

# Education Services Anti-Bullying Policy



# Getting it Right for Me

### Date of issue

August 2016

### Date of review

June 2017

This review should now be used as a replacement to the previous (2011) policy

# Inverclyde council

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**Inverclyde Council has developed a vision of creating a 'Nurturing Inverclyde' where we 'Get it Right for Every Child, Citizen and Community'.**

*Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included... and all staff should be proactive in promoting positive behaviour in the classroom, playground and wider learning community.*

### **Curriculum for Excellence**

The development of a positive learning environment is essential if effective learning and teaching is to take place. This is also dependent on the nurturing of positive relationships through the daily interactions between staff and learners, and between learners themselves.

Bullying is a mixture of behaviours and impacts which can affect a person's capacity to feel in control of him or herself. It is all about relationships and role modelling, and what can happen when these go wrong. This anti-bullying policy is linked to the authority's Positive Relations, Positive Behaviour Policy, sharing the same set of core principles. Our young people and the adults around them will be supported to show respect, empathy, aspiration, inclusion, resilience, empowerment, nurture, trust, fairness and unconditional positive regard as they work alongside each other.

There has been much publicity in the media recently surrounding the issue of bullying. Evidence shows that it is a problem which exists in all walks of life and one which we must continue to address throughout our schools in Inverclyde.

Recent national statistics, obtained via Childline, indicate that:

- **38%** of young people have been affected by cyber-bullying;
- **31,599** children called ChildLine in 2011/12 about bullying;
- Almost half (**46%**) of children and young people say they have been bullied at school at some point in their lives;
- Bullying was the main reason that boys called ChildLine;
- Over half (**55%**) of lesbian, gay and bisexual young people have experienced homophobic bullying at school; and
- Between **8%** and **34%** of children and young people in the UK have been cyberbullied, and girls are **twice as likely** to experience persistent cyberbullying as boys.

Whilst technology continues to develop and progress, enhancing our lives, there is sadly an increase in 'cyber' bullying – through texting, e-mailing, instant messaging and via social media sites such as Facebook and Twitter.

As an authority, Inverclyde takes a holistic view of promoting positive relationships and behaviour and uses every possible opportunity across our educational establishments to teach the skills required for this through all subjects, conversations and our day to day interactions with young people. This work sits at the heart of Health and Well-being in our establishments, particularly the aspects that are the 'Responsibility of All'. Supporting positive Mental, Emotional, Social and Physical wellbeing is central, as experiences of bullying very much affect these aspects of the health of our young people.

Inverclyde Council's equality duty is set out in section 149 of The Equality Act 2010. We will:

- Eliminate discrimination, victimisation, harassment or other unlawful conduct that is prohibited under The Equality Act 2010;
- Advance equality of opportunity between people who share a characteristic and those who do not; and
- Foster good relations between people who share a relevant protected characteristic and those who do not.

We have reviewed the authority's previous policy and have consulted with pupils, staff and parents in the preparation and implementation of this update. Training and support will be provided to all relevant staff and stakeholder groups as we roll out our new Anti-Bullying Policy across Inverclyde's schools and other places of learning.

We want to communicate effectively a clear message. We recognise the negative impact that bullying represents to the achievement and wellbeing of all. We can all encourage an ethos of Nurture and Care – creating an environment where everyone feels valued and where expectations are high, success is celebrated in the widest sense and where achievement is encouraged.

*Wilma Bain*

Corporate Director Education, Communities and Organisational Development

## **1. Rationale**

In line with national guidelines, there is a need to establish an authority policy which clearly defines the Education Services' opposition to bullying in Inverclyde schools and its commitment to promoting positive relationships.

## **2. Aims**

It is the aim of this policy to establish procedures which will ensure an effective response to incidents of bullying.

## **3. Statement of Principles**

The principles of *a national approach to anti-bullying for Scotland's children and young people* are:

- 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 (**See Appendix 1: Prejudice-based bullying**);
- within a framework of respect, responsibility, resolution and support, we will address the needs of children and young people who are bullied as well as those who bully; and
- We will share information and work jointly to make sure we are co-ordinated and cohesive in all that we do.

### ***Health and Well-being across Learning: Responsibilities of All: Principles and Practice***

*The Responsibilities of All include each practitioner's role in establishing open, positive, supportive relationships across the school 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.; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour that promotes health and well-being and encouraging it in others; through using learning and teaching methodologies which promote effective learning; and by being sensitive and responsive to the well-being of each child and young person. Practical responsibilities include understanding anti-discriminatory, anti-bullying and child protection policies.*

## **Inverclyde**

- Inverclyde Education Services seek to provide a safe, secure and positive environment in which children and young people can develop and grow making full use of the range of facilities available to them.
- Inverclyde Education Services are committed to a value system within which children, young people and the adults involved with them are entitled to be treated with respect and understanding, and to participate in any activity without fear of intimidation.
- Inverclyde Education Services are committed to a fairer society and will proactively promote equality, diversity and inclusion in all that we do.

## **4. Legal and Contractual Obligations**

Documents which have bearing on this include:

- The UN convention on the Rights of the Child 1989
- The Children (Scotland) Act 1995
- The Human Rights Act 1998
- The Data Protection Act 1998
- The Standards in Scotland's Schools etc. (Scotland) Act 2000
- The 2001 agreement on teachers' salaries and conditions of service
- The Education (Additional Support for Learning) (Scotland) Act 2004
- The Equality Act 2010 (Specific Duties) (Scotland)
- The Children and Young People (Scotland) Act 2014

## **5. Defining bullying**

The document outlining a national approach to anti-bullying for children and young people (Respect for All – 2016), provides our definition of bullying.

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 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 can happen face-to-face or online.

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions: messages, confrontations, physical interventions, or the fear of these.

## **6. Effects of Bullying**

The consequences of being bullied are wide-ranging and severe, affecting many areas of a person's life. Below is a list of some of the common reactions to being bullied.

### Physical effects

Frequent minor illnesses  
Acts of aggression  
Involvement in fights  
Self-harming  
Loss of or damage to property

### Emotional/psychological effects

Depression  
Displays of anger  
Loss of confidence  
Suicidal thoughts/behaviour  
Fear and anxiety attacks  
Social isolation

### Academic/school effects

Punctuality and attendance problems  
Deteriorating academic performance  
Truancy  
Dropping out of school  
Refusal to attend school  
Developing school phobia

### Effects on school staff

Disruption to classroom ethos  
Stress related illnesses  
Drop in academic achievement  
Low morale  
Increase in absenteeism

## **7. Roles and Responsibilities**

*"You have the right to be protected from being mistreated or harmed, in body or mind"*  
Article 19, United Nations Convention on the Rights of the Child 1989

### **Education Services will endeavour to ensure that:**

- all education establishments have access to and implement the Authority's procedure for managing incidents of bullying;
- Local Authority guidance will be reviewed every two years or as any relevant legislative changes demand;
- where required, staff can access further advice, information and support;
- within available resources, appropriate training and development opportunities are made available to staff of the Education Service;
- any data collected and used for reporting/research purposes is managed and processed in line with the principles of data protection as set out under The Data Protection Act 1998;
- where details of individual incidents are shared with other agencies (e.g. the local Child Protection Committee), any information shared is guided by the terms of The Data Protection Act 1998;
- the Anti-Bullying Policy and procedure developed by the Education Service meet the requirements of The Special Educational Needs and Disability Act 2001 and The Equality Act 2010; and
- when requested, guidance is made available in alternative format(s) and in community languages.

**The head of establishment should endeavour to ensure that:**

- there is a member of staff with designated responsibility for reviewing all allegations of bullying incidents;
- all individuals involved in allegations of bullying incidents are supported and, where appropriate, any necessary measures are taken in line with the school's policy;
- appropriate forms are completed and returned to Education Services on a **termly basis** (*see forms in Appendix 2*);
- staff are encouraged to identify their training and development needs in relation to the anti-bullying agenda and, wherever possible and within available resources, are given the opportunity to access professional development opportunities, 'Respect Me' training and resources is available free of charge and is recommended to all establishments within the Local Authority;
- the rights to translation/interpreting services are highlighted to parents/carers;
- parents/carers and pupils are given copies of any relevant anti-bullying guidance/resources, and these are made available on the Council's website with links from school websites;
- parents/carers are given accurate information about the Service's complaints procedures; and
- parents/carers are involved in the ongoing development of the Policy.

**Teachers and school support staff should endeavour to ensure that:**

- through their daily relationships with pupils, staff and parents/carers they play their part in nurturing a positive ethos of respect for all persons;
- they follow establishment procedures for managing allegations of bullying incidents;
- they report all incidents/concerns to the designated staff;
- designated staff complete appropriate forms; and
- respect the rights of others in seeking/implementing solutions to bullying.

**Pupils will be encouraged to:**

- contribute ideas about how bullying should be tackled;
- by following the school's anti-bullying procedures, support each other and seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school;
- report all incidents of bullying, including suspected incidents that they might be afraid to report; and
- respect the rights of others in seeking/implementing solutions to bullying.

**Parents and carers will be encouraged to:**

- support and contribute to the school's anti-bullying policy and procedures;
- discuss with school staff any concerns that their child may be experiencing regarding bullying;
- help to establish an anti-bullying culture outside school;
- where appropriate, provide feedback about whether an issue has been addressed successfully;
- contribute ideas about how bullying should be tackled, and play a part in seeking restorative solutions;
- understand that there are not always immediate solutions; and
- ensure that the rights of others, including the staff working hard to find solutions, are respected.

When parents and schools work together, children and young people do better. The active involvement of parents in supporting their children to build positive relationships will promote learning communities in which pupils can engage more positively with staff and their peers.

**8. Responding to allegations of bullying behaviour**

The following procedures are to be adopted in the event of an allegation or complaint of bullying behaviour:

- carry out an initial review of the facts to decide whether the alleged behaviour described is consistent with bullying behaviour;
- where an allegation is consistent with bullying behaviour, have further discussions to establish detailed facts;
- record a chronology of key events and decisions. This will include a description of the alleged incident, summaries of interviews with participants and key decisions - with the reasons for each decision; and
- present a clear statement of findings, having relevant conversations with the pupils involved and, where appropriate, with parents/carers.

Forms have been provided to support recording and monitoring. These can be found in **Appendix 2**.

In the event that bullying behaviour has been established:

- support is provided for the pupils. This can continue for a period of time, as appropriate to the situation; and
- the pupils are consulted on how we will take forward restorative work. Restorative work is a process that needs to suit individual circumstances. Whilst it may include a formal face to face meeting it can also involve other approaches. The Council's Positive Relationships Positive Behaviour Policy gives further guidance on this.

It should be noted and understood that establishments will only be able to take forward a case as an incident of bullying where evidence can be provided/found to support the claim. Where no evidence is available, the establishment will still provide appropriate support to those who have been impacted by the situation.

In dealing with incidents of bullying, referring to the authority's Positive Relationships, Positive Behaviour policy, the emphasis is placed on why bullying is wrong and pointing out the effects on those who have been bullied. The following actions are taken with those responsible for bullying behaviour:

- discussions are held with the pupil and a senior member of staff;
- parents are made aware of the incident and that it constitutes bullying behaviour;
- restorative approaches are used to ensure the pupil is aware of the consequences of his or her actions;
- where bullying behaviour persists or where the person responsible refuses to engage in the restorative process, school disciplinary sanctions may be used; and
- where appropriate, further counselling can be provided to help pupils address bullying behaviour.

A flowchart, summarising the procedures outlined in this section can be found in **Appendix 3** to this policy document.

## **9. Resources**

Inverclyde Council has worked closely in partnership with 'Respect Me' – Scotland's Anti-Bullying Service – in reviewing this Policy. We would acknowledge that some content of our policy is taken directly from their website [www.respectme.org.uk](http://www.respectme.org.uk) and we note that all copyright remains with 'Respect Me'.

'Respect Me' has a vision of a respecting, just, equal and inclusive Scotland in which all children and young people can live free from bullying and harassment and are encouraged to reach their full potential. Its work is driven by a focus on Children's Rights. 'Respect Me' work with adults involved in the lives of children and young people and aim to build the capacity of adults to effect change and challenge bullying at all levels.

## **Appendix 1**

### **Prejudice based bullying – Extract from the National Approach to Anti Bullying**

Some characteristics are protected under The Equality Act 2010. These protected characteristics (as well as body image and social and economic prejudice) have been listed below. These characteristics are listed to enable us to consider relevant factors for children and young people within their communities.

**Asylum seekers and refugees:** Children and young people who are asylum seekers or refugees may be at greater risk of bullying, directly or indirectly. Stigma due to lack of knowledge and understanding, and a reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

**Body image and physical appearance:** This can be hugely important to children and young people. Bullying because of body image has the potential to negatively impact on well-being.

**Disabilist bullying:** People who bully others 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. The bullying behavior is likely to be focused upon the specific disability or disabilities.

**Gypsy/travellers:** This group of children and young people are a particularly discriminated against and marginalised group. Concerns about bullying are particularly acute at secondary school. Perceived risks about bullying and parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for gypsy/traveller children and young people, as well as early exit from education.

**Homophobic, biphobic and transphobic bullying:** is mainly directed towards young people who identify as lesbian, gay, bisexual, transgender, intersex or young people who are questioning their sexuality. However it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can experience homophobic bullying and any young person can display homophobic attitudes which should be challenged.

**Intersectionality:** Understanding the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these unequal groups and a resultant inequality in attainment and well-being.

**Looked after children:** Children and young people who are looked after and accommodated by the Local Authority are vulnerable to bullying behaviour, for a number of reasons. It may be due to regular changes in schools, or where they are placed, which can make forming friendships difficult. They may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem; lack of role models and a heightened sense of privacy.

**Racial bullying:** Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often mark a child or young person as a target for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

**Religion or belief:** Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

**Sectarianism:** Most people understandably associate sectarianism with religion. The reality of prejudice however, means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as the target for sectarian abuse – whatever your beliefs may be.

**Sexism and gender:** Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – suggesting that they are not a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity.

**Transgender:** Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping or norms. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

**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 problems, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibility at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

**Social and economic prejudice:** Bullying due to social and economic status can take place in any group, no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, hygiene, etc. can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent.

**Form B1**

<b>School</b>	
<b>Reported by</b>	
<b>Reported to</b>	
<b>Investigated by</b>	
<b>Date</b>	

<b>Alleged victim (s)</b>	<b>Alleged responsible person</b>

<b>Description of incident(s)</b>

<b>Report of investigation</b>

<b>Outcome of Investigation</b>
Is the situation being taken forward as a bullying incident? YES <input type="checkbox"/> NO <input type="checkbox"/> If YES, form B2 should be completed

<b>Signed</b>		<b>Date</b>	
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**Form B2**

<b>Was the incident Prejudice-Based Bullying?</b>	
<b>YES</b>	<b>NO</b>
<b>If YES, please provide detail below</b> (Prejudice based bullying – Extract from the National Approach to Anti Bullying is provided in appendix 1 of policy document)	

<b>Type of bullying involved</b>	
<b>Written</b> (e.g. graffiti, writing on jotters, written threats, etc.)	
<b>Verbal</b> (e.g. name calling, slagging, threatening, etc.)	
<b>Physical</b> (e.g. pushing, fighting, punching, tripping, etc.)	
<b>Damage to property</b> (e.g. stealing bags or money, ripping books, etc.)	
<b>Isolation</b> (e.g. shunned, rejected, left out of activities)	
<b>Incitement</b> (e.g. encouraging others to bully, etc.)	
<b>Cyber</b> (e.g. 'anonymous' phone calls, offensive texts, use of internet, etc.)	
<b>Other</b> (please specify)	

**Action taken (continue overleaf if necessary)**

Discussion with pupils	<input type="checkbox"/>	Discussion with friend	<input type="checkbox"/>
Discussion with parents	<input type="checkbox"/>	Assembly input	<input type="checkbox"/>
Mediation/Peer Mediation	<input type="checkbox"/>	Discussion - other services	<input type="checkbox"/>
Sanction applied	<input type="checkbox"/>	PSD work in class	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>		

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## Outcomes

<b>Was the situation resolved? (please detail)</b>	<b>YES/NO</b>
<b>Views of the young people – <i>in their own words</i></b>	
<b>Did the young people feel that adults in school:</b>	
<ul style="list-style-type: none"><li>➤ Listened to their concerns</li><li>➤ Responded to their concerns appropriately</li><li>➤ Other comments</li></ul>	<b>YES/NO</b> <b>YES/NO</b>
<b>If parents were involved in discussions, did they feel that the school:</b>	
<ul style="list-style-type: none"><li>➤ Listened to their concerns</li><li>➤ Responded to their concerns appropriately</li><li>➤ Other comments</li></ul>	<b>YES/NO</b> <b>YES/NO</b>

**NAME/DESIGNATION:** .....

**SIGNATURE:**..... **DATE:**.....

TERMLY INCIDENT REPORT

SCHOOL: .....

SESSION: .....

*Enter number of alleged incidents for each category:*

	Aug-Dec	Jan-Mar	Total	Apr-June	End of Year Total
Verbal bullying					
Physical bullying					
Racial bullying					
Homophobic bullying					
Cyber bullying					
Gender					
Other (please specify) (eg gender/religion/disability/looked after/young carer)					

	Aug-Dec	Jan-Mar	Total	Apr-June	End of Year Total
Enter number of incidents resolved					
Enter number of incidents not resolved					
Enter number of incidents deemed to be bullying					

*Enter number of children/young people who feel that the adults in school had:*

	Aug-Dec	Jan-Mar	Total	Apr-June	End of Year Total
Listened to their concerns					
Responded appropriately					

*Enter number of alleged incidents at each stage/year group:*

<i>Primary</i>	<i>Aug-Dec</i>	<i>Jan-Mar</i>	<i>Total</i>	<i>Apr-June</i>	<i>End of Year Total</i>
1	+			+	
2	+			+	
3	+			+	
4	+			+	
5	+			+	
6	+			+	
7	+			+	

<i>Secondary</i>	<i>Aug-Dec</i>	<i>Jan-Mar</i>	<i>Total</i>	<i>Apr-June</i>	<i>Total</i>
1	+			+	
2	+			+	
3	+			+	
4	+			+	
5	+			+	
6	+			+	

**Further comments:**

**Name of Head Teacher .....** **Date .....**

**Has the Head Teacher authorised this return ?** **Yes/No**

**Please return by email to:**  
**admin.educationhq@inverclyde.gov.uk**

### Appendix 3

### Summary of procedures

