

**Carbrain Primary School**

**& Nursery Class**

**Respect for All:**

Promoting Positive Relationships

(Anti Bullying) Policy

**December 2019**



**Rationale**

Bullying is both behaviour and impact; the impact is on a person’s capacity to feel in control of themselves. This is what we term as their sense of ‘agency’. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respectme, 2015)

The purpose of this policy is to ensure a consistent approach in promoting positive relationships and to provide clarity on practice that prevents and manages incidents of bullying and disrespectful behaviours.

The overarching aim is for children and young people to grow up free from bullying and develop respectful, responsible and confident relationships with other children, young people and adults.

North Lanarkshire Council recognises its responsibility to keep everyone safe from harm. An establishment’s approach to prompting positive relationships and behaviours should be welcoming and nurturing, ensuring that that the safety and wellbeing of all members of the school community is prioritised.

Staff are expected to work positively and confidently with children and young people, building relationships of trust and understanding. In responding to challenging behaviour it is important to remember that all behaviours are a form of communication. The foundation of good practice is understanding that child or young person’s needs, understanding the causes of their behaviour, addressing the impact this is having, and using restorative approaches to find solutions.

**Policy Context and Legislation**

‘Respect for All (2017) is the National Approach to Anti-Bullying for Scotland’s Children and Young People [Respect for All: national approach to anti-bullying - gov.scot (www.gov.scot)](https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/)

Firmly embedded within the Children and Young People Act (Scotland) 2014 are children’s rights in line with the United Nations Convention of the Rights of the Child (UNCRC). This policy ensures all partners who work with children and young people understand that bullying is in breach of the UNCRC and are fully supported to promote and protect the rights of children and young people in North Lanarkshire.

How Good is our School 4? has a strong focus on inclusion and equity. The framework includes quality indicators on ‘Personalised Support’ and ‘Ensuring Wellbeing Inclusion and Equity’ and it references bullying, including prejudice-based bullying as well as considerations for all protected characteristics.

In addition, the National Improvement Framework for Scottish Education prioritises children and young people’s health and wellbeing. By recording and monitoring bullying incidents at local level, local authorities will be able to identify trends or themes emerging and where improvements can be made to support the wellbeing of all children and young people.



**School Context**

In Carbrain Primary School positive relationships and mutual respect between staff, children and young people are essential to an effective care and learning environment. A nurturing climate which focuses on children and young people’s entitlement to be safe, healthy, active, nurtured, achieving, respected, responsible and included is the foundation of the School and North Lanarkshire’s approach to supporting children and young people to realise their full potential.

Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up and our challenge is to prevent bullying from taking place.

Our vision is that:

* Every child and young person in our school 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 parent/carer(s) 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

**Purpose**

Bullying behaviour impacts on children and young people’s wellbeing and can affect their participation, attainment and inclusion.

Respect for All (2017) aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying; regardless of the type of bullying. This includes an explicit commitment to addressing prejudice-based bullying.

Central to this, Respect for All is underpinned by a set of values

1. Fairness
2. Respect
3. Equality
4. Inclusion

The Respect for All Anti-Bullying Policy and practice guide aims to provide an overarching framework and context for all anti-bullying work that is undertaken in all North Lanarkshire Council establishments. The policy vision is to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to prevent and deal with bullying.

**Impact and Outcomes of Bullying**

Bullying can have long and short term effects on the physical and mental health and wellbeing of children and young people. There can be no doubt that being bullied is traumatic for the individual and is, therefore, likely to lead to a range of coping mechanisms and reactive behaviours which may stay with an individual throughout their lifetime

The impact of bullying behaviour can extend far beyond the individuals involved. Bullying affects individuals, families and relationships as well as a child or young person’s education and participation.

**What do we mean by bullying?**

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

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

* Emotional- Being unfriendly, excluding, tormenting (e.g hiding books, threatening gestures)
* Physical- Pushing, kicking, biting, hitting, punching or any use of violence
* Racial- Racial taunts, graffiti, gestures
* Sexual- Unwanted physical contact or sexually abusive comments
* Homophobic- Because of, or focusing on the issue of sexuality
* Direct or indirect Verbal- name-calling, sarcasm, spreading rumours, teasing
* Cyberbullying- All areas of internet, such as, email, and internet chat on Twitter, Facebook misuse, Mobile threats by text messaging and calls, Misuse of associated technology, i.e camera and video facilities, IPad and games consoles.

**Prejudice-based bullying**

Bullying behaviour may be as a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia/ transphobia, or prejudice and discrimination towards disability or faith.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual’s actual or perceived identity; it can be based on characteristics unique to a child or young

person’s identity or circumstance.

Research recommends that only by explicitly embedding consideration of all protected characteristics across learning will children, young people and the adults who work with them, have the language, understanding and confidence to respond to prejudice-based bullying effectively.

**The Equality Act**

The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are:

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

Although the harassment provisions of the Equality Act 2010 do not protect pupils from harassment by other pupils, the Act creates a duty in public bodies to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and, to foster good relations between people who share a relevant and protected characteristic and those who do not (known as the public sector equality duty)

**Additional Support Needs and Protected Characteristics**

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning. Children with additional support needs may experience bullying differently and may be targeted because of their additional support need. In addition, social, emotional or behavioural needs which can arise from bullying, may be considered an additional support need if the bullying is having an impact on the child or young person’s learning, including those children and young people who are demonstrating bullying behaviour. Practitioners should fully take into account additional support needs and the principles of inclusion when addressing bullying.

***Asylum Seekers and Refugees:*** Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly or indirectly. Stigma, due to lack of knowledge and understanding 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 specific bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities.

***Gypsy/Travellers:*** This group of children and young people are a particularly discriminated against and marginalised group. Perceived risks about bullying and parents’ own experiences of discriminatory behaviour may lead to low levels of enrolment and poor school attendance.

***Sexual Orientation and Homophobic Bullying:*** Bullying based in sexual orientation is motivated by a prejudice against lesbian, gay, bisexual. transgender (LGBT+) people. It is 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 who 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.

***Care Experienced:*** Children and Young People who are care experienced are either looked after at home, looked after and accommodated or been previously looked after. They are more vulnerable to bullying behaviour. Vulnerability may be due to regular changes in schools or where they are placed, thereby making friendships mire difficult. Forming friendships 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 and 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 out sectarian abuse- whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roma Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews with 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 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 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 these 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 after-school activities or ‘fun stuff’. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

***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 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 affect children and young people of other settings, for example in workplaces, further and higher education in wider society.

**Online Bullying**

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. Online bullying, or ‘cyberbullying’ as it is often referred to, shouldn’t be treated any differently, from face-to-face bullying. It is still about behaviour and impact. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy. The curriculum framework includes an explicit strand related to digital literacy which incorporates cyber resilience and internet safety. This provides an opportunity for all practitioners to incorporate learning around these issues into their lessons in all curricular areas.

**Bullying or Criminal Behaviour?**

Some online behaviour may be illegal, and children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016, criminalises the non-consensual sharing of intimate images. 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.

There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice. The presumption should be against criminalising children and young people wherever possible unless it is in the public interest.

Promoting the principles of inclusion amongst children and young people is key to preventing hate crime and bullying.

**When it is not bullying behaviour?**

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. 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.

Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all of our children and young people.

**Prevention of Bullying**

Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice will help create an environment where bullying cannot thrive.

There are a range of strategies and programmes that School Communities, Parents, and Carers can use to improve relationships and behaviour, promote equality and challenge inequality, and develop emotional wellbeing to help prevent and address bullying.

The main resources used in Carbrain Primary are:

* Respect Me
* Resilience Programme
* Rights Respecting Schools Award
* Emotion Works
* Health & Wellbeing Curriculum

These focus on:

* Embedding Children’s Rights Agenda
* Creating inclusive and supportive learning environments
* Curriculum for Excellence through Health and Wellbeing
* Nurturing principles, positive relationships and attachment
* GIRFEC and Staged Intervention Processes and Procedures
* Solution Oriented Approaches such as Restorative Practice
* Mentoring and peer support
* Anti-bullying professional learning and support (Respect Me)

By supporting children and young people to make choices, this helps restore their sense of agency; develop their resilience; and establish positive relationship approaches that they will need for the rest of their lives.

Children and young people value choice when responding to bullying. They need to explore a range of options that may suit them, as what works for one person may not work for another. Adults can support children and young people to make informed choices about how to respond to bullying.

**Responding to attempted bullying behaviour**

Sometimes, attempts to bully can have no obvious or immediate effect. 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 (because their sense of agency has been unaffected) however, the behaviour needs challenged and recorded appropriately and should not be ignored. For example, the use of homophobic or other 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.

Some behaviour can be perceived as or assumed to be bullying. However, certain incidents can often be more serious and in fact, criminal in nature.

Understanding the individual circumstances is important to ensure that there is a clear distinction between bullying and criminal offences such as hate crime, child sexual exploitation and gender-based violence such as domestic abuse and sexual assault. 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. For further information, please refer to North Lanarkshire Child Protection Guidance.

**Responding to Bullying**

Each bullying incident should be reviewed individually and a number of different practices may be adopted before finding one that is effective.

Bullying is a combination of behaviour and impact and should be addressed appropriately. Bullying often takes place in groups. Children and young people have a choice of:

|  |  |
| --- | --- |
| 1. Watching
2. Joining in
3. Trying to remain uninvolved
 | 1. Ignoring
2. Trying to support those experiencing bullying behaviour
3. Reporting to staff
 |

**Seeking Children and Young People’s views**

We aim to create an environment in which children and young people feel safe and secure in order to report bullying. Having a nurturing ethos which develops relationships and mutual respect will ensure that children and young people’s views are considered and responded appropriately to.

When responding to incidents or accusations of bullying the approach should be to ask:

1. What was the behaviour?
2. What Impact did it have?
3. What does the child or young person want to happen?
4. What do I need to do about it?
5. What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour will need help and support to:

1. Identify the feelings that cause them to act this way
2. Develop alternative ways of responding to these feelings
3. Understand the impact of their behaviour on other people
4. Repair relationships

Staff will help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn and change behaviour.

Consideration should be given to any factors that may impact upon a child or young person’s wellbeing, including whether any additional support for learning is required.

Responses to bullying should focus on promoting positive relationships, developing resilience and wellbeing.

**Recording and monitoring bullying incidents**

All bullying incidents should be recorded on SEEMIS as per Circular 183/18. The recording should include:

* The children and young people involved, as well as staff or other adults
* Where and when bullying has taken place
* The type of bullying experienced, e.g name-calling, rumours, threats etc
* Any underlying prejudice including details of any protected characteristics
* Consideration of any personal or additional support needs and wellbeing concerns
* Actions taken including resolution at individual or organisational level

The monitoring of bullying incidents is essential and helps the school to identify recurring patterns thereby encouraging early intervention. Data should not be analysed in isolation. The local context, professional judgement, and other relevant information should be considered alongside the statistical evidence.

The school will make parents, carers, children and young people aware of their complaints procedures. Approaches to monitoring and recording should also take into consideration children and young people’s rights as outlined in the UNCRC.

**Effective engagement**

Promoting positive behaviour is a responsibility for all.

**Role of Pupils**

Children and young people should:

* Care for everyone with mutual courtesy and respect, recognising the rights and responsibilities of all
* Show self-discipline and self-control in difficult situations, ensuring that bullying behaviours do not take place
* Tell someone so that behaviours can be dealt with quickly and appropriately
* Don’t join in with behaviours you know to be inappropriate.
* Talk to someone you trust. This is not ‘grassing’, everyone has the right to feel safe.
* Continue to raise the subject until the problem has been resolved.

**Role of Parents**

Parents/carers have an important role in alerting bullying incidents to staff. They should expect to be listened to and taken seriously.

Parents should support their children by:

* Supporting the school’s policy that the rights and needs of all must be respected
* Alerting the school to any concerns so they can be dealt with promptly
* Working in partnership with the school in resolving any incidents of bullying

What if your child displays bullying behaviour?

* Explain the behaviour is unacceptable and is not a joke
* Provide effective non- violent consequences for your child’s actions
* Help your child to understand the effects of their behaviour on others
* Teach your child to value diversity

What if your child is experiencing bullying behaviour?

* Listen to them and believe them
* Assure them it is not their fault
* Tell them you can work together to solve the problem
* Report the bullying behaviour to the school
* Provide evidence, if possible when online or on mobile devices
* Help your child feel comfortable when telling you.
* Ensure your child’s online accounts are secure.

**Role of Pupil Support, and Non-Teaching Staff**

To support children in preventing and dealing with bullying behaviours by:

* Observing and monitoring children’s behaviour while outside of the classroom and in the playground
* Use restorative approaches and HWB resources to develop respectful relationships
* Support situations and if possible diffuse/ de-escalate.
* Report incidents, which give rise to concern to appropriate teaching staff/senior management.

**Role of Class Teacher**

To support children in preventing and dealing with bullying behaviours by:

* Providing a full and comprehensive Personal and Social Development programme which builds self-esteem and develops skills and strategies to deal with a range of situations
* Use restorative approaches and HWB resources to develop respectful relationships
* Building a relationship and an atmosphere of trust with all children in their class.
* Ensuring that their interaction with pupils does not allow or encourage bullying behaviours.
* Listen to children’s concerns and take them seriously.
* Taking action or advice where necessary.
* Monitoring and recording incidents in line with school policy and procedures.
* Reporting serious impacts on children immediately to SLT.

**Role of School Leadership Team**

The senior management team will work with the whole school community to create a caring and supportive ethos, which discourages bullying behaviour. They will do this by:

* Employing a whole school approach to dealing with bullying behaviours.
* Promoting partnership with parents
* Supporting class teachers in their efforts to deal with behaviours/incidents
* Ensure that support is given to those displaying the behaviour and in receipt of behaviours.
* Ensure that every reported incident is dealt with promptly and sensitively.
* Keep full records of any serious incident and monitor the outcome.

**Following Behaviour Incidents**

Primarily class teachers should deal with behaviour issues within the class. More serious instances of bullying behaviour should be referred to the Principal Teacher/s, as appropriate and thereafter to the Head Teacher.

If a bullying incident is reported the following procedures must take place:

* Time should be taken to listen to and discuss the issue with both the child receiving the behaviours and the child displaying bullying behaviour. Notes should be made of the discussion.
* The format of the discussion will depend on the children and the incident. This may be the children separately or together or a mixture of both.
* Through discussion the child/children should be encouraged to acknowledge the upset and extent their bullying behaviour has caused. This will take the form of a restorative conversation:

*For those displaying the bullying behaviour:*

* What happened?
* What were you thinking at the time?
* What have you thought/felt since?
* Who else has been affected by what you did/ have done?
* In what way have they been affected?
* What do you think you need to do to make things right?

*For those impacted by the bullying behaviour:*

* What did you think when you realised what had happened?
* What impact has this incident had on you and others?
* What has been the hardest thing for you?
* What do you think needs to happen to make things right?

**Reference & Support Materials Attached**

* APPENDIX A: FAQ’s
* APPENDIX 2: Useful Links

**APPENDIX 1: FAQs**

**What is bullying?**

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’. 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.

**What do we mean by bullying?**

* Emotional- being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
* Physical- pushing, kicking, biting, hitting, punching or any use of violence.
* Racial- racial taunts, graffiti, gestures.
* Sexual- unwanted physical contact or sexually abusive comments.
* Homophobic – because of, or focusing on the issue of sexuality
* Direct or Indirect Verbal- name-calling, sarcasm, spreading rumours, teasing.
* Cyber- Bullying- All areas of internet (e.g. emails and social media)

**Who gets bullied?**

Anyone can be bullied. Some are more likely to be bullied due to their body image and physical appearance, disability, sexual orientation, gender identity, race, religion and belief.

**What should we look for?**

* Sudden and dramatic change in behaviour e.g.
* Not wanting to go to school
* Continually losing money, personal belongings
* Refusing to tell what is wrong

**What can we do?**

* Give explicit messages that bullying is unacceptable.
* Take children and young people’s complaints seriously
* Let all children and young people know how important it is to report any bullying they witness

**What would be the school action?**

When responding to incidents or accusations of bullying, the approach should be to ask:

* What was the behaviour?
* What impact did it have?
* What does the child or young person want to happen?
* What do I need to do about it?
* What attitudes, prejudices or other factors have influenced the behaviour?

**How do we record and monitor bullying incidents?**

* Minutes of meetings and recording of events on SEEMIS ‘pastoral notes’.
* Accurate recording of bullying incidents on SEEMiS ‘Bullying and Equalities’ ensures that an appropriate response has taken place in line with data protection legislation.

**What help and support can be given to those who exhibit bullying behaviour?**

Children and young people will need help and support to:

* Identify the feelings that cause them to act this way
* Develop alternative ways of responding to these feelings
* Understand the impact of their behaviour on other people
* Repair relationship

**How do we involve parents and carers?**

Parents have an important role to in alerting bullying incidents to school staff and can expect to be listened to and taken seriously. Reasonable time should be given for the School to investigate concerns; reaching a positive outcome can be a long process and will require the school, pupils, and parents to work together to secure this.

Parents and carers should be informed of bullying behaviour to/by their child or young person to ensure a consistent message is shared between home and school.

Parents, Carers, Pupils, and Staff may be invited to attend a meeting with SLT to investigate and support individuals involved.

SLT will Check-in with Pupils, Staff, Parent’s, and Carers daily, weekly or at an agreed time period as appropriate to continue to monitor and support where concerns have been raised.

**APPENDIX 2: Useful Links**

* <https://education.gov.scot/improvement/self-evaluation/respect-for-all-the-national-approach-to-anti-bullying-for-scotland-s-children-and-young-people/>
* <https://respectme.org.uk/>
* <https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches/>
* <https://education.gov.scot/parentzone/>
* <https://www.parentclub.scot/>
* <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
* <https://www.northlanarkshire.gov.uk/schools-and-learning/maintaining-school-standards/school-complaints>