Education Services

Procedures and Guidelines

Dumfries and Galloway

RESPECT FOR ALL

ANTI-BULLYING GUIDANCE

2023

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RESPECT FOR ALL

Introduction

Dumfries and Galloway Council is committed to our children and young people living free from bullying and harassment and are encouraged to reach their full potential.

The joint vision for our children and young people is that all children and young people in will be treated with kindness, love, and respect, and given the right support at the right time to enable them to reach their full potential.

Our work is driven by a focus on children's rights and the thoughts of some children feature in this guidance and are identified in blue.

(Adapted from Respectme)

Definitions

References will be made to 'school' and education setting. This term encompasses all schools and early learning and childcare settings.

References made to 'child' and 'children' refer to children and young people under the age of 18 years. 'Child' should therefore be read to mean any pupil in any education setting.

References made to adults and staff refer to those who work directly or indirectly with pupils in an educational establishment, either paid or unpaid.

Purpose of the Guidance

This guidance is intended for staff, pupils, and parent/carers across every educational establishment. It incorporates the revised Scottish Government anti-bullying guidelines (Respect for All - The National Approach to Anti-Bullying).

It outlines the importance of developing respectful relationships within school communities, emphasising the importance of creating environments where everyone feels safe and respected to support attainment and achievement.

The focus of the guidelines is on bullying behaviour between children and not council employees.

The guidance is aligned to The Promise - **Scotland's promise that children and young people will grow up loved, safe and respected.**

The policy also aligns itself with the Dumfries and Galloway Children's Service Plan 2023-2026

https://dumgal.gov.uk/media/27406/Children-s-Services-Plan-2023-to-2026/pdf/Dumfries-and-Galloway-Childrens-Services-Plan-2023-26.pdf?m=638158664433430000

The guidance sits within the framework of GIRFEC ensuring that children and their families are at the centre of what we do and in discussions and decisions being made when responding to bullying behaviour incidents.

All children in Dumfries and Galloway will be treated with kindness, love, and respect, and given the right support at the right time to enable them to reach their full potential.

Our plan will concentrate on improving outcomes for children and young people in Dumfries and Galloway, we will:

- Keep our children safe.
- Implement The Promise.
- Incorporate UNCRC and human rights into all areas of our work.
- Seek to achieve positive destinations for all our young people.

To report on these actions, schools are expected to record incidents of bullying within the SEEMiS Bullying and Equalities module. This will be measured through SEEMiS annual reports. The use of the Self Evaluation Tool will be used to demonstrate the school's policy implementation and returns will be requested by the authority.

This will also be subject to inspection as part of Education Scotland Safeguarding Self Evaluation processes.

To help and support schools training sessions on the SEEMiS Bullying and Equalities module will be available on a termly basis.

Scottish-based research indicates that schools, where attainment is higher than expected for their catchment area, demonstrate positive relationships throughout the school community and that children and young people are involved meaningfully in decisions which affect them at all levels of the school **(Behaviour in Scottish Schools 2016).**

This guidance sets out the expectation, that each school will collaborate with children and parents/carers to develop their own antibullying policy. It promotes nurturing and restorative approaches, in keeping with the standards set by Education Scotland and will be reviewed every three years.

WHAT IS BULLYING?

> **Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened, and left out and it can happen face to face and online. (Respectme)**

CHILDREN'S RIGHTS

Children's Rights are unconditional, i.e., responsibilities do not have to be fulfilled for children to access their rights.

However, in fulfilling these rights there is a responsibility not to compromise the rights of others. As part of Children's Services, we are committed to supporting and promoting children's rights.

There is a legislative context which provides a framework for policy development which informs practice, and should therefore, support a culture and ethos of inclusion and respect for all in schools.

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Children's rights are now embedded in Scottish legislation 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.

Alongside this, both outline the responsibilities of adults to protect and safeguard children and young people from bullying behaviour; bullying is a breach of children's right.

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that protects the human rights of children under the age of eighteen. Human rights are guarantees that protect individuals and groups from actions that affect their freedom and human dignity.

Human rights are things that everyone is entitled to by simply being a person; there are no conditions imposed to access rights.

However, often rights are considered alongside responsibilities when discussing with children and young people.

There are forty-two articles within the Convention, but some are significant to this guidance:

Article 12: You have the right to speak up and have your opinions listened to and taken seriously by adults on things that affect you.

Article 13: You have the right to say whatever you believe if it does not harm or offend other people. You also have the responsibility to respect the rights and freedoms of others.

Article 19: Children must be kept safe from harm and protected against violence.

Article 28: You have the right to an education.

Article 29: Schools should help children develop their skills and personalities fully, teach them about their own and other people's rights, and prepare them for adult life.

Further information can be found on - https://www.unicef.org/

Children need to be protected from bullying behaviour so that they can survive, develop, and participate in a fulfilling life. **Bullying is a breach of Children's Rights.**

   www.unicef.org.uk/what-we-do/un-convention-child-rights/

Children's voices should be heard, and their wishes respected without discrimination of any kind.

PREJUDICE-BASED BULLYING – (appendix 1)

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences to find out more https://respectme.org.uk/bullying/prejudice-based-bullying/

Fully integrating and embedding equity, equality and diversity into an organisation relies on a culture where language and behaviour is challenged. When we work with or have children, we must create environments where difference is celebrated, and prejudice is challenged. Source - Respect*me*

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 legislates to prevent direct or indirect discrimination against persons.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

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

Further information relating to prejudice-based bullying and why it can happen can be found within Prejudice-based bullying - Respectme

GIRFEC – Getting It Right for Every Child promotes action to improve the wellbeing of all children and young people.

GIRFEC principles and values are underpinned by the United Nations Convention on the Rights of the Child.

 Curriculum for Excellence http://www.gov.scot/Topics/Education/Schools/curriculum 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.

 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 schools.**

Bullying behaviour can be a barrier to fully engaging and benefiting from Curriculum for Excellence and can adversely affect attainment.

Bullying behaviour can also prevent children from experiencing opportunities for personal development, within and beyond school.

ROLES AND RESPONSIBILITIES:

DUMFRIES AND GALLOWAY COUNCIL RESPONSIBILITIES

- A member of the authority is identified as the lead officer of the anti-bullying guidance. This individual will have responsibility for ensuring that the intentions of the guidance are realised and for providing relevant information as required to Dumfries and Galloway Council.
- Monitor and regularly review the effectiveness of this guidance using high-quality information derived from incident recording from the SEEMiS Bullying and Equalities Module.
- To shape future guidance and to provide support and challenge schools in the development of their own anti-bullying policy.
- To support training opportunities by co-ordinating training, liaising with relevant partner agencies, and promoting and sharing successful practices in relation to anti-bullying approaches e.g., working towards the Respectme award and completing the Respectme modules.

SCHOOLS & ELC

- The Child Protection Coordinator (CPC) will be responsible for ensuring their school's anti-bullying policy is up to date (reviewed on 3-year cycle) and to ensure the anti-bullying training provided by the Directorate is undertaken by staff.
- The CPC will ensure that an anti-bullying policy is developed, implemented, maintained, and communicated effectively (e.g., easily accessible by children, young people, parents, and carers on school website, within the school handbook etc).
- The policy is embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and articulates within the curriculum through the school's Personal and Social Development/Health & Wellbeing programme.

- In all schools, the policy's development, and regular review will result in a genuine partnership between staff, children, and parents/carers. Critically this process will include considering child and parent/carer feedback, both planned and unsolicited and consultation with the wider community and partners.
- Bullying incidents are recorded and monitored using the Bullying and Equalities module in SEEMiS, in line with the guidance issued by the Authority and the Scottish Government.
- Bullying behaviour is analysed and discussed at a strategic level, with appropriate strategies and interventions identified to address and respond to emerging trends.
- Appropriate training/awareness raising of the latest practice in anti-bullying approaches is made available to staff, children, parents, and carers. Where necessary support will be sought from the Authority to ensure this requirement is met.
- On an annual basis, anti-bullying policy and practice is included in at least one professional development session.
- Engage with children, parents, staff, and parent council often about anti- bullying approaches.

All staff in a school have a role to play in responding to bullying behaviour.

STAFF AND VOLUNTEERS

- Must be familiar with their school's anti-bullying policy and contribute to its review and development as required.
- Fully understand and follow procedures for recording, managing, and monitoring bullying incidents and supporting and managing children who have been bullied or are carrying out the bullying behaviour.
- Share relevant information concerning individual children and incidents of bullying behaviour with the child's Named Person or other professionals as required to always ensure children's safety.
- Include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

THE RESPONSIBILITIES OF OUR CHILDREN AND YOUNG PEOPLE

- Tell a member of staff if they experience behaviour that makes them feel unsafe or disempowered.
- Accept help and support from staff to resolve any bullying behaviour concerns.
- Be a pro-active school citizen by engaging in activities which support and promote equality, diversity, and inclusion. This might include participating in MVP (Mentors in Violence Prevention), for example or take part in LGBT activities.
- Be safe and responsible when connecting with others online and if something worries you or makes you feel uncomfortable tell your parents/carers or an adult in school.
- Be a positive role models for others by showing to others that discrimination of any kind is not okay and being pro-active in reporting any bullying behaviours that you see in and out of school.

> **Do not be a by-stander children should be encouraged to report any bullying behaviour they experience, see, or hear about.**

THE RESPONSIBILITIES OF OUR PARENTS AND CARERS

- Support and promote their own child's health and wellbeing.
- Encourage and monitor safe and responsible online behaviour.
- Talk to an appropriate member of school staff if their child needs help because of bullying behaviour.
- Be familiar with school's policy related to anti-bullying guidance, equalities, use of mobile devices or online safety advice.
- Work in partnership with school staff to resolve bullying behaviour concerns and help to contribute towards an ethos of tolerance and non-discrimination that reflects the vison and values of their child's school.
- Talk to their child about the importance of valuing people as individuals who make up our diverse society.

> **Schools can help to support parents on how they can respond to bullying behaviour incidents – this can help to calm things down.**

WHAT DO WE MEAN BY BULLYING?

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened, and left out and it can happen face to face and online.

Source – Respect*me*

Bullying is both **behaviour** and **impact**; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency.' Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened, and left out and it can happen face to face and online. Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online.
- Being hit, tripped, pushed, or kicked.
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives.

- Being targeted because of who you are or who you are perceived to be (face to face and/or online)

WHAT CAN THE IMPACT OF BULLYING BEHAVIOUR BE?

Many children who experience bullying behaviour do not tell anyone.

A child who is being experiencing bullying behaviour may feel:

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

IS INTENT REQUIRED?

Every bullying behaviour incident should be looked at individually. In some cases, children may not be aware that their behaviour is bullying.
They are modelling the behaviour of adults or other children not understanding that it is wrong because they have never been taught otherwise.
In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

It must be explained to the person bullying that their behaviour is unacceptable and why.

Intent is difficult to prove, and children can often reframe their behaviour when challenged.

It's more important to focus on the behaviour and the impact it had, rather than trying to

establish whether someone acted deliberately or not.

DOES THE BEHAVIOUR HAVE TO BE PERSISTENT?

The issue with persistence is that the behaviour must take place more than once, but the impact of bullying can be felt after a single incident.
Bullying doesn't need to be persistent to influence the mental health and well-being of a child. For those who have been bullied, the fear and anticipation of further bullying behaviour can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children should be addressed as they arise. It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.
How persistence is viewed by one person - for example daily, weekly, or monthly - may be quite different to how it's viewed by someone else, leading to inequality and inconsistency of practice. It isn't helpful to wait and see if a pattern or repetition emerges before acting.

ONLINE BULLYING

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

But online bullying, or 'cyberbullying' as it is often referred to, shouldn't be treated any differently; it's still about behaviour and impact. The behaviour is the same, but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened, or having rumours spread about them. We should address online bullying in the same way. Our responses will be more consistent and effective when we address online bullying as part of our whole anti-bullying approach, not as a separate area of work or policy – See Appendix 5.

WHEN IS IT NOT BULLYING BEHAVIOUR?

It is important for children to discuss how they feel and help them develop resilience to manage their relationships. We know that children will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children can bounce back from this type of behaviour. Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all our children and young people. These incidents can be recorded within SEEMiS as a pastoral note.

LABELLING:

When talking about bullying, it is important **not** to label children 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 need help to understand why bullying behaviour is wrong in order that they can change it. www.respectme.org.uk

SPOTTING THE SIGNS…

A child may indicate by signs or behaviour that they are experiencing bullying.

Adults should be aware of these signs that they should investigate if a child is:

- Is frightened.
- Doesn't want to go on the school/public bus.
- Asks to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic)
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or to run away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Attainment is affected.
- Comes home with clothes torn or book damaged.
- Has possessions which are damaged or "go missing"?
- Asks for money or starts stealing money (to pay person bullying them)
- Has dinner or 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 an online message is received These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

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

> **Children may isolate themselves from their loved ones.**
>
> **They may also stop talking about their day and they may stop talking about someone from school.**

RESPONDING TO BULLYING BEHAVIOUR AND WHY IT IS IMPORTANT THAT WE DO RESPOND.

It's every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, must be provided for by adults and the government.

WAYS TO RESPOND TO BULLYING BEHAVIOUR in SCHOOL

Listen

- Children may have chosen to tell you at a less than convenient moment so if you cannot speak to them there and then, it is important to still acknowledge how they are feeling.
- Reassure them that they have done the right thing by coming to you and arrange a time when you will speak to them about it further.
- Let them know that they have done the best thing by coming to speak to you, that bullying is never acceptable and that they deserve to feel safe in their environment.

Useful questions to ask…

- What was the behaviour?
- What impact did it have?
- What do you want to happen?
- What attitudes, prejudices or other factors have influenced the behaviour?

For further advice - https://respectme.org.uk/anti-bullying-practice/ways-to-respond/

RESPONDING TO THE CHILD WHO IS DISPLAYING BULLYING BEHAVIOUR.

Children who are bullying will need help and support to:

- Identify the feelings that cause them to act this way.
- Develop alternative ways of responding to these feelings.
- Repair relationships.

Source: Respect*me*

- Deal with the behaviour in the same way as you would with any type of challenging behaviour
- Again, listen to what they have to say. Use your active listening skills and take time to uncover the bigger picture for this person and what shapes them.
- Do not label them a 'bully.' We can help them to change by telling them that their behaviour is bullying, rather than labelling them.
- Clearly outline what their behaviour was, why it was wrong and the natural consequences they face if it continues. This allows you to be clear about the behaviour that needs to change and to state the behaviour that you would like to see instead. It provides clarity, makes it easier to address negative behaviour and, importantly, rewards positive behaviour.
- Be prepared to address prejudiced attitudes that may be behind the behaviour. Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. It's important to address what's happening behind the behaviour, even when they bullying behaviour has stopped.

Positive support is needed for the child experiencing bullying behaviour and those who are carrying it out.

Schools need to understand why children are showing signs of bullying behaviour to help address it, to resolve it and to stop is happening again.

Not resolving incidents of bullying behaviour could give children the green light to continue with the behaviour.

Staff need to figure out the root cause of bullying behaviour.

RECORDING BULLYING BEHAVIOUR

This section should be read in conjunction with The Scottish Government's Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools.

https://www.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/

Why record incidents of bullying in our schools?

- Recording and monitoring of bullying incidents is essential and can provide valuable information on the scope and scale of the issue to guide

improvements in policy and practice and inform anti-bullying interventions. Recording, monitoring, and analysis of bullying is best carried out locally where it can support self-improvement.

- In addition, the data can help identify numeric trends, specific issues around equality and diversity and other relevant data/patterns which may help schools and local authorities to address bullying incidents efficiently.

- The most successful anti-bullying interventions are embedded within a positive ethos and culture and do not focus on individual incidents. The aim is to create safe and secure environments where bullying is openly acknowledged, discussed, and challenged as unacceptable behaviour, resulting in the reduction of incidents.

- Data monitoring locally will support the improvement of targeted support and interventions that can be applied in a focussed, responsive way, recognises the unique nuances of geography and demographics.

Source - Recording and monitoring of bullying incidents in schools: supplementary guidance on Recording and Monitoring of Bullying Incidents in Schools.

GOOD PRACTICE

It is considered good practice for schools to monitor recorded incidents of bullying behaviour by the Senior Leadership Team school on a regular basis i.e., more than once a term to analyse that incidents and respond to the presenting themes.

RECORDING AND MONITORING BULLYING INCIDENTS

The member of staff usually managing an incident of bullying behaviour will record all incidents in the Bullying and Equalities module in SEEMiS.

The following information is recorded:

- The person experiencing the behaviour.
- The person displaying the behaviour.
- The nature and category of the incident/highlighting the characteristics of the incident.
- The perceived reason(s) for bullying.
- actions already taken and future actions.
- conclusion (being addressed, resolved, not resolved, unfounded)

All incidents should be recorded. Records should include whether the incident is bullying, and/or prejudice-based and the nature of this. If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or prejudice, the incident and the doubts should be recorded.

> **Trends identified in the recording of bullying behaviour could be shared with MVP (Mentors in Violence Prevention) members in a school.**
>
> **MVP group members could be aware of trends and if they are aware of issues, they can report them on.**
>
> **MVP group members could help with workshops in Personal and Social Education and could help with events during the up-and-coming anti-bullying weeks.**

The Child Protection Coordinator will:

- Ensure this procedure is implemented.
- Monitor SEEMiS reports on regular basis, at least termly.

Behaviour and Exclusion

There are no grounds for informal exclusions such as 'cooling off periods' within this guidance. The school should adopt a restorative and solution-oriented approach when responding to a bullying behaviour incident. If exclusion is being considered, then the Preventing and Managing School Exclusion policy should be referred to.

https://glowscotland.sharepoint.com/sites/dumfriesandgallowaycouncil/D&GCouncil/DG%20Ed%20Policy/Policies/Exclusion%20Policy/Preventing%20&%20Managing%20School%20Exclusions%20Guidelines.pdf#search=School%20Exclusions

WHEN IT IS NOT IN INCIDENT OF BULLYING BEHAVIOUR

Staff may be unsure if behaviour is bullying therefore, they should look at the impact it is having on the child. It can be the case that one child says something unpleasant to another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.

This should then be recorded within the pastoral note for the child or young person and not recorded as a Bullying and Equalities incident.

APPROACHES TO PREVENTING BULLYING BEHAVIOUR INCIDENTS.

- 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 within our schools model behaviour which promotes positive relationships and positive behaviours.**

  Below is a list of suggestions that could be used to help develop a school culture and ethos where bullying behaviour is not accepted:

- Education and awareness of rights e.g., UNICEF Rights Respecting Schools

- Training and support for staff and parent council member to ensure they understand their role and responsibility when implementing the school's anti-bullying policy.
- 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.
- Pupil involvement and engagement e.g., completing questionnaires to identify problematic times/behaviour/areas, the results could allow for changes to be made.
- Circle time, peer mediation, buddies, mentoring, playground friends and playground supervision
- Initiative-taking 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
- Mentors in Violence Prevention
- ChildLine Schools Programme
- '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
- Working within cluster groups to develop and promote a consistent approach to antibullying behaviour and implement preventative actions at all stages of learning.
- Working towards the Respect*me* Award.

A wide range of curriculum linked resources are available to support bullying prevention work in schools can be found at the end of this document.

INVOLVING PARENTS AND CARERS

Parents and carers are experts in their children, and they can be the key to help resolve bullying behaviour incidents that include their children.

Parents, carers, and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education.

It is vital that schools engage directly with parents and carers and foster a positive environment where they are encouraged to work in partnership to ensure a consistent message relating to bullying is shared between home and school. It is expected that parents

will support the aim of developing school environments where everyone feels safe and respected, by working collaboratively with schools to help ensure bullying cannot thrive, sharing concerns about their child as early as possible with appropriate teacher/practitioner/coach, promoting positive respectful relationships and by listening and taking children and young people seriously (Scottish Government, 2017).

ADVICE ON HOW TO RESPOND TO YOUR CHILD WHO MAY BE IMPACTED BY BULLYING BEHAVIOUR.

[Bullying… A guide for parents and carers - Respectme](#)

There will be training opportunities organised through parent councils.

Further advice and training webinars can be found on [Webinar: Let's Talk about Bullying - Respectme](#)

Free one hour training sessions can also be organised through training@respectme.org.uk

Video Guidance

The following clips can be viewed to help give practical advice to children and young people who may be experiencing bullying behaviour.

[Video Guidance for Adults - Respectme](#)

EDUCATION AND PROFESSIONAL LEARNING OPPORTUNITIES – SOURCE EDUCATION SCOTLAND

Key documents and policy drivers

[Respect for All - The National Approach to Anti-Bullying for Scotland's Children and Young People](#)
This is the Scottish national anti-bullying policy.

[Policy through to practice – Getting it right](#)
This document provides anti-bullying policy guidance for schools and children and young people's services. It is a practical guide, which takes organisations through the steps needed to develop/review their anti-bullying policies to ensure they are in step with the principles of Respect for All.

Race Equality Framework for Scotland 2016-2030

The Race Equality Framework for Scotland sets out the Scottish Government's approach to promoting race equality and tackling racism and inequality between 2016 and 2030.

Supporting Young Eastern Europeans - research, policy, and practice materials

The research aims to contribute to ongoing debates on migration and the future of UK in Europe post-Brexit, providing information for families, policy makers and practitioners.

Professional learning

Bullying- It's Never Acceptable - respect me

A online professional learning resource by Respectme, Scotland's anti-bullying service. Four modules supporting practitioners to recognise, respond and prevent bullying behaviour. An online alternative to respectme's previous in-person training programme 'Bullying…It's Never Acceptable.'

Timeline: An anti-sectarian professional learning resource

Timeline (Religion, migration, and society in the making of modern Scotland) is an anti-sectarian professional learning resource.

Learning, teaching, and assessment resources

#respectmeans – A learning resource that examines how developing respectful relationships can prevent bullying

This learning resource by Respect Me, Scotland's anti-bullying service, contains practical activities that can be used with children and young people aged 10-16 as part of wider learning around positive relationships and bullying behaviour.

Responding to bullying - What are my options?

This learning resource contains practical activities which can help children and young people aged 10-16 explore the options open to them if they or someone they know is being bullied.

Bullying - A guide for parents and carers

This booklet introduces adults to practical strategies to respond to and understand bullying behaviour.

Experiencing bullying behaviour

If your child has experienced bullying behaviour, this may include being called names, teased, put down or threatened; being hit or hurt in some way; having belongings taken or damaged; being left out; online abuse and more.

[Addressing inclusion - Effectively challenging racism in schools](#)

This resource provides information and guidance to school staff on addressing racist bullying in Scottish schools.

[Childline: Racism and racial bullying](#)

This is a film resource in which children talk openly and honestly about racism, what they think causes it, and how it can be prevented. There is a link to a website with advice and activities.

[Promoting race equality and anti-racist education](#)

An overview of race equality and anti-racist education that covers what it is, why it is important and links to additional resources.

[Tackling sectarianism - An overview of resources](#)

This page provides a rationale and guidance for staff wishing to use 'Tackling Sectarianism' recommended resources. Links to all primary and secondary school resources are listed.

[Childline and religious bullying](#)

This links to a website which includes advice, films and activities related to religious bullying.

[Exploring discrimination – third and fourth level](#)

Young people will consider how some groups of people may be discriminated against and consider how to identify discriminatory behaviours.

[Mentors in Violence Prevention (MVP) - An overview](#)

This practice exemplar describes the Mentors in Violence Prevention (MVP) programme and provides links to videos, case studies and annual reports.

[Social wellbeing and being kind online - primary](#)

These activities will help your child learn about good online behaviour and begin to consider the potential consequences of hurtful or harmful behaviour online.

[Social media boundaries - secondary](#)

These activities are designed to help you learn more about social media and staying safe online.

[Trusting online sources - second level](#)

This activity introduces children to the reliability of information available online and asks them to question the source before believing or acting on information.

[Staying safe online – second level](#)
Children think about the various devices they use at home that access the internet, and what they use these devices for.

[Online safety workshop for parents](#)
Respectme, Scotland's anti-bullying service, is delivering workshops and training for parents.

SHARING GOOD PRACTICE

Interesting practice

[Nae Excuse: An anti-sectarian resource for informal settings by Parkhead Youth Project](#)
Parkhead Youth Project has worked with young people aged 8-18 years to raise awareness of sectarianism, prejudice, bigotry, and discrimination.

[Heritage and Inclusion Project - Supporting young women from Black, Minority, Ethnicity (BME) backgrounds in secondary school](#)
Discover how one project is helping to reduce levels of isolation felt by young ethnic women in Edinburgh.

[Clyde Pride LGBT Youth Group, Inverclyde](#)
This example of CLD focuses on the development of Clyde Pride, a lesbian, gay, bisexual, and transgender (LGBT) youth group in Inverclyde.

POLICY THROUGH TO PRACTICE – GETTING IT RIGHT.

Local Authorities and individual schools will have their own way of developing anti-bullying policies to reflect their own local environment and culture. However, all organisations providing services to children and young people in the public, voluntary or private sectors must develop an anti-bullying policy that reflects the principles of the National Approach, to ensure that children and young people receive a consistent response wherever bullying takes place.

Organisations must ensure every local service or individual school develops a local policy that reflects theirs and the process of consultation.

To ensure consistency from Government level to an individual school or youth club, the principles, values, and definition of bullying should be the same at all levels. This means an individual school policy can have the same approach and values as the overarching Local Authority policy, which shares the values and principles of the National Approach.

All schools are required to evaluate and review their anti-bullying policies to create a whole school approach in which children and adults work together to create an environment **where bullying behaviour is never acceptable.**

All developed policies should reflect the Dumfries and Galloway guidance, and Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People.

Schools will have ways of putting the principles of anti-bullying into practice to reflect local environments and culture. **Each school should have an approach which makes it clear that bullying behaviour will not be tolerated.**

The entire school community: teaching and non-teaching staff, children and young people, and parents, should be involved in the evaluation and the review and must be committed to this. The involvement of these groups especially the involvement of children should be evidenced within your school's policy.

The policy should be reviewed on a regular basis, ideally every three years; provide a framework for all the strategies, procedures and practices related to anti-bullying work and be impact assessed.

Each school's anti-bullying policy should reflect a consistent approach in process, action, and practice within their setting.

Any member of staff, parent, child, should be able to read a policy and know what they can expect and what is expected of them. It may be useful to create an easy read version for children to read too.

Policy development is a journey, a values-based journey to create environments where

bullying does not thrive.

https://respectme.org.uk/wp-content/uploads/2017/12/Policy-through-to-Practice-2017-Version.pdf will provide further help and support to help with evaluating and reviewing your current policy and also https://respectme.org.uk/policy/principles-for-policy-development/

SCHOOL POLICY DEVELOPMENT - EVALUATING AND REVIEWING YOUR CURRENT SCHOOL POLICY AND CURRENT PRACTICE.

Steps to help and support the process.

Form a working group.

Setting up an anti-bullying Policy Review Working Group is ideal for taking this forward. This group should represent those who will be expected to implement the policy and those who will be recipients of it.

The group should be as diverse as possible and ideally include the following:

- An influential person to lead the policy review process – this is likely to be a Head teacher or a senior staff member.
- Other staff who will be involved in its development and implementation.
- At least one parent/carer – including a member of the parent council if possible.
- Any relevant school partner, e.g., Youth Engagement Officer, Youth Councillor, careers adviser from Skills Development Scotland.
- Children – or find an effective method of gathering pupil or service users' voices through consultations, such as questionnaires.
- A member of the wider school/service community, learning support assistants, support workers, catering, or janitorial staff etc.

Agree on a plan for the way forward at the group's initial meeting. Set meeting dates/key milestones and allow enough time for meaningful consultation with staff, parents, children, and young people. Consider timescales for the new policy to be in place and map out how you will realistically achieve this.

Consider giving roles to group members to take individual responsibility for drafting a section. The group leader can often co-ordinate and edit inputs into an overall draft. Whether there is an existing policy, or the group produces one for the first time, they should familiarise themselves with Respect for All and their Local Authority guidance. This should provide the framework within which a school/service policy should sit.

Self-evaluation
To help assess performance in this area, there is a Self-Evaluation Template to use as a tool to critically evaluate how good you are at preventing and responding to bullying behaviour and what needs to change.

Link to self-evaluation tool - https://respectme.org.uk/wp-content/uploads/2017/12/Policy-through-to-Practice-2017-Version.pdf - pages 13 and 14.

EFFECTIVE ENGAGEMENT
Children, staff in schools, parents and carers should be consulted with when evaluating and reviewing your school policy. You may wish to consider surveying these groups to gain their opinions on bullying behaviour. Sample questions can be found in this guidance (Appendix 1)

PRINCIPLES FOR WRITING YOUR SCHOOL ANTI-BULLYING POLICY.

To help keep your working group on track checklists are provided within the appendices to help your working group with the development of the policy.

SAMPLE QUESTIONS for QUESTIONNAIRES (Appendix 1)

Wider school – teaching staff and school community

Have you seen bullying between children?

- What kinds of bullying have you seen?
- Do you notice bullying behaviour, attitudes or language that is discriminatory, for example, racist, sexist, homophobic, disablist or about faith or religion?
- What is your understanding of the school or organisational procedures about bullying?
- Are you clear about what is expected of you?
- What do you do when you see or hear bullying behaviour?
- What action do you take when a person tells you they are being bullied?
- What do you think should be included in the school policy?
- What additional support or training do you feel you need to address bullying behaviour
- How do you think bullying can be prevented?
- What can you do to role model respectful relationships?

Children

- What kind of bullying behaviour have you seen or been involved in?
- Do you notice bullying behaviour or language that is racist, sexist, homophobic, disablist or about someone's faith or religion? For example, have you seen or heard people making fun of someone or leaving them out because they are Muslim, Jewish, or Catholic, or calling someone names using language that puts down gay people or girls and women?
- What should someone who is being bullied do? o What should the school do about bullying behaviour?
- What should the school do with people who are bullying others?
- What do you think should happen about bullying that takes place outside of school?
- What do you think parents and carers can do to help themselves handle the situation until they're ready to tell an adult?
- How do you think bullying can be prevented?
- What can you do to role model respectful relationships?

Parents and carers

- Do you think bullying goes on in school?
- Have you witnessed any kind of bullying?
- What would you do if your child were being bullied?
- Do you know who to contact if you have any concerns?
- Do you know who to contact if you have concerns? o Do you understand the steps that the school/organisation would take to deal with the person being bullied? And the person/people involved in the bullying?
- What do you think should be included in a school anti-bullying policy that would help everyone in school to feel supported?
- How do you think bullying can be prevented?
- What do you think should happen about bullying that takes place outside of school?
- What do you think parents and carers can do to help resolve bullying situations?
- What can you do to role model respectful relationship?

Appendix 2 – Checklist to help with the evaluation, review, and development of your policy.

Development of your school's policy	YES	NO
A statement which lays out the organisational stance on bullying and the scope of the policy and links to school vision and values.		
Made a clear commitment to promoting and role-modelling positive relationships and positive behaviour.		
Signposted Respect for All and local authority policy		
Include a clear commitment to challenging all types of prejudice-based bullying and language. All the protected characteristics from the Equality Act 2010 are listed.		
Listed range of strategies that will be used to prevent and respond to bullying.		
Referenced the nationally agreed definition of bullying as set out in Respect for All		
Outlined the recording and monitoring strategies used for management purposes (SEEMiS bullying and equalities module).		
Clear statement that bullying is a breach of Children's Rights.		
Evidenced your consultation responses throughout.		
Set a review date		
Considered training needs (e.g., Guidance teachers Respect Me trained)		
Developed expectations, codes of behaviour, and responsibilities for all staff/volunteers, children, and young people.		
Provides clear instruction on how and who to contact should a child, parent/ carer have a bullying concern.		
Agreed and produced a final draft		
Set a date for the launch of your school's policy		
Incorporate any final feedback from the consultation. Implementation and review		
Implementation and review: • Children are involved. • Parents and carers involved. • Communication plan in place to promote the policy.		

Additional notes:

Appendix 3 – Checklist for the self-evaluation process of your school's anti-bullying policy and practice.

Self-evaluation of Anti-bullying Policy and Practice.	YES	NO
Set up a Policy Review Working Group.		
Agreed on a timescale for policy completion and set out key milestones.		
Referred people to Respect for All.		
Assigned roles/tasks to members of the Policy Review Working Group.		
Completed the self-evaluation template.		
Discussed the inclusion of prejudice-based bullying.		
Self-evaluation findings discussed.		
Engaged and consulted with local/community stakeholders.		
Used the sample questionnaire questions.		
Communicated feedback to ALL who have taken part in the consultation.		
Involved and meaningfully consulted with the wider school/service community.		
Involved and meaningfully consulted with children and young people.		
Involved and meaningfully consulted with parents and carers.		

Additional notes:

APPENDIX 4 – ONLINE BULLYING BEHAVIOUR – SUPPORTING YOUR CHILD

While the internet provides positive channels for communication and learning, children tell us they have experienced bullying through social media and online platforms.

During the pandemic, children spent more time online at home than usual. This came with risks, and in the time of uncertainty incidents of prejudice-based bullying and hate crime rose.

Dealing with online bullying
Your response to online bullying shouldn't differ from your reaction to a disclosure of other types of bullying. It's important to focus on the behaviour and the impact it has had, and not get hung up on 'how' or 'where' the bullying has taken place.

However, when bullying is taking place online, there are some additional steps you can take to resolve the situation:

Identify the bullying material.

Familiarise yourself with the online platform and any messages, posts, or pictures that your child has received. If you feel that any of these messages or pictures could be construed as illegal, take copies, dates, times, and contact details to the police.

Ask them to share any further messages with you.

Reassure your child that you won't over-react; you are not trying to invade their privacy, you are trying to help resolve the situation. If you reply to any of the messages, be careful not to respond in a manner which could be seen as threatening or harassing.

Involve other agencies.

When someone is conducting online bullying your child sees at school or other organisation, it might be worth involving staff. If both parties are at school, make the school aware of the problems, if they are not already, and involve them in the resolution plan.

Support your child

It is important not to get too hung up on the fact that your child has experienced bullying online, but to recognise that they have been bullied and need the same support as they would if they had experienced any other type of bullying. Take their concerns seriously, remain calm, and consider what they would like to happen.

Further help, support on how to support a child affected by online bullying behaviour can be found on https://respectme.org.uk/adults/online-bullying/

LEGISLATIVE CONTEXT & USEFUL LINKS TO THE NATIONAL PICTURE

Getting It Right for Every Child (GIRFEC) is Scotland's approach to improving outcomes and wellbeing for all children and young people.

Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)

Convention of the Rights of the Child Convention on the Rights of the Child | UNICEF

Data Protection Act 1998 https://www.legislation.gov.uk/ukpga/1998/29/contents

Children and Young People (Scotland) Act 2014

http://www.legislation.gov.uk/asp/2014/8/contents/enacted

Equality Act 2010 https://www.legislation.gov.uk/ukpga/2010/15/contents

Link to Education Scotland & the Equality Act 2010

Equality Act (2010) | Resources | National Improvement Hub (education.gov. scot)

Technical guidance for schools in Scotland for the Equality Act (2010) regarding

discrimination https://www.equalityhumanrights.com/en/publication-download/technical-

guidance-schools-scotland - https://www.equalityhumanrights.com/en/publication-

download/technical-guidance-schools-scotland

Included, engaged, and involved Part 2: A positive Approach to Preventing and Managing School

https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2017/06/included-engaged-involved-part-2-positive-approach-preventing-managing-school/documents/00521260-pdf/00521260-pdf/govscot%3Adocument/00521260.pdf

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People

Data Protection Act 1998 https://www.legislation.gov.uk/ukpga/1998/29/contents

Pupil's Educational Records **The Pupils Education Records (Scotland) Regulations 2003**

Curriculum for Excellence

http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumfor excellence/index.asp

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Scottish Government (2017) Respect for All: The National Approach to Anti bullying for Scotland's Children and Young People:

ADDITIONAL RESOURCES

LGBT Scotland

LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying, priorities which were identified in research with schools.

 www.lgbtyouth.org.uk

Supporting transgender young people in schools: guidance for Scottish schools

https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2021/08/supporting-transgender-young-people-schools-guidance-scottish-schools/documents/supporting-transgender-pupils-schools-guidance-scottish-schools/supporting-transgender-pupils-schools-guidance-scottish-schools/govscot%3Adocument/supporting-transgender-

Time for Inclusive Education (TIE) A Scottish charity that aims to combat homophobia, biphobia, and transphobia in schools with LGBT-inclusive education. They provide a range of services, from teacher training to year group assemblies and various workshops. They also offer resources on cross curricular inclusion with a focus on LGBT History (Moments), LGBT role models (Icons) and a resource on LGBT groups in schools. www.tie.scot

https://enquire.org.uk/links/supporting-transgender-young-people-in-schools-guidance-for-scottish-schools/

Enable Scotland also provides training on disability awareness. www.enable.org.uk

CEOP – Think You Know CEOP Education (thinkuknow.co.uk)

Inclusive Education - OLCreate: Education Scotland - Inclusion and Equalities (open.edu)

Enquire - Enquire is the Scottish advice service for additional support for learning. Providing easy to understand advice and information about additional support for learning legislation and guidance for families and professionals.

Enquire - The Scottish advice service for additional support for learning

Childline can provide a source of advice and information and online support for all young people on their wellbeing. https://www.childline.org.uk/

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Respect*me*

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