Balmalloch Primary School & Nursery Class

Anti-Bullying Policy

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gr**A**titude

BE**L**IEVE IN YOURSELF

Hu**M**ility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOA**L**S

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

Contents:

Anti-Bullying Policy and Prevention Guidelines
December, 2018

These updated guidelines are a development and extension of North Lanarkshire's policy on Anti-bullying:

'Bullying : It's Never Acceptable' (2012)

These guidelines should be read in conjunction with the 2012 policy.

It is good practice for schools' anti-bullying policies to be subject to review on an annual basis and consideration should be given to the new National Guidelines:

'**Respect for All:** The National Approach to Anti-Bullying for Scotland's Children and Young People' (2017)

The obligations contained in this document are universal and should be adhered to, with regards to the reporting and recording of incidents, and with the evaluation of schools' current policies and their update to accord with authority guidelines.

1. Anti Bullying Rationale.

North Lanarkshire's flagship anti-bullying policy 'Bullying: It's Never Acceptable' was published in 2012 and was rolled out to head teachers at the relevant HT Meetings that year. Accompanied by this was a training programme, facilitated by Respect*me*, which had as its aim that there would be an anti-bullying trainer in every school, whose job it would be to cascade this training to the other staff in the school. It was the largest training exercise of its kind in Scotland. 142 staff from a total of 160 schools were trained as trainers by Respect*me*. There were several things incumbent on schools as a result of both the new policy and of the training programme, and two in particular stand out and which have recently come back into sharp focus.

Firstly, it was incumbent on schools that, after the launch of the policy, they had a school policy that accorded with the authority policy, which in turn reflected the national approach to anti-bullying.

Secondly, it was a requirement for schools to regularly review and update their policies in light of new developments in anti-bullying approaches and the emerging new National Approach to anti-bullying which is scheduled to be released soon. This requirement to review and update policies was incumbent at both school and authority levels.

The Scottish Government laid out their vision of anti-bullying in the 2010 document 'A National Approach to Anti-Bullying for Children and Young People'. This was followed by Respect for All: the National Approach to Anti-Bullying for Scotland's Children and Young People was published in November, 2017 showing a commitment to a shared vision, stating:

Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults.

Children and young people, and their parents or carers, will have the skills and resilience to prevent and/or respond to bullying appropriately.

Every child and young person who requires help will know who can help them and what support is available.

Adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

This forms the template for anti-bullying policies developed across the country.

The purpose therefore of developing and implementing an anti-bullying policy has several aims:

- To provide children and young people with safe and secure learning environments, without the fear of bullying;
- Ensure that all establishments have a shared definition and understanding of what constitutes bullying behaviour;
- Have a system of support for those children and young people who have experienced bullying behaviour;
- Give children and young people the skills to tackle bullying in schools and beyond;
- Provide schools and establishments with an explicit framework for developing anti-bullying strategies and a clear process for recording and monitoring of incidents;
- To build upon the many examples of good practice across the authority and to recognise the sterling work staff already undertake to address bullying in their schools and establishments;
- To ensure that Anti-Bullying policies articulate with other school policies promoting health and wellbeing, and a clear vision that improving the overall school; experience for children and young people is the responsibility of all;
- To make schools aware of the availability, value and necessity of staff training in anti-bullying, from Respect*me* and other agencies.

It has been recognised that often the requirement to regularly review and update policies has been overtaken by the unfolding of various national initiatives such as Curriculum for Excellence, New Qualifications in Secondary Schools, GIRFEC, as well as a range of pedagogical and school improvement priorities. However, North Lanarkshire is obligated to ensure that certain things are put in place, in accordance with undertakings outlined in the 2012 policy.

These are:
1. North Lanarkshire must review all schools' anti-bullying policies to ensure that they are congruent with the authority policy.
2. There must be put in place a system of central reporting and subsequent monitoring of all bullying incidents.

These requirements also come with specific timescales. To assist the authority in carrying out the review of individual schools' policies an Anti-Bullying Policy Review Group was formed. This was to assist schools with compliance in respect of these requirements. The absence of a single system of reporting of incidents had created an exposure of the authority to challenges on how they were dealing with incidents of bullying, and the corollary for schools themselves in terms of legal exposure was obvious. As a result of this, beginning session 2016-2017, there is now a system for mandatory reporting of bullying incidents which are now to be recorded on SEEMiS.

The working group has developed a short self - assessment tool for individual schools to self-evaluate their current anti-bullying policies to ensure that they are congruent with the authority policy. This was sent out to all schools to help assess individual policies. A more detailed self-assessment tool, developed by Respect*me* is attached as Appendix 2 to this document. The tool will highlight aspects of schools' current policy and practice which may require to be reviewed.

The working group has also produced guidelines for schools to navigate the new system of reporting, and to allay any concerns schools might have about the system, its operational requirements, and the attending rationale. A process of monitoring and review of school policies should be regular and ongoing.

2. Definition of Bullying Behaviour

"Bullying is face-to-face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in.
"The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."

A recent literature review of bullying, as part of an evaluation of respect*me*, confirms that:

'Definitions of bullying abound, most commonly including terms of aggression, intentional harm recurring over time and characterised by an imbalance of power. Children, however, extend those definitions to include more subtle rejections such as name calling, teasing, being ignored or excluded from a group, as equally distressing. Some children experience bullying that is unintentional, arbitrary and may define a single event as bullying"
(A National Approach to Anti-Bullying for Scotland's Children and Young People, 2010)

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.

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

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.

3. <u>Intent, Persistence or Impact?</u>

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 wellbeing 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.

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

4. Prejudice Based Bullying

Bullying behaviour may be a result of prejudice that relates to actual or perceived differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Prejudice-based bullying is bullying behaviour motivated by prejudice, or 'perceived' to be motivated by prejudice, and can be based on any characteristic unique to a child or young person's identity or circumstance. Research shows that anti-bullying work that clearly addresses the particular needs of vulnerable or minority groups is more effective. There is a need to address the root cause of prejudice as well as effectively responding to incidents as they arise.

We need to create environments where diversity is celebrated and name calling and comments based on prejudice are challenged. This challenge needs to be explicitly laid out in all schools' policies.

Some personal characteristics are protected within the law, to address the years of unfavourable treatment experienced by some groups.

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. While not all of these are applicable in school situations, these are:

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

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons.

All racial incidents must be recorded in accordance with Management Circular 155-10, and all incidents of substantiated prejudice based bullying must be recorded on SEEMiS.

Additional Support Needs: An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

Asylum Seekers and Refugees: Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and 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, with bullying because of body image having the potential to negatively impact upon their wellbeing.

Disablist 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 behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision.

Gypsy/Travellers: This group of children and young people are a particularly discriminated against and marginalised group and concerns about bullying are especially acute for secondary schools. 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 formal education. Other Traveller families, such as Roma, may have similar concerns.

Sexual Orientation & Homophobic Bullying: Bullying based on sexual orientation is motivated by a prejudice against lesbian, gay, bisexual, transgender or intersex (LGBTI) people. It is also commonly referred to as 'homophobic bullying' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying'.

Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying'. This type of bullying may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family. Children with LGBT parents may also experience homophobic bullying. Although homophobic bullying is distinct from sexist and transphobic bullying, it is related to these forms of bullying through underlying sexist attitudes.

Looked After Children and Young People: Children and young people who are looked after at home or who are looked after and accommodated, 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. Forming relationships with peers and adults can be more difficult due to their early childhood adversity.

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 as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion and 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 the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have no religion or belief are also protected under the Equality Act.

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 for sectarian abuse - whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and gender:
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 being 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 the use of terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are not perceived to 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 lead to bullying because of the prejudice towards their perceived difference.

Gender Identity and Transphobic Bullying:
The term 'transgender' is an 'umbrella term' for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two. Transgender people face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender 'variant' children and young people can be particularly vulnerable to

bullying. This can manifest in many ways, including transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying as a result of a perception that a parent, relative or other significant figure is transgender.

Young Carers:
The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol.

Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or afterschool activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Socio-economic Prejudice:
Bullying due to socio-economic status can take place in any community. Small differences in perceived 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, etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying of children who endure parental substance misuse can also be prevalent (respectme.org.uk)

Marriage/Civil Partnership: Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination. For example, if the child or young person is associated with someone (parent, sibling, etc) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

5. Dealing with Incidents of Bullying Behaviour

Bullying often takes place in groups. Children have a choice of:
 watching
 joining in
 trying to remain uninvolved
 ignoring
 trying to support those experiencing bullying behaviour
 reporting to staff

One of the prime tasks of schools and establishments is to create an environment in which they feel comfortable and safe in reporting of bullying behaviour. Confidence in the school pastoral support system, and a knowledge that such reporting will be acted upon swiftly is very important for the wellbeing of pupils. Through awareness raising sessions and PSHE education on bullying, students will come to realise that they do not have to be bystanders but can play an active role in the recognition, reporting and prevention of bullying behaviour.

School climate is key in bullying prevention. The climate of the school should be open, restorative and non-judgemental and it should be clear to everyone how to report an incident. Procedures must be clear and well publicised in order to support students and staff in reporting bullying behaviours.

A promoted member of staff will be responsible for the recording and overseeing the investigation of incidents of bullying behaviour and making sure policies and practices in schools and establishments are familiar to everyone. This member of staff will also ensure that issues around bullying behaviour are explored across the curriculum and that all staff have an agreed understanding of what constitutes bullying behaviour and a consistent and clear knowledge of how to respond to it and report it, an understanding that is regularly reviewed with staff and pupils.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action. Action will depend on the following factors:
 age of those involved
 knowledge of the person's stress levels arising from the incident(s)
 context and history (if any) of the incident(s)

The following checklist might be used to support investigations:

Anti-Bullying Incident Report	
Pupil: Date:	

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?	
When and where did the incident take place?	
Who witnessed the incident?	
Who reported it and when?	

Is there 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?	
Signature:	Pupil: SMT:

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

- 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 support the young person experiencing bullying behaviour and the person displaying bullying behaviour.
- If appropriate, inform parents/carers of the incident and any action taken, seeking to work in partnership.
- If appropriate, arrange a meeting with parents/carers of pupils involved, recording minutes and agreed actions. Mediation sessions may also be introduced to support agreed actions.
- 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 Continuous Improvement Officer/Education and Families Manager 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 (e.g.) use of a 'Check-in' system recorded in the 'Pupil Safeguarding Record', summarised on SEEMIS;

- 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.

6. Recording and Monitoring of Bullying Behaviour

Since the beginning of Session 2016-2017, all incidents of bullying and equalities are reported on SEEMiS, in accordance with the authority guidelines. These guidelines are available on General Circular 146/16. Incidents need to be reported timeously, within three days of the investigation being completed being a reasonable timescale. As important as the recording of the incidents themselves is, a recording of the action taken is also important so all parties can be confident that procedures and practices have been correctly followed.

Additional information or greater detail may be included in pastoral notes. The record should be maintained by the promoted member(s) of staff responsible. Staff should exercise professional judgement on the validity of a reported incident, but attention must be given to the feelings of the person experiencing bullying behaviour. The perception of the child must be taken into account during the process of investigation. If, after investigation by a promoted member of staff, an incident is substantiated, then it must be reported on SEEMiS. A report of all incidents entered by schools will be captured at the end of each session and will be collated by schools and establishments themselves and also on an authority-wide basis by the Head of Service (Standards and Inclusion).

It is the responsibility of the school or establishment to monitor incidents and to put in place appropriate responses when incidents arise. Recording should be as accurate as possible, using the SEEMiS guidelines at all times. If there is a complaint arising from a recorded incident it is imperative that there should be a clear trail of paperwork outlining how the children and young people were supported and a clear picture of the investigation, the outcome and the recording of the incident.

Detailed information on how to navigate the Bullying and Equalities Reporting on SEEMiS has been sent out to all schools and can also be found on SEEMiS Group Revised Guidelines on incident reporting (15/10/2014.)

7. 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.

- 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. Arrange meetings with individual parents/carers of those experiencing and involved in bullying behaviour. If the bullying behaviour persists, a meeting may be arranged with all parents/carers of pupils involved.
- 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, undertaken by trained restorative practitioners.

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.
- 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
- Daily conduct sheets/home-school diary/Check-in system with a member of SMT
- '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

8. 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 additional support needs 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 managing, reporting and recording incidents of bullying behaviour

 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 for this group of children and young people as for those 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.

9. Prevention of Bullying.

Schools and establishments need to have programmes in place which not only address bullying behaviours when they arise, but also to seek effective ways of prevention. The most effective interventions are sustained over the long-term and are developed with staff, pupils, parents/carers, and partners in the community, monitored and evaluated as circumstances change and supported by a school ethos that aims to inhibit bullying and promotes empathy and respect for diversity. A single strategy is unlikely to provide a complete solution to bullying, and the most effective anti-bullying policy should include a range of strategies, interventions, and programmes that can be flexible and adaptable to particular incidents, but securely anchored in a whole-school approach.

The school policy should aim to:

 ensure that the whole school community understands what is meant by bullying;
 make it clear that bullying of any kind will not be tolerated;
 create a culture and systems that enables children to report bullying incidents without feeling that they are 'telling' and possibly making the situation worse;
 ensure that all incidents and allegations are seen to be taken seriously, investigated and if necessary, acted upon, with clearly defined procedures and consequences, operating in the interests of the wellbeing of the children and young people involved;

- provide a thorough and systematic recording procedure for incidents, so that their nature, prevalence, investigation and outcome can reliably inform review and evaluation of the policy;
- where appropriate, facilitate participation in peer support for those involved in bullying incidents;
- provide induction about its aims and the way it works for new staff and pupils, and restatement of its aims to everyone after regular review;
- become part of a curricular approach to bullying.

Some whole-school approaches might include:
- Peer support
- Peer educators
- Peer listeners
- Peer befriending
- Peer mentoring
- Peer mediation and advocacy
- Working with bystanders to change attitudes
- Mentors in Violence Prevention (MVP)
- Circle time
- Collaborative learning
- Circles of friends
- Support groups
- Assertiveness training
- Use of worry/communication boxes to allow anonymous, confidential expressing of concerns
- PSHE and cross-curricular approaches
- A structured staff training programme, such as that provided by Respect*me*
- Rights Respecting Schools Programme / Recognising and Realising Children's Rights Programme
- Play and play strategies to develop pro-social behaviour
- Proactive information strategies and campaigns
- Restorative approaches
- Nurturing approaches and principles
- Supporting and enabling parents/carers
- Adults modelling behaviour that is respectful, nurturing and caring

10. Parents as Partners

Parents and carers are experts in their children's behaviour and their physical and mental wellbeing. They have a key role to play in supporting their children when they experience bullying or bully other children, and in assisting in the management of bullying behaviour. They can offer advice to school staff on extra support their child might need or any creative solutions that may help to resolve the situation. Parents/carers have a wealth of knowledge schools should call on when developing and reviewing their policy. It is important that schools listen to and respond to the concerns of parents and carers and keep good lines of communication between them when dealing with bullying incidents relating to their children.

In keeping with the idea of parents as partners, it would be helpful to involve parents/carers in all aspects of anti-bullying : policy, prevention, responses and recording.

The two main areas where parents/carers can become involved is in prevention of bullying incidents, and addressing issues of bullying behaviour.

Prevention can be done in many ways, including:

- Parent Councils as partners to the school
- Parent education events around bullying
- Involvement of parents in national Anti-Bullying week activities
- Assemblies dealing with current issues in bullying and its prevention
- Home-School Partnerships
- The Parent Consultative Group

The views of the young person should always be taken into account in the decision making process of whether to inform parents/carers. Weighing up the risks and benefits of informing parents is sensitive, as there will be occasions where the child or young person thinks that doing so might make the matter worse or may place the child or young person in a harmful situation, e.g. if a young person has been the recipient of homophobic bullying, a young person may not choose to have the parents informed due to fears about how this will be received, or provokes a response that the young person wishes to avoid. Another example might be one that is all too common: the parent/carer taking the situation into their own hands and escalating an already fraught situation by, say, the use of social media.

If the decision is agreed upon to not inform parents/carers, then a written note should be made of this in pastoral notes, with clarity on reasons for not informing.

The more frequent response is to inform parents/carers. They can play an essential role in prevention and addressing of incidents. This may be by telephone or letter, but a record of all communications should be kept.

When a meeting with promoted staff in schools is warranted, parents/carers should be informed of their legal right to have a supporter present at the meeting. Parents/carers will often have formed entrenched opinions about what the role of the establishment should be in addressing and resolving the issue, so staff should take account of their views but also be aware of the potential impact of their views on the child or young person.

Meetings where views are aired should have an atmosphere of safety and confidentiality so that agreements between schools and establishments may be reached to everyone's satisfaction. It is very important that confidential information about students should not be shared with other parents.

Parents and carers can also access a training module on anti-bullying. This could possibly

be arranged on a cluster basis to reach the maximum audience, and also to evidence uniformity of approach across schools. Respect*me* offers a training session for parents and carers and schools can access this through their website.
www.respectme.org.uk

11. <u>Online Bullying</u>

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 is 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.

Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in supporting them to change behaviour or to recover from the impacts of bullying.

Our focus should always be on the behaviour and the impact it had. This will help them to understand what they did, why it was wrong and what you expect from them instead. This allows you to state clearly the behaviour that needs to change and reinforce the behaviour you would like to see instead. This gives clarity, makes it easier to address negative behaviour and, importantly, rewards positive behaviour. (www.respectme.org.uk)

The worst thing about social networking sites and messaging apps is that anything nasty posted about you can be seen by lots of people and these posts can go viral very fast and be shared by so many people within minutes in some cases.

Important points for children and young people to be aware of:

- Online relationships are no different from off-line relationships : for some, being online affords a certain degree of anonymity and this can reduce the human element. Children and young people need to be reminded that people online are still real people and deserve to be treated as such.
- Be aware that you are communicating in a different way. It could be said that online comment has no nuance : the facial expressions, body language, tone of voice, loudness, modulation which we use to determine the attitude of others is absent on messages read on a screen, and therefore it is extremely easy to misinterpret what may be said. Children and young people need to understand the code of etiquette for online behaviour.
- Be respectful of other people's privacy. Do not send or share or forward messages, gossip, facts or photos without asking them first. The child or young person might

think it is funny to do this and want to share it with a wider audience, but the person affected will, in all probability, not see it in the same way.

- ☐ Never give away personal information. You do not have the right to share other people's email addresses, phone numbers, street addresses. Never share passwords with anyone, and change passwords on a regular basis.

- ☐ If you wouldn't say it, don't send it. The anonymity of the internet can cause people to act in a way that they would not act in the "real" world. Children and young people need to ask themselves the question : Would I say this if the person was sitting in front of me ? If the answer is no, don't send it.

- ☐ Internet communications leave a history and this history can be traced. EVERYTHING you send and post online is stored somewhere. There is no such thing as internet anonymity. Any message you send can be saved and forwarded on by the recipient. Even if a fake email account exists, it can easily be traced through the unique IP address provided by the service provider. And deleting a message after it has been sent, only deletes it for you. It is still recoverable and traceable fairly easily.

- ☐ Be polite. Offensive language, confrontational behaviour or abusive messages can come back to haunt us. Everything you post online can be seen by someone and there is no way to control who is reading it and who it is sent on to.

12. Monitoring and Review

Every school in North Lanarkshire will implement, monitor and review its own policy on dealing with, and recording of bullying behaviour. It is good practice for schools to review their policies annually, to take account of local and national developments in anti-bullying policy.

Schools' policies will be reviewed by the authority and SEEMiS returns will be monitored by a designated member of the Continuous Improvement Service at the end of each session. It is both the duty and the responsibility of schools to monitor and update their policies annually. To assist in this process, Appendix 2 provides a self-assessment tool, developed by respect*me*.

This tool should be used by all schools to evaluate their current policy and practice and serve as a tool when individual policies are re-evaluated to bring them into line with current guidelines. Consultation with parents/carers and children and young people is good practice and will ensure that the views of the whole school community are considered in the process.

HWB Working Group
Reviewed: Feb 2020, May 2019

Appendix 1
Support and Resources for Anti-Bullying.

Index :
Respect*me*
Children 1st
ParentLine
ChildLine
Education Scotland
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

respect*me*

respect*me* is the Government funded anti-bullying service managed by a partnership of SAMH, LGBT Youth Scotland and the Scottish Government.

respect*me* works on the basis of the following principles:

- to keep the rights of the child at the heart of everything that respect*me* 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. respect*me* 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.

respect*me* 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.

respect*me* 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 respect*me* generates ideas and resources by and for children and young people, some of which go on to be distributed by respect*me*. 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

Education Scotland
Education Scotland is a non-departmental public body which plays a key role

transforming education through national guidance, support and advice. The LTS website has information and resources relating to support, health and wellbeing and promoting positive relationships.   www.educationscotland.gov.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 WhoCares? 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 respect*me* 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. 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 respect*me*, 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. 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 antibullying
policy 'Bullying: It's Never Acceptable'.

Appendix 2 : Anti-Bullying Policy Self-Assessment Tool

Schools should use this tool to assess their current policy and develop actions and timetables for improvement of their policy to bring it into line with the N.L. Guidelines, and to identify needs e.g. training. An annual review of schools' policies is recommended as best practice.

An excellent guide on Policy Into Practice is available on respect*me*'s website
www.respectme.org.uk

School Anti-Bullying Policy & Practice : Self- Evaluation

Activity Critical Reflection Notes
Score as follows:
1 = Nothing happening at all
2 = Little/dependent on individual staff
3 = Significant/consistent across the school
4 = Planned for, monitored and embedded

Actions required & timescales for improvement

Anti-Bullying Policy and Procedures Checklist

<u>**Policy**</u> Does the school have a current anti-bullying policy which reflects both its local authority guidance and Respect for All - The National Approach to Anti-Bullying for Scotland's Children and Young People?	
How well were staff, pupils, parents and any other relevant stakeholders involved in the policy development?	
To what extent does the whole-school community have ownership of the vision, aims and values of the policy?	
How well has it been communicated and implemented?	
If there is no current policy, what is the plan and timescale for remediating this?	
<u>**Whole-school staff training/involvement:**</u> How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child and Respect for All – The National Approach to Anti-Bullying for Scotland's Children and Young People?	
How well do we ensure that all staff undertake regular professional learning around anti-bullying policy and practice?	
<u>**Culture & Practice**</u> What steps have been taken to raise awareness, prevent and respond to bullying?	
How effectively are we creating and promoting an ethos of inclusion, diversity, participation and positive relationships aimed at eliminating discrimination, educating young people and building empathy to support an anti-bullying culture in the school?	

How effectively are incidents related to equalities and/or prejudice-based bullying acted upon to prevent future occurrences?	
How consistent is anti-bullying practice across the whole school?	
How well do children and young people show consideration for others and demonstrate positive behaviour and relationships?	
Parental/Family Engagement How well do we support families in developing skills which lead to positive relationships, better learning and better behaviour?	
How well do we enable parents, carers and families to contribute to the life of the school and be involved in anti-bullying policy and practice?	
How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect?	
Recording, monitoring, continuous improvement & learning How effective are recording and monitoring processes where there are bullying concerns?	
How well do we know if the steps we have taken to prevent and respond to bullying have improved outcomes for children?	
What is our process for seeking feedback on the effectiveness of anti-bullying work undertaken and ensuring that valuable learning from it is incorporated in future policy?	
Do we have examples of good practice worth sharing more widely?	
Response, support & pupil voice How clear are children and young people about how they can report bullying and what level of support they can expect?	
How well do we support children and young people to recover their sense of agency and make decisions about their wellbeing after a bullying experience?	
How well do staff know learners as individuals? TOTAL SCORE (out of maximum 84)	

Appendix 3: Legislative Framework

The Scottish Government is committed to the promotion of children's rights and to the fulfilment of the United Nations Convention on the Rights of the Child (UNCRC). In 'A National Approach to Anti-Bullying for Scotland's Children (2010) the Scottish Government lays out the legislative framework for its policy on anti-bullying, which is detailed as follows:

UK Government and International.

- Human Rights Act (1988)
- UN Convention on the Rights of the Child (1989)
- European Convention on Human Rights (1950)
- Crime and Disorder Act (1998)
- Criminal Justice Act (2003)
- Anti-Social Behaviour Act (2003)
- The Children Act (2004)
- Racial and Religious Hatred Act (2006)
- Equality Act (Sexual Orientation) Regulations (2007)
- Equality Act (2010)

R. McCarthy - Head Teacher/HWB Working Group
Updated March 2020