

Eastfield Primary School and Nursery Class



Relationships & Anti-Bullying Policy

May 2017

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Introduction

This policy reflects the school's decision to adopt Restorative Approaches as a basis for managing relationships within the school. It has been drafted through the following consultation:

- Staff via in-service training
- Pupils via classwork and assemblies
- Parental Engagement
- NLC Inclusion Base
- NLC - Bullying: It's Never Acceptable Policy (Respect Me)

It has been developed through the schools School Improvement Plan 2016-17.

It underpins the schools dedication to a Rights Respecting Ethos 2015-16.

The school's Relationship Policy should have an impact on all aspects of school life in promoting a positive ethos.

Aim of Policy

The policy reflects the needs of Eastfield Primary School & Nursery Class and is the result of consultation with staff, pupils, parents and the wider community.

The Policy aims:

1. To support the ethos of the school in promoting positive relationships, fostering equal opportunities and raising attainment for all.
2. To enable pupils to become effective contributors, responsible citizens, confident individuals and successful learners in line with the Curriculum for Excellence.
3. To establish Restorative Practice Vision through Approaches and Methodologies
4. To support staff by providing a clear and consistent framework for promoting positive behaviour.
5. To encourage an ethos of respect through our Rights Respecting Schools agenda
6. To support pupils in developing emotional intelligence in resolving difficulties.
7. To support pupils by communicating expectations in a clear way.
8. To ensure there is regular review by senior management and staff.
9. To be accessible to all members of Eastfield community.
10. To take cognisance of Scottish Government guidance and local authority initiative consistent with the GIRFEC agenda

A Brief Introduction to Rights Respecting Schools Ethos

UNICEF UK's Rights Respecting Schools programme helps a school to use the United Nations Convention on the Rights of the Child (UNCRC) to help develop a clear set of values that are actively upheld by pupils. These rights are set out to help children develop to their full potential knowing that all children have the same rights no matter what their background or where they live.

In total there are **42 rights**, which are called articles. For example,

Article 12 - Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28 - Every child has the right to an education.

Article 31 - Every child has the right to relax and play.

At Eastfield Primary we want everyone to understand the importance of rights are and what responsibilities they have. Our goal is that we respect our own rights and do our best to always respect other people's rights.

At the beginning of each new school year each class will create a class charter. This is an agreement that highlights adult and child responsibilities, e.g. I will put up my hand to ask a question I will respect others' personal space, I finish my work on time. It is an agreement between pupils and adults of how to have a positive, fair and conducive learning environment.

When we fulfil these responsibilities it helps to maintain a conducive learning environment where everyone feels safe, happy and respected.

There will be a Rights Steering Group for every school session. Children in the group will decide ways of promoting rights within the school and community.

Supporting Positive Behaviour

Each class will run a support system in class for managing behaviour.

All classes will create a programme that has 3 stages, e.g. traffic lights appropriate to their age and stage. The children will have ownership of how this is designed.

All the children will begin at the first stage e.g. green.

If the children display inappropriate actions, which do not reflect the class charter, they will be given a verbal instruction to stop and a short discussion with the teacher of what went wrong, why this is and how to fix it.

If inappropriate action continues, the child will be given a chance card and again the action will be discussed.

If there is no modification in the child's response and this repeats the child will move onto the next stage in the class chart, e.g. amber traffic light. It is a visual representation of the teacher's disapproval.

This process will repeat. A verbal chance and discussion, a chance card and discussion then a move onto last stage, e.g. red traffic.

The child will lose 5 minutes of their Friday Fun Club and an informal note will be written into the child's homework diary.

If a child loses over ten minutes this will be discussed with SMT.

All classes will receive 30 minutes of their chosen Friday Fun Club per week. This will consist of a block of planned learning experiences for example: football, arts & craft, origami, chess. The children will request to join one of the Fun clubs at the beginning of the block.

A Brief Introduction to Restorative Approaches

Restorative approaches are based on the principle of restorative justice (RJ), which is a way of repairing harm that has its roots in a number of ancient cultures including Native American, Maori, Aboriginal and Anglo-Saxon. In the school context there is growing recognition of the importance of building and maintaining positive relationships in order that effective learning can take place.

A key restorative principle is that where an event causes harm to any member of a community, a way needs to be found to repair that harm; in order to do so, those affected need an opportunity to express their needs, and those who perpetrated the harm need an opportunity to make amends. Cameron and Torsborne (2001) explain this well in relation to education:

Restorative justice in the school setting views misconduct not as school-rule-breaking and therefore a violation of the institution, but as a violation against people and relationships in the school and wider school community. Restorative justice means that the harm done to people and relationships need to be explored and that harm needs to be repaired.

Incidents in schools that are dealt with restoratively provide opportunities for harm to be repaired. The process takes place when all parties are in agreement

that they want to address the harm this way and, in particular, it is important that the person causing harm accepts that s/he has done so, is ready to be held accountable and wants to repair the wrongdoing. This is a different perspective to the simple application of sanctions, but it does not preclude their use as part of an overall restorative behaviour management system.

Where possible, restorative approaches bring together those harmed and those who cause harm who, through the restorative process, are faced with the impact of their actions. The judgement of staff involved as to the readiness of the person causing harm and the sensitive and supportive management of the resulting shame are important elements of the process, which can bring genuine changes in the attitude and future behaviour. At the same time those who have been harmed have an opportunity to express themselves and to have a say in how the matter is resolved – part of their healing process. An agreement is formed by all parties, with the commitment of all present and includes a shared understanding of the consequences of any breach of this agreement.

If it is not possible to bring together the harmed and the harmer, restorative processes can also enable the harm, and ways of repairing it, to be explored. Many processes are based on a simple series of questions which can be used in a variety of settings, from small-scaled conversations in corridors or classrooms to large conferences involving families and community members, or with whole classes.

- What has happened?
- What were you thinking/feeling at the time? And now?
- Who has been affected by what has happened? How have they been affected?
- What is needed to make this right?
- How can we make sure this doesn't happen again?

Whilst the questions are not difficult in themselves, much depends on the style of delivery and skilled handling of the emerging information. The bigger the group involved, the more skilful the facilitator needs to be, both in terms of handling the group dynamics as well as sensitively managing the information that is likely to emerge. Experience both internationally and in the UK also suggest that restorative approaches will be most effective used within a school culture where emotional health, wellbeing and literacy are developed on an ongoing basis.

(Adapted from)

Lewisham Restorative Approaches Partnership – Evaluative Review, September, 2005.

Restorative Practice in Eastfield PS & NC

The school has a commitment to the use of positive behaviour management through Restorative Approaches. The starting point for all work to resolve problems should be to enable those involved to understand the harm that has been done and to support them in restoring relationships.

Good behaviour should not be taken for granted and will need to be taught as well as modelled by all adult members of the community. Staff will therefore need to share with pupils clear expectations of behaviour for learning. All adults should take an active role in modelling and encouraging positive relationships in and outside of the classroom.

The potential advantages of restorative approaches in the school setting include:

- A safer, more caring environment and a more effective teaching and learning environment
- A greater commitment by everyone to taking the time to listen to one another
- A reduction in bullying and other interpersonal conflicts
- A greater awareness of the importance of connectedness to young people. The need to belong and feel valued by peers and significant adults
- Greater emphasis on responses to inappropriate behaviour that seek to reconnect, and not further disconnect, young people
- Reductions in fixed term and permanent exclusions
- A greater confidence in the staff team to deal with challenging situations
- An increased belief in the ability of young people to take responsibility for their choices, and more people giving them opportunities to do so.

School Support Structures

1. New members of staff will be issued with an induction pack which includes reading materials on restorative approaches.
2. All staff will be issued with a card which highlights a restorative approach i.e. the 5 magic questions.
3. Further reading and resources should be centrally located, for access by all staff.

4. An identified area set up to facilitate peer mediation within the playground/school.
5. Minor altercations within the class or playground should be dealt with by staff using a restorative approach. Children may be referred for "friendship building" and social skill additional support measures.
6. A consistent system of rewards and sanctions used throughout the whole school.
7. A member of staff should be identified as coordinator for our Relationships Practices throughout the school.
8. Peer Mediators trained in P6/P7.

What Is Bullying?

"Bullying is both behaviour and impact : what someone does and the impact it has on a person's ability to feel in control of themselves. We call this their sense of agency " (respectme)

The object of an anti- bullying policy is to help children and young people to be able to recognise bullying behaviour and also to understand that it is wrong and why it is wrong, and how it will be addressed by those charged with their care.

Friendships are a normal part of school life, and with friendships come the normal fall outs and making up. Bullying behaviour is different. It results in the exclusion or marginalisation of people and can be verbal, physical, emotional or psychological in nature. Some of the grounds for experiencing bullying behaviour can be : race, gender, sexual identity, sexual orientation, disability, socioeconomic status, nationality, religion, but also any differences that may not be real but only perceived in the mind of the person displaying the bullying behaviour.

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

These types of behaviour only need to happen once for the sense of agency of the person experiencing the behaviour to be taken away from them. North Lanarkshire's anti-bullying policy makes it clear that we must avoid labelling children ; that is why the use of the words victim and bully are not part of the language of discourse in the policy. Labels can stick and come to define a person and actually can add to the sense of isolation rather than assist with recovery and return to a state of security and can, for the person displaying these behaviours, prevent them from changing their behaviour. The object of an anti-bullying policy is to help children and young people to be able to recognise bullying behaviour and also to understand that it is wrong and why it is wrong, and how it will be addressed by those charged with their care.

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online. Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these

Bullying can include,

- Physical
- Verbal
- Material - stealing or damaging property
- Emotional/Mental - intimidation, making people think less of themselves, scaring people, blackmailing
- Social - embarrassing someone, isolation, peer pressure
- Cyber/Online - technology used to threaten, offend etc
- Prejudice - gender, race, sex, beliefs, asylum seekers
- Homophobic prejudice

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

But online bullying, or 'cyberbullying' as it is often referred to, shouldn't be treated any differently; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or

having rumours spread about them. We should address online bullying in the same way. Our responses will be more consistent and effective when we address online bullying as part of our whole anti-bullying approach, not as a separate area of work or policy.

Is intent required?

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

It must be explained to the person bullying that their behaviour is unacceptable and why. Intent is difficult to prove and young people can often reframe their behaviour when challenged. It's more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not. www.respectme.org.uk

Does the behaviour have to be persistent?

The issue with persistence is that the behaviour has to take place more than once, but the impacts of bullying can be felt after a single incident.

Bullying doesn't need to be persistent to have an effect on the mental health and well-being of a child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children and young people should be addressed as they arise. It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.

How persistence is viewed by one person - for example daily, weekly or monthly - may be quite different to how it's viewed by someone else, leading to inequality and inconsistency of practice. It isn't helpful to wait and see if a pattern or repetition emerges before taking action. Although bullying is usually persistent, a single incident can have a significant impact on some children and young people by instilling a fear that it might happen again.

www.respectme.org.uk

What about impact?

Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis

on issues of persistence and intent. What you do about bullying is more important than how you define it.

We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

All behaviour communicates feelings. Our response should focus on identifying how someone feels and helping them to cope with and respond to those feelings. Children and young people may act out of character when they are being bullied and changes in behaviour can be signals that something is wrong. We need to focus on what someone did and the impact that it had.

www.respectme.org.uk

When it's not bullying

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. It is important to discuss how they feel and help them to develop resilience to manage their relationships.

Similarly, bullying behaviour can sometimes be unsuccessful. A person can attempt to bully someone using a range of behaviours but it may have no impact - in this case the person has not been bullied but the behaviour needs challenged appropriately and should not be ignored. For example, the use of homophobic or derogatory language, which may have no impact on the person it is aimed at, must still be challenged as the language itself is unacceptable and could impact on other people.

On the other hand, incidents can be perceived as bullying when they are more serious and are, in fact, criminal in nature. It is important to ensure that there is a clear distinction between bullying and other potential forms of criminal offences such as hate crime, child sexual exploitation and gender-based violence. For instance, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. This is sexual assault or abuse and a form of gender-based violence. There are laws to protect children and young people from this very serious type of behaviour.

Prejudice Based Bullying

Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can take

a number of forms that are potentially a form of criminal harassment and should be treated as such. Adults and children and young people can seek appropriate advice and guidance from Police Scotland if they feel a hate crime may have taken place

www.respectme.org.uk

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

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

What do we do at Eastfield PS & NC to prevent bullying?

There should be a whole school approach in which the community work together to create an environment where bullying is not tolerated.

We follow guidance from North Lanarkshire's anti-bullying policy

'Bullying: It's Never Acceptable'

This may include particular approaches such as:

- Class Charters / Rights and Responsibilities
- Children allocated to House Groups
- Staff Training and awareness raising
- Celebrate difference and recognise vulnerability groups
- Investigating incidents promptly, fairly with sensitivity
- Positive and Motivational Display
- Termly good behaviour rewards
- Certificates, house points and stickers
- Peer Mediation
- Reflections in PAtHs, Circle Time
- Assembly activities - focus throughout year and Anti-Bullying Week, GIRFEC Agenda
- Communication with parents
- You can tell me boxes within classrooms and school foyer

- Curricular approaches to bullying
- encouraging pupils to report incidents of bullying behaviour using "worry" boxes, the school intranet and other discreet methods.

In dealing with bullying we aim to:

- Raise awareness about bullying
- Increase understanding for all involved
- Teach pupils about their relationships with others through the curriculum and school ethos

What happens at our school if bullying is discovered?

It is important to tell someone so that the school can help.

- Report bullying incidents to staff who will take the matter seriously and conduct an investigation taking into account knowledge of the person's stress levels, contexts and history (See appendix 4 for Investigation Guidelines)
- Peer Mediators may be used to deal with minor cases, but if they feel the situation is too serious for them, they must hand the case over to staff.
- Pupils will be able to write down what has happened on a Reflection Sheet
- Monitoring by staff regarding children involved

Dealing with bullying incidents

In dealing with bullying incidents:

- We will not ignore bullying
- Staff should not make premature assumptions
- All accounts of the incidents should be listened to fairly
- We will make every effort to adopt a restorative approach that encourages pupils to find solutions rather than simply justify themselves.
- We will follow up to check bullying has not resumed
- We will record bullying incidents on Seemis (as per NLC policy)

Although the process of investigation will be the same, some thought needs to be given to the children and young people with additional support needs. Learners with additional support needs may not be able to report incidents by themselves and may depend on a whole-school proactive approach. (See Appendix 6)

Praise and records are an effective encouragement of effort and achievement and should be a starting point in classroom management within the school.

In achieving positive relationships within Eastfield PS & NC the following systems will be implemented;

- A whole school House System
- Peer Mediation (friendship building) facilities
- P.A.Th.S
- School Anti-Bullying Ambassador Programme
- Individual class systems to promote positive behaviour
- Recognition of achievements through assemblies
- Certificates and display of achievements related to the Curriculum for Excellence
- Out of School Hours Learning opportunities
- Display
- Frequent positive verbal praise from all staff
- Roles of responsibilities for pupils within the school through class charter and lunchtime charter
- Clear communication with parents

It may be necessary where a pupil's actions are seen to be causing harm to others. The school employs a system of reflection sheets. The pupil causing harm is asked to complete a sheet that asks them to reflect on the incident, they may need support in completing the sheet. This sheet is then taken home to be completed and signed by the parents/carers. Comments are welcomed from home as communication is vital in affecting change in behaviours.

"Parents, carers and families are by far the most important influences in a child's life. Parents who take on a supportive role in their child's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages in education." (Education Scotland)

Intervals are important to the Health & Wellbeing of the children of Eastfield PS & NC and withdrawal of this time is not routinely used as a consequence unless there is a concern for the safety of the child or other pupils. Alternatives may include employing the child in another area of the playground to help with younger pupils or to play with older pupils.

Eastfield PS & NC House System

The four Houses are Carrickstone, Craiglinn, Mainhead and Auchinbee. These names are associated with local farms which surrounded the school. They are also used as local area names surrounding the school.

- Every pupil will be allocated a House when starting P1
- Consideration will be given to family groups
- Captains and vice captains will be chosen by the pupils, for each House, from primary sevens who wish to be considered
- Points will be awarded by staff for good behaviour, manners, class lines, sportsmanship etc
- Points will be placed in House in foyer of school
- Points will be announced at assemblies monthly
- The school House display should be updated on a weekly basis
- A monthly reward will be given each month to the winning house and this reward will be decided through consultation with house captains
- There will be an annual House Week where pupils will be involved in a range of activities to gain House Points whilst promoting team-work and co-operative learning
- There will be an annual Sports Day where pupils will be involved in a range of activities to gain House Points whilst promoting Health and Wellbeing.

Statement on Peer-Mediation (Friendship Building)

All Primary six/seven pupils will be trained as peer-mediators and will volunteer to carry out consultations. All consultations will be in the strictest confidence, unless there is a danger of a pupil harming them or another pupil. In which case, the information will be forwarded to the Head Teacher.

In the event of two or more children having an altercation somewhere in the school or playground, any member of staff can refer the pupils for a "friendship building" consultation. Consultations are arranged by the P7 teacher. A diary of consultation appointments will be kept. The Primary 7 teacher will check to see which two primary seven peer-mediators are next on the rota to carry out a friendship building consultation.

The pupils will then go to the friendship building area at the time allocated for the consultation to take place. During the consultation, peer-mediators will be supported by a trained volunteer observer from primary seven. They will use

appropriate materials e.g. five question cards. Posters with the five questions will also be displayed in the peer-mediation.

Parental Involvement

In line with the recent National Improvement framework (2016) and Parental Involvement Act 2006 to encourage and support more parents to become involved. Because parents have such a vital role to play in their children's education, the Act aims to make it easier for parents to become involved in their own child's education and in their child's school more generally.

What does the law say?

The main aims of the Parental Involvement Act (the new law) are to:

- Help parents become more involved with their child's education and learning
- Welcome parents as active participants in the life of the school
- Provide easier ways for parents to express their views and wishes.

To help achieve these aims, **all** parents will automatically be members of the Parent Forum at their child's school and will be entitled to have a say in what happens at the school.

What does being a member of the Parent Forum mean?

As a member parents can expect to:

- get information about what their child is learning
- get information about events and activities at the school
- get advice/help on how they can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school.

What is a Parent Council?

The role of a Parent Council is to:

- support the school in its work with pupils
- represent the views of all parents
- encourage links between the school, parents, pupils, pre-school groups and the wider community
- report back to the Parent Forum

The school and the local authority must listen to what the Parent Council says and give it a proper response. The school's Parent Council will decide such things as:

- How their Council will be set up
- What it should be called
- What size it should be
- Who should be a member of the Parent Council
- How they should be appointed
- When the most convenient time is to hold meetings
- What will be discussed at meetings - these might be topics such as input in school improvement planning/ self-evaluation process, school uniform, parking near the school, policy development etc.

More information about parents as partners in children's learning, or any aspect of Scottish education, can be found on Parentzone.

What does this mean for Eastfield PS & NC?

Eastfield PS & NC already has a range of ways to ensure that parents are involved in the life of the school.

Existing methods and new ideas for involving parents will be included in the school improvement plan. We will continue to seek better ways of involving parents and will:

- Welcome and encourage partnership with parents
- Provide responses to requests from parents for advice or information
- Inform parents about school events and how they can be involved in the life of the school
- Inform parents about what their child is learning and meetings/events involving their child
- Setting up and running a Parent Council
- An active Parent fundraising committee
- Have a clear complaints procedure and also guidance on how parents can contact the education authority if they want to.

Communication with Parents

Eastfield PS & NC keeps parents informed of their child's learning, meetings and school events in a variety of ways including:

- Two formal parents evenings involving their child
- Formal written reports
- Curriculum afternoons and evenings

- Notice of the intended learning and teaching each term via Learning Journeys
- Appointments with staff or the management team on request
- Newsletters
- School website
- School displays
- Regular homework related to classroom work
- Children will receive rewards and merit certificates which will then be sent home
- Invitations to parents to help in events and outings
- Parent Council updates
- Contact of serious concerns about children will be communicated by the SMT after consultation by the class teacher
- Pupil reflection sheets
- Notes may be written in homework diaries
- Children's work being sent home on a regular basis via Snapshot jotters, inviting comments from parents
- Individual parental engagement by visit or telephone call is recoded in a daily diary maintained by the head teacher

Parents are encouraged to communicate their concerns to the school via the schools complaints procedure.

Eastfield PS & NC values its positive relationships with parents and the wider community.



Reflection Sheet Infants

Name:

Class:

Date:

1. This happened today...

2. How did you feel?
(sad? upset? angry? hurt? jealous? sorry?)

3. Next time I will...

4. I will try and fix this by?



Pupil signature -

Parent/Guardian signature/comment



Reflection Sheet Juniors

Name:

Class:

Date:

1. What happened that I have to think about?

2. How did I feel?

(sad? upset? angry? hurt? jealous? sorry?)



3. Was anyone else affected?

4. What could I have done differently?

5. What will I do to restore the situation?

Pupil signature -

Parent/Guardian signature/comment



Reflection Sheet

Seniors

Name:

Class:

Date:

1. What happened that I have to think about?

2. What were you thinking at the time?

3. How were you feeling?
(sad? upset? angry? hurt? jealous? sorry?)

4. Was anyone else affected?

5. What could I have done differently?

6. What will I do to restore the situation?

Pupil signature -

Parent/Guardian signature/comment

Appendix 4

GUIDANCE ON CONDUCTING AN INVESTIGATION

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
- Reasons 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?

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

- Explain that 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 the link CIO should be notified

Consideration should be given to the interventions 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
- restorative meetings and/or conferences
- involvement of educational psychologist, social work, home-school partnership officers, where appropriate

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 pastoral support team in the school or by a member of staff designated by the school management.

Appendix 5

GUIDANCE ON RESPONDING TO INCIDENTS

When responding to incidents, several things should be considered :

- allegations of bullying are taken seriously
- response should be prompt
- initial response should be one of support rather than immediate sanction. Restorative processes should be considered to support the person experiencing bullying behaviour and the person displaying it
- confidentiality in any investigation and outcome
- the head of establishment must be notified if it is a situation which requires the involvement of outside agencies
- clear strategies for supporting the parties, but also for challenging unacceptable bullying behaviours

If the investigation shows a need for restorative action to be taken with the pupil(s) involved in bullying behaviour, the following measures should be taken.

- Explain that the incident will be recorded.
- Convey seriousness and unacceptability of this type of behaviour at all times
- Explain to the pupil(s) involved in bullying behaviour that his/her actions have an adverse effect on the pupil who experiences it and help him/her/them to consider the consequences of what he/she/they has/have done.
- Involve other members of staff who work with the pupil(s) involved in bullying behaviour and those experiencing it.
- If appropriate contact parents/carers of the pupil(s) experiencing and involved in bullying behaviour.
- Where appropriate discuss the issues with parents/carers and inform them of action taken. Wherever possible seek their support.

In this, a range of restorative approaches, as outlined in North Lanarkshire's current anti-bullying policy should be considered : restorative enquiry, restorative meetings and restorative conferences for issues which are complicated.

Exploring and recording allegations of bullying behaviour(s)

The following is a useful list of questions that might be asked to explore any allegation of bullying :

- When was the alleged incident first reported? Who reported it and to whom?

- What happened?
- Are there any witnesses and how do they perceive the alleged incident?
- Who was/is involved?
- Ages of pupil(s) alleged to display bullying behaviour and those experiencing it?
- Where did/does it take place?
- When did/does it take place?
- Has the pupil who is experiencing the distress been subjected to repeated incidents of unacceptable behaviour? If 'yes' over what time period has the behaviour been occurring?
- Is there evidence that the behaviour is planned/pre-meditated?
- Does the incident (s) indicate that bullying was taking place?
- Is it prejudice based bullying?
- If not prejudice based, what is the nature of the difficulty?
- Is there a trigger or background to the difficulty?
- What is required to try to resolve the difficulty now and in the future?
- What are the perceptions of all people involved ?
- What is the level of distress and what effect could it have on self esteem, feelings of safety, wellbeing, relationships, attendance etc ?

All of these questions can be considered within restorative practices procedures.

Beginning Session 2016-2017, **all incidents must be reported on SEEMiS, according to the authority guidelines.** Incidents need to be reported timeously, with and within three working days. As important as the recording of the incidents themselves is, a recording of the action taken is equally important so all parties can be confident that procedures and practices have been correctly followed.

Actions that can be put in place following an investigation

- Parents/carers (of pupils experiencing and involved in bullying behaviours) may require support from the school and/or other agencies.
- A Child's Plan for the young person(s) may need to be developed
- Alternative measures of schooling may need to be sought for a period of time for either party. This should be done with a view to reinstating normal arrangements as soon as is possible.
- Be aware and supportive if there is a decline in educational attainment, recognise that lack of concentration on schoolwork is a common result and may last for some time.
- Altering times in and times from school so that there does not have to be contact between the parties

- Bear in mind where the young people live. If they get the same bus to and from school, consider alternative arrangements for one of them to get to school.
- Consider making arrangements to ensure separation in shared classes to avoid contact.
- Identify someone within the school environment to talk to about what's happened - a Guidance Teacher or a Children's Services Worker.
- Assist the young person to put their own plans in place to manage contact with the pupil(s) involved in bullying behaviour.
- Go at the young person's pace when talking about the issues.

Specific support that could be provided

Actions may be required both immediately following the incident and during an agreed period of review and can include:

- Restorative approaches (trained staff only)
- Circle Time activities
- positive behaviour strategies
- setting of positive behaviour goals
- withdrawal of privileges
- daily conduct sheets/home-school diary
- 'mentoring' or 'buddying' system
- Mediation (only staff who have undergone formal training should undertake this.)
- setting up social skills groups
- class, group or individual discussion with staff about the effects of bullying or discrimination
- Involvement of other agencies as deemed appropriate
- peer support
- 'staff support
- parent support
- Outside agency support.

Appendix 6

GUIDANCE ON DEALING WITH INCIDENTS INVOLVING CHILDREN WITH ADDITIONAL SUPPORT NEEDS

Bullying and children and young people with additional support needs.

- Although the process of investigation will be the same, some thought needs to be given to the children and young people with additional support needs
- Learners with additional support needs may not be able to report incidents by themselves and may depend on a whole-school proactive approach.
- Children and young people with ASD are particularly vulnerable as their difficulties with social interaction with their peers may leave them isolated, or unaware of the impact of their own behaviour on others.
- Those with learning difficulties are generally less likely to seek help than their peers. There are many reasons for this, including communication difficulties, a feeling that they will not be listened to, or they have accepted bullying as the norm and therefore do not see the point of speaking out. Efforts need to be made to increase confidence in this group of children and young people so that they can feel more confident in reporting bullying behaviour.
- Some children and young people with additional support needs, particularly those with ASD and communication difficulties may also find it hard to understand why they are being bullied. This potentially makes them an easy target as those displaying the bullying behaviour may feel the chances of detection are lessened.
- Research has found that children and young people who have internalised the idea that bullying is normative in their lives, and is unchangeable, are the most vulnerable. It is essential that they come to understand that bullying is wrong and that their impairment is not a valid cause. The wider school community also needs to clearly understand this fact.
- A proactive programme of prevention will consider these challenges and provide supportive pathways to reporting and defending.
- It may be appropriate to involve other agencies for children and young people with additional support needs, e.g. educational psychologists,

home-school partnerships, social work, children's services, EAL, speech and language specialists etc.

- In essence, incidents of bullying behaviour should be investigated in the same way as for children and young people who do not have additional support needs, but it is important to recognise that thresholds for such behaviour may be subtly different for those who do have such needs, and that the process of investigating allegations should take into account the difficulties experienced by those with additional support needs, for those experiencing bullying behaviour and also those displaying it.

Appendix 7

Support and Resources for Anti-bullying :

Respectme

CHILDREN 1ST

ParentLine

ChildLine

The Scottish Institute for Residential Child Care

Youth Scotland

Scottish Out of School Care Network

LGBT Youth Scotland

Stonewall Scotland

SAMH (Scottish Association for Mental Health)

Zero Tolerance

Enquire

Enable Scotland

Scottish Traveller Education Programme (STEP)

Changing Faces

Show Racism the Red Card

PINS (Pupil Inclusion Network Scotland)

Advice and Conciliation Service - Education Services

Govan Law Centre's Education Law Unit

Scotland's Commissioner for Children and Young People (SCCYP)

The Children's Parliament

respectme

respectme is the Government funded anti-bullying service managed by a partnership of SAMH, LGBT Youth Scotland and the Scottish Government. *respectme* works on the basis of the

following principles:

- to keep the rights of the child at the heart of everything that *respectme* does
- to underpin every aspect of its work with the values of respect, equality and inclusion
- to work in partnership to build capacity within all adults who play a role in the lives of children and young people
- to promote a positive, practical and realistic approach to improving the life experiences of children and young people
- to influence behaviour, culture and attitudes towards bullying behaviour

This national service works strategically with organisations nationally and locally to achieve maximum impact across the country and campaigns nationally to raise awareness of and provide solutions to bullying behaviour. *respectme* provides free training and skills development that is cascaded through a programme of training for trainers. The service also provides policy advice and guidance to a wide range of organisations from Local Authorities to Children's Service Providers. Their highly interactive website provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders.

respectme develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include *Cyberbullying...Are you switched on?*, *Bullying... What can I do?* a leaflet for children and young people jointly developed with ChildLine, *Bullying... You can make a difference*, for parents and carers. *respectme* host an annual conference to challenge and inform its stakeholders and work in partnership with regulatory bodies and other key organisations as well as consult with children and young people to learn from their experiences. An annual anti-bullying competition organised jointly by the Scottish Government and *respectme* generates ideas and resources by and for children and young people, some of which go on to be distributed by *respectme*.

www.respectme.org.uk/

CHILDREN 1ST

CHILDREN 1ST is the working name of the RSSPCC. CHILDREN 1ST works with Scotland's vulnerable children and young people to help change lives for the better. They work to influence policy and legislation to ensure that vulnerable children and young people are given the support and protection they need.

ParentLine Scotland is a service provided by CHILDREN 1ST. CHILDREN 1ST delivers the ChildLine Service in Scotland on behalf to the NSPCC. Both services respectively hear from adults and their carers and children and young people directly. CHILDREN 1ST takes what it hears and makes sure the voice of the people who call is fed into policy and influencing.

In addition, bullying is addressed by their Safeguarding in Sport service, working with sports governing bodies and local authorities. Through all these services they are able to represent both the voices and the concerns of children, young people, their friends and their families to positively influence both policy and services for children's benefit.

www.children1st.org.uk/

ParentLine

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

www.children1st.org.uk/parentline

ChildLine

CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

www.childline.org.uk

The Scottish Institute for Residential Child Care

The Scottish Institute for Residential Child Care aims to ensure that residential child care staff throughout Scotland have access to the skills and knowledge they require to meet the needs of

the children and young people in their care. It does this through provision of professional qualifying courses, consultancy, training courses and ongoing research. SIRCC is a partnership of Robert Gordon University; Langside College; Glasgow School of Social Work; and Who Cares? Scotland.

SIRCC staff work with a wide range of agencies and organisations at all levels, from frontline staff to heads of departments, within the public, private, voluntary and independent sectors.

SIRCC provides its services to residential schools, secure accommodation, boarding hostels, respite care providers and children's units.

SIRCC runs a two-day course for residential child care staff: 'Bullying: Bully-proofing Strategies in Residential Child Care'. This course considers what bullying is, who bullies, why people bully, the residential environment, bullying and harassment of staff, organisational cultures, and strategies for helping children and young people who bully as well as those who are bullied.

Bullying is also considered within other SIRCC short courses. These include, 'Working with Lesbian Gay Bisexual and Transgender Young People', 'Sexuality and Working with Children and Young People'. Training in relation to young people with disabilities and homophobic bullying are also addressed through short courses.

The SIRCC Library service maintains a number of texts on working with bullying and a training pack entitled 'Bullyproofing Our Unit'.

www.sircc.strath.ac.uk/

Youth Scotland

Youth Scotland aims to enable young people throughout Scotland to maximise their full potential through the provision of quality educational and social opportunities. Youth Scotland is the largest non-uniformed youth organisation in Scotland and one of the key providers of information, training, advice and support to part-time and voluntary youth workers.

The organisation has a membership of over 500 youth groups and organisations, and works in partnership with a network of Area Associations and regional staff to support youth workers to deliver safe and inspiring leisure opportunities to young people throughout Scotland.

Youth Scotland contributes to anti-bullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism.

www.youthscotland.org.uk

Scottish Out of School Care Network

The Scottish Out of School Care Network (SOSCN) is the lead independent voice for school-aged childcare in Scotland. It aims to provide support, information resources and advice to all involved in out of school care, a forum to exchange ideas and experiences; to encourage high quality care; to share good practice and to organise events and training. SOSCN is working in partnership with *respectme* to provide anti-bullying training.

www.soscn.org/

LGBT Youth Scotland

LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. They are committed to the principles of youth participation and user-involvement throughout the work of the organisation. LGBT Youth Scotland works with a wide range of partners from the voluntary and statutory sectors.

SECURE

Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland provides continuing professional development for teachers in Scottish schools and input to Initial Teacher Education on LGBT Youth issues.

LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people in school, and to

support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying, priorities which were identified in research with schools.

www.lgbtyouth.org.uk/home.htm

Stonewall Scotland

Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources. These include research reports on teachers' and children and young people's experiences and guides for staff such as 'Challenging Homophobic Language', 'Supporting LGB Young people' and 'Including Different Families'.

FIT, the feature film adaptation of Stonewall Scotland's highly successful play for secondary schools, is available on DVD. It comes with suggested lesson plans for teachers (for which training is available) and has been seen by more than 20,000 children and young people. It has also proven useful in other areas, from training nurses and primary teachers, to forming part of the induction for young RAF recruits.

www.stonewallscotland.org.uk/scotland

SAMH

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities.

SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. Furthermore, we believe that the prevention of bullying behaviour and recovery from its impacts are fundamental to the realisation of individual human rights.

SAMH is increasingly pursuing an anti-bullying agenda in all that it does driven by its

management of *respectme*, Scotland's anti-bullying service, in partnership with LGBT Youth Scotland. SAMH also Chair the management partnership for *See Me*, Scotland's anti-stigma campaign.

www.samh.org.uk

Zero Tolerance

Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. Zero Tolerance targets campaigns and educational activities at the wider public, rather than just perpetrators or victims of abuse and makes the links between the different forms of male violence against women and wider equality and human rights agendas.

Zero Tolerance provides training materials for use in primary schools, secondary schools and informal youth settings through the Respect Education Initiative. Teachers, youth workers, health promotion specialists and young people were involved in the design of the packs which aim to empower young people with useful knowledge, skills and understanding and promote positive, non-violent relationships based on equality and respect. Zero Tolerance is currently working with young people and education professionals to redevelop the resource with sexual bullying being at the heart of it. The new Respect education resource will be available in early 2011.

www.zerotolerance.org.uk

Enquire

Enquire is the Scottish advice centre for children with additional support needs, managed by Children in Scotland and funded by the Scottish Government. Enquire offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website.

www.enquire.org.uk

Enable Scotland

Enable Scotland is a dynamic charity run by its members campaigning for a better life for

children and adults with learning disabilities and support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland in partnership with respectme have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (<http://www.enablemescotland.info>). Enable Scotland also provides training on disability awareness.

www.enable.org.uk

Scottish Traveller Education Programme (STEP)

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's Travelling families to access education and web links for children and young people to a range of different websites providing information and contacts with Travellers and people working with them to support their cultures and life-styles. STEP's remit includes supporting developments in inclusive educational approaches for Scotland's Travelling Communities and to address racism, harassment and bullying.

www.scottishtravellered.net

Changing Faces

Changing Faces is the charity which aims to support and represent children, young people and adults with disfigurements from a wide range of causes. Our aim is to help them achieve their full potential, receive excellent health, education and employment opportunities and be fully included in society. Our focus is on the psychological and social impact of disfigurement on the life of anyone who experiences it - and we are committed to enabling everyone, whether or not they have a disfigurement, to face it with confidence.

www.changingfaces.org.uk

Show Racism the Red Card

Show Racism the Red Card is an anti-racist educational charity. We aim to combat racism

through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. We achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports. Show racism the red card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

www.theredcardscotland.org

Pupil Inclusion Network Scotland (PINS)

The Pupil Inclusion Network Scotland brings together voluntary sector agencies and statutory sector colleagues who share a commitment to improving educational outcomes for all children. Over the past five years the Network has grown and through the PINS on-line resource and a series of seminars and workshops a body of knowledge has been built which captures what we need to do, in partnership, to make a difference. Membership of the Network is free and registration is via the PINS homepage. PINS is supported by the Scottish Government and managed jointly by the Scottish Government (Learning Directorate) and voluntary sector agencies.

www.pinscotland.org

Advice and Conciliation Service - Education Services

The City of Edinburgh Council's Advice and Conciliation Service in the Children and Families Department, provides a model of good practice in effective complaint handling and conflict resolution in education, which may also be replicated across other local authorities. Early Resolution is crucial to successful outcomes where schools and CLD centre staff are given the first opportunity to address issues of concern. The Advice Helpline staff offers assistance support and guidance to parents, staff and other stakeholders towards Early Resolution.

If the complainant remains dissatisfied, the Advice and Conciliation Manager considers and

investigates unresolved complaints and provides the complainant with a written response detailing the issues, the findings, the conclusions and any action to be taken from an upheld or partially upheld complaint. Mediation is used to resolve difficult and complex complaints between parents and staff, as is workplace mediation to resolve issues between staff, when required.

The service deals with complaints on all aspects of education services, including bullying. The experience of this service in dealing with all education complaints provides information from Early Resolution 'the local level', as well as at formal level, on the type, frequency and resolution of education complaints about bullying in Edinburgh.

The Advice and Conciliation annual report to Elected Members sets out the learning from justified complaints, and management action taken to inform performance management, policy and practice.

www.edinburgh.gov.uk

Govan Law Centre's Education Law Unit

Govan Law Centre's national Education Law Unit (Lagh-sgoile) is funded by the Scottish Government and the Equalities and Human Rights Commission. The Education Law Unit is Scotland's expert legal resource in the field of school education, with a particular focus on tackling discrimination, promoting human rights and the rights of disabled pupils and pupils with additional support needs. The Education Law Unit works in partnership with schools, education authorities, parents' groups and charities across Scotland to make pupils' rights and parents' rights in education a reality.

The Education Law Unit provides regular in-house training to advocacy groups, parents' organisations, the voluntary sector, schools and other education professionals. Our solicitors and case worker also regularly contribute to relevant seminars, conferences and other training events.

The Education Law Unit runs the Education Law Helpline which is available to anyone who has an enquiry about any aspect of education law in Scotland. Enquiries can be made by telephone (0141 445 1955) or e-mail (advice@edlaw.org.uk).

www.edlaw.org.uk

Scotland's Commissioner for Children and Young People (SCCYP)

The job of Scotland's Commissioner for Children and Young People is to promote and safeguard the rights of children and young people in Scotland.

In carrying out this job the Commissioner must in particular: promote awareness and understanding of the rights of children and young people; review law, policy and practice to examine their effectiveness in respecting the rights of children and young people; promote best practice by service providers; and promote and commission research on matters relating to the rights of children and young people. The Commissioner must encourage the involvement of children and young people in the work of the Commissioner, and in particular consult with them on the work that he should be doing to improve the rights of children and young people.

The Commissioner has a power of formal investigation where it seems that the rights of groups of children and young people might have been breached, but cannot investigate matters that apply to only one child. As of yet, this power has not been used by the Commissioner.

www.sccyp.org.uk

The Children's Parliament

We are an independent national charity whose focus is on direct work with children through their participation in a group, project, consultation or event. We are concerned with empowerment and participation and so we create spaces where children learn and work with others to shape their lives and communities. We work with children in the context of family, school and community life to affirm the positive and aspire to do what we can to make the world a better place for ourselves and for others.

We are concerned about the disconnect between many individuals, families and communities and society: we promote the idea, delivered through our practice that every child matters and every child can participate in civic society; we want to contribute toward a Scotland where we

are positive about children.

We believe that through strong and mutually respectful relationships, children will flourish with adult guidance and encouragement. An awareness, understanding and commitment to children's human rights provide a foundation for such relationships.

We help local authorities, Scottish Government and other public bodies fulfil their legal obligations to promote and protect the human rights of everyone, to develop and deliver meaningful community engagement, and fulfil a duty of care toward children.

www.childrensparliament.org.uk

[These websites, and many others are included on the CD-Rom attached to North Lanarkshire's 2012 anti-bullying policy 'Bullying: It's Never Acceptable'.](#)