

Standard Circular 8(a)

EAST RENFREWSHIRE COUNCIL: DEPARTMENT OF EDUCATION

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TO: HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

REVISED STANDARD CIRCULAR 8(a): BULLYING AND ANTI-BULLYING

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1 .Rationale

Scotland's Vision of anti-bullying for children and young people is as follows:

“Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.”

(Scottish Government, 2010)

In working towards this vision, the Scottish Government (2010) has established the following aims:

“...all those working or involved with children and young people will aim to:
develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing.
build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying.
prevent bullying of children and young people through a range of policies, strategies and approaches.
support children, young people and their parents and carers who are affected by bullying.”

Research has shown that those children and young people who experience bullying behaviour are at risk of developing low self -esteem (Egan & Perry, 1998; Olweus, 1992), higher rates of absenteeism (Zubrick et al., 1997, cited by Rigby, 2003) and future loneliness (Tritt & Duncan, 1997). They are also more likely to suffer from acute anxiety (Salmon et al., 1998) depression (Rigby, 1998, cited by Rigby, 2003) and suicidal ideation (Kaltail -Heino, 1999; Rigby, 1998, cited by Rigby 2003; Rigby & Slee, 1999), as well as poor physical health (Williams et al., 1996) that may be onset by the experience of stress (Cox, 1995).

Those children and young people who display bullying behaviour are more likely to have developed more negative and less positive perceptions of the school environment and are subsequently at greater risk of truancy (Alexander et al., 2004a). They are more likely to experience irritability, nervousness, and dizziness and can have lower self-esteem than those who experience the bullying behaviour (Alexander et al., 2004b). In terms of future life outcomes, those who display bullying behaviour are more likely to engage in criminal behaviour and alcohol abuse (Olweus, 1994).

Considering the risk factors for both children and young people who display and who experience bullying behaviour, it is therefore clear that all children and young people involved in incidents of bullying behaviour require to be supported appropriately and effectively. This is in line with recognised national policy and legal frameworks in Scotland.

Policy and Legal Frameworks

In observing the legal and policy frameworks discussed, the following principles have

been identified as the national approach to anti-bullying in Scotland:

We respect the rights of children as paramount

We will work together to develop a culture of mutual respect and responsibility amongst all children and young people and adults around them

We will seek to prevent and tackle bullying, through the development and implementation of effective anti-bullying policies and practices

We will highlight bullying based on prejudice and perceived differences, and ensure our policies and practices are effective in dealing with these issues

We will highlight different aspects of prejudice in order to make sure all types of prejudice-based bullying are treated with the same importance

We will address the needs of children and young people who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support

We will share information and work jointly to make sure we are co-ordinated and cohesive in all that we do

(Scottish Government, 2010)

Anti-bullying approaches should be linked with other relevant policy statements such as behaviour and Health and Wellbeing ensuring a consistent approach within the school ethos. (See Appendix E for advice on prejudice based bullying).

The following policy frameworks are relevant when considering the approach required for prevention and reduction strategies in relation to bullying behaviour within schools:

United Nations Convention on the Rights of the Child (UNCRC) –the Scottish Government is committed to taking due regard of the Convention for any policy or legislation concerning children and young people. Pertaining to incidents of bullying behaviour, there are many relevant rights of the child under the UNCRC, including the right to:

Have their best interests held as a primary concern.

Have their rights respected, protected, fulfilled and taught.

Express their views in any decision making processes about them.

Develop the responsibility to respect the rights, freedoms and reputation of others.

Information that is important to their health and well-being.

A safe environment and protection from all forms of violence, abuse and neglect, including physical or mental mistreatment or hurt.

Education in an environment where their dignity is respected, where disciplinary measures are free from physical or mental violence, abuse or neglect, and where their personality, talents and abilities are developed to their full potential.

The Equalities Act (2010): the act introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the 'general duty') that applies to public bodies including schools and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. In carrying out their functions, public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics - between people who share a protected characteristic and people who do not share it.

The Children and Young People's Act (2014) (GIRFEC) : this legislation came into force in August 2016 and sets out how agencies and professionals should work together to promote the welfare and rights of children and young people, and ensure that they are: safe, healthy, achieving, nurtured, active, respected, responsible and included.

The National Framework (2015) sets out clear priorities for everyone working in Scottish education to be clear about what they are trying to achieve and focussed on delivering. These priorities will cover the reach of Curriculum for Excellence. The priorities may change over time; however the current key priorities include improvement in children and young people's health and wellbeing.

Curriculum for Excellence: whereby children and young people are enabled through the national curriculum to become successful learners, confident individuals, responsible citizens, and effective contributors.

As the Scottish Government (2010) states:

'Bullying can be a barrier to fully engaging and benefiting from Curriculum for Excellence. Bullying can also prevent children and young people from experiencing opportunities for personal development within and beyond school.'

2. Aims

East Renfrewshire Education Department's vision statement is *Everyone Achieving, Everyone Attaining Through Excellent Experiences*. We are committed to providing an environment that is supportive for all in line with our vision statement. These guidelines are designed to reinforce existing good practice in dealing with all types of bullying behaviour in educational establishments. While schools must set their own policies, the authority offers a framework for standards and guidance on policy development.

We aim to:

Ensure that pupils learn in a supportive, caring and safe environment without fear of being on the receiving end of bullying behaviour.

Recognise that bullying behaviour is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Be aware that only when all issues of bullying behaviour are addressed will pupils be able to fully benefit from the opportunities available.

Work in partnership with schools to promote awareness, understanding and mutual respect amongst pupils and to construct strategies for preventing and responding appropriately to bullying and harassment.

3. Definition of Bullying Behaviour

Sercombe and Donnelly (2013) discuss bullying behaviour as follows:

“Bullying is not about just any kind of injury, nor just any negative impact. It involves a particular kind of harm. It is aimed at engendering a kind of helplessness, an inability to act, to do anything. It is an assault on a person’s agency...”

Falling in and out of friendships is a normal part of growing up; however, this is distinct from bullying behaviour which is never acceptable. Bullying behaviour can be expressed through physical, emotional, verbal or intimidatory behaviour or in the form of marginalisation. People can experience bullying behaviour on the grounds of age, race, gender, sexual orientation, disability, socioeconomic status, nationality, religion or other real or perceived difference.

Bullying behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive text messages or e-mails
- Being forced to do things against your will
- Being targeted for who you are or who you are perceived to be

Something need only happen once for a child or young person to feel worried or scared to go to school.

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

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

4. Dealing with Incidents of Bullying Behaviour

All establishments should work to create a positive and supportive ethos. There should be a whole school approach in which children and adults work together to create an environment where bullying is not tolerated. This may include particular approaches such as:

- ‘buddying’ or mentoring systems
- peer mediation
- a system which identifies potentially vulnerable pupils and takes steps to remedy this as in A Circle of Friends
- assertiveness or resilience training
- involvement of Pupil Council
- anti-bullying campaigns, posters, assemblies
- encouraging pupils to report incidents of bullying behaviour using “worry” boxes, the school intranet and other discreet methods.

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

- watching
- joining in
- trying to remain uninvolved, or
- trying to help those
- experiencing bullying behaviour
- walking away from the incident and reporting it to a member of staff

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

Schools should raise awareness of the fact that bullying behaviour can only be stopped if we have a completely open climate in our schools and establishments and each individual knows to report an incident. There should be clear and well publicised procedures in place to support pupils to report bullying behaviour whether by other children and young people or by adults in the school community and the outcome should always be shared with the pupil.

A promoted member of staff, usually the Equality Coordinator, will be responsible for the recording and overseeing the investigation of incidents of bullying behaviour and embedding policies and practices in school. This member of staff will also ensure that issues around bullying behaviour are explored in the curriculum and that all staff have an agreement of what constitutes bullying behaviour and how to respond to it, an understanding that is regularly refreshed with staff and pupils

Establishments must make clear to pupils and parents who the promoted member of staff responsible or Equality Coordinator is and information must be provided to all about how to contact them through posters and notices on display around the school, plasma screens if available, school websites and school handbooks.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action. Action will depend on the following factors:

- age of those involved
- knowledge of individuals
- level of distress caused
- context of the incident

All reported incidents should be recorded online and investigated timeously. The maximum time to carry out a full investigation should be **three** working days. Establishments should record electronically all reported incidents of bullying behaviour, whether they are subsequently confirmed as bullying behaviour or not, and the action taken.

If a delay is unavoidable, the individual who has made the allegation should be contacted by phone, letter or in person, told the matter is under investigation and that the establishment will be contacting the relevant parent/carer upon completion of the enquiry.

The following checklist might be used to support investigations:

Who was involved?

Is there a young person experiencing bullying behaviour? If so, who?

In what way did the young person experiencing bullying behaviour suffer?

How did the incident start? Was it premeditated?

What is alleged to have happened, from the perspectives of all involved? Listen to the individual perspective of all involved.

When and where did the incident take place?

Who witnessed the incident?

Who reported it and when?

Any background to the incident

Any reason for considering this to be bullying behaviour

To what extent did the incident affect others?

What was the response of the young person(s) experiencing bullying behaviour?

What does (do) the young person(s) experiencing bullying behaviour wish to see resulting from the investigation?

There may be occasions where a child or young person wishes to report the behaviour of an adult member of the school community which may include a complaint about bullying behaviour exhibited by the adult concerned. All children and young people should be made aware of the complaints procedure in their school. Arrangements should be in place to ensure that children and young people can share concerns with an appropriate adult in confidence and that these concerns will be acted upon.

If the investigation necessitated action to be taken, the following steps should be followed:

Explain the incident will be recorded

Make it clear the type of behaviour exhibited is totally unacceptable.

Work with the person showing bullying behaviour to make them aware of the impact of their actions on others.

Support the person showing bullying behaviour using restorative practices to improve their behaviour and prevent a recurrence.

Involve members of staff, including, if appropriate, staff in other agencies, who work with the young person experiencing bullying behaviour and the person showing bullying behaviour.

Inform parents/carers of the incident and any action taken, seeking to work in partnership

Where a child or young person has reported the bullying behaviour, make sure they are informed of any action taken and the outcome of any investigation. Always take their views into account before taking action, including contacting parents.

Parents and children and young people should be informed if an investigation has concluded whether the behaviour is confirmed as bullying behaviour or not.

In extreme cases such as physical attacks and ongoing harassment, a young person showing bullying behaviour may be excluded from school.

In extreme cases, seek advice from the link QIO and consider notifying the Campus Police Officer.

Consideration should be given to the sanctions and support given to the young person showing bullying behaviour to ensure that procedures/interventions are

intended to improve behaviour. Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed
- restorative approaches
- solution orientated approaches
- involvement of Educational Psychologists, School Social Workers, Social Justice Managers and Campus Police.

Support for the young person experiencing bullying behaviour is essential immediately following the incident and during an agreed period of review. This support would normally be provided by the class teacher, pastoral support teacher/Principal Teacher working in conjunction with relevant individuals/agencies (if required).

Schools should, where appropriate, adopt an inter-agency approach when dealing with bullying behaviour. Bullying behaviour often continues outside the school environment including online, so liaison with police, youth workers and other agencies is important.

5. Recording and Monitoring of Bullying Behaviour

When reported, incidences of bullying behaviour should be entered into the correct area of the SEEMIS system (Click and Go). Additional information or greater detail can be included in pastoral notes. The record should be maintained by the promoted member(s) of staff responsible. Staff should take into account the feelings of the young person(s) experiencing bullying behaviour when exercising judgement. If the child or young person perceives that they have experienced bullying behaviour, this must be taken seriously. What might seem trivial to an adult can have serious psychological damage to a child or young person. Their feelings of safety and self-esteem can be affected. If, on initial investigation, the accusation of bullying behaviour appears to be confirmed, the behaviour must be formally recorded. A record should also be kept of unconfirmed allegations, the action taken and how this was communicated. Where appropriate, significant events may initiate or be added to a chronology. A report of all confirmed bullying and the number of investigated and unconfirmed incidences of bullying will be captured at the end of each school session and the collation shared with the Head of Service (Equality and Equity). Upon an establishment having no investigated incidences of bullying behaviour, the head teacher must provide an explanation and evidence of good practice to the Head of Service so that best practice in tackling bullying behaviour can be shared across all establishments in the authority.

Establishments should regularly seek the views of pupils about bullying behaviour and how it is responded to through questionnaires or focus groups. Questions should fully test and explore the climate of relationships within the school community with children and young people being genuinely encouraged to be open and frank. The Head of Service (Equality and Equity) is responsible for monitoring the occurrence and nature of incidents across East Renfrewshire.

The Head Teacher, or member of the senior management team, should monitor incidents to ensure patterns of behaviour are recognised and measures put in place to respond appropriately. Incidents should be recorded as accurately as possible and authority guidance on using the online recording system should be adhered to at all times. Schools and centres should be mindful that tone and language in any documentation should be formal and professional. In the event of a complaint leading to an investigation, there should be a clear audit trail of an incident or incidents being reported, investigations undertaken, the outcome of investigations, the recording of this and communication with parents and the child or young person.

6. Establishment Policies

Every educational establishment in East Renfrewshire will implement, monitor and review its own policy on dealing with bullying behaviour. (Advice on headings and content are given in Appendix C). Individual establishments should review their own policy within three months of issue of the authority's revised policy.

Establishments will regularly inform staff, parents, pupils and users of this policy and procedures for implementing it. School / centre policies will be monitored by the Head of Service (Equality and Equity) and Quality Improvement Officers as part of the department's quality assurance procedures; it is a feature of a school's Support and Protection Review.

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. However, their popularity provides increasing opportunities for misuse through online bullying behaviour. It is crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles, social media and the Internet safely and responsibly.

Guidance is available on safe use of technology in Standard Circular 69 as well as in Appendix D of this policy.

7. Cross Curricular Links

Educational establishments have a duty to promote the personal safety of all pupils through Health and Wellbeing across the curriculum. Awareness of bullying behaviour and skills to deal with bullying behaviour should form part of a planned curricular programme from early years to the end of secondary school. Courses and programmes should be audited to ensure continuity and progression across stages. Effective liaison should be in place at transition to avoid unnecessary repetition and ensure continuity and progression. There should be flexibility within programmes and approaches to respond to concerns as they arise.

There are many resources to support anti-bullying programmes, including websites. The authority's CurricuLinks www.ea.erenfrew.sch.uk/curriculinks has access to many of these websites. Appendix G has a list of relevant resources and websites and further supports can be found on the authority's Anti-bullying GLOW page. <http://preview.tinyurl.com/6f4y9ob>

8. Training and Staff Development

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

The authority will include training related to anti-bullying as part of the authority's menu of CLPL. *respectme*, Scotland's anti-bullying service, www.respectme.org.uk, also provides training at no charge.

9. Parental Involvement

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

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

10. Monitoring and Reviewing the Policy

The policy is monitored through centrally collected data from all establishments of confirmed incidents and those investigated but found to be unconfirmed. The Head of Service (Equality and Equity) and link officers review this information as part of the intelligence they have around their link establishments. Information is shared with the Education Committee. Establishment's own revised policies should be submitted to the Quality Improvement Officer with responsibility for Health and Wellbeing and policies and procedures are reviewed as part of Support and Protection and other thematic reviews.

This version of the policy is a revision of guidance given in 2011 following government guidance issued in 2010. The policy reflects lessons learned from the implementation of the 2011 guidance, changes in legislation in that period and new advice issued by the Scottish Government in 2016.

Appendix A

Sample Recording Sheet

Pupil/Staff Information Log

Please complete and give to member of management team as soon as possible. Thank you.

Date _____ Information taken by _____ Please circle as appropriate by phone by letter in person email via a meeting 'worry box'
--

Name of Child/Staff Member	
Class	
Person reporting information to school	
Nature of information – please circle and add details below absence holiday appointment bereavement progress complaint homework worry health concern family problem bully behaviour name calling other _____	
Details _____	
Action taken	
Views of Parent/Carer(s)/Child of young person	
Follow-up required? yes/no if yes, what _____ when _____	
DHT/PT signature _____ HT signature _____	

Appendix B**RECORDING BULLYING INCIDENTS****Notes for all members of staff**

To fill in the online form should take you no more than 5 minutes. It does not necessarily replace your own school's more detailed and personalised report if such is kept, but it is necessary for the Education Department to keep an overview of incidents of bullying behaviour across the authority. It enables us to look for patterns and to identify specific issues, which may be arising in a number of schools. This in turn will enable us to look at ways of supporting schools in responding to such incidents.

Procedures

A "first offence" of e.g. name-calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should then be told that any further occurrences could be logged against them.

Any incident, which involves actual or threatened physical abuse, must always be taken VERY seriously and should be recorded accordingly.

In order that consistency with this strategy be maintained, it is important that the relevant staff responsible for either pupil are informed of the incident or have access to that part of Click and Go, so that appropriate action is taken if the behaviour is repeated.

Notes for Members of Senior Management Team

It is the responsibility of the SMT to follow up on incidents where appropriate and ensure incidents have been successfully and appropriately dealt with and are not continuing.

Where your school has a more detailed system of recording or uses pupil files to keep such information, you may continue to do so. However, a standard statistical record is required for all incidents of bullying behaviour on the SEEMIS module for this purpose and it would be appreciated if you could ensure that all members of staff are aware of the procedures and have access to this system to complete when necessary. Schools should maintain their own systems for filing the range of concerns reported by pupils, parents or staff but be able to clearly demonstrate where allegations of bullying behaviour have been investigated and deemed unconfirmed.

Appendix C

Framework for School Policy

Approaches to preventing and dealing with bullying behaviour

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

(Scottish Government, 2010)

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

education and awareness of rights

development of an inclusive and positive ethos and climate of respect, responsibility and positive relationships; and a culture where bullying and discrimination is unacceptable

pupil involvement and engagement

circle time, peer mediation, buddies, mentoring, playground pals and playground supervision proactive information strategies and campaigns

mental, emotional and social health and wellbeing programmes and activities

implementation of whole organisation programmes in positive relationships and behaviour, social and emotional skills and personal development

restorative approaches

nurturing approaches and principles

personal support and additional support
supporting and enabling parents

acting on patterns of bullying incidents through monitoring

anti-bullying policy and procedures that are readily available to children, young people, parents, carers and staff.

access to staff training and support to ensure clear understanding of roles and responsibilities in relation to anti-bullying policy and procedures

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

Model of Policy Development

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

Anti-Bullying Policy Framework Checklist

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

- definition of bullying behaviour
- aims and objectives/statement of intent
- roles and responsibilities – pupils, staff, parents
- procedures to follow – who to tell, how to record bullying behaviour, sanctions

- intervention techniques, curriculum support, training policy
- use of surveys/reviews/frequency
- arrangements for monitoring and evaluation of policy

A policy will only be effective if everyone has been involved in the process of developing the policy. Even though a policy is in place there is a need for regular revision in the light of new trends e.g. on-line bullying and new legislative requirements.

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

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

Appendix D

Online Bullying

The following information is reproduced courtesy of *respectme*, Scotland's Anti-Bullying Service, website – www.respectme.org.uk. **The advice is directed to parents but gives suggestions that are also helpful in a school context.**

Online bullying or cyberbullying is often the same type of behaviour as other bullying; for example name-calling, spreading rumours and leaving people out; but it takes place online, on social networking sites, in chatrooms, and via mobile technologies, online gaming and instant messaging platforms.

For children and young people, the internet is a place, not a thing. It is a social space where they can 'hang out' and meet friends. Like any place children and young people go, there are benefits and risks. Adults need to be as engaged with children and young people about where they go online as they are when they go into town or to any other 'real' physical place.

We know that this approach works. Connecting with children and young people in this way gives adults the knowledge and confidence to understand internet usage, and can help them to step in effectively when problems such as online bullying arise.

But we must remember that online bullying is still bullying. We should not be too concerned hung with **how** someone is being bullied, we need to recognise that it is taking place and address the impacts that it is having on them.

UNDERSTANDING MOBILE TECHNOLOGIES

Mobile and smart phones

A smart phone is a mobile that has additional features including; picture messaging, features that let you chat to more than one person at a time, internet access and applications that provide access to social networking and gaming platforms. Smart phones can also connect with other smart phones through wireless technology, known as Bluetooth. They can share music, pictures, videos and be contacted by someone else nearby. Many smart phones also have 3G technology, that lets you connect to the internet on your phone as if you were on your laptop at home.

Social networking sites

Social networking websites are increasingly being used by children and young people (and indeed by many adults) as a key way of communicating and building relationships, or making new friends online. Websites such as Twitter, Facebook and Google+ are online communities of people who share interests and activities, and communicate through the use of messages, videos, discussion

groups and blogs, which are similar to online diaries. It's a place where people can create a personal network that connects them to other users. They may include information such as their likes and dislikes and post photos of themselves and friends, or even some video footage of something they have seen that they want to share.

Instant Messaging

Instant messaging is where people can chat to each other online in real time. It is like a text conversation between two or more people where they invite or choose who to chat with. MSN (Microsoft Network) and BBM (BlackBerry Messenger) are two of the most commonly used instant messaging platforms used by children and young people.

Instant messaging is not the same as a chat room; chat rooms are more public and individuals effectively 'go there' and can chat to anyone else who is there. These conversations can be seen by others who are in the chat room. This will obviously carry more risks than instant messaging or social networking sites. Children and young people need to be aware that some people in these chat rooms are not who they appear to be.

Text Bullying

As with social networking sites, responsible mobile phone providers will support people to stop text bullying. Any nasty or abusive texts should be saved as evidence for the provider. Numbers can be blocked from your phone so that you no longer receive texts, messages or calls from that number. In some cases the police will be able to help, but often they will need evidence of the number and will want to see the texts, so they must be saved. All providers have a contact number or email address you can use to alert them to the problem and discuss options.

KEEPING CHILDREN AND YOUNG PEOPLE SAFE ONLINE

You should address all types of bullying incidents in the same way - there isn't one way to deal with online bullying and another to deal with other forms of bullying. But when bullying is taking place online, there are some practical steps you can take to help keep children and young people safe.

- **Make their profile 'private'**

Pages can be made 'private' so that only people who have been accepted as friends can access them, or they can be 'public', which gives anyone, access to see what is on a page. Children and young people should always have 'private' profiles and this should be discussed as they sign up for any social networking sites.

- **Delete any comments or posts on their page**

Users can delete messages if they are nasty, offensive or they just do not want them to appear on their page.

- **Block' users**

Users can effectively deny access to people formerly regarded as 'friends' from seeing, reading, commenting on or posting messages to their page.

- **Report Abuse**

This allows users to report any content, postings or comments that appear on their own page or other sites that they think contravene the terms and conditions of the site, or which they consider to be illegal, offensive, harassing or bullying in nature.

Social networking sites rely on users making use of these tools to effectively 'police' the site as they don't have the capacity to monitor each and every profile every day. In general, they advise that nasty comments are ignored and deleted unless they are threatening or illegal, in which case they should be reported to the site administrators and, where applicable, the police.

Facebook and Twitter contain safety and advice pages for young people and for parents. These pages include very useful information and videos, which can be used to promote and prompt discussion between adults and young people, to gain a better understanding of what constitutes bullying behaviour online and how to respond appropriately.

Parents and carers can also download a CEOP (Child Exploitation and Online Protection Centre) app that stays visible on a web page and can be clicked to instantly report abuse or get advice.

Online Bullying and the Law

There are four UK statute laws and one Scottish Common Law which are relevant to the use of IT in relation to bullying behaviour:

Protection from Harassment Act (1997)

This Act was passed following concerns that stalking was not dealt with effectively under the existing legislation. The Act does not refer solely to stalking but also covers harassment in a wider sense. The Act states that it is unlawful to cause harassment, alarm or distress by a course of conduct and states that 'A person must not pursue a course of conduct

- which amounts to harassment of another
- which he knows or ought to know amounts to harassment of the other'

There is some anecdotal evidence that this is the law that the police are more comfortable in bringing forward when dealing with issues of online bullying. The police have successfully used the

[Protection from Harassment Act](#) in order to prosecute the sending of offensive e-mails through the Internet and such messages will also constitute an offence under the [Malicious Communications Act](#).

Criminal Justice and Public Order Act (1994)

This Act defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual.

A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, if he/she:

- uses threatening, abusive or insulting words or behaviour or disorderly behaviour; or
- displays any writing sign or other visible representation which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

Malicious Communications Act 1988/Telecommunications Act (1984)

Under this Act it is an offence to send an indecent, offensive or threatening letter, electronic communication or other article to another person and under section 43 Telecommunications Act 1984 it is a similar offence to send a telephone message which is indecent, offensive or threatening. Both offences are punishable with up to 6 months imprisonment and/or a fine. The Malicious Communications offences are wider ranging than the Telecommunications offences it is likely that the Police will use the former Act to bring forward a charge.

The Communications Act (2003)

Section 127 states that a person is guilty of an offence if he/she:

- sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or
- causes any such message or matter to be so sent.

A person is guilty of an offence if, for the purpose of causing annoyance, inconvenience or needless anxiety to another, he

- by means of a public electronic communications network, a message that he knows to be false,
- causes such a message to be sent; or
- persistently makes use of a public electronic communications network

Breach of the Peace

Breach of the Peace is Scottish common law. At present behaviour in Scotland which might be described as harassment or stalking is usually prosecuted as a breach of the peace. This common law offence covers all behaviour (including single incidents) which causes, or is likely to

- cause, fear, alarm, upset or annoyance.
- when one or more persons conduct themselves in a riotous, or disorderly manner, anywhere, which alarms, annoys or disturbs other people
- the offence can take place anywhere (a house, an office, a school or a public street)
- the element of disturbance would be the most relevant to Cyberbullying as the behaviour does not have to be noisy but still of a nature that would cause concern to other people – harassment or stalking and bullying

How to respond

Your response to online bullying shouldn't be very different to your response to any other form of bullying. You need to LISTEN and give the child or young person the opportunity to talk openly.

Don't Panic

Children and young people often tell us that they are reluctant to tell an adult that they are being bullied online for fear of an over-reaction or having access to their mobile phone or the internet taken away.

Assure them that they have done the right thing by telling you

For some children and young people, receiving nasty comments via text, on instant messaging sites, games consoles or via Facebook 'come with the territory' of being online. As with all bullying or concerning behaviour your reaction is vitally important; it will either encourage them to keep talking, or could make them stop.

Listen and learn

It's important to understand what you are both dealing with. Try to find out more about what has been going on:

- What has been said?
- Do they know who has been saying it?
- How long has it been going on?
- Has the online bullying been accompanied by bullying in 'real' life?

- What have they tried to do about it already?
- How has it been making them feel/how has it been affecting them?
- Have they been storing/keeping any of the bullying messages?
- Are there any images/photos/videos involved?

Decide a plan of action with the child or young person

It is vital that they feel involved and experience an element of control about the steps that will be taken to address the bullying. The steps that you may have to consider taking are:

Going through any messages that they have received and kept

If you feel that any of these messages can be construed as illegal then keep copies, dates, times, email addresses or phone numbers and take them to the police.

Asking them not to open any further online or text messages from these addresses and phone numbers, but to allow you to open them instead

You might want to reply yourself, but be very careful not to respond in a manner which could be seen as threatening or harassing. It may be enough to respond saying that you are an adult and that the messages they are sending are hurtful, causing you and the young person concern, they could be against the law and that they should stop sending them.

Changing their mobile phone number

It is important that children and young people know not to give their mobile number away to people that they do not trust. If their number falls into the wrong hands it may not be because they have been careless, but that they have given it to someone they trusted who has then passed it on to others.

Changing their online profile

Log-in names can be changed easily and children and young people should be reminded to only accept trusted real life friends as online friends.

Profiles on social networking sites (Facebook or Twitter) can be changed

Personal and identifying details should be kept to a minimum. Pages can be made private so that they are only shared with friends, and are not public and available for anyone to see. Designs or cartoon characters can be used instead of photographs and nicknames can be used instead of real names.

Involve other agencies

When online bullying is being carried out by someone that the child or young person knows and sees on a regular basis, it might be worth involving other agencies. If both parties are at school, it will be helpful to make the school aware of the problems, if they're not already, and involve them in the plan of what to do.

Support the child/young person

It is important not to get too hung up on the fact that they have 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. This support, and their experience of how bullying is addressed and resolved, begins as soon as they tell you that they are being bullied.

WHAT DO I DO IF I DISCOVER THAT A CHILD IS BULLYING SOMEONE ONLINE?

Again, your response to finding out that a child or young person is involved in online bullying shouldn't differ greatly to your response to other forms of bullying.

Don't Panic

It can be easy to fly off the handle if you discover that a child or young person has been bullying someone, regardless of what form that bullying has taken, but it's important that you remain calm.

Listen and learn

Ask them what's been happening, find out what's behind their behaviour. All behaviour communicates feeling. Are they being encouraged to join in with bullying to remain part of a group? Are they looking for attention and this is their way of getting it? Are they unhappy with some other aspect of their life and they're taking out their frustration on this person? Be prepared to deal with prejudiced attitudes. The behaviour behind the bullying might stem from racism, homophobia or ignorance about a different culture or religion. Don't label the child or young person a 'bully'. Talk about the behaviour behind the bullying and why it's unacceptable.

When you've established the catalyst or reasons behind the behaviour, explain why it is wrong

Try to help them to understand the impact that their behaviour will be having on the other person. How would they feel if someone was posting malicious messages about them on websites or sending them threatening text messages when they were in the 'safety' of their own home? How would they like to experience a knot in their stomach every time they receive a text message or email?

Explain that all bullying behaviour carries consequences and they could get into serious trouble. There are laws surrounding the use of mobile phones and the internet and it could be that their behaviour is contravening one of these laws.

Agree a way forward

Agree what you're going to do to stop the bullying behaviour. You might want to alert the school, youth group or parents of the other person involved to make sure they're aware of what's been happening and to ensure that the person being bullied gets any support that they need.

It's also important to get support for the person doing the bullying. Revisit the reasons behind their bullying behaviour and identify the best way of dealing with this. There might be another adult, teacher or older sibling that they would feel comfortable talking to.

Appendix E

Prejudice based Bullying

i. Asylum seekers and refugees

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

Useful Websites

Refugee council - www.refugeecouncil.org.uk

Scottish refugee council - www.scottishrefugeecouncil.org.uk

The Positive Images (educational toolkit for young people from 12 years on migration and global issues) - www.redcross.org.uk/What-we-do/Teaching-resources/Teaching-packages/Positive-Images

Some good practice examples - www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/ealrefugee/refwel

The integration of refugee children in educational settings:

<http://webarchive.nationalarchives.gov.uk/20090805000644/http://www.nrif.org.uk/education/early-years/index.asp>

ii. Body Image

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

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

Strategies for challenging Body Image Bullying could include:

Making explicit reference to body image bullying within the schools anti bullying policy.

Addressing body image bullying within the PSHE/Health and Wellbeing and Citizenship Curriculum

Promoting a range of body images in a positive manner across the school curriculum.

Developing skills and strategies to challenge and deal effectively with prejudicial language.

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

iii. Disablist

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

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

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

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

- Making explicit references to the bullying of students with additional support needs in the Anti-Bullying and Equal Opportunities Policies.

- Maintaining good communication among staff, pupils and parents around specific needs or behaviour exhibited by specific children – dissemination of this information would need to be handled sensitively, exercising professional judgment.

- Ensuring responses to pupils with additional support needs from staff (teaching and non teaching) do not stigmatise pupils or lead to unfavourable comparisons being drawn with other pupils.

- Raising awareness about additional support needs and related issues through the PSHE/Health and Wellbeing and Citizenship curriculum and through the informal curriculum and school ethos.

iv. Homophobic

Homophobic bullying targets a victim on account of his/her actual/perceived sexual orientation. Children and young people may also be the victims of bullying behaviours as a result of their parent's or carer's perceived or actual sexual orientation.

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

Strategies for addressing homophobic bullying might include:

- Attaching a high profile to anti-prejudicial values within the context of the school ethos, including a commitment to work that explicitly challenges homophobic attitudes. Work on homophobia within PSHE and Citizenship.

- Including statements on homophobic bullying in Anti-Bullying and Equal Opportunities policies.

- Committing training time for staff to build their confidence in tackling homophobia and providing practical training around challenging homophobic behaviour bullying behaviour.

- Developing links with outside agencies to offer expertise to school and to offer advice and support to students experiencing issues around their developing sexuality.

A toolkit to support schools is available from Education Scotland - http://www.educationscotland.gov.uk/resources/d/genericresource_tcm4512285.asp?strReferringChannel=search&strReferringPageID=tcm:4-615801-64
 The Stonewall Organisation also has helpful advice and resources - <http://www.stonewall.org.uk/our-work/education-resources>

v. Looked After Children

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

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

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

Like anyone who is seen as 'different' at school, children and young people who are looked after and accommodated may receive unwelcome attention stemming from their circumstances. Sometimes the behaviour of other pupils is the result of curiosity expressed inappropriately. On other occasions these situations can become more unpleasant, and could develop into bullying behaviour. Children who are looked after away from their home authority but continuing to attend school in their home authority may not be able to access after school clubs and social events easily and this could result in further isolation.

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

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

reliance and independence so that they do not ask for help.

All school staff in East Renfrewshire Council should work collaboratively to ensure that looked after children and young people do not experience additional stress caused by bullying behaviour. Strategies for addressing bullying behaviour against young people who are looked after could include:

Making explicit references to the bullying of students who are looked after in the Anti-Bullying and Equal Opportunities Policies.

Maintaining good communication among staff, pupils and carers – dissemination of this information would need to be handled sensitively, exercising professional judgment.

Ensuring responses to pupils who are looked after from staff (teaching and non teaching) do not stigmatise or further isolate.

Raising awareness about the various different forms that families can take through the PSHE/Health and Wellbeing and Citizenship curriculum and through the informal curriculum and school ethos.

vi. Racial Bullying

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'
Race Relations (Amendment) Act 2000

Racist bullying can range from name calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual/ individuals on the grounds of their perceived racial culture and national or religious identity. Not only is this behaviour unacceptable within a school context is also unlawful.

Essential and immediate action includes recording and reporting of racist incidents by staff.

Strategies for addressing racist bullying might include:

Linking anti-bullying policies with the establishment's Equalities Policy

Commitment to staff training- teaching and non-teaching around understanding and promoting diversity and equality and how to deal effectively with racist incidents.

Ensuring the PSHE /Health and Wellbeing curriculum includes anti-racism

Promoting good home-school liaison that ensures minority ethnic parents are guaranteed equality of access to procedures.

vii. Sectarianism, religion and belief

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

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

behaviour.

Strategies for addressing religious and sectarian bullying might include:

Making explicit references to religious and sectarian bullying in the Anti-Bullying Policy.

Raising awareness about religion and related issues through the PSHE/Health and Wellbeing, Citizenship and Religious Education programme.

Anti-sectarian workshops run by Scottish Professional Football Association, such as Coaching with Conscience for primary pupils.

Incorporate resources from Learning & Teaching Scotland website into school programmes, www.ltscotland.org.uk/antisectarian

viii. Sexism and Gender

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

Behaviour associated specifically with gender bullying may also include:

abusive name calling

use of sexual innuendo and unwanted

propositioning graffiti with sexual content

spreading rumours questioning sexual reputation

Strategies for addressing gender bullying might include:

Making explicit reference to gender bullying within the schools' anti-bullying policy.

Addressing gender bullying within the PSHE and Citizenship curriculum.

Promoting positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum.

Skills and strategies to deal effectively with prejudicial language and the impact of that language on all aspects of diversity and equality

ix. Social and Economic Status

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

Name calling (of pupil or family members) Rumour spreading

Graffiti regarding pupil or family members Shunning

References to lack of or over attention to personal hygiene (real or imagined)

Mockery of speech patterns /belongings/clothes/ felt to reflect differing social economic status.

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

Strategies might include

Making explicit references to bullying for reasons of social and economic status in the school anti-bullying policy.

Addressing bullying for reasons of social and economic status within the PHSE/Health and Wellbeing curriculum of the school

Promotion of values other than those of consumerism across the curriculum.

Maintaining good communication between parents and staff re pupils in difficult/changing social and economic circumstances.

Sensitive handling and good communication between staff of information re children in difficult/changing social and economic circumstances.

Zero tolerance of use of prejudicial terminology related to social and economic status by pupils and staff.

x. Young Carers

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

Strategies might include

Addressing different kinds of families and responsibilities within the PHSE/Health and Wellbeing curriculum of the school.

Sensitive handling and good communication between staff of information re children who are young carers.

Being vigilant about children who may be under the pressures of being a young carer and addressing these concerns sensitively

Appendix F

Legislation

In developing and implementing anti-bullying policy and practice, the following legislation is especially relevant in Scotland's schools:

The Children (Scotland) Act 1995 – stipulates that the welfare of the child or young person is paramount and that their views must be taken into consideration.

The Education (Scotland) Act 1980 – makes the provision of adequate and efficient education for children and young people statutory.

The Standards in Scotland's Schools etc. Act (2000) – places a legal responsibility on schools to provide education for children and young people that develops their personality, talents, mental and physical abilities to their full potential.

The Education (Additional Support for Learning) (Scotland) Act (2004) as amended by the Education (Additional Support for Learning) (Scotland) Act (2009) – places a legal responsibility on local authorities to provide additional support for children and young people with identified needs, be they long or short term, for a variety of reasons, including bullying.

The Education (Health Promotion and Nutrition) (Scotland) Act (2007) – outlines the need for local authorities to ensure their schools promote a whole school approach to the development of children and young people's mental, emotional, social and physical health and well-being.

The Equality Act (2010) – draws together existing legislation to strengthen the law in relation to equality, thus giving protection from discrimination, harassment and victimisation based on the characteristics of race, sex, disability, sexual orientation, religion or belief, age, gender reassignment, pregnancy and maternity, and marriage and civil partnership.

The Scottish Schools (Parental Involvement) Act (2006) – provides the framework for involving parents; in their child's education and learning, as active participants in the life of the school, and as stakeholders who express their views on school education generally and work on their partnership with school.

The Children and Young People's Act (2014) – This act sets 'Getting it Right for Every Child' in statute. The wellbeing of all children and young people is at the heart of GIRFEC. Wellbeing, under this Act, is defined in relation to eight indicators representing the key areas that are essential to enable children to flourish. These eight indicators – safe, healthy, achieving, nurtured, active, respected, responsible and included - provide a common language for practitioners. A focus on wellbeing also ensures that all practitioners take a holistic view of the child, and that all aspects of wellbeing are promoted, supported and safeguarded.

The National Framework (2015) - the Framework sets out clear priorities. Everyone working in Scottish education should be clear about what they are trying to achieve and focussed on delivering against the priorities. These priorities will cover the reach of Curriculum for Excellence. The priorities may change over time depending. The current key priorities are:

- Improvement in attainment, specifically in reading, writing and numeracy
- Closing the attainment gap between the most and least disadvantaged

children

- Improvement in children and young people's health and wellbeing
- Improvement in sustained school leaver destinations for all young people

DRAFT

Appendix H**Relevant Resources and Websites****Books for schools**

Tackling Bullying in your School: a practical handbook for teachers (Sonia Sharpe and Peter Smith) Routledge £18.99

School Bullying: insights and perspectives (Sonia Sharp and Peter Smith) Routledge

The Anti-bullying Handbook (Keith Sullivan) Oxford University

Bullying: a annotated bibliography and resources (Alison Skinner) Youth Work Press Tel. National Youth Agency 0116 285 3700

Creating a Telling School (Barbara Mains and George Robinson) Paul Chapman Publications

Curriculum Materials

Being Cool in School

Bullying (Upper): Identify>Cope>Prevent; a photocopiable resource (Prim-Ed Publishing ISBN 1-86400-711-7 £15.95) Recommended for P5 to 7

How to stop bullying (Michelle Elliott) Kidscape training guide

Promoting positive behaviour: activities for preventing bullying in primary schools Headstart tel. 020 7247 9489

Jenny's Story DVD see details under onlinebullying

resources

Various - www.luckyduck.co.uk

Books for Older Readers

Ganging Up (Alan Gibbons) Dolphin

Whose Side are You On (Alan Gibbons) HarperCollins Also covers racism

Getting Rid of Kareenna (Helena Piellchaty) Oxford University Press

Ghost Writer (Julia Jarman) Anderson Also deals with dyslexia

The Camera Obscura (Hugh Scott) Walker

Bully (Yvonne Coppard) Red Fox

Bullies Don't Hurt (Anthony Masters) Puffin

The Bailey Game (Celia Rees) Pipe

Bad Girls (Jacqueline Wilson) Double Day

The Nubbler (Pam Ayres) Orion

Get Off My Back! Poems about bullying (John Foster) Collins

Gangs and Bullies (Rosemary Stones) Evans Brothers Books for Children

Books for Younger Readers

Bully (David Hughes) Walker

Taking the Cat's Way Home (Jan Mark) Walker

Beat The Bullies (Michele Elliott) Macmillan

The Angel of Nitshill Road (Anne Fine) Methuen

Books for Early Years

Bully for you... Toni Goffe, Child's Play

Farmer Duck Martin Waddell & Helen Oxenbury

Hands are not for hitting Martine Agassi – with a section at the back for activities and information

Mine Hiawyn Oram & Mary Rees

We are kind and helpful Donna Luck

Winnie the Witch Korke Paul & Valerie Thomas

Ten Monsters Gus Clarke
978-0099367215, RRP £4.99, Paperback

Dinosaur Chase
Publisher: Hutchinson
ISBN 009892937

Scarface Claw
Publisher: Puffin
ISBN 0140568867

Three Monsters – David McKee
Publisher: Andersen Press
ISBN 1842705237

Trouble at the Dinosaur Café
Publisher: Puffin
ISBN 978014056994

For further information on appropriate literature contact the Schools Library Service

Useful Online bullying links

Jenny's Story DVD

Designed to be taught to secondary school pupils. The DVD is free but a donation of £18 is requested. 'Jenny's Story' is a hard-hitting true story about a young teenager who chats to a stranger using an Instant Messenger. The film shows how through chatting online, Jenny reveals personal information about herself which then resulted in her being contacted and ultimately hurt. This resource and others for different age groups can be accessed through following link;

<http://www.childnet-int.org/order/default.aspx?cat=1&sub=2>

Anti-Bullying Alliance (ABA)

Established by the NSPCC and NCB, bringing together 65 organisations to reduce bullying and create safe environments where children and young people can live, grow, play and learn.

<http://www.anti-bullyingalliance.org.uk/>

Child Exploitation and Online Protection Centre (CEOP)

Set up by the Government, the CEOP website helps adults get to grips with new and emerging technologies popular with young people. It includes advice on how to report cyberbullying.

<http://www.ceop.police.uk/>

Childnet International

Advises on Internet safety and has a range of leaflets for children and parents in a number of languages, including Hindi and Punjabi.

<http://www.childnet-int.org/>

Cyberbullying.org

The world's first website dedicated to cyberbullying has plenty of useful advice on combating cyberbullying, including how to take screenshots of online bullying for evidence.

<http://cyberbullying.org/>

Get Safe Online Helps families protect against Internet threats.

<http://www.getsafeonline.org/>

Other useful resources can be found on Kidscape.

<http://www.kidscape.org.uk/>

Thinkuknow.co.uk

Information from the Child Exploitation and Online Protection Centre on how to stay safe online. <http://thinkuknow.co.uk/>

Virtual Global Taskforce (VGT)

Made up of police forces around the world, working together to fight online child abuse. The site includes advice, information and support for adults and children.

<http://www.virtualglobaltaskforce.com/>

Other useful links

Respectme - www.respectme.org.uk

CHILDREN 1st (which includes Parentline and Childline) - www.children1st.org.uk

Education Scotland – www.educationscotland.gov.uk

The Scottish Institute for Residential Child Care - www.sircc.org.uk

Youth Scotland - www.youthscotland.org.uk

Scottish Out of School Care Network - www.soscn.org

LGBT Youth Scotland - www.lgbtyouth.org.uk

Stonewall Scotland - www.stonewall.org.uk/scotland

SAMH (Scottish Association for Mental Health) - www.samh.org.uk

Zero Tolerance - <http://www.zerotolerance.org.uk/>

Enquire - <http://enquire.org.uk/>

Enable Scotland - www.enable.org.uk

Scottish Traveller Education Programme (STEP) - www.step.education.ed.ac.uk

Changing Faces - www.changingfaces.org.uk

Show Racism the Red Card - www.srtrc.org

PINS (Pupil Inclusion Network Scotland) - www.pinscotland.org

Govan Law Centre's Education Law Unit - www.edlaw.org.uk

Scotland's Commissioner for Children and Young People (SCCYP) - www.sccyp.org.uk

The Children's Parliament - www.childrensparliament.org.uk

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