Education Services
Procedures and Guidelines

RESPECT FOR ALL
ANTI-BULLYING GUIDELINES

2015

Dumfries & Galloway COUNCIL

RESPECT FOR ALL

'The vision of justice and care, the ideals of human relationship – the vision that self and others will be treated as equal worth, that despite differences in power, things will be fair, the vision that everyone will be responded to and included, that no-one will be left alone or hurt – these disparate visions in their tensions reflect the paradoxical truths of human experiences – that we know ourselves as separate only insofar as we live in connections with others. *(Gilligan 1982)*

INTRODUCTION

Ethos Matters

This document, which incorporates revised anti-bullying guidelines, outlines the importance of school communities in developing respectful relationships, not necessarily through teaching alone, but in all staff and managers, parent and staff and pupils and teachers.

All who work in schools have obligations to a code of conduct which includes professional responsibilities and behaviour towards colleagues, parents and pupils. In modelling these, we aspire to instil similar behaviours in our pupils. These responsibilities are not an 'add in' to the daily business of teaching. They are an essential part of our daily business. This document emphasises the key role which school ethos has in impacting attainment and achievement.

'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across the whole school communities where everyone can learn and work in a peaceful and safe environment'.

(Building Curriculum for Excellence through positive relationships and behaviour, Scottish Government 2010)

Many teachers and pupils will recognise the type of ethos described above as one in which they work on a daily basis. They will expect and trust that problems, if and when they arise, will be dealt with in a positive manner by listening, self-reflection and actively seeking solutions. Others however, may not recognise this as their daily school working environment. Teachers may feel under stress from pupil behaviour and workload issues, pupils may feel discriminated against or excluded, and parents may not feel that they are a valued part of the school community.

Rights and Responsibilities

In developing such an ethos of respect, trust and shared values, it should be recognised that all parts of the school community have certain rights and responsibilities.

For all staff these rights are formalised in employment guidance, such as the Council code of practice on dignity at work which endorses a zero tolerance to bullying or harassment in the workplace (Dumfries Galloway Council – 'Code of Practice on Dignity at Work ' – October 2008).

Staff responsibilities are outlined in the General Teaching Council code of Professionalism and Conduct. This states that teachers *'must treat all colleagues fairly and with respect, without discrimination ', and that they 'should promote good relationships between home and school, respecting the role of the parents in the education of their children*' www.gtcs.org.uk/practiceinfo
The focus of this advice and guidance is on bullying of pupils rather than staff.

It is important of course, that pupil's responsibilities are also outlined in school codes of conduct of behaviour policies. For parents, expected codes of conduct are often outlined in the school handbook.

National policy and legal framework

Rights

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

- The Human Rights Act 1998
  - Places a public duty on authorities to carry out their functions in a matter that is compatible with the right to life, the prohibition of torture, inhuman and degrading treatment, the right to respect for private and family life, the right to education.

- The United Nations Convention on the Rights of the Child
  - Is concerned with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard and their wishes respected without discrimination of any kind.

- The Equality Act 2010 places a duty on schools to:
  - Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
  - Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
  - Foster good relations between people who share a protected characteristic and people who do not share it.

The Equality Act 2010 put legislation in place to prevent direct or indirect discrimination against persons due to their:

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

Responsibilities

Whilst children's ***rights*** are articulated in the above legislation, the ***responsibilities*** of parents, teachers and communities are delineated in the following legislation:

- The Children (Scotland) Act (1995)
  - Clarifies the rights and responsibilities of parents in relation to their children and the duties and powers of local authorities to support families. Whilst the act dictates that children's views on matters that affect them should be sought, it also clarifies the responsibility of significant adults, including teachers, to ensure that children are protected from all forms of abuse neglect or exploitation.

- The Standards in Scotland's Act 2000
  - Identifies the need to ensure all pupils should benefit from education. They should be encouraged to learn to respect self, one another, their neighbourhood and society.

- The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009
  - Provides the legal framework underpinning the system for supporting children and young people who have additional support needs. Children or young people may require additional support for a variety of reasons and may include those who are bullied at school. These needs can be temporary or transient.

- Scottish Schools (Parental Involvement) Act 2006
  - Promotes the future involvement of parents in their children's education and in the development plans for schools. This act puts a responsibility on schools, family and communities to address discrimination with a duty to actively promote equality and promote children's health, wellbeing and development

Policy Drivers

Our Council's priorities are:

- Build the local economy.
- **Provide the best start in life for all our children.**
- Protect our most vulnerable people.
- Be an inclusive council.

Provide the best start in life for all our children - We're committed to giving all local children and young people an equal chance to fulfil their potential. We'll provide strong early years support, affordable childcare and the best schools to ensure every child- especially those who need a helping hand- has the opportunity to succeed and achieve their potential. We will keep our children and young people safe, and listen to them and their families to make sure they get the right help at the right time.

- Ensure early intervention, in particular to keep our region's most vulnerable children safe.
- Invest in creating schools fit for the 21st century which are at the heart of our communities.
- Raise ambition and attainment, in particular to address inequalities.
- Support children to be healthy and active.

GIRFEC – Getting It Right For Every Child http://dumgal.gov.uk/index.aspx?articleid=12709 promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- Builds solutions with and around children, young people and families.
- Enables children and young people to get the help they need when they need it.
- Supports a positive shift in culture, systems and practice.
- Involves working together to make things better.

SHANARRI - the 8 indicators of wellbeing considered the basic requirements for all children and young people to grow and develop and reach their full potential *:safe, , healthy, achieving, nurtured, active, respected, responsible and included.*

Curriculum for Excellence (CfE) http://dumgal.gov.uk/index.aspx?articleid=10484 is the framework to meet the needs of all learners aged 3-18 years to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. It is based upon the values of wisdom, justice, compassion and integrity. All learning and personal development must be a stimulus for personal achievement which broadens experience and encourages informed and responsible citizenship. The curriculum is the totality of all that is planned for children and young people throughout their education and includes:

- Ethos and life of the school as a community.
- Curriculum areas and subjects.
- Interdisciplinary learning.
- Opportunities for personal achievement.

We want all our children and young people to be healthy, achieving, nurtured, active, respected, responsible, included and above all safe. These are the basic requirements for our children and young people to grow, develop and become successful learners, confident individuals, effective contributors and responsible citizens. Under *Curriculum for Excellence* health and wellbeing, including the mental, social and emotional wellbeing of children and young people, is the responsibility of **all** staff within the learning community. Bullying can be a barrier to fully engaging and benefiting from *Curriculum for Excellence*. Bullying can also prevent children and young people from experiencing opportunities for personal development within and beyond school.

Schools (Health Promotion and Nutrition) (Scotland) Act 2007 - The responsibility of teaching staff in the protection of children's emotional wellbeing is made explicit, requiring local authorities to ensure that schools adopt a whole–school approach to integrating health promotion into every aspect of school life. Through effective partnership working with pupils, teachers and other staff, parents and wider community, the health promoting school promotes the mental, emotional, social and physical health and wellbeing of all children and young people.

A national approach to anti-bullying for Scotland's children and young people - developed by the Scottish Anti-Bullying Steering Group following consultation with a wide range of stakeholders it communicate and promotes a common vision and aims to make sure that work across all agencies and communities is consistently and coherently contributing to a holistic approach to anti-bullying in Scotland.

Professional Duties

In developing a positive and inclusive culture in schools the roles and responsibilities of teachers are further defined by the General Teaching Council for Scotland (GTC).

- **The Standard for Full Registration (December 2006**)
  Registered teachers are expected to show in their day to day practice a commitment to social justice, inclusion and caring for and protecting children. The GTC through the expectations of **The Code of Professionalism and Conduct (2008)** dictates teachers must treat pupils equally, fairly and with respect in line with the law and without discrimination. Teachers dealing with learners must not be prejudiced by views about their lifestyle, culture, disability, beliefs, colour, gender, language, sexuality or age.

- **The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning**
  Children who are looked after are identified as particularly vulnerable and identified as having additional support needs unless assessment states otherwise.

- **We Can and Must Do Better**
  Identifies the needs to ensure local authorities work to improve the outcomes for Looked After Children and Young People.

DEFINITION OF BULLYING

Bullying is a complex behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. It should be defined by the person or people affected. It is therefore not always easy to narrow down behaviours into a definitive statement that will cover all actions and situations. However, it is important to recognise and acknowledge bullying behaviours so you can identify them when they are happening.

Bullying Behaviours can include:

- Being called names, teased, put down or threatened.
- Being hit, tripped, poked or kicked.
- Having belongings stolen or damaged.
- Being ignored, left out or having rumours spread.
- Receiving abusive text message, instant messages or e-mails.
- Making you feel like you are being bullied or fearful of being bullied.
- Being targeted because of who you are or who you are perceived to be.
- Being targeted because of others you are associated with.

This is not an exhaustive list.

Something need only happen once for a child or young person to feel worried or scared to go to school. It is important to take into account the impact on the child or young person. Actions 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 and ask them how they feel. They may be showing some of the following signs and symptoms:

- Show signs of illness or pretend to be ill.
- Skip lessons at school.
- Avoid attending particular places.
- Do less will in schoolwork/homework or lack concentration.
- Have their possessions damaged or stolen.
- Blank out others- withdrawing from relationships with friends or family.
- Become less ‘chatty’ – and be more clingy or aggressive.
- Avoid taking phone calls, using mobile phone or the internet.

For fuller information see **Appendix 2**.

When talking about bullying, it is important not to label children and young people as ‘bullies’ or ‘victims’. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it. www.respectme.org.uk

Some groups of children and young people may be more at risk of bullying behaviour from others because of, for example, particular home circumstances, cultures and beliefs or perceived differences. **Appendix 1** on prejudice based bullying considers some of these potential groups and how they can be supported.

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 behaviours of other adults or children and young people, not understanding that their behaviour 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.

Children will tease, fall in and out with each other, have arguments, stop talking to each other and disagree about what is cool and what is not. 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.

Stress and fear can affect a child's health. Symptoms may include anxiety, headaches, sleepless nights, stomach upsets, loss of confidence/self-esteem and depression. For more detailed information on signs and symptoms of bullying see **Appendix 2**.

RAISING AWARENESS AND PREVENTION OF BULLYING

Adults should establish open, positive and supportive relationships where children and young people feel safe secure, listened to, and secure in their ability to discuss sensitive issues. It is essential that adults model behaviour which promotes health and wellbeing; and understand anti-discriminatory, anti-bullying, and child protection policies.

Approaches that can help prevent and deal with bullying are:

- Education and awareness of rights.
- Development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is unacceptable.
- Education exploring prejudice which clearly identifies prejudice based bullying behaviours (see **Appendix 1**).
- Pupil involvement and engagement.
- Circle time, peer mediation, buddies, mentoring, playground pals and playground supervision > proactive information strategies and campaigns.
- Mental, emotional and social health and wellbeing programmes and activities > implementation of whole organisation programmes in positive relationships and behaviour, social and emotional skills and personal development.
- Restorative approaches > nurturing approaches and principles.
- Personal support and additional support.
- Supporting and enabling parents.
- Acting on patterns of bullying incidents through monitoring.

A wide range of curriculum linked resources are available to support bullying prevention work in schools. See **Appendix 1** for more details.

DEVELOPING YOUR SCHOOLS POLICY

All schools should develop and implement an anti-bullying policy.

Schools will have different ways of putting the principles of anti-bullying into practice to reflect local environments and culture. Schools should have an approach which makes it clear that bullying behaviour will not be tolerated. The entire school community: teaching and non-teaching staff,

pupils and parents, should be involved and must be committed to this. A positive ethos is paramount in developing an anti-bullying environment where all the members of the school community feel valued and safe.

The policy should be reviewed on a regular basis; provide a framework for all the strategies, procedures and practices related to anti-bullying work and be impact assessment. The most robust and successful policies are developed in consultation with all stakeholders. Respect Me provide support and guidance while **Appendix 3** gives advice on possible headings and contents.

REPORTING AND RESPONDING TO INCIDENTS OF BULLYING BEHAVIOUR

All schools should work to create a positive and supportive ethos. There should be a whole school approach in which children and adults work together to create an environment where bullying is not tolerated. This approach should include a range of mechanisms, for example:

- 'Buddying' or mentoring systems.
- Peer mediation.
- A system which identifies vulnerable pupils and takes steps to remedy this as in a circle of friends.
- Assertiveness training.
- Involvement of pupil and parent councils.
- Regular anti-bullying campaigns, posters, assemblies.
- Particular attention on anti- bullying during key stages in the pupil journey ie S1and S2.
- Encourage pupils to report bullying incidents using "worry" boxes and the school intranet.
- Working within cluster groups to develop and promote a consistent approach to anti-bullying and implement preventative action at all stages of learning.

Pupil Responsibilities

Bullying often takes place in groups. Children have a choice of:

- watching;
- joining in;
- trying to remain uninvolved;
- trying to help those being bullied; or
- walking away from the incident and reporting it to a member of staff.

Schools should raise awareness of the need not to give the young person showing bullying behaviour an audience and the knowledge that bystanders can actively help the young person experiencing bullying behaviour and help prevent bullying behaviour. Pupils should be clearly aware that this can be done by reporting the bullying behaviour to a member of staff, perhaps in confidence using the school pastoral support system, worry boxes and encouraging the young person experiencing bullying behaviour to report the incident.

Schools should raise awareness of the fact that bullying behaviour can only be stopped if we have a completely "open climate" in our schools and institutions and each individual knows to report an incident. There should be clear procedures in place to support pupils to report bullying behaviour.

RECORDING OF INCIDENTS

SEEMIS will help to provide an audit of the present position and track future incidents.

The level of bullying in schools should be constantly monitored and there should be procedures in place for maintaining a record of all bullying incidents. This will include accurate details of the incident and action taken. **See Appendix 4**

Staff roles, remits and communication processes require to be established and followed. Teacher attitudes and expectations have a powerful effect on pupil behaviour and performance. Issues of bullying should be directly discussed with classes and teachers should model appropriate behaviours. It is vital that staff in schools model appropriate behaviour when dealing with youngsters suspected of bullying behaviours or who report themselves to have been on the receiving end of the bullying behaviours.

Any member of staff who witnesses an incident, or to whom an incident has been reported should:

- Ascertain as many facts as possible and complete an incident form.
- Including:
  - What was said, what happened, when it happened (date and time).
  - Who was nearby.
  - Any previous incidents (where applicable).
- Refer to the flow chat in **Appendix 5.**
- Having obtained this information, the matter must be reported to the appropriate member of Pupil Support staff or Management staff.
- Following a referral to Pupil Support/Management staff, further investigation is required to allow any previous incidents to be checked. The following checklist may be useful:
  - In what way did the individual affected feel they have suffered?
  - How did the incident start – spontaneous or premeditated?
  - Is there any background to the incident?
  - Are there any indications of discriminatory behaviour? Consider all the Protected Characteristics in the Equality Act 2010.
  - Is the nature of the incident perceived by the individual to indicate bullying behaviour?
  - To what extent did the incident affect others?
  - What was the response of the individual affected, if such exists?
  - What steps are required to resolve the incident?

As part of the enquiry a detailed record of the incident must be made.

- If it was perceived to be a bullying incident Pupil Support/Management staff should:
  - Contact parents (letter or interview).
  - Determine the most appropriate next steps for both the person responsible for the bullying behaviour and the person affected.

TRAINING AND STAFF DEVELOPMENT

The effective implementation of any policy will need support through training. All members of the establishment need to have an awareness of the school's policy and have access to relevant training which makes clear specific roles and responsibilities as required by the anti-bullying policy.

The authority will include training related to anti-bullying on the authority in-service programme. Respect Me, Scotland's anti-bullying service, also provides training for trainers at no charge, thus allowing organisations to develop their own sustainable approach by having in-house CPD accredited expertise.

PARENTAL INVOLVEMENT

Close links with parents and carers, as set out in the Scottish Schools (Parental Involvement) Act 2006 and in the authority's own Parental Involvement Strategy, are crucial in assisting schools to deal with bullying behaviour and harassment. Regular awareness raising and training should be available for parents, organised by Parent Councils and supported by school and education authority staff.

Schools should prepare their own advice leaflet to parents detailing the school's procedures for dealing with bullying incidents and the school's anti-bullying programme. The emphasis should be on parents working with the school to resolve problems.

MONITORING AND REVIEWING THE POLICY

Policy is monitored through annual reports from all establishments of confirmed incidents and those investigated but found to be unconfirmed. This information is shared through reports to the Education Committee. Progress towards three year anti-bullying targets is reported on through the authority's Outcome Delivery Plan. Establishment's own policies and procedures are reviewed as part of Support and Protection reviews.

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Head of Supporting Learners
Reviewed: October 2015

APPENDIX 1

PREJUDICE BASED BULLYING

There are 9 Protected Characteristics under the Equality Act 2010. We have highlighted some of these here as well as other areas of bullying we feel schools may need more information on.

1. Asylum seekers and refugees

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

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

2. Body Image

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

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

Strategies for challenging Body Image Bullying could include:

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

Further information and guidance is available at www.changingfaces.org.uk

3. Disability

The Education Department requires schools to monitor the implementation of policies with regard to disabled pupils, staff and parents. Pupils with Additional Support Needs may be at greater risk of being bullied. Their Additional Support Need may involve obvious physical differences from the norm, difficulties in understanding and contributing to social interactions, delay in or reduced academic progress, all of which may be used as a basis for bullying behaviour by other young people they encounter.

Some pupils with Additional Support Needs may not be able to communicate experiences as well as other children.

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

Strategies for addressing bullying of pupils with additional support needs might include:

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

4. Homophobia, biphobia and transphobia

Homophobic and biphobic bullying targets a victim on account of their actual or perceived sexual orientation. Children and young people may also be the victims of bullying behaviours as a result of their parent's or carer's perceived or actual sexual orientation. (see LGBT Youth Scotland Education Report)

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

Transphobic bullying includes behaviour or language which makes a person feel unwelcome or excluded due to their gender identity, whether actual or perceived. Research shows that LGBT young people are less likely to feel confident reporting transphobia than homophobia or biphobia. Due to gender stereotypes, transgender young people often experience homophobic bullying in addition to harassment specific to their gender identity. Research shows that a lack of general understanding and confidence among teachers, head teachers and health professionals in schools make it difficult for schools to support transgender and gender-variant young people, and counter the social pressures to conform to narrow gender roles (Gendered Intelligence 2012: 30).

Strategies for addressing homophobic, biphobic and transphobic bullying might include:

- Attaching a high profile to anti-prejudicial values within the context of the school ethos, including a commitment to work that explicitly challenges homophobic attitudes. Work on homophobia within PSHE and Citizenship. eg signing up for the LGBT Schools Charter Mark put in link
- Including statements on homophobic, biphobic and transphobic bullying in Anti-Bullying and Equal Opportunities policies.
- Committing training time for staff to build their confidence in tackling homophobia, biphobia and transphobia and providing practical training around challenging homophobic, biphobic and transphobic behaviour bullying behaviour.
- Actively increasing understanding and confidence among teachers, head teachers and health professionals in schools that would support transgender and gender-variant young people
- Developing links with outside agencies to offer expertise to school and to offer advice and support to students experiencing issues around their developing sexuality.

A toolkit to support schools is available from Education Scotland - http://www.ltscotland.org.uk/resources/d/genericresource_tcm4512285.asp?strReferringChannel=search&strReferringPageID=tcm:4-615801-64

5. Looked After Children

Looked after and accommodated children and young people can be particularly vulnerable to bullying behaviour. In many cases there will not be a stable support network to help them deal with the problem. Dumfries and Galloway Council acknowledges that their school staff have a major part to play in ensuring that children in care are healthy, happy, safe and successful.

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

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

Like anyone who is seen as 'different' at school, children and young people who are looked after and accommodated may receive unwelcome attention stemming from their circumstances.

Sometimes the behaviour of other pupils is the result of curiosity expressed inappropriately. On other occasions these situations can become more unpleasant, and could develop into bullying behaviour. Children who are looked after away from their home authority but continuing to attend school in their home authority may not be able to access after school clubs and social events easily and this could result in further isolation.

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

Children and young people who are looked after may be reluctant to tell anyone they are experiencing bullying behaviour for a number of reasons. They may not trust adults or may have a distrust of authority. Previous experience may make them feel that they will not be believed or that no action will be taken. They could be concerned that they will be seen as the perpetrator. As with other forms of bullying behaviour, children and young people may be exhibiting behaviour which they feel is indicating that they are being bullied but the adults around them may not pick up on this. Changes in behaviour may be put down to stress about reviews or other events in the life of a looked after and accommodated child or young person. They may not wish to highlight their looked after situation or ‘rock the boat' especially at the start of a new placement or during a successful placement. Their previous life experience may have given them a heightened sense of self-reliance and independence so that they do not ask for help.

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

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

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

6. Racial Bullying

Racial bullying can range from name calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual/ individuals on the grounds of their perceived racial culture or national identity. In Dumfries and Galloway our largest minority groups are English and Polish.

Strategies for addressing racist bullying might include:

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

7. Sectarianism, religion or belief

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

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

Strategies for addressing religious and sectarian bullying might include:

- Making explicit references to religious and sectarian bullying in the Anti-Bullying Policy.
- Raising awareness about religion and related issues through the PSHE/Health and Wellbeing, Citizenship and Religious Education programme.
- Anti-sectarian workshops run by Scottish Professional Football Association, such as Coaching with Conscience for primary pupils.
- Incorporate resources from Learning & Teaching Scotland website into school programmes, www.ltscotland.org.uk/antisectarian .

8. Sexism and Gender

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

Behaviour associated specifically with gender bullying may also include:

- abusive name calling
- use of sexual innuendo and unwanted propositioning
- graffiti with sexual content
- spreading rumours questioning sexual reputation

Strategies for addressing gender bullying might include:

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

9. Social and Economic Status

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

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

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

Strategies might include

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

10. Young Carers

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

Young carers are at risk of bullying behaviour for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities. This can make it difficult to form relationships, hinder successful transitions or lead to educational difficulties. Young carers may find themselves being bullied because of the differences or *perceived* differences in their family circumstances. A child who has the burden of all the household tasks may find it difficult to maintain a high level of personal presentation. The family may have a very low income which affects the opportunity to take part in activities which have to be paid for, and may impact upon the child or young person to be able to 'fit in' with fashion and labels or have the latest mobile phone. Again, such a young person may be reluctant to speak about bullying to prevent drawing further attention to themselves. If they are being questioned about attendance and timekeeping, they may not wish to confide in staff, especially if they feel this will result in additional stress for their parent. They may have a strong sense of self-reliance and independence as a result of their caring responsibilities or place low priority on their own needs.

Strategies might include

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

APPENDIX 2

SIGNS AND SYMPTOMS

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs that they should investigate if a child:

- Is frightened
- Doesn't want to go on the school/public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or book damages
- Has possessions which are damaged or "go missing"
- Asks for money or starts stealing money (to pay bully)
- Has dinner in other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

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

If a young person is being bullied

Many children who are experiencing bullying do not tell anyone. So what are the signs to look for that might indicate that bullying is happening?

Remember that any of these feelings may have other causes – so quiet, calm discussion and really good listening is vital for understanding what is really happening

What may they be feeling?

A young person who is being bullied may feel:

- Pain or hurt
- Weak and powerless to make things better
- That it may be their fault
- Fear
- Isolation
- Less confident
- Anxious about making It worse if they tell someone

What may they be doing

They may:

- Show signs of illness or pretend to be ill
- Skip lessons at school
- Avoid attending particular places
- Do less will in schoolwork/homework or lack concentration
- Have their possessions damaged or stolen
- Blank out others- withdrawing from relationships with friends or family
- Become less ‘chatty’ – and be more clingy or aggressive
- Avoid taking phone calls , using mobile phone or the internet

What might they be saying

They may say:

- Friends are not talking to them
- They need driven to or from school
- They need more money
- They have lost their appetite
- They have lost their dinner money
- They hate going to that lesson. Going on that bus journey/lessons with those people

APPENDIX 3

FRAMEWORK FOR SCHOOL POLICY

Approaches to preventing and dealing with bullying behaviour

"Adults should establish open, positive and supportive relationships where children and young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues. It is essential that adults model behaviour which promotes health and wellbeing; and understand anti-discriminatory, anti-bullying, and child protection policies."

(Scottish Government, 2010)

The Scottish Government (2010) identifies a number of approaches that can help prevent and deal with bullying behaviour, specifically:

- education and awareness of rights
- development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is unacceptable
- pupil involvement and engagement
- circle time, peer mediation, buddies, mentoring, playground pals and playground supervision
- proactive information strategies and campaigns
- mental, emotional and social health and wellbeing programmes and activities
- implementation of whole organisation programmes in positive relationships and behaviour, social and emotional skills and personal development
- restorative approaches
- nurturing approaches and principles
- personal support and additional support
- supporting and enabling parents
- acting on patterns of bullying incidents through monitoring
- anti-bullying policy and procedures that are readily available to children, young people, parents, carers and staff.
- access to staff training and support to ensure clear understanding of roles and responsibilities in relation to anti-bullying policy and procedures.

At a local level, children, young people, parents, carers and staff can also access GLOW online as a forum for the safe transfer of information, as well as discussion of views and experiences pertaining to bullying.

Model of Policy Development

- awareness-raising
- consultation
- preparation of draft and transition to final policy
- communication and implementation
- maintenance and review

Anti-Bullying Policy Framework Checklist

This is for guidance only, it is non-prescriptive.

- definition of bullying
- aims and objectives/statement of intent
- roles and responsibilities – pupils, staff, parents
- procedures to follow – who to tell, how to record bullying, sanctions
- intervention techniques, curriculum support, training policy

- use of surveys/reviews/frequency
- arrangements for monitoring and evaluation of policy

A policy will only be effective if everyone has been involved in the process of developing the policy. Even though a policy is in place there is a need for regular revision in the light of new trends eg cyberbullying (see **Appendix 6**) and new legislative requirements.

The policy itself is a statement of intent which guides action and organisation. It should establish a clear set of agreed aims which provide pupils, staff and parents with a sense of direction and an understanding of the commitment of the school to do something about bullying behaviour. Procedures and systems for preventing and responding to bullying behaviour should be outlined. Nb: consider what information the following groups need to have which articulates with the school policy eg pupil information, staff information, parental information.

The use of surveys with pupils on a regular basis keeps staff abreast of what is happening in individual schools and allows them to report up-to-date findings to parents. The findings from these surveys should be reported during local authority inspections of schools, and as part of the annual collation of data on incidents of bullying behaviour which is reported to the Education Committee.

APPENDIX 4

RECORDING INCIDENTS OF BULLYING IN SEEMIS

- Create a Referral in Click+Go as soon as possible after the alleged incident and pass to relevant member of Senior Management Team – Headteacher, Depute Headteacher, Principal Teacher etc

- Where the reason 'Bullying" is selected, details must be given in the 'Description of Incident' box

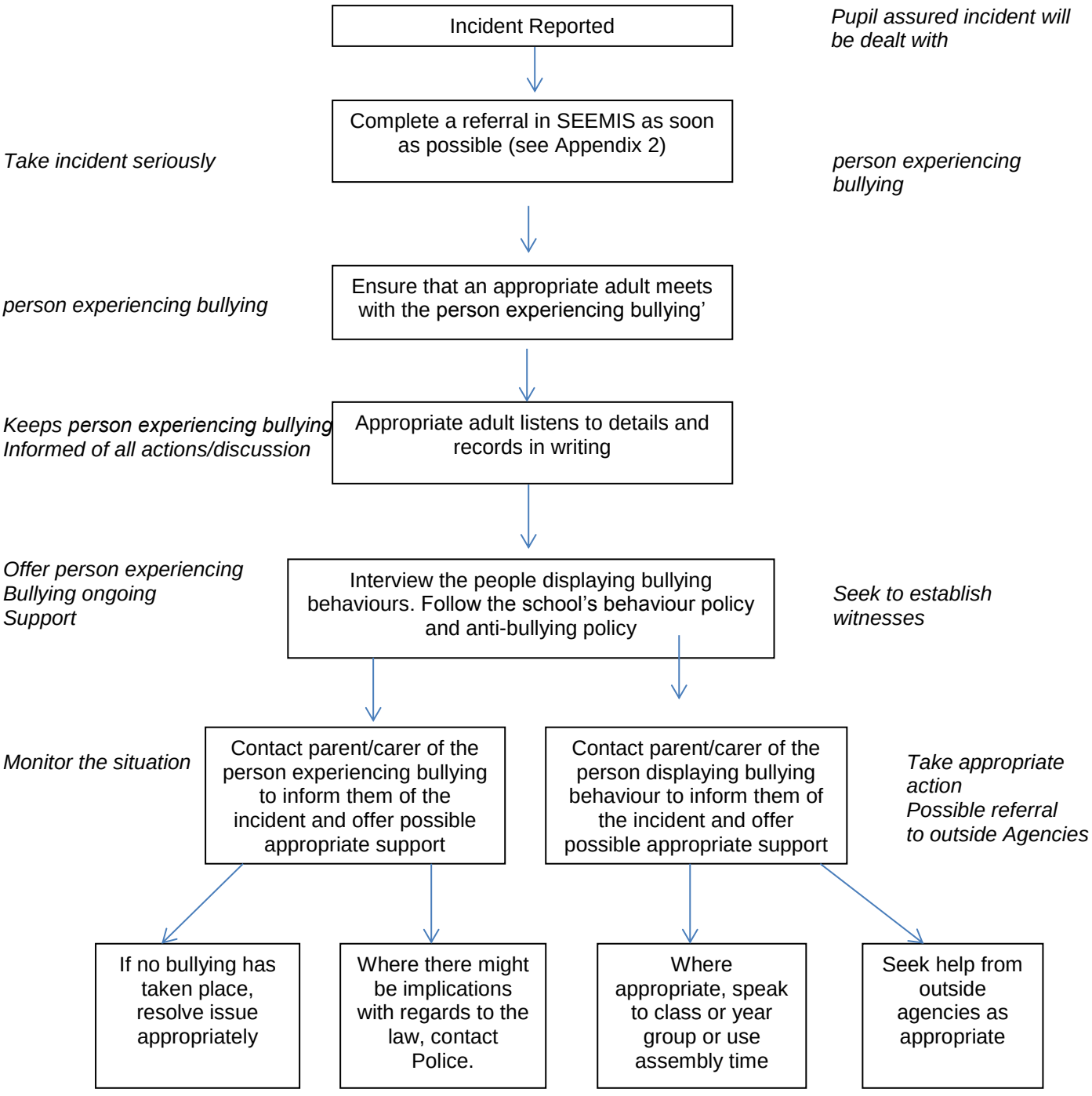
- This detail should include the following :-
  1. An outline of the incident including names of all pupils involved
  2. The category the incident relates to (eg racial, homophobic, gender, disability, religion, etc).
  3. An outline of the investigation
  4. The outcome

A new Bullying & Equalities module is now available in SEEMiS and details will follow in due course regarding training

APPENDIX 5

Dumfries and Galloway Council

Bullying Incident Flow Chart



APPENDIX 6

NEW TECHNOLOGIES

Introduction

Online, digital, mobile and wireless technologies have provided us with diverse and exciting opportunities. They have been firmly embraced to enhance the ways that we communicate, socialise and learn. As result, children and young people are growing up not only with access to new technologies, but in schools and a wider society where the viral world has become central to daily life (Highland Council, 2010).

Within this broader context however, there exist not only opportunities to enhance learning and relationships through our uses of new technology, but also for damage to occur where technology is misused. It is essential therefore that our efforts to foster, to achieve and to model positive and respectful relationships, and to effectively manage incidents where they occur, are extended to and encompass our range of uses of new technology.

The importance of such has been reflected in a range of national developments, including the establishment in 2009 of the UK Council for child Internet Safety, and increased interest by HMIE in how agencies are working in partnership to ensure children are given appropriate advice to stay safe online (CEOP 2009). The importance is mirrored also within the context of existing Dumfries and Galloway Council guidelines and procedures: Child Protection Policy for Schools, Pre-School and Childcare Services 2013; and for schools Guidance on the Use of Social Networking Sites 2015.

Cyberbullying – definition

Respect Me (2010) define cyberbullying as:

'Bullying behaviour that takes place via mobile phones or over the internet through emails, instant messaging and social networking sites'.

This definition highlights that it is not separate or discrete from more familiar forms of bullying that take place face-to-face. Rather, cyberbullying may be an extension to such behaviours, or it may be that behaviours of the same nature are carried out using alternative means of contact via the use of technology (DCFS 2009; Smith et al 2008).

Forms of Cyberbullying

Despite differences in appearance due to the involvement of technology, instances of cyberbullying may involve the same forms of bullying behaviour. For instance:

- Threats or harmful remarks (eg by texts, emails or on message boards;
- Harassment (eg in online chatrooms, via email, phone calls, texts or message boards;
- Exclusion (eg on social network sites);
- Manipulation (eg using pictures, videos or previously recorded messages); or
- Theft or damage to property (eg deleting of homework assignments).

There is though also the potential for different forms of bullying behaviour occur that more specific to the use of technology. Such may be less visible and apparent but no less damaging in terms of impact. As highlighted by the Department for Children, Schools and Families (DCSF 2007), Cyberbullying behaviour may also involve:

- Publicity posting, sending or forwarding personal or private information or images (eg the circulation of images of physical attacks, or the forwarding emails without permission),
- Identity theft, unauthorised access and impersonation (eg ‘ hacking ‘ into an email or GLOW account , posting messages from another user’s account , or creating a false profile on a social network site),and
- Stalking or harassment (eg by tracking someone using spyware, or sending viruses).

It is important to be aware too that examples cited do not offer an exhaustive list.

Whilst cyberbullying is not separate to bullying more generally, several important distinctions and issues have been identified, of which it is important to be aware:

- Online, mobile and wireless technologies mean that bullying behaviours can be instigated at anytime from anywhere. Thus it can also intrude on times and spaces which may otherwise offer a safe haven from other forms of bullying (Anti-bullying Network, 2010).
- The scale and scope of a single instance of bullying behaviour is potentially vast where technology is involved. Audiences for electronically circulated content may be extremely large and reached almost instantly. Content can then be forwarded further or can resurface in future even after being removed. Thus for those on the receiving end, a single incident may be experienced as persistent abuse (DCSF 2010).
- Technology can offer anonymity, making it more difficult to identify those responsible. Behaviour may therefore be less inhibited and the consequences of such less apparent to those responsible (Respect Me, 2010).
- Cyberbullying can readily take place across, as well as within, different age groups.
- Whilst some instances will be clearly intentional, others may be less deliberate and more a result of not thinking limited awareness of consequences. For instance, a comment intended as a joke may be extremely damaging nonetheless, but the lack of physical context can mean that this goes unrecognised. Also, harm may be caused unintentionally by the individual’s forwarding of offensive content produced by someone else (DCFS 2014). Again though, the impact of their behaviour may be no less damaging.

Cyberbullying – the law

Bullying behaviours involving the use of technology are not potentially extremely harmful, but can also contribute criminal offences. It is therefore vital that our efforts to encourage and to model the responsible and respectful use of technology give appropriate recognition to, and aim to increase understanding and awareness of, the legal context. Respect Me (2010) offers a useful summary of how the following key legislation is relevant to cyberbullying:

- The protection from Harassment Act 1997
- The criminal Justice and Public Order Act 1994
- The Malicious Communications Act 1998
- The Communications Act 2003
- Breach of the Peace (common law)

As Respect Me (2010) report observes, legislation pertaining to prejudice based bullying can also be relevant where bullying behaviour is targeted towards a person’s identity or perceived identity

Cyberbullying – advice on prevention and responses

As reported by Adam Ingram, Minister for Children and Early Years (Scottish Government, 2010) *'More often than not, the same principles apply to keeping ourselves safe online as they do offline'.*

Accordingly, efforts to prevent and respond appropriately to incidents of cyberbullying should be firmly embedded within wider whole school and community anti-bullying efforts. Preventative and responsive efforts also require to be set within the context of existing Dumfries and Galloway Council guidelines and procedures: Child Protection Policy for Schools, Pre-School and Childcare Services 2013; and for schools Guidance on the Use of Social Networking Sites 2015.

To help ensure that issues concerning the use of technology are appropriately incorporated within wider and anti-bullying efforts, it is suggested that consideration be given specifically to each of the following key elements of preventative and responsive efforts as advocated by DCSF 2009.

Key elements of comprehensive and effective efforts to prevent cyberbullying:

1. Understanding and talking about cyberbullying
2. Updating existing policies and practices
3. Making reporting cyberbullying easier
4. Promoting the positive use of technology
5. Evaluating the impact of preventative efforts

Key elements of effective efforts to respond appropriately to incidents of cyberbullying

1. Recognise that cyberbullying is a form of bullying
2. Support for the person being bullied
3. Investigation
4. Working with the person displaying the bullying behaviour and applying sanctions

Within their comprehensive report, *'Safe to Learn: Embedding anti-bullying work in schools'*, DCSF 2009 offers further helpful guidance and practical advice concerning each of the above key areas of preventative efforts and responses to incidents of cyberbullying. Further useful sources of relevant information and advice for staff, parents and children and young people are included below.

FURTHER INFORMATION & USEFUL RESOURCES

Websites:

A wealth of useful information, advice and practical resources available are available online.

www.respectme.org.uk – The Scottish Government's dedicated anti-bullying services provide useful information for professionals, parents and children and young people, including a helpful leaflet entitled ' Cyberbullying: Are you switched on?

www.ceop.gov.uk – The Child Exploitation and Online Protection Centre

www.thinkuknow.co.uk – A section of Child Exploitation and Online Protection Centre dedicated to education, with relevant sections and resources for professionals, parents and children and young people

www.childnet.com - Child net international, a non–profit organisation working to help make the internet a great and safe place for children.

www.kidscape.org.uk- The kidscape website has a section on cyberbullying specifically, containing helpful links and advice for parents and children and young people.

www.cybermentors.org.uk – offers young people opportunities to receive and provide peer support relevant to bullying behaviours online.

www.digzien.org- Provides information and resources for educators, parents and young people aimed at developing awareness and understanding of responsible digital citizenship.

www.teachersupport.info/Scotland - Offers practical and emotional support to staff in the education sector and their families

Publications:

Useful relevant publications include the following:

- Scotland's Child Internet Safety Action Plan 2010, Scottish Government
- Cyberbullying Safe to learn: Embedding anti-bullying work in schools 2009, Department for Children's, Schools and Families, Nottingham
- Respect Me 2010: Cyberbullying … Are you switched on? Scottish Government

Local policies

- Guidance on the Use of Social Networking Sites 2015, Education Services, Dumfries and Galloway Council
- Child Protection Policy for Schools, Pre-School and Childcare Services 2013, Dumfries and Galloway Council