East Ayrshire Council

Anti-bullying:
Respect for All Policy
Nether Robertland Primary

2021

getting it right for every child

CARING · KIND · CONNECTED

East Ayrshire Council
Comhairle Siorrachd Àir an Ear

Welcome to our policy on Respect for All: Anti-bullying

We created this document through a process that involved a small working group reviewing and revising the previous policy, and in consultation with:

Young People:

- Through consultation with East Ayrshire Council's Young People's Cabinet

Parents:

- Through consultation with the Parent Council Steering Group
- Through consultation with the parents and carers in the develo of their own establishment statement.

Heads of learning settings and all sta

- Via Head Teacher/Head of Centre meetings
- Through development of individual establishment statements

Respect Me:

Please note that this policy has been created in conjunction with **Respect Me**, Scotland's Anti-bullying service, incorporating content from their website.

With thanks to all involved in the development of this document and ongoing implementation in practice across our learning settings.

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Vision

Every child and young person in East Ayrshire should grow up free from bullying behaviour.

Across all sectors, those working with children and young people in East Ayrshire are already aiming to fulfil the Scottish Government and local government commitment to ensuring children and young people become confident individuals and responsible citizens.

It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour.

Getting it right for every child (GIRFEC) in East Ayrshire ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

1 Policy

Policy purpose

The purpose of this policy is to support the development of respectful relationships within learning settings for children and young people aged 3-18 in East Ayrshire. In East Ayrshire, learning settings promote respectful relationships approaches, but in line with national guidance the term bullying is used in this policy for incidents where someone is physically, emotionally, mentally or verbally hurt by another individual or group of people.

The policy will provide guidance to staff, parents/carers, and children and young people on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable. The remit of this policy covers the following areas:

Policy scope

This policy will apply to all learning settings and to all practitioners within the framework of Curriculum for Excellence. This policy has been informed by Respect for All: A National Approach to Anti-bullying for Scotland's Children and Young People and operates within the context of the United Nations Convention on the Rights of the Child.

It applies to all incidents of bullying behaviour within the learning setting between learners and also considers the impact of bullying behaviour which is experienced out with the learning setting, as the impact of the behaviour is likely to affect the individual's motivation towards learning.

The policy falls within **GIRFEC** processes and sits alongside other East Ayrshire Council policies in particular Child Protection Policy, Procedures, and Guidance; Violent Incidents in Schools policy, and **EA Children's Service Relationships Framework**.

If there is a Child Protection concern, child protection procedures should be followed immediately.

It is important that this policy sits within and should be considered to be part of the learning settings' positive behaviour and relationships policy, approach.

This policy replaces the previous Respectful Relationships Policy adopted by the local authority and those developed by individual learning settings.

Corporate context

This policy contributes to:

- **National Outcome 4** "Our young people are successful learners, confident individuals, effective contributors and responsible citizens";
- **National Outcome 5** "Our Children have the best start in life and are ready to succeed";
- **National Outcome 9** "We live our lives safe from crime, danger and disorder".

2 Terms of Reference

Learning setting

A learning setting is any educational environment which delivers the outcomes of curriculum for excellence. This will include early childhood centres, primary, special and secondary schools. External providers funded by the Council such as early years partners, specialist educational providers, post-16 training provisions, youth work providers, arts and cultural development, and after school clubs and groups are encouraged to adopt, where appropriate, the guidance contained within this policy document.

This single policy will apply in all learning settings. Heads of learning settings should ensure that the policy and procedures are being implemented and monitored.

Parent

Parent is used to describe parents, carers, kinship carers and any other adult with a primary caring responsibility for a child or young person.

Respectful Relationship

A respectful relationship is based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved.

What is bullying behaviour?

Bullying is unacceptable in all forms, in all learning settings.
It is important to be clear what we mean by bullying behaviour:-

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

Respect for All Guidance, Scottish Government.

It is also important to recognise that, in any setting, bullying can be more complex than it first appears and it can be dynamic. When it occurs or is alleged it represents a fundamental breakdown in relationships and in understanding. It should be the role of any intervention to restore this relationship (where possible) and provide those affected with the strategies to prevent reoccurrence and maintain and manage positive relationships in the future.

It is important that the person or people affected should have a role in defining the bullying behaviour that they are experiencing. It is the responsibility of the adults' concerned (parents, carers and staff) to support, listen, respect and respond to the experiences of the child or young person as described by them.

Thereafter, the incident will be most effectively managed through age appropriate discussion and dialogue, using approaches that seek to restore relationships and address the root causes of the alleged bullying behaviour. This approach is child-centred and founded on the principles of Getting It Right for Every Child.

It takes into account the child's current situation and utilises their existing Team Around the Child and Child's Plan if they have these. This policy and the Respect for All: Anti-bullying Policy Establishment Statement (Appendix 1) allows educational establishments and learning settings to base their individual approaches on their own, unique values and aims.

All of our learning settings will seek to promote respectful relationships based on care, trust, respect, honesty, kindness and justice, seeking to realise and harness the full potential of all young people and bring out the best in them, especially in challenging situations such as those created by bullying.

Consequently it is acknowledged that often learning settings will encourage and empower young people, supported by adults, to take a lead in reporting and addressing bullying behaviour in a restorative way. It is also important to recognise that children and young people will disagree, come into conflict, argue and sometimes stop talking to one another. Such behaviour is a natural part of growing up and learning to manage relationships. Adults should exercise judgment when dealing with such incidents as, whilst they must recognise that they can lead to bullying if not effectively addressed, labelling such behaviour as bullying can be an impediment to dealing with it effectively and sensitively. We avoid the use of the terms 'victim' and 'bully' and talk instead about 'a person experiencing bullying' and a 'person demonstrating bullying behaviour'.

Scottish Government guidelines say:

'Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour. This approach should be reflected in policy and underpin practice.'

(Respect for All Guidance, Scottish Government)

Bullying behaviours

Bullying behaviours and actions can affect people in different ways and this should be taken into consideration.

Bullying behaviour can be, but is not limited to:

- a one-off incident or systematic and ongoing intentional or unintentional behaviour;

- irritating behaviour that is 'not meant to hurt' distressing and hurtful behaviour to the recipient – rather than good-natured fun; a 'one way' approach – rather than an exchange.

It is particularly important to distinguish it from natural conflict between children and young people. It can take several forms.

Prejudice-based Bullying

Focusing negatively, for example, on the identity of the person based on their race, ethnicity, colour, sexual orientation or gender or other distinguishing feature. Staff should be aware of particular sensitivities around:

- Asylum seekers and refugees;

- Body Image;

- Disability comments;*

- Homophobia: focusing on the issue of sexuality or perceived sexuality, gender identity, biphobic and transphobic bullying

- Looked after children;

- Matters relating to appearance and lifestyle choice;

- Racial abuse;*

- Religion and belief;*

- Sectarianism;

- Sexism and gender;*

- Young carers.

Indicates protected characteristic of the Equality Act (2010)

These bullying behaviours can take place in schools, children's services, residential services, at home and in the community, at youth groups and clubs and can come from both children and adults.

Additional information is available in Appendix 3: Respect for All-Equalities.

Online Bullying Behaviour

Online bullying is the term used to define bullying behaviour that takes place via:

- mobile phone or over the internet through emails, instant messaging, social networking websites and other online or virtual platforms.

- Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. Online-bullying behaviour is not carried out face to face and people often do not know the identity of the person targeting them. Online-bullying behaviour is no different from any other forms of bullying behaviour; the behaviour is the same and the impact is no less devastating. Online-bullying behaviour is especially challenging to address and, remains an ever-changing problem for schools, families and young people.

It is recognised that mobile technology and the advances this brings is not necessarily a negative development. In the majority of cases, children, young people and adults do use this technology responsibly. However, adults need to be alert to the potential for misuse. It is acknowledged that disconnecting mobile phones or the internet does not stop bullying behaviour - a more focussed approach requires to be adopted.

All adults need to take an active interest in the way technology is being used by children and young people and connect with them at home, at school, and in our communities. It is especially important for learning settings to work with families, parents and carers to make clear the shared responsibilities for tackling Online-bullying. It is also important that simply because such incidents take place outside the school campus and day, they are not ignored, but are addressed as they manifest themselves in the learning setting.

Anti-bullying: Respect for All Policy

Online bullying may constitute a statutory criminal offence in respect of the communication of offensive or indecent matters being transmitted electronically or in relation to racially aggravated harassment. In addition, online bullying, like other forms of bullying could constitute an offence in common law such as breach of the peace.

A child or young person reporting serious incidents of online bullying, and their parents (where the child or young person has given consent), should be advised that they have the right to report the matter to Police Scotland, and they should be supported in making such a report should they choose to do so. The Campus Police Officer may be the most appropriate first point of contact in this regard.

A child or young person reporting incidents of online bullying should be advised to retain any evidence should an investigation be necessary. A child or young person reporting incidents of online bullying and their parents (where the child or young person has given active consent) should be advised that they may need to take independent legal advice on the options available to them through the Courts in serious cases.

East Ayrshire Council is committed to:

- Creating a safer online environment;
- Giving everybody access to skills, knowledge and understanding to help children and young people stay safe online;
- Inspiring safe and responsible behaviour.

3 Impact of bullying behaviour

Being at the receiving end of bullying behaviour can have both long-term and short-term effects on an individual, on their physical, emotional or mental health and wellbeing.

This can be traumatic for the individual and therefore lead to a range of coping mechanisms and other reactive behaviours. These may include:

Anticipation of bullying behaviour: for those who have been at the receiving end of bullying behaviour, the fear and anticipation of further incidents can affect a person's ability to be themselves and interact with others in a healthy fashion.

School attendance: missing school can significantly impact on levels of attainment.

Anti-bullying: Respect for All Policy

Eating disorders: problems with food begin when it is used to cope in times of difficulty. Interpersonal factors or those that involve other individuals and society at large, seem to play a role in influencing the development of, and the recovery from, eating disorders such as anorexia, bulimia and binge eating disorder.

Changed aspirations: a constant stream of negative, destructive comments can and do drive people down and they effectively change their aspirations to fit in, or start to see themselves as people with low worth – nothing meaningful to contribute and zero confidence. This contributes significantly to social exclusion and can result in the inability to foster and maintain healthy relationships.

Self-harm: the individual is expressing and responding to difficult feelings and our job is to help them develop safer ways to deal with these feelings.

Depression: bullying behaviour can make it hard to go to school, to go to work, to go to clubs, to get out of bed in the morning, to talk to parents, to tell friends, so the individual turns inwards to deal with it and this becomes a mental health issue.

Violence towards others: it can lead to the recipient having an explosive outburst which in turn can lead to acts of violence with severe consequences.

Suicide: Bullying behaviour can cause negative thoughts which can affect mental health which, in the most extreme cases, can result in thoughts of suicide.

Displaying bullying behaviours: this could be learned behaviour from the individual either having been at the receiving end of bullying behaviour previously or having witnessed it. This is why role-modelling is so important – young people who grow up hearing how adults normally around them acted towards others can impact on how young people behave towards others.

4 Why is it important to respond to bullying behaviour?

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 18.

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 42 articles within the Convention.

Significant to our policy principles are:

- **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 as long as 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.**

Adapted from: The UN Convention on the Rights of the Child: A guide for children and young people. (Scottish Government, 2008).

East Ayrshire Council and learning settings have a responsibility to respond promptly and effectively to issues of bullying behaviour.

East Ayrshire Council has demonstrated their commitment to support the UNCRC "Rights of the Child" by supporting learning settings to undertake the Right Respecting Schools Awards.

Anti-bullying: Respect for All Policy

5 Raising awareness and prevention

All learning settings in East Ayrshire will actively, openly talk about and discuss bullying behaviour. It is not acceptable for bullying behaviour to be a 'taboo' subject. It is the aim of this policy to dispel the myth that bullying is an inevitable or acceptable part of growing up. Bullying behaviour is never acceptable.

All learning settings should seek to prevent bullying behaviour by effectively implementing strategies which support the principles of this policy; in particular strategies that engage the involvement and participation of learners, parents, and staff in their design, development, and implementation. All establishments will be expected to have their own Anti-bullying establishment statement.

Parents have a parental responsibility to be aware and follow advice given by apps/games/websites providers to ensure that children do not have access to apps etc which are not age appropriate.

Suggested approaches to awareness raising and prevention

The following activities and interventions offer a suggestion of the range of activities which may be developed and implemented by learning settings. The aim of these activities will be to promote and foster respectful relationships:

Working in partnership with organisations and services such as, but not limited to:

- NHS Ayrshire & Arran;

- Health and Social Care Partnership;

- Scottish Police Service;

- Churches and Faith Groups;

- Third Sector Organisations such as Action for Children, LGBT Youth Scotland, Barnardos, Respect Me and other community based voluntary organisation.

Contracts for Respectful Learning

Learning groups could negotiate a Contract for Respectful Learning for their setting. This should be agreed with the class/pastoral teacher or group leader and should be monitored and enforced by peer review. These contracts should be concise and should be accessible to read within the learning setting. Learners should demonstrate their commitment to these contracts through an agreeable means. This approach will likely complement traditional approaches such as "School Charters" or "Codes of Conduct". It would be good practice for these Contracts of Respectful Learning to be shared with parents.

Peer Education/Peer Mentoring

Learning Communities could consider establishing a model of peer education or peer mentoring for raising awareness of bullying behaviour and for prevention and/or management. This will have a high degree of learner leadership and participation.

Equalities Council

All learning settings may wish to establish an Equalities Council to provide a forum for discussion of equalities issues and to coordinate activity which raises awareness and celebrates difference and diversity within the learning settings and its wider community. This should be an inclusive group of learners, parents, staff, and community members.

In addition to the above, learning settings may wish to consider the following activities, actions and suggestions:

- Curricular activities;

- Poster campaigns;

- Specific information regarding prejudice-based bullying and equalities;

- Policy information in parent's handbooks;

- Policy information in pupil planners;

- Diversity Week/Equalities campaigns;

- National Anti-bullying Week;

- Guest speakers;

- Themed assemblies/group sessions;

- Buddy/Mentors/Role Models;

- Parent Information Events;

- Working towards achieving recognised accreditations such as UNICEF Rights Respecting Schools

- Accreditation and LGBT Charter Mark Status.

Resources to support awareness raising and prevention

The following are some resources which can assist practitioners in raising awareness and promote respectful relationships:

- Playback ICE – Knowing Me, Knowing You

- PATHs

- East Ayrshire 3-18 Relationships, Sexual Health and Parenthood Framework

- Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying Behaviour in Scottish Schools.

Respect Me, Scotland's Anti-bullying Service has produced a number of resources to support adults who work with children. These materials, which include leaflets, posters and other useful resources, are available on the Respect Me website.

6 Education and Training

Health and Wellbeing: responsibilities for staff/volunteers

All staff and volunteers with a responsibility for children and young people will participate in appropriate training and development to ensure effective implementation of this policy.

Through support and supervision, Professional Review and Development (PRD) and FACE reviews, staff should be supported to undertake appropriate training. All staff/volunteers have a responsibility for health and wellbeing. Staff should be encouraged to refresh their training every three years as part of their ongoing professional development.

Probationer teachers working in East Ayrshire learning settings will receive, as part of their induction to the authority, an awareness raising session on understanding, recording and managing bullying behaviour and the approach of this policy.

Free training for adults who work with children and young people is also available from Respect Me, Scotland's Anti-bullying Service.

Children and Young People/Learners and Parents

Within Curriculum for Excellence there are specific Health & Wellbeing outcomes which children and young people would expect to achieve as part of their learning experience. Those of key relevance to the implementation of this policy and which provide learning opportunities for children and young people to understand the purpose and implications of this policy are listed in Appendix 2. Specifically, learning settings will consider the following outcome for learners at all stages:

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

(Curriculum for Excellence, HWB (0-4)-05a)

This along with other outcomes aims to develop and promote respectful relationships, to identify and manage bullying behaviour, equalities and diversity, children's rights, and online safety. This should be complemented with parent information sessions at key transition times; routine parents' nights and specific sessions for parents, as appropriate.

7 Reporting, responding to, managing and recording of bullying behaviour

Reporting of Bullying Behaviour

Learning settings will provide friendly, confidential, and safe ways for learners, staff and parents to report bullying behaviour. Learning settings should take action to empower the reporting of bullying behaviour – either as those who have experienced bullying behaviour or those who believe that they have witnessed this behaviour or can see the impact of the behaviour in others.

All staff within a learning setting should be equipped to receive and respond to a report of bullying behaviour.

In addition each learning setting may want to have specific staff, made known to learners and parents, who will have a lead responsibility for managing the reports of bullying behaviour. This person may be a member of the Senior Management Team or Guidance/Pupil Support in the secondary school; the Head Teacher, or designate in the primary school/ECC.

Each learning setting should provide appropriate options for reporting, which may include:

- online reporting with a dedicated email address or
- online form;
- 'worry'/'suggestion' boxes;
- opportunities for learners to speak with staff;
- peer mentors for younger children/young people*.

Clearly the training for such mentors is of huge importance and they must understand the process of passing the information to an appropriate adult within the learning setting.

Responding to the report of bullying behaviour

A child's experience will be directly affected by the response they get from the adult. It is the role of the adult to listen: to explore thoughts, feelings and impact, and to help the child or young person feel safer as a result.

To the young person reporting the bullying behaviour:

- Do not panic and keep an open mind;

- Your reaction is vitally important;

- Listen – give the individual your full attention;

- Meet in a comfortable place with no distractions;

- Assure the individual that bullying behaviour is never acceptable; they deserve to feel safe in their environment;

- Show the individual that you believe them and that you are taking them seriously;

- Gently encourage them to talk, finding out what happened, who was involved, where and when – write it down if that helps;

- Let the individual speak without interruption as far as possible but do not be afraid to ask questions when they have finished;

- Listen – what does the individual want you to do?

- Keep the individual involved and up-to-date on progress.

To the person displaying the bullying behaviour

- Deal with the behaviour in the same way as you would with any type of challenging behaviour;

- Listen and take time to discover the reasons for the bullying behaviour;

- Do not label the individual or group as a 'bully' or 'bullies', instead name the behaviour actually being addressed;

- Be prepared to address prejudicial attitudes that may be behind the bullying behaviour;

- Address what is happening behind the behaviour, even when the bullying behaviour has stopped;

Anti-bullying: Respect for All Policy
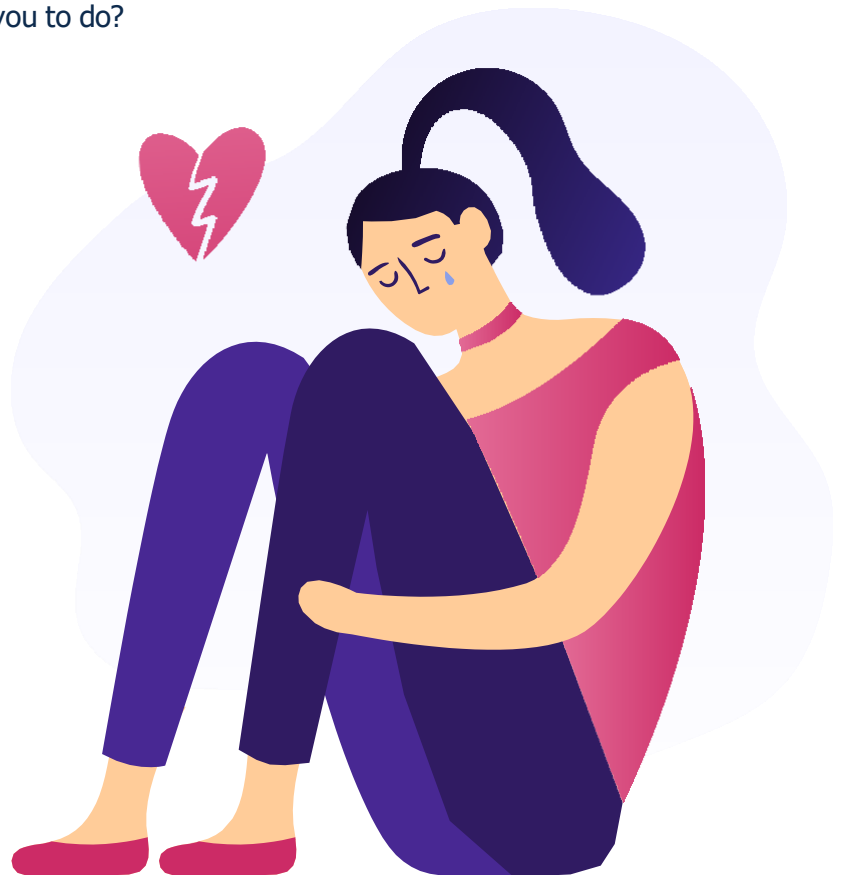
- Consider natural consequences: link outcome with behaviour

  - e.g. to have a discussion/ questioning, reflecting on behaviour using restorative skills and approaches:

  - How would you feel
    to be called.......?

  - What has that meant
    to the other person
    when......?

  - How did you perceive
    what happened.......?

  - Seek assistance to deal with the issue if required.

Recording bullying behaviour

In schools the incident MUST be recorded in the SEEMIS Bullying and Equalities Recording and Monitoring Module.

In other learning settings the same information should be recorded manually:

- Name of person addressing the incident (if not the author of the pastoral note);

- Details of who else is involved in the incident being addressed (the pastoral note will automatically carry the name of the child reporting the issue);

- Brief description of the wellbeing of the young person experiencing the bullying behaviour;

- The nature of the behaviours displayed or demonstrated towards the person experiencing bullying behaviour as accounted for by all parties including the recording of any behaviours characterised by prejudice;

- Date at which management of the issue began (if not the date of pastoral note entry);

- Name of other learners engaged in the incident;

- Names of any other adults engaged/ involved, including parents and partner organisation staff (if appropriate);

- Brief statement of agreed management response/ actions and review date; anticipated and negotiated outcomes of the incident being addressed.

Social   **Physical**   **Cyber-bullying**   **Verbal**

Where appropriate parents/carers will be informed and involved in supporting resolution of bullying behaviour.

However, it is important the young people are aware of the learning setting's intentions and actions regarding parental involvement. The response to bullying behaviour must be child-centred and operate within the values of Getting it Right for Every Child, following the Ayrshire Child's Pathway. In the most serious/ repeat cases exclusion will be considered as a last resort and if necessary and appropriate, other agencies such as the police should be contacted.

All reported incidents must be addressed by an appropriate response and subsequent action. The purpose of this type of response is to establish a deeper understanding of the experience and impact on the person experiencing bullying behaviour. The response must be child-centred, constructive, empathetic, and demonstrate a serious commitment to the experience of the individuals involved.

When identifying the person who will address and respond to this incident consideration should be made of the existing relationships they have to the individuals involved. The child's Named Person should be linked with if they are not the person responding to the incident.

Staff, learners, and when involved parents, should agree mutually acceptable time frames within which the initial recording and response should be completed. As a guide, this should be within one week of the initial reporting. This should be followed by agreed actions for addressing the behaviour. This may be included in the existing Child's Plan if there is one or a Child's Plan may be developed. An identified member of staff should take responsibility for ensuring all parties are actively informed of progress made.

Appropriate strategies/resources should be used in an attempt to change the behaviour of the person displaying bullying behaviour. The person at the receiving end of bullying behaviour will be given support through appropriate use of strategies/resources. Parents/carers will be given appropriate advice/support to encourage the positive behaviour of their children – meetings, information leaflets, advice.

It may be established that the bullying behaviour is perceived, not actual: in such cases the response should include only the individual who perceives they are experiencing bullying. For example – a child may say that 'everyone' is bullying them and as a result they feel isolated and without friends. Without being able to identify any individual or group of individuals it would not be appropriate to manage this incident involving both parties. In this instance, approaches that build trust, confidence, resilience, restore agency, and self-esteem would be more appropriate.

Managing bullying behaviour

Management of bullying behaviour begins after the response has established the impact and nature of a bullying incident, the response should be appropriate to the impact of the incident on the young person and also to the frequency of bullying behaviours being exhibited by the other party(ies).

A partnership approach to managing the bullying behaviour will be agreed between all parties, will be transparent, and will have review dates in place from the outset. If a Team Around the Child meeting is required to discuss the situation and agree the way forward this will include the child, parents and appropriate practitioners. If they agree that support is required from another agency or service a Request For Assistance will be made to ensure the appropriate support is provided to improve wellbeing outcomes for those involved.

The aim of managing the bullying behaviour is to intervene effectively to stop the behaviour and where possible to help restore relationships, if that is the wish of the parties involved. Intervention and management should help children and young people regain a sense of control, of self-determination and ability to express who they are and what they want to happen.

Management approaches should include, but not be limited to:

- Restorative meetings;
- Mediation;
- Counselling;
- Peer support/ mentoring;
- Advocacy.

Behaviour management is the approach to be taken for the resolution of bullying behaviour. Appropriate consequences are generally considered effective for managing bullying behaviour. The management of bullying behaviour should focus on: preventing repeat behaviour; developing an understanding of behaviour which is disrespectful; and restoring and repairing damaged relationships. The approach to management should consider the rights and responsibilities of all.

Clearly the statement of how the bullying will be managed may not be the last part of the incident, if this is the case then the responsible adult should continue to update SEEMIS with any further incidents or reports and update the anticipated outcomes and review date as appropriate. However, it is anticipated that the majority of learners will respond favourably to the effective management of bullying behaviours and where this occurs, the responsible adult should place a simple statement of resolution in SEEMIS Bullying and Equity Recording and Monitoring Module. If the child has an AYRshare record any significant events should be included in the integrated chronology.

Bullying Behaviour and Pupil Exclusion

Exclusion must only be used within an overall ethos of prevention, early intervention and support for children and young people, including consistently applied methods for promoting positive relationships and behaviour in schools. If exclusion is a consideration for the management of bullying behaviour then it must be applied within the context of East Ayrshire Council Exclusions Standard Circular 8. There are no grounds for informal exclusions such as 'cooling off periods' with this policy and procedure – if this approach is required this must be done within the learning setting with the learner in attendance.

Complaints

Any individual has the right to express their dissatisfaction and complain if they feel that the learning setting has not fulfilled the expectations of this policy or any agreed management plans.

East Ayrshire Council defines a complaint as:

'An expression of dissatisfaction by one or more members of the public about the Council's action or lack of action, or about the standard of service provided by or on behalf of the Council.'

In addition a Complaint is NOT:

- a routine first-time request for a service;

- a first time reporting of a fault/concern;

- a request for compensation only;

- issues that are in court or have already been heard by a court or a tribunal;

- disagreement with a decision where a statutory right of appeal exists;

- an attempt to reopen a previously concluded complaint or to have a complaint reconsidered where we have already given our final decision.

It is encouraged that complaints should be responded to and resolved within the learning setting. However complainants have the right to request a formal investigation into their complaint by the local authority.

Appendix 1
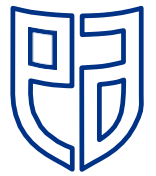
Anti-bullying:
Respect for All statement
for Children / Young People in

Nether Robertland Primary School

Vision

Every child and young person in East Ayrshire should grow up free from bullying behaviour.

Across all sectors, those working with children and young people in East Ayrshire are already aiming to fulfil the Scottish Government and local government commitment to ensuring children and young people become confident individuals and responsible citizens. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour. Getting it right for every child (GIRFEC) in East Ayrshire ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

Linda McAulay-Grifiths,
Head of Education

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Policy statement purpose

In East Ayrshire learning settings promote respectful relationships approaches but in line with national guidance the term bullying is used in this statement for incidents where someone is physically, mentally, emotionally or verbally hurt by another individual or group of people.

This document builds on East Ayrshire's Respect for All Anti-bullying Policy and outlines the steps that will be undertaken in [name of learning setting] to provide guidance to staff, parents/carers and children / young people on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.

Raising awareness and prevention

Staff and Volunteers

In addition to promoting and role modelling positive relationships and positive behaviour, all staff and volunteers in Nether Robertland with a responsibility for children / young people will participate in the training and development listed below:

Free training for adults who work with children and young people is also available from **Respect Me**, Scotland's Anti-bullying Service and pre-recorded anytime any place training is available via the EAC's CLPL Blog.

All staff at Nether Robertland Primary school are committed to creating a positive, safe and trusting environment for our children and young people. Staff have completed and engaged with a variety of training opportunities to further enhance knowledge and understanding. These include:

- RespectMe anti-bullying modules
- Equalities and Diversity training
- Gold Inclusive Schools
- Restorative Conversations
- Solutions Orientated Approaches
- Respectful Relationships Policy training
- Rights Respecting Schools
- Nurture Training

Pupils

In Nether Robertland Primary School we actively, openly talk about and discuss bullying behaviour. Listed below are the strategies / resources which will be used to raise the children / young people's awareness and prevent bullying:

- Health and Wellbeing framework of learning
- Anti-Bullying initiatives
- Restorative conversations
- Buddies
- Wellbeing Champions
- Rights Respecting Schools
- Raised awareness at assemblies promoting positive relationships
- School displays
- Clear steps identified with pupils – trusted adults identifies
- Wellbeing conversations
- Glasgow Motivation and Wellbeing Profile (GMWP)

Recording and monitoring strategies

In Nether Robertland Primary School incidents of bullying are recorded and monitored, in accordance with the guidance in East Ayrshire Respectful Relationships Policy, in the SEEMIS Bullying and Equality Module / manually (in learning settings who do not have access to SEEMIS).

Reporting and feeding back about bullying incidents

In Nether Robertland Primary School children/ young people, staff and parents will be made aware of the friendly, confidential and safe ways to report bullying behaviour:

Ways to report bullying:

Pupils:

- Inform any member of staff or trusted adult within the school
- Use of daily wellbeing check-in with class teacher

- Communicate with class teacher/trusted member of staff via Team or email

Parents:

- Phone the school (01560 482035) and speak to a member of the Senior Leadership Team

- Arrange a meeting with the Senior Leadership Team

- Email a member of the Senior Leadership Team

    o jackie.beveridge@eastayrshire.org.uk

    o debbie.lindsay@eastayrshire.org.uk

- Encourage your child to speak to their teacher or Senior Leadership Team to share how they are feeling

Staff:

- Report any concerns immediately to the Senior Leadership Team

- The SLT are required to log all incidents of bullying via the SEEMIS 'Bullying and Equalities' tab

In Nether Robertland Primary School the Senior Leadership Team will be responsible for ensuring all parties are informed of progress.

Children / young people's views on respectful relationships

We have included and consulted our children / young people in the creation of this statement and some of their comments are shown below:

Our RespectMe Pupil group worked collaboratively to share their views on respectful relationships. They created their own vision statement for our school:
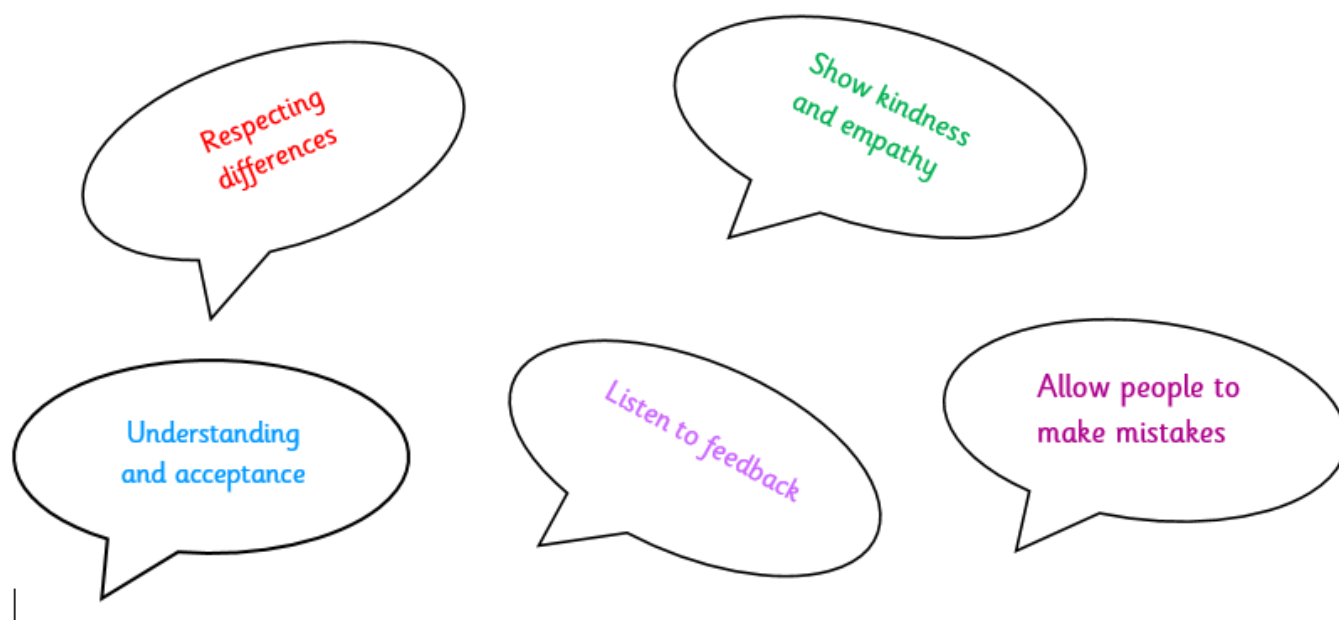
At Nether Robertland Primary School we aspire to make everyone feel welcome, included and achieve their full potential. In our school everybody should be treated equally, feel happy and respected. We have a wide range of Pupil Leadership groups, where our children have a strong voice. We aim to work collaboratively with parents and partners to prevent and respond to incidents of bullying whilst modelling respectful relationships. All children should enjoy coming to our school and feel safe, listened to and valued.

Pupil views and opinions were gathered via Forms and it highlighted that:

- Almost all pupils felt that they had someone at school they could speak to if they felt upset or worried.

- Almost all pupils felt that other children treat them fairly and with respect

Parent's views on respectful relationships

We consulted with Parents and Carers during our Parents' evening and created a shared understanding of respectful relationships. Some of the examples given include:

Respecting differences

Show kindness and empathy

Understanding and acceptance

Listen to feedback

Allow people to make mistakes

Parent/Carer views and opinions were gathered via Forms and it highlighted that:

- Almost all parents felt that their child enjoys being at our school
- Almost all parents felt that their child was well supported in school
- The majority of parent/carers who responded did not think bullying was an issue at our school
- Almost all parents asked felt that they knew who to contact if they had any concerns

A RespectMe Anti-bullying Parent Workshop took place in November 2022.

Anti-bullying: Respect for All Policy

Policy statement review date March 2026

Head of Nether Robertland Primary School

Signature Jackie Beveridge

Date: 09.03.23

Appendix 2

Respect for All: Curriculum for Excellence

Pupils and Learners

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

In practice this means that all practitioners, regardless of their specialist subject area, will have a role in:

- establishing open, positive, supportive relationships across the learning community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;

- promoting a climate in which children and young people feel safe and secure;

- modelling behaviour with promotes health and wellbeing and encourages it in others;

- using learning and teaching methodologies which promote effective learning, and;

- being sensitive and responsive to the wellbeing of each child and young person.

Within Curriculum for Excellence there are specific Health & Wellbeing outcomes which children and young people would expect to achieve as part of their learning experience.

Those of key relevance to the implementation of this Respectful Relationships policy and provide learning opportunities for children and young people to understand the purpose and implications of this policy are listed below.

Mental & Emotional Wellbeing

HWB (0-4)-05a	I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
HWB (0-4) - 06a#	I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
HWB (0-4) - 07a	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
HWB (0-4) - 08a	I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

Anti-bullying: Respect for All Policy

Social Wellbeing

HWB (0-4) - 09a	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.
HWB (0-4) -	I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

Physical Wellbeing

HWB (0-4) - 16a	I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

Relationships

HWB (0-1) - 44a	I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.
HWB (0-1) - 44b	I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.
HWB2 -44b	I am aware the positive friendships and relationships can promote health and the health and wellbeing in others.
HWB (3-4) - 44b	I understand and can demonstrate the qualities and skills required to sustain different types of relationships.
HWB (0-4) - 45b	I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.
HWB 0 - 47a	I recognise that we have similarities and differences but are all unique.

Technology

TCH (1-2) – 08a	I am developing my knowledge and use of safe and acceptable conduct as I used different technologies to interact and share experiences, ideas and information with others.

Appendix 3

Respect for All: Equalities

Additional Considerations

Bullying behaviour is complex. It should be remembered that the incident being reported as bullying behaviour may require consideration of other factors, in particular:

- Child Protection
- Violence
- Criminality – including Hate Crime
- Equalities and prejudice

To ensure the effective and safe support to individuals involved in bullying incidents, learning settings are required to consider the circumstances in which the involvement of the following people would be essential:

- Police Scotland;
- Lead officer for child protection and;
- Local authority Corporate Equalities Officer.

Child Protection

If the bullying behaviour experienced by the child or young person gives cause for concern of significant harm then the learning setting must engage and consult with social work services or the educational services lead officer for child protection. This may be associated to violence, trauma, persistent abuse, threats, coercion etc.

Violence and Aggression

When responding to reports of bullying behaviour of an aggressive or violent nature staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police.

If the nature of the behaviour is also characterised by the following definition:

"Any incident in which a pupil is seriously abused, threatened or assaulted by a pupil or any other person in circumstances arising out of school activities. This includes physical attack and threatening behaviour with or without a weapon and intentional damage to personal property" then the learning setting should record the incident on SHE.

Equalities: Consideration of Circumstances related to Protected Characteristics

When responding to reports of bullying behaviour which is characterised by the protected characteristics of the Equalities Act (2010) staff should make learners and parents aware of their right to contact the Police to report a Hate Crime.

- Disability

- Gender reassignment

- Pregnancy and maternity

- Race

- Religion or belief

- Sex

- Sexual orientation

In all instances the learning setting will consult with and seek guidance from the Police Scotland Campus Officer or the Local Authority Liaison Officer. The learning setting may also want to consult with the Corporate Equalities Officer.

Disability - including Learning Disability

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour.

Examples of this bullying behaviour may include:

- name calling;

- taunting others because of their disability or learning needs;

- taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying;

- taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues;

- mimicking a person's disability; and setting others up for ridicule.

Staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police to report a Hate Crime.

When necessary the learning settings should seek to signpost the child/young person to specialist support services, having sought the consent of the child/young person to share this information.

Sexual Orientation, Sex, and Gender Reassignment

When responding to reports of bullying behaviour which have been characterised by prejudice of sexual orientation, sex, or gender reassignment specific considerations should be made. It is important to distinguish this bullying behaviour, from those which are sexually aggressive or violent (see Child Protection).

Examples of this bullying behaviour may include:

- sexualised name calling;

- spreading rumours about sexual activity;

- spreading rumours about sexual orientation;

- using the word gay to mean substandard or negative

Staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police to report a Hate Crime.

When necessary the learning settings should seek to signpost the child/young person to specialist support services, having sought the consent of the child/young person to share this information.

LGBT Bullying Behaviour

Homophobia is the dislike, fear or hatred of lesbian, gay and bisexual people.

It is also often used to describe prejudice towards transgender people. Homophobic bullying behaviour is when a young person's actual or perceived sexual orientation/gender identity is used to exclude, threaten, hurt or humiliate. It can also be more indirect: homophobic language and jokes can create a climate of homophobia which indirectly excludes, threatens, hurts or humiliates.

Race

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/ Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms.

Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

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

Examples of this bullying behaviour may include:

- physical assault because of colour ethnicity or nationality;
- use of derogatory names, insults and racist jokes;
- racist graffiti and other written racist material;
- provocative behaviour such as wearing racist badges or insignia;
- verbal abuse and threats;
- ridicule of an individual for cultural difference e.g. food, music, religion, dress etc; and
- refusal to co-operate with other people because of their colour, ethnic origin, or nationality

Staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police to report a Hate Crime. When necessary the learning settings should seek to signpost the child/young person to specialist support services, having sought the consent of the child/young person to share this information.

Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief.

Examples of this bullying behaviour may include:

- targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance.
- as well as religious intolerance and bullying behaviour between one faith against another,
- bullying behaviour can also occur because of differences (or perceived differences) between
- different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

Staff should make learners and parents (when the child or young person has given active consent) aware of their right to contact the Police to report a Hate Crime.

When necessary the learning settings should seek to signpost the child/young person to specialist support services, having sought the consent of the child/young person to share this information.

For further information contact
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Email: catrina.oneil@eastayrshire.org.uk

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