Woodlands Primary School
Anti-Bullying Policy

Revised January 2023

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Anti–Bullying Policy

Policy Statement
<u>**Purpose of the Policy**</u>
The purpose of the policy is to provide guidance for the school community on the processes and procedures that should be followed both to prevent and to address bullying behaviour.

This policy aims to 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 acknowledges:-
- bullying behaviour taking place out with the school grounds and out with the school day, including online, can impact on the life of pupils. We have a part to play in addressing bullying behaviour which occurs out with the school day and understand that online bullying is as serious as bullying face to face and will be treated equally.

<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 bullying and will develop respectful, responsible and confident relationships'.
▪ Children and their parents/carers will have the skills and resilience to prevent and/or respond to bullying appropriately.

▪ Every child and young person who requires help will know who can help them and what support is available.

▪ Adults working with children will follow a consistent and coherent approach when dealing with and preventing bullying.

▪ '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 Council'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
- Supporting those who have been affected by bullying and those who have displayed bullying behaviours.
- Providing a safe and secure environment.
- The policy should contribute to the development of the four capacities of the Curriculum for Excellence –
- Successful learners
- Effective contributors
- Confident individuals
- Responsible citizens

Our approach to dealing with bullying behaviour is summarised within the Aims and Values of Woodlands Primary School.
We aim to:

➢ Always try our best with our learning
➢ We are kind in our actions and words
➢ We take responsibility for our school and wider community

Through the implementation of our values:
Safe

Healthy
Active
Nurtured
Achieving
Respect
Responsible
Included

Vision – Believe and Achieve

Who should Implement the Policy?
Head Teacher and all school based and visiting staff should comply with terms of the policy.
It is the joint responsibility of everyone connected with the school community to work within this policy.

Origin of the Policy
The original policy was developed in 2010 by a cross section working party of staff, parents and pupils and was revised in 2017/2018 and again in 2022/23. It takes full account of the Angus Council Anti-Bullying Policy (January 2020).

Course of Action to be Followed
All members of staff will adhere to this policy and ensure it is implemented throughout our school community. Complaints or allegations of bullying behaviour will be taken seriously. Whenever a pupil feels bullied; victimised; distressed or 'picked on' by others, intervention procedures should be instigated promptly.

Roles and responsibilities
Angus Council 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

- monitor data regularly to inform practice in relation to preventing and responding to bullying

We will –
- maintain and review a separate school anti-bullying policy every three years
- respond to all observed and reported allegations and complaints in relation to bullying within 5 working days
- take account of bullying behaviour presented by advances in
- technological communication such as Twitter, Facebook, Instagram, Snapchat etc.
- ensure all members of the school community are aware of the
- anti- bullying policy and procedures (accessible through the school website)
- identify a senior member of staff who has responsibility for coordinating anti-bullying practice and procedures
- record and report bullying behaviour allegations and incidents through the SEEMiS Bullying and Equalities module where available
- 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, seeking opportunities to promote and celebrate diversity
- undertake appropriate relevant continuous professional development.

All staff will –
- Be positive role models and work collaboratively to promote positive relationships
- Encourage children and young people to develop necessary skills such as self-awareness and self-esteem, coping strategies, assertiveness and resilience
- Listen and take young people seriously
- Engage with parents/carers
- Share concerns appropriately within their organisation/service and seek support where appropriate
- Take action to promote equality and diversity and children's rights
- Treat people with respect
- Understand and action local anti-bullying policy and procedures
- Act in accordance with relevant professional standards and codes of conduct

Parents/carers are requested to:

- Work in partnership with the school
- Be aware of signs of bullying behaviour
- Share concerns about their child as early as possible with appropriate teacher/practitioner
- Be supportive as appropriate
- Be aware of antibullying policies and practices in school
- Remind their child to report allegations of bullying to an adult
- Work collaboratively to help ensure bullying cannot thrive
- Treat people with respect
- Promote positive respectful relationships
- Listen and take young people seriously.

Children and Young People are encouraged to:

- Treat people with respect and not engage in bullying behaviour
- Be aware of anti-bullying policies and practices in school
- Challenge bullying behaviour, where safe and appropriate
- Report allegations of bullying behaviour to an adult
- Share concerns with peers/trusted adults if appropriate to the individual Work collaboratively to help ensure bullying cannot thrive

References to School/Council/National Policies and Guidelines
When writing this anti-bullying policy we have taken into consideration our school aims, and policies on:
Better Relationships Better Learning
Positive Behaviour
Learning and Teaching
HGIOS4 (How Good Is Our School)
GIRFEC (Getting It Right For Every Child4)
HGIOELC (How Good Is Our Early Learning and Childcare)
Child Protection
Inclusion
Curriculum for Excellence

Policy Guidelines

<u>**What is Bullying Behaviour?**</u>
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.**

We understand 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 or threats, face to face and/or online
- Hitting, tripping, poking, kicking, pushing
- Stealing or damaging belongings
- Ignoring, isolating/leaving out others and spreading rumours (face to face and/or online)
- Being sent abusive messages, pictures or images on social media, online gaming platforms or by phone
- Sending inappropriate messages/images on social networking sites
- Making people feel that they are being bullied
- Targeting others because of perceived difference
- Being bullied because of actual or perceived identity

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 and sexism; disability and additional support needs; the colour of their skin; what clothes they wear or what team they support; body image; religion and beliefs; low income families; care experienced children and young people; young carers.
All prejudice based bullying is unacceptable, and incidents require to be appropriately recorded. Bullying is a breach of children's rights, and it is every child's right not to be bullied.

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.

We fully acknowledge the importance of addressing bullying behaviour promptly and effectively.

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.

Bullying is not –
- Children falling out
- Children who do not get on with each other

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.

Homophobic bullying
Homophobic bullying behaviour is mainly directed towards young people who are identified as lesbian, gay, bisexual, transgender, intersex, queer or asexual (LGBTIQA+) 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.

Disabilist 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 Care Experienced Children and Young People

Children and young people who are care experienced (CE) 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.

Care experienced 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 care experienced. 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 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.

Asylum Seekers and Refugees:

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents/carers with extra worries can allow bullying to go undetected and continue.

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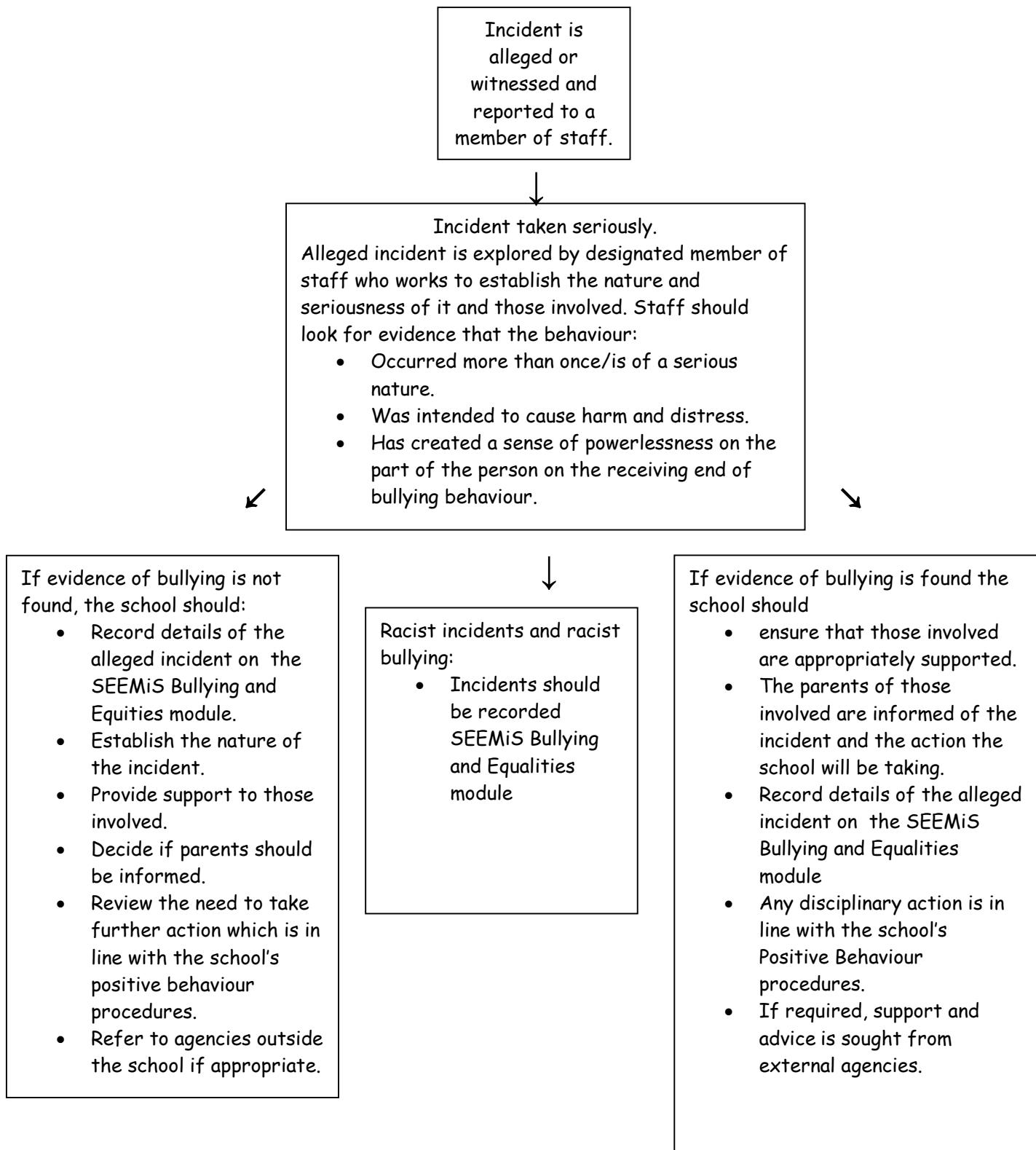
Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – by suggesting that they are not being a real man or a real woman.

Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone they associate with, is or is perceived to be transgender, i.e. a parents/carers, relative or other significant figure. The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender reassignment.

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.

Process to deal with bullying behaviour.

Incident is alleged or witnessed and reported to a member of staff.

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Incident taken seriously.
Alleged incident is explored by designated member of staff who works to establish the nature and seriousness of it and those involved. Staff should look for evidence that the behaviour:

- Occurred more than once/is of a serious nature.
- Was intended to cause harm and distress.
- Has created a sense of powerlessness on the part of the person on the receiving end of bullying behaviour.

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If evidence of bullying is not found, the school should:

- Record details of the alleged incident on the SEEMiS Bullying and Equities module.
- Establish the nature of the incident.
- Provide support to those involved.
- Decide if parents should be informed.
- Review the need to take further action which is in line with the school's positive behaviour procedures.
- Refer to agencies outside the school if appropriate.

Racist incidents and racist bullying:

- Incidents should be recorded SEEMiS Bullying and Equalities module

If evidence of bullying is found the school should

- ensure that those involved are appropriately supported.
- The parents of those involved are informed of the incident and the action the school will be taking.
- Record details of the alleged incident on the SEEMiS Bullying and Equalities module
- Any disciplinary action is in line with the school's Positive Behaviour procedures.
- If required, support and advice is sought from external agencies.

Advice for Pupils

- If you feel bullied tell a member of staff or your parents/carer.
- Try to ignore silly comments or teasing. Don't say anything back – try to walk away.
- Tell people who are displaying bullying behaviour to "GO AWAY" shout "NO" say it loudly and walk away. Practice in the mirror.
- Stay with your friends when playing – you will feel safer within a group of friends.

Advice for staff

Be aware of a child who is –

- Unwilling to come to school
- Starting to be less able to complete school work
- Becoming withdrawn
- Starting to act out of character e.g. hitting out at others
- Developing sore tummies or headaches
- Wanting to stay in at break – times
- Having cuts and bruises after playtimes

Staff must apply the school approach to bullying behaviour in a consistent manner.

Teaching Staff

1. Report any incidence of bullying behaviour to the HT immediately, who may then have to further report the incident.
2. Take each incident seriously and investigate immediately.
3. Approach the general subject of bullying with the whole class through Health and Wellbeing to address any issues.
4. Look at classroom layout and seating arrangements within the room.
5. Help pupils to raise their self-esteem and confidence through appropriate means eg Bounceback.
6. Inform both sets of parents/carers about the current situation by letter or phone.
7. If the situation continues, then arrangements for parents/carers should be made to meet with the Headteacher and possibly class teacher to A) Discuss ongoing procedures (B) Provide information about regional support services available.

Support Staff

1. Be aware of isolated children and try to involve them in a sympathetic group
2. Be aware of "rough and tumble" and know when to intervene – when does it stop being play and become more serious
3. Check all aspects of the playground regularly, including more inaccessible areas.
4. Do not ignore aggressive or bullying behaviour
5. Remove the child who is feeling bullied from the scene to discuss the issues in a quiet and calm place
6. Deal with the person displaying bullying behaviour after the person on the receiving end of bullying behaviour has been cared for
7. Report the incident to the class teacher, DHT/HT, as appropriate
8. Talk through more minor incidents with the children – listen to both sides when the children are calm, implementing restorative approaches.

Record incidents of bullying on the SEEMiS Bullying and Equalities module with your line manager in respect of each allegation or complaint of bullying behaviour.

Where the incident is perceived to be motivated by race; disability; sexual orientation; religion or belief or gender re-assignment, the incident should be recorded **within 24 hours or as soon as is reasonably possible**.

Advice for Parents/Carers
Early intervention is the key to dealing with any behaviour problem such as bullying behaviour.

- Encourage your child to talk about what has been going on in school, and talk through any minor incidents calmly to ascertain what has happened.
- If you are worried that your child is being bullied, ask him/her directly
- Find out the facts when told about an incident of bullying behaviour.
- Inform the school immediately if you feel there may be a bullying problem.
- Encourage your child to tell a teacher or the SPSA if they or any of their friends are experiencing difficulty in or out of school.

- Watch out for signs of stress in your child - headaches, sore stomachs, reluctance to come to school, reluctance to use the internet or mobile phone, begs to be driven to school or changes their route to school - can be indications that all is not well.
- Investigate if toys/ money start to go missing.
- Take an active interest in friendships and out-of-school activities.
- Supervise situations where bullying may occur, e.g. walking to and from school.
- Monitor online activity including apps eh Whats App groups and social media.
- Avoid unsupervised exposure to violence on television / DVDs / computer games/ Social Media. Spend some time discussing the different forms of violence - reality versus fantasy.

If you think your child is displaying bullying behaviour
- Remain calm
- Don't bully or hit your child – this will make things worse
- Don't hesitate to ask for help. The school can put you in touch with expert help.
- Set realistic, firm guidelines and rules to help your child control his/her behaviour
- Ensure that your child apologises, either in person or in writing to the child he/she bullied.
- Support your child to stop the bullying behaviour.

The Rights of the Children
Children have the right to:
- Be educated within a safe environment.
- Be treated with respect.
- Be listened to.
- Be taken seriously when an allegation is made.
- Have their allegation properly investigated and recorded.
- Be supported as appropriate.

Prevention
- Include anti-bullying messages in all areas of Curriculum for Excellence
- Promote and demonstrate appropriate social on-line and mobile technologies behaviour
- Promoting anti-bullying is 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 Bounce Back and Respect Me and other relevant resources to discuss and learn about our core values
- Explore feelings and emotions through approaches such as Zones of Regulation
- Ensure safety and staff supervision of areas identified as high risk areas – changing rooms, corridors, playground 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 questions need to be asked.

- What was the behaviour?
- What impact did it have?
- What does the child want to happen?
- What do I need to do about it?
- What has influenced the behaviours? (attitudes, prejudices)

The following methods of intervention will assist schools to resolve bullying behaviour and restore positive relationships:

- Mediation
- Young Leaders
- Circle Time
- Circle of Friends
- Solution Focused Approaches
- Restorative Approaches/ Bounce Back
- Consequences linked to the school's positive behaviour policy.

Reporting and Recording Incidents

For the purposes of monitoring, support and evaluation, all schools are required by the Scottish Government to use and put into practice the recording of all incidents in the Bullying and Equalities module in SEEMIs.

All allegations of bullying behaviour should therefore be investigated by the class teacher and recorded in the SEEMiS bullying and Equalities module by the line manager in respect of each allegation or complaint of bullying behaviour.

The HT will monitor all allegations and proceed with further investigations and actions as detailed in the Flow Chart until a satisfactory outcome is agreed by all.

When bullying behaviour 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 'picked on' by others, intervention procedures should be investigated 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.
* Please note, **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.

Training/Awareness Raising
The Senior Management team has a commitment to training and staff development in the area of Anti-Bullying with particular reference to 'cyberbullying.' It is also important to ensure that this is perceived as a whole school responsibility and that we keep the issue of bullying on our agenda throughout the year.

This will be done in a range of ways including:
- assemblies - routine assemblies focusing on school rules, SHANARRI, aims and values etc
- special assemblies on the theme of bullying
- consistent implementation of our Religious and Moral Education and Health and Wellbeing Policies
- use of peer support programmes eg Young Leaders

- From time to time holding awareness raising sessions for pupils and parents. The purpose of this would be to allow time for all to discuss the definition of bullying and to remind all concerned about what they should do if they are experiencing bullying behaviour or are a witness to bullying behaviour.

Activities during such sessions might include:

- Design a poster competition
- Write a poem competition
- Involvement of drama groups
- Special assemblies
- Pupil leaflets produced, reviewed or reinforced
- Parent leaflets produced, reviewed or reinforced

Other ideas for these sessions may come from the pupils/Pupil Council.

Appendix 1 provides a list of useful websites which can be used as resources for class teachers and provide further information for staff, parents and children.

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: SW; EPS; and the AVS team.

'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.

Monitoring, Evaluation and Review

It is essential that incidents of bullying are monitored.

Our policy will be evaluated and reviewed in the following ways:

- Review of the bullying incident log
- Discussion with pupils through the pupil council.
- Discussion with staff at departmental and staff meetings

Upon review and amendment, Parent Council members will also be invited to review and provide feedback.

From time to time we will use parental questionnaires to seek parents' opinion on our anti-bullying policy.

APPENDIX 1

Useful Websites/Contacts:-

www.respectme.org.uk	T: 0844 800 8600
www.childline.org.uk	T: 0800 1111
Childline Bullying Line:	T: 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:	T: 0300 0200 101
www.enquire.org.uk	T: 0845 123 2303
www.lgbtyouth.org.uk	T: 0131 555 3940
http://www.curriculum-for-excellence.co.uk/	T: 0141 282 5000
https://education.gov.scot/	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.stonewallscotland.org.uk (lgbtq+)

www.step.education.ed.ac.uk (traveller education)

www.bullying.co.uk

www.youngminds.org.uk

www.ceop.police.uk/safety-centre (cyber bullying)

www.thinkuknow.co.uk (cyber bullying)

www.chooselife.net (mental heath/suicide prevention)

www.handsonscotland.co.uk (mental health/troubling behaviours)

www.noknivesbetterlives.com/practitioners (knife crime)

APPENDIX 2
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 respectme.

Bounce Back
respectme information leaflet

cyberbullying booklet

Cyberbullying display stand

Cyberbullying campaign posters

campaign poster - It's Never Acceptable

Pointers for Parents

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

Youth Scotland Supplement - advice for Youth Workers

You can make a difference - campaign posters

- 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.scotland.gov.uk/Publications/2007/08/23161140/0

  http://www.scotland.gov.uk/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
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