti-Bullying Policies

School policies should foster:-

- the creation of a positive school ethos which encourages pupils, parents and all school staff to work in partnership in order to listen and respond to children's views within a physical and emotionally safe environment
- the development of a curriculum which promotes personal safety and wellbeing by raising awareness among pupils of behaviours which are acceptable and those which are not
- the promotion of positive social relationships, by helping pupils to develop the personal and interpersonal skills to avoid and protect themselves against incidents of bullying behaviour
- a commitment to provide appropriate responses and interventions for children involved in bullying behaviour
- the maintenance and development of staff knowledge and skills by providing access to appropriate training courses, materials and resources

And should acknowledge:-
- bullying behaviour taking place outwith the school grounds and outwith the school day can impact on the life of pupils. Schools have a part to play in addressing incidents of bullying behaviour which occur en route to and from school.

1.3   A School Anti-Bullying Policy Framework

Personal safety and issues of bullying behaviour require priority attention in all schools. Preventing and responding to bullying behaviour is the responsibility of all members of a school community - pupils, staff and parents.

Schools must have in place procedures to address bullying behaviour and it is essential that all pupils, staff and parents are aware of these procedures.

Schools should consider the following issues when developing and revising their own policy and procedures:-

(i)   Management and Co-ordination

A senior member of staff should manage and co-ordinate anti-bullying procedures. All staff, pupils, parents and support agencies should have a knowledge and understanding of the anti-bullying procedures, thus ensuring a consistent whole school approach.   The procedures will require to be revisited and amended regularly, as appropriate.

(ii)   Pupil Care and Support

Schools have a responsibility to provide effective support to pupils, including the person on the receiving end of bullying behaviour and the person displaying bullying behaviour.   Particular attention must be given to supporting vulnerable individuals and pupils with Additional Support Needs.   The circumstances and needs of individual pupils must be taken into account when deciding on the approach to be adopted in resolving incidents of bullying behaviour The ethos of all schools should be such that pupils know that "it is all right to tell" about bullying behaviour.

(iii)   Parents

Involving parents in the process of the review, development and implementation of the school's Anti-Bullying Policy will assist their understanding and support of the policy in practice. All parents should be able to access the school's Anti-Bullying Policy, know who to contact, and be aware of the procedures which are followed in resolving incidents of bullying behaviour.   This can be achieved by ongoing awareness raising and making the policy easily accessible.

When parents approach the school about incidents of bullying behaviour or concerns, they must be listened to with empathy and respect.   All concerns about bullying behaviour must be taken seriously. Listening to their point of view will help them to hear and understand the school's point of view.   Feedback in response to concerns/complaints or allegations should be offered as soon as practicable and within a mutually agreed timescale.

It is recommended that schools refer to the information provided on the Respect*me* website, www.respect*me*.org.uk information and advice for parents section.

(iv)   Pupils

Anti-Bullying is an essential part of learning and teaching within the four capacities of the Curriculum for Excellence.

The Curriculum Review Group said: 'One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values.   The curriculum is an important means through which this personal development should be encouraged.'

Pupils should therefore be actively involved in the process of the review, development and implementation of the school's Anti-Bullying Policy. This will assist their understanding, and support, of the policy, practice and procedures. They all have a responsibility to contribute to the positive ethos and values of the school and to behave in a respectful manner towards one another. School policies should ensure that pupils are involved in decisions being made about them. They should be supported to retain as much control as possible in any action taken about them and their confidentiality should be respected. Staff should make it clear what they will do when there are concerns about risk or harm and when information requires to be shared with others.

(v)   Staff

A school's culture should make it clear that bullying behaviour is never acceptable and support all adults and children and young people in achieving this ethos.

➤ Staff should be continuously aware of the influence they have on pupils and be expected to display appropriate, respectful behaviour towards one another and pupils.

➤ Day to day practices should reflect the message that bullying behaviour is never acceptable and should be continuously reinforced in all the work undertaken by staff.

➤ Staff responses when dealing with children and young people who are involved in incidents of bullying behaviour are vitally important. The response should be consistent, regardless of whom the child or young person approaches.

➤ Incidents of bullying behaviour should be viewed individually. Staff should be aware of the range of positive interventions and strategies available. (See methods of intervention section 1.6).

➤ In situations which involve bullying behaviour, staff should always seek to bring about a resolution which creates a platform for developing more appropriate forms of interaction.

1.4   Indicators Associated with Low Bullying Schools

Indicators of a low bullying school are:
- High teacher expectations of good behaviour
- Non-aggressive models of teacher behaviour
- Positive reinforcement of good behaviour
- Consistency of approach in dealing with children's needs
- Good staff relationships and staff-pupil relationships
- Staff and pupils who have the confidence and assertiveness to manage and behave appropriately

(Ref: Professor Peter Smith, Sheffield University)

1.5   Different Forms of Bullying Behaviour

Cyberbullying

Cyberbullying is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. Cyberbullying is not carried out face to face and people may not know the identity of the person targeting them.

Cyberbullying is no different from any other forms of bullying; the behaviour is the same and the impact is no less devastating. Advances in technology are simply providing an alternative means of reaching people - where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet.

Homophobic bullying

Homophobic bullying behaviour is mainly directed towards young people who are 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 - for example, a boy who doesn't like football - or a girl judged to have a 'male' fashion sense.

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.

Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-related 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. A child or young person who is noticeably over or underweight may find themselves particularly vulnerable to bullying behaviour. This bullying behaviour may itself 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. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

Disablist Bullying

Disabilist 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. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision.

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.

Children and young people who have a disability are potentially more likely to experience bullying behaviour because of perceived differences in their appearance, demeanour at work or play or in their communication abilities.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them 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.

Bullying and Looked after & 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. This can take a more serious turn if the child or young person lives in the same house or unit as the person responsible for the bullying behaviour. The experience of being with the person who is bullying you 24 hours a day would be an extremely stressful one and very difficult to manage.

Racial Bullying

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.

Schools and other organisations have a duty under the Race Relations (Amendment) Act (2000) to promote racial equality. The general duty as set out in Section 71(1) says that organisations must have 'due regard to the need':

- To eliminate unlawful racial discrimination; and
- To promote equality of opportunity and good relations between persons of different racial groups

Bullying: 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, Sunni and Shia Muslim, and between the Orthodox and Reform strands of Judaism. 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.

Alongside personality, the academic choices, social activities and sports deemed 'acceptable' for males and females can pressurize children and young people to fit in and not stand out from the crowd. This gender stereotyping can cause anxiety and carry wider social connotations which can affect the shaping of an individual's future life choices.

Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – by suggesting that they are not being a real man or a real woman.

Bullying and 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.

1.6 Bullying Behaviour - Prevention and Intervention

A strongly promoted whole school policy, which is widely understood by all members of the school community and evident in the school ethos will help to prevent bullying behaviour. However, when bullying does take place, staff should feel confident that they have a range of appropriate strategies to resolve each situation.

'Whenever a pupil feels bullied; victimised; distressed or "got at" by others, intervention procedures should be instigated promptly'

Methods of intervention should include the person who is on the receiving end of the bullying behaviour, the person displaying bullying behaviour and the bystanders.

Prevention

- Include anti-bullying messages in all areas of Curriculum for Excellence
- Promote and demonstrate appropriate social on-line and mobile technologies behaviour
- Promote anti-bullying as the responsibility of all staff
- Aim to promote a culture where bullying behaviour is unacceptable and staff model positive, respectful behaviour
- Plan pro-active strategies that will be employed (anti-bullying weeks/days, assemblies, posters to be displayed, parents' nights, staff training etc)
- Use the 'Cool in school' initiative
- Ensure safety and staff supervision of areas identified as high risk areas – changing rooms, social areas, corridors etc
- Teach pupils how to recognise and report bullying behaviour

Intervention

No matter how effective policies are, there are times when incidents will occur. The following methods of intervention will assist schools to resolve bullying behaviour and restore positive relationships. The Scottish Government's Positive Behaviour Team promotes the use of Restorative Practices, see link – Appendix 2. School staff can also establish partnership working with the Education Support Services – School and Family Support Services, (SFSS), Educational Psychology Service, (EPS), Educational Development Service, (EDS) and Community Learning and Development Service, (CLD).

Methods of Intervention:-

- Mediation
- Shared Concern Approach
- Peer mediation

- Circle Time
- Circle of Friends
- Solution Focused Approaches
- Restorative Approaches
- Consequences linked to the school's discipline/behaviour policy

1.7   Reporting and Recording Incidents

Each school 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 whole school community.

For the purposes of monitoring, support and evaluation, all schools are required to use and put into practice the Authority's recording procedures which include arrangements to maintain individual records of alleged incidents of bullying behaviour as explained below.

Appendix 3 - takes account of the Offences (Aggravation by Prejudice) (Scotland) Act 2009 which covers hate incidents which may be considered by the police to be a hate crime. The **protected characteristics** covered by this legislation include race; disability; sexual orientation; religion or belief; gender; gender re-assignment and pregnancy and maternity.

Other characteristics listed in Appendix 3 including body image; age; Looked After;socio /economic and marriage and civil partnership, are covered by The Equality Act 2010.

An appendix 3 Incident Report should be completed in respect of each allegation or complaint of bullying behaviour and sent to the Management Information Service (MIS) Angus House by e-mail EDNMIS@angus.gov.uk or by fax to 01307 461848.

Where the incident is perceived to be motivated by race; disability; sexual orientation; religion or belief or gender re-assignment, the completed Incident Report **must be sent immediately to MIS**.   The information from these reports is passed on to the police anonymously for statistical purposes. A Hate Incident Multi-Agency Panel (HIMAP) or a multi-agency meeting (MAM) may be held where the police, or another agency, feel it is required.

Please note for ease of management and data collection, MIS will collate all information from Appendix 3. Appendix 4 will no longer be used as from 11 August 2014.

All Appendix 3 proformas should be sent to MIS with priority given to those relating to **protected characteristics**. The information in connection with the outcome should be sent to MIS whenever it becomes available.

Appendix 3 proforma should be held in the PPR and the chronology updated.

2.   TRAINING/AWARENESS RAISING REQUIREMENTS

Senior Management teams must have a commitment to training and staff development in the area of Anti-Bullying with particular reference to 'cyberbullying.' They must also ensure that this is perceived as a whole school responsibility. It is important to recognise the existing excellent work being carried out in Angus schools in relation to health and

wellbeing: the increased use of peer support programmes; pupil support groups; in-house INSET; the development of tutor groups and the role of Form Tutors.

Appendix 2 provides a list of resources for training and indicates people/agencies who can provide staff development and support for staff in schools. Advice can be provided on resources and training approaches from: the SFSS; EPS; and the EDS.

'Respectme' offers free training across Scotland to all adults who have a role to play in the lives of children and young people to give them the skills and confidence to deal with bullying behaviour.

3.   MONITORING EVALUATION AND REVIEW

Schools must monitor the effectiveness of their Anti-Bullying Policy and procedures. Feedback should be gathered from parents, pupils and staff with particular attention paid to children's feelings about being heard and helped.   In addition statistical information from the schools monthly collations may be helpful.

If school staff deny that bullying occurs in their school this will act as a barrier to learning, development and the effective resolution of bullying situations.

Once a new policy is established it should be considered as a 'living' document which needs to be kept under review in order to ensure that it continues to support effective practice.

Regular reviews of this Authority Anti-Bullying Policy will take place alongside reviews of school policies.   This will occur no later than every three years and will involve pupils, parents, school staff, local community representatives and members of the Education Support Services.

APPENDICES

1. Useful Websites/Contacts
2. Recommended Resources
3. Incident Report

Useful Websites/Contacts:-

www.respectme.org.uk   T: 0844 800 8600

www.childline.org.uk   T: 0800 1111
Childline Bullying Line: 0800 44 1111

www.kidscape.org.uk   T: 020 7730 3300

www.ceop.gov.uk   T: 0870 000 3344

www.unicef.org   T: 0844 801 2414

www.enable.org.uk/enableme/   T: 01698 737 000
ENABLE Direct: 0300 0200 101

www.enquire.org.uk   T: 0845 123 2303

www.lgbtyouth.org.uk   T: 0131 555 3940

www.curriculumforexcellencescotland.gov.uk   T: 0141 282 5000

www.educationscotland.gov.uk   T: 0141 282 5000

www.circle-time.co.uk   T: 01225 767 157

www.parentlinescotland.org.uk   T: 08000 28 22 33

www.changingfaces.org.uk   T: 0207 391 9270

www.incentiveplus.co.uk   T: 01604 870828

www.brief.org.uk   T: 020 7600 3366

www.educationscotland.gov.uk/parentzone/   T: 0141 282 5000

Recommended Resources

- *'respectme'* has produced a number of resources to support adults who work with children. **This section allows you to download these resources**, which include leaflets, posters, factsheets and other materials. The materials are also available from respect*me*.

  Bullying – What can I do leaflet – advice for children and young people

  cyberbullying booklets –
  Cyberbullying - Are you switched on?
  Cyberbullying - What you need to know

  Cyberbullying campaign posters

  Bullying - A guide for parents and carers

  You can make a difference - A practical guide for parents and carers

  You can make a difference - campaign posters

  Youth Scotland Supplement - advice for Youth Workers

- Childline – Bullying Information for teachers/professionals/parents/young people and children

- Lesbian, Gay, Bisexual and Transgender (LGBT) Guidance on Dealing with Homophobic Incidents

  Dealing with Homophobia and Homophobic Bullying in Scottish Schools. LGBT Toolkit Resource for Teachers (Also good general resource) available from Learning and Teaching Scotland

  Lesson Plans -Dealing with Homophobia and Homophobic Bullying in Scottish Schools. LGBT Toolkit Resource for Teachers

- Resources to promote social, emotional and behavioural skills in young people including: bullying; conflict resolution; restorative practices and citizenship – Incentive Plus Catalogue- see useful websites/contacts - appendix 1.

- Restorative Practices Reports -
  http://www.gov.scot/Publications/2007/08/23161140/0

  http://www.gov.scot/Publications/2007/08/24093135/0

- Solution Focused Brief Therapy - Brief Therapy Practice, 4d Shirland Mews, London, W9 3DY, 0181 9680070. The underlying principles are that understanding the *cause of a problem is not necessary step towards resolution. Successful work* depends on knowing where the person wants to get to and involves the person doing more of 'what already works'.- see website details above.

- UNICEF – provides usual information on "Rights Respecting School" – contact person Bruce Wilkinson.
  www.unicef.org

Suggested Literature

NASS Marcia Shoshana
NO MORE BULLIES
Childswork/Chuildsplay
ISBN 188273275-8

FIELD Evelyn M
BULLY BLOCKING: Six Secrets to Help Children Deal with Teasing and Bullying
Jessica Kingsley Publishers
ISBN 978-1-84310-554-1

MACLEOD Mary/ MORRIS Sally
WHY ME? Children Talking to Childline about Bullying
Childline 1996
ISBN 0-9524948-1-7

COWIE Helen/ WALLACE Patti
PEER SUPPORT IN ACTION
Sage Publication Ltd
ISBN 0-7619-6353-7

BULLYING & CONFLICT RESOLUTION
Prim-Ed
ISBN 1-86400-781-8

BULLYING
Prim-Ed
ISBN 1-86400-711-7

BULLYING – Middle Aged
Prim-Ed
ISBN 1-86400-710-9

BULLYING – Lower Aged
Prim-Ed
ISBN 1-86400-709-5

CHALKFACE Project
OVERCOMING BULLYING
Chalkface
ISBN 1-87356256X

NISBET Iain Alister
BULLYING AND THE LAW – A Guide for Advisers and Professionals
Kidscape
ISBN 1-843105543

ELLIOTT Michele
BULLYING - A Practical Guide to Coping for Schools
Kidscape
ISBN 0-273-62692-2

YOUNG Sue
SOLUTIONS TO BULLYING
Nasen Publication
ISBN 1-901485-35-8

SUTHERLAND Margot
HELPING CHILDREN WHO HAVE HARDENED THEIR HEARTS
Speechmark
ISBN 0-86388-458-X

SKINNER Alison
BULLYING: An Annotated Bibliography - Revised Edition 1996
The National Youth Agency, 17-23 Albion Street, Leicester, LEI 6GD.
Covers a range of approaches: Positive Behaviour Management, Playtime; Patoral Care

ELLIOTT Michele (Edited by)
BULLYING
Pitman Publishing, 1997
ISBN 0 273 62692 2

ELLIOTT Michele
101 WAYS TO DEAL WITH BULLYING
Hodder & Stoughton, 1997
ISBN 0 340 69519 6

OLWEUS, Dan
BULLYING AT SCHOOL : WHAT WE KNOW
AND WHAT WE CAN DO
Blackwell, 1994
ISBN 0 631 19241 7

ROBINSON, George, SLEIGH, Jane &
MAINES, Barbara
NO BULLYING STARTS TODAY
Lucky Duck, 1997
ISBN 1 873942 01 X

ROSS, Carol & RYAN, Amanda
"CAN I STAY IN TODAY MISS?"

McCORMACK IAN
TURNING BLIND EYES: A PLAY ABOUT
BULLYING
Carel Press Ltd (Dec 1994)
ISBN-10 1872365213

Children's Fiction Resources

ELLIOTT, Michele
BEAT THE BULLIES
(Novel suitable for middle/upper primary)
Macmillan, 1997
ISBN 0330 35185 0
The Willow Street Kids Series

GOFFE, Toni
BULLY FOR YOU
(Novel suitable for middle/upper primary)
Child's Play (International) Ltd, 1992
ISBN 0 85953 355 7

JOHNS, Eric
JASON AND THE SCHOOL BULLY (Novel
suitable for upper primary) Corgi, 1998
ISBN 0 552 52497 2

NEEDLE, Jan
BULLY
(Class novel suitable for upper primary)
Hamish Hamilton, 1993
ISBN 0 241 133815

Children's Non-Fiction Resources

ELLIOTT, Michele
BULLYING
(Suitable for upper and lower secondary) Hodder, 1998, ISBN 0 340 71483 2

GRUNSELL, Angela
BULLYING
(Suitable for upper primary and lower secondary)
Watts/Gloucester Press, 1995, 0 7496 0056 X
Let's Talk About Series

JOHNSON, Julie
BULLIES AND GANGS
(Suitable for infants and middle primary) Watts, 1997, ISBN 0 7496 2558 9
How Do I Feel About Series

Advice can be provided on resources and training approaches from: the School and Family Support Services (SFSS); Educational Psychology Service (EPS); the Educational Development Service (EDS).

ANTI-BULLYING INCIDENT REPORT
NATURE OF ALLEGED INCIDENT (PUPIL TO PUPIL)
To be completed and returned to MIS in respect of each allegation or complaint
email - EDNMIS@angus.gov.uk or fax 01307 461848

Angus Council

SCHOOL OR CENTRE NAME - _____

Bullying Behaviour (tick all that apply)

Verbal	☐	Physical	☐	Written	☐
Graffiti	☐	Damage to Personal Property	☐	Emotional/Psychological	☐

Characteristics covered by Legislation*	**Other Characteristics**
Race ☐ Disability ☐ Religion/Belief ☐	Body Image ☐ Age ☐
Sexual Orientation ☐ Gender ☐	Looked After ☐ Socio/Economic ☐
Gender Reassignment ☐	Marriage/Civil Partnership ☐
Pregnancy/Maternity ☐	Other ☐ (must specify)
Return to MIS within 24 hours by fax or email	**Return to MIS by fax or email**

Pupil's Details (child/young person on receiving end of bullying behaviour)

Name: **D.o.B:**   /   /   **Registration Class:**   **Stage:**

Incident Date: /   /   **Time:**

Incident Location:

1	☐	In playground	6	☐	Changing rooms
2	☐	In classroom	7	☐	Local community
3	☐	En route to or from school	8	☐	Cyber/online
4	☐	In the corridor	9	☐	School Transport
5	☐	Social area			Other (please specify) _____

Incident Reported By:	**Staff Member Addressing the Incident:**
Date Reported: / /	

Name and Stage of other pupils involved (child/young person/s displaying bullying behaviour):

Incident Details
(include words used against child/young person during incident)   (include names of bystanders)

Views of the child/young person on receiving end of bullying behaviour (in their own words):

Outcomes:
Was the situation resolved?   YES/NO ☐
Did the child/young person feel that adults in school :-
        Listened to their concerns   YES/NO ☐
        Responded to their concerns appropriately   YES/NO ☐

Child/young person's views of the outcome:

Action taken to resolve the situation and support the child/young person, including plans for review/ongoing monitoring

Signature: _____ Post: _____ Date: ____ / ____ / ____

*Offences (Aggravation by Prejudice)(Scotland) Act 2009