North Lanarkshire Council

Report

Joint Negotiating Committee for Teachers

☒ approval ☐ noting   **Ref** DB/JP   **Date** 30/05/19

Promoting Positive Relationships: Respect for All: Anti Bullying Policy

From   Derek Brown

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Executive Summary

The purpose of this Policy is to ensure that all establishments are consistent in their approach in promoting positive relationships in schools and to provide clarity on practice that prevents and manages incidents of bullying.

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

Recommendations

The Additional Support Needs Member Officer Working Group is asked to:

   (i)   note the contents of the report
   (ii) approve this policy for adoption from August 2019 subject to ratification by JNCT.

Supporting Documents

The plan for North Lanarkshire   Support all children to realise their full potential

Related Documents

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017
https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/

Respect Me, 2017
http://respectme.org.uk/

The Children & Young People (Scotland) Act 2014
https://www.gov.scot/publications/children-young-people-scotland-act-2014-national-guidance-part-12/pages/3/

The National Child Protection Guidance 2014
https://www.gov.scot/binaries/content/documents/govscot/publications/guidance/2014/05/national-guidance-child-protection-scotland/documents/00450733-pdf/004

United Nations Convention on the Rights of the Child (UNCRC)
https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

Addressing Inclusion: Effectively Challenging Racism in Schools.'
https://docs.wixstatic.com/ugd/b0353f_dc2e501101154002b90e87b9dfaea6d8.pdf

Getting it Right for Every Child
http://www.gov.scot/Topics/People/Young-People/gettingitright

2.19.2 National Improvement Hub
https://education.gov.scot/improvement

2.19.3 respect *me* website good anti-bullying practice
www.respectme.org.uk

2.19.4 Equality and Human Rights Commission 'Technical Guidance for Schools in Scotland'
https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland

2.19.5 UN Convention of the Rights of the Child (UNCRC)
https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

2.19.6 Education Scotland – How Good is The Learning and Development in Our Community?
https://education.gov.scot/improvement/self-evaluation/How%20good%20is%20the%20learning%20and%20development%20in%20our%20community?

2.19.7 Enquire: Understanding children and young peoples' rights
http://enquire.org.uk/professionals/understanding-additional-support-learning-children-young-peoples-rights/

2.20.4 Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

1.   **Background**

Following the publication: Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People (2017) there is increased understanding and focus about the effects of bullying behaviour on children and young people and practices that help to build their confidence, resilience, participation and attainment.

Changes in legislation: The Children and Young People (Scotland) Act 2014, Education (Scotland) Act 2016 and the Equality Act 2010, has placed greater focus on children and young people's health and wellbeing.

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2. Report

2.1 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.

2.2 Policy Context and Legislation

2.2.1 Firmly embedded within the Children and Young People Act (Scotland), 2014 are children's right's 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.

2.2.2 *How Good is Our School? 4* (HGIOS4), has a strong focus on inclusion and equity. The framework includes quality indicators on 'Personalised Support' and 'Ensuring Wellbeing Inclusion and Equality', and it references bullying, including prejudice-based bullying as well as considerations for all protected characteristics.

2.2.3 In addition, the *National Improvement Framework for Scottish Education* prioritises children's and young people's health and wellbeing. By recording and monitoring bullying incidents at a 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.

2.3 A shared vision

2.3.1 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.

2.3.2 Our vision is that:

- Every child and young person in North Lanarkshire 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; and 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.

2.4   Purpose

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

2.4.2   *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.

2.4.3   Central to this, *Respect for All* is underpinned by the values of:

(1) Fairness
(2) Respect
(3) Equality
(4) Inclusion

2.4.4   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.

2.4.5   The aims being:

(1) To provide children and young people with safe and secure learning environments, without the fear of bullying
(2) Ensure that all establishments have a shared definition and understanding of what constitutes bullying behaviour
(3) Have a system of support for those children and young people who have experienced bullying behaviour
(4) Give children and young people the skills to tackle bullying in schools and beyond
(5) Provide schools and establishments with an explicit framework for developing anti-bullying strategies and a clear process for recording and monitoring of incidents
(6) 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
(7) To ensure that the Respect for All: Anti-Bullying policy sits within the Health and Well-Being Map for GIRFEC planning pathways, and a clear vision that improving the overall experiences for children and young people is the responsibility of all
(8) To make schools and establishments aware of the availability, value and necessity of staff training in anti-bullying, from Respect*me* and other agencies

2.5   Impact and outcomes of bullying

2.5.1   Bullying can have both 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.

2.5.2   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.

2.5.3   Embedding the Respect for All: Anti Bullying policy and practice guide will help ensure that children and young people build resilience in order to feel safe and secure and are able to develop strong and positive relationships with peers and with adults. Effective leadership is key to developing a positive ethos and culture and ensuring the highest possible standards and expectations are shared across the organisation in order to ensure excellence and equity for all.

2.6   What do we mean by bullying?

2.6.1   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. (*Respect for All, 2017)*

2.6.2   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.

2.6.3   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
Cyber Bullying	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

2.7   Prejudice-based bullying

2.7.1   Bullying behaviour may be 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, biphobia or transphobia or prejudice and discrimination towards disability or faith.

2.7.2　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. For example, prejudice arising from socio-economic background or a child or young person's appearance. Practitioners should address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings.

2.8　The Equality Act

2.8.1　The [Equality Act 2010](#) supports progress on equality, particularly in relation to nine protected characteristics, which are:

(1) Age
(2) Disability
(3) Gender reassignment
(4) Marriage and civil partnership
(5) Pregnancy and civil partnership
(6) Race
(7) Religion or belief
(8) Sex
(9) Sexual orientation

2.8.2　Although the harassment provisions of the Equality Act 2010 do not protect pupils from harassment by other pupils, the Act creates a duty on 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 protected characteristic and those who do not (known as the public sector equality duty).

2.9　Additional Support Needs and Protected Characteristics

2.9.1　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.

2.9.2　**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.

2.9.3　**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.

2.9.4　**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.

2.9.5 **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 school 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.

2.9.6 **Sexual Orientation & Homophobic Bullying:** Bullying based on sexual orientation is motivated by a prejudice against lesbian, gay, bisexual, transgender (LGBT+) 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'.

2.9.7 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.

2.9.8 **Care Experienced Children and Young People** 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 more difficult. Forming relationships with peers and adults can be more difficult due to their early childhood adversity.

2.9.9 **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.

2.9.10 **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.

2.9.11 **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.

2.9.12 **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.

2.9.13 **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.

2.9.14 **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.

2.9.15 **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.

2.9.16 **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)

2.9.17 **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.

2.10   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.

2.11   Bullying or Criminal Behaviour?

2.11.1   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.

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

2.12   When is it not bullying behaviour?

2.12.1   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.

2.12.2   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.

2.13   Prevention of Bullying

2.13.1   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.

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

2.13.3   These focus on:

(1)   Embedding Children's Rights Agenda
(2)   Creating inclusive and supportive learning environments
(3)   Curriculum for Excellence through Health & Wellbeing
(4)   Nurturing Principles, positive relationships and attachment
(5)   GIRFEC and Staged Intervention
(6)   Solution Oriented Approaches such as Restorative Practice
(7)   Mentoring and peer support including: Mentors in Violence Prevention and Peer mediation
(8)   Anti-bullying professional learning and support

2.13.4   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.

2.13.5   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.

2.14   Interventions and Responses

2.14.1   **Responding to *attempted* bullying behaviour**

2.14.2   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.

2.14.3   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.

2.14.4   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.*

2.14.5   **Responding to bullying**

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

2.14.7   Bullying is a combination of behaviour and impact and should be addressed appropriately.

2.14.8   Bullying often takes place in groups. Children and young people have a choice of:
   (1) watching
   (2) joining in
   (3) trying to remain uninvolved
   (4) ignoring
   (5) trying to support those experiencing bullying behaviour
   (6) reporting to staff

2.14.9   **Seeking Children and Young People's views**

2.14.10 Schools and establishments must create an environment in which children and young people feel safe and secure in order to report bullying behaviour. 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.

2.14.11 **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?

2.14.12 **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.

2.14.13 Practitioners should need to 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.

2.14.14 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*.*

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

2.15   Recording and monitoring bullying incidents

2.15.1   All bullying incidents should be recorded:

2.15.2   Schools: record on SEEMiS as per Circular 183/18.
Care establishments: record on SWIS.

2.15.3   This recording should include:

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

2.15.4   It is crucial that organisations monitor the effectiveness of their policy and practice, and review and update their policy on a regular basis. Monitoring bullying incidents is essential and helps organisations identify recurring patterns thereby encouraging early intervention.

2.15.5   Data should not be analysed in isolation. The local context, professional judgment, and other relevant information should be considered alongside the statistical evidence.

2.15.6   All organisations should make parents, carers, children and young people aware of their complaints procedures including any review or appeal process.
Approaches to monitoring and recording should also take into consideration children and young people rights outlined in the UNCRC

2.16   Effective engagement: The vital role of Parents/Carers

2.16.1   Parents/carers should have access to anti-bullying policies and have an opportunity to engage with developments and implementation. Local Authorities should ensure that this is accessible for all parents/carers.

"I felt utterly helpless when my son was being bullied. I didn't know what to do. The school helped but the way it affected my son was so upsetting. He changed from being a happy, contented boy to one who was withdrawn, angry and didn't want to go to school".
Fiona (parent)

2.16.2   Where appropriate establishments should engage directly with parents/carers and foster a positive environment where they are encouraged to work in partnership to ensure a consistent message relating to bullying.

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

2.17   Organisational Policy

2.17.1   All establishments should develop policies that reflect the organisational policy.

In doing so, the local authority ensures it meets legal obligations in relation to equality impact assessment.

2.17.2 **In each establishment, each policy should include:**

(1) A statement which lays out the organisational stance on bullying and the scope of the policy.
(2) A definition of bullying in line with *Respect for All.*
(3) A clear statement that bullying is a breach of the UN Convention on the Rights of the child.
(4) An explicit commitment to challenge all types of prejudice-based bullying and language including bullying based on the protected characteristic listed in the Equality Act 2010.
(5) Expectations or codes of behaviour, and responsibilities for all staff/volunteers and children and young people.
(6) A clear commitment to promoting and role modelling positive relationships and positive behaviour.
(7) A range of strategies that will be used to prevent and respond to bullying.
(8) The recording and monitoring strategies that will be used for management purposes in line with Data Protection guidelines;
(9) That children and young people have a right to express their views in matters that affect them, and for these views to be given due weight.
(10) These views should be evidenced in the policy.
(11) That parent(s) have a right to be included and consulted and this should be evidenced in the policy.
(12) In what way and how often the policy will be evaluated and reviewed with children and young people and their parent(s) and staff (ideally every three years).
(13) A commitment to how staff and volunteers will be trained and supported.

2.17.3 A quick guide to and a FAQs has been produced which staff may find helpful and can be found at

(1) Appendix 1 – Respect for All – Anti Bullying Policy - FAQs

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3. Equality and Diversity

3.1 **Fairer Scotland**
The Fairer Scotland Duty in intended to reduce the inequalities of outcomes caused by socio-economic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social – economic disadvantage and the rest of the population.

3.2 **Equality Impact Assessment**
Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, this policy should be understood to be coherent with the Council's approach to ensuring fairness and diversity.

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4.   Implications

4.1   **Financial Impact**

   N/A

4.2   **HR/Policy/Legislative Impact:**

   This policy takes account of legislative requirements and relevant Scottish Government guidance A full programme of support will be in place to ensure effective implementation of the policy.
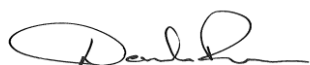
4.3   **Environmental Impact**
   N/A

4.4   **Risk Impact**
   N/A

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5.   Measures of success

5.1   It is expected that each establishment will develop their own anti-bullying guidance based on this policy in consultation with children and young people and their parent(s), teachers and partners.

   Colleagues will be confident in embedding a proactive and inclusive approach to ensure a learning environment where bullying cannot thrive.

Derek Brown
Executive Director, Education and Families5

RESPECT FOR ALL—ANTI BULLYING POLICY - 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 focussing 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 wishing to come to school

~ continually losing money, personal belongings

~ refusing to tell what's wrong

What Can We Do?

Give explicit and consistent 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?

Accurate recording of bullying incidents on Seemis 'Bullying and Equalities' ensures that an appropriate response has taken place in line with data protection legislation.
Staff should discuss recording procedures with their HT.

What Help And Support Can Be Given to Those Exhibiting 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 in alerting bullying incidents to school staff and should expect to be listened to and taken seriously.
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.