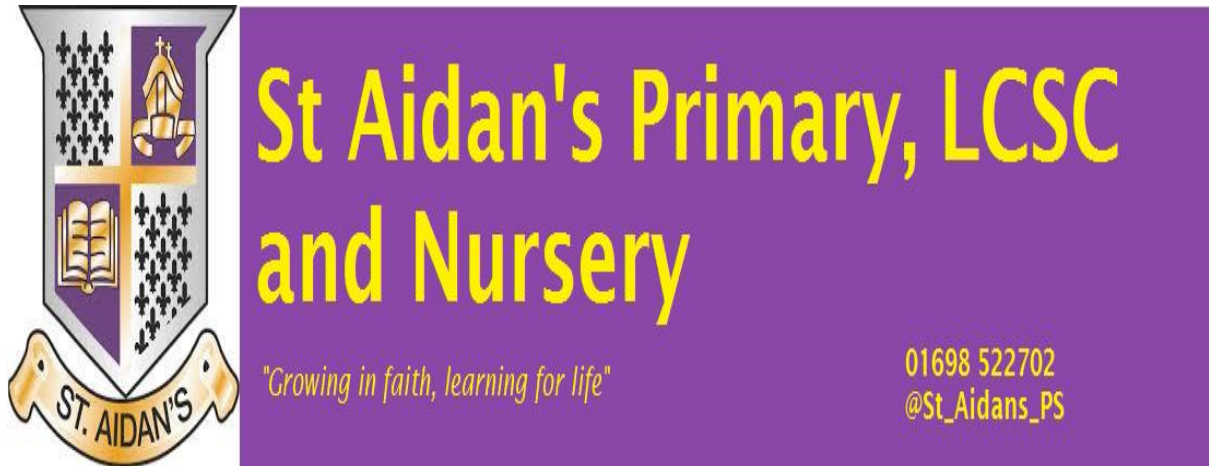


Rights Respecting Schools Relationships Policy

St Aidan's Primary School



DATE: February 2022

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RRS Relationship Policy – St Aidan’s Primary School

Respect

We believe that our vision relies on the school being able to establish whole school cultures that promotes mutual respect amongst us all, makes us feel safe in all situations and induces a lifelong love of learning.

We believe that our Rights Respecting Relationship Policy (RRRP) is an integral and crucial policy that enables the school to fulfil its vision and to ensure that wellbeing of us all. This policy however, should be read in conjunction with a number of our policies that support the RRRP in various ways – where this is the case we have made reference to them.

Our Ethos

St Aidan’s Primary School is a values-led, Rights Respecting Schools. This policy reflects the school’s decision to adopt Restorative and Nurturing Approaches developed from our commitment to supporting the rights of every child in line with the UN Convention for the Rights of the Child. It has been drafted through the following consultation:-

- Staff in-service training (Nurture, Solihull, Transform Relationship (Paul Dix), Attachment training, Rights Respecting Schools)
- Staff Working Group – NLC Nurturing Self-Evaluation Framework, UNICEF Rights Respecting School journey

It has been developed through school improvement plans 2017/18, 2018/19 and was reviewed in 2019/20, to ensure a direct commitment with our Rights Respecting Silver/Gold journey.

The School’s Rights Respecting Relationships Policy (RRRP), should have an impact on all aspects of school life in promoting a positive ethos and through exploring the rights of each child, we aim to develop lasting, secure and positive relationships as well as encouraging the growth of Global Citizenship.

A Nurturing and Rights Respecting School

Key Characteristics

- Unconditional, positive regard is given to all members of the school community with respect for individuals.
- Consistency of approach and clear boundaries for what is acceptable relationship.
- A recognition of pupils as individuals as well as part of a group.
- An overwhelming agreement that a quality of a relationship matters and mutual support is essential.
- The relationship that the school wants to promote is modelled by all managers and staff.
- Rules and routines are explained with reasons.
- Managers and staff maintain a consistently positive outlook.

Aim of a Nurturing and Rights Respecting School

The aim of a Nurture and Rights Respecting School is to develop community and to manage conflict and tensions by repairing the harm and rebuilding relationships (based on the Nurture Teaching of Rupture, Repair and Reconnect).

Fair Process

One of the key elements of Nurture and Rights Respecting Practices is a Fair Process.

The Central Idea of a fair Process is –

“...individuals are more likely to trust and co-operate freely with systems – whether they themselves ‘win’ or ‘lose’ by those systems – when fair process is observed”

The Three Principles of a fair process:-

- Engagement: involving those affected in the process of decision making
- Explanation: understanding why final decisions have been made
- Expectation Clarity: explanations around new rules and standards and what will happen if there is a failure to honour these

Visions and Values

The School has a commitment to the use of positive relationship management through Nurture and Restorative approaches. The starting point for all work to resolve problems should be to understand the harm that has been done and to support them in restoring relationships.

Children are aware of expectations in their relationships with others through the promotion of the three basic **rules** within St Aidan's:-

- We show respect
- We are safe
- We are ready

These were created in conjunction with our **Vision and Values**:-

- INCLUDING,
- NURTURING
- LOVING.
- ACHIEVING
- RESPECTING

The Vision and Values were created through consultation with children, parents and staff whilst considering specific articles within the UN Conventions.

Respectful was a non-negotiable as a Rights Respecting School and these five values have now become our official, whole school values underpinning all we do and how we are. We believe that through these values and school rules, we are able to ensure our commitment to UNCRC Rights Respecting School's work that form the basis of whole school policy and practice to ensure that all the children's rights with the convention form part of everyday life for all our children at St Aidan's Primary School. These are:-

Article	Right
Article 12	The right to be listened to.
Article 19	The right to be safe.
Article 24	The right to be healthy.
Article 28	The right to an education.
Article 29	The right to become the best we can be.
Article 31	The right to play.
Article 37	The right to be treated fairly.

We believe that through our RRRP, all our children will grow up aware of these rights and will learn to respect these rights for themselves and for others.

In consultation with the children, staff and parents at St Aidan's Primary School, we have developed this policy which aims to encourage children to learn, work and play together to maintain the rights respecting ethos.

Being a values-led and Rights Respecting School underpins this whole school policy and we believe that this will promote positive relationship and develop successful, responsible citizens for the future.

What this looks like in St Aidan's

Through this policy, we will create an ethos that will:

- Promote an awareness of everybody's needs and aim that all are valued within the school community.
- Ensure that every child is aware of the whole school values, their rights and responsibilities and will have helped to produce their Class Charter and other Charters within the School.
- Expect good relationship to be modelled by all adults in the school.
- Expect everyone to take pride in their school/class/learning environments and their relationships with peers and colleagues.
- Expect all staff to treat children fairly, consistently and sensitively.
- Celebrate children's achievements and successes.
- Value parental support in working collaboratively to find solutions to relationship management issues.
- Teach respect for ourselves and others, promoting the understanding that we are all different, but we have the same rights.
- Ensure a consistent, positive approach to relationship management throughout the whole school day, from Breakfast Club to After School Clubs.
- Provide children, staff and all adults within the school community, with an environment that promotes learning and supports every individual.
- Ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate.
- Establish clear procedures for dealing with and managing unacceptable relationship.
- Encourage the active and early involvement of parents in supporting positive relationship.
- Work in partnership with parent/carers in supporting children's social and emotional development.

- Demonstrate that discipline in schools must respect children's human dignity (Article 28).
- Ensure that all staff and children develop a sense of responsibility with how they act and what they say.

1. Relationship for Learning

At St Aidan's Primary School, we believe that our RRRP forms an integral part in enabling all children to make the most of all opportunities, by making them feel safe and valued at all times.

In achieving positive relationship for learning within St Aidan's Primary School, you will see:-

- Staff participating in pedagogy book clubs – a focus on this will be on using evidence based research to support our relationships
- Recognition Boards in all classes where we recognise the children who are going above and beyond our expectations
- Three of four children per week from the Recognition Board, will be invited to hot chocolate Friday with the HT (Paul Dix). These children will also get a positive call home to their parents/caregiver to tell them how proud we are of them
- Notes home from teachers for children who follow the school rules
- Value Awards every fortnight
- Playground buddies (friendship building), facilities at interval and lunchtime
- Class achievements at weekly assemblies, Values award, class of the week, birthdays
- Wider achievements celebrated during weekly assembly
- OOHSL opportunities
- Roles of responsibility within each class and whole school
- Individual class systems to promote positive relationship for learning
- Open door policy for parents

We believe that our RRRP is crucial in enabling the school to develop the inclusive learning environments that inspires all our children to be successful learners, develop a high level of self-esteem and ultimately maximise their potential, whatever this may be.

How will we make this happen within Early Years

In Early Years, all staff will use specific praise and rewards to reinforce and celebrate positive relationship for learning. Staff will model positive relationship within the environment and use language that will promote our school's values and rights respecting ethos. Everyday routines will develop each child's understanding of boundaries, respect, expectations and consequences, developing their awareness of their own needs and the needs of others. This learning will also be embedded through a Personal, Social and Emotional Curriculum that includes SEAL activities, stories and songs. During the first part of the Autumn Term, the children will be introduced to our school values and explore their meanings through social stories. They also develop class charters showing the rights that they have and the way they should behave to respect these rights and the rights of others.

Within the nursery, staff make use of 'Golden People' as role models to promote our school and nursery core values and encourage the development of positive relationships. As a Communication Friendly Nursery, the staff also make use of visuals and social stories as a tool to develop children's understanding of how to develop positive relationships. The nursery children also participate in Hot Chocolate Friday as a reward for children who have gone 'above and beyond'.

Positive relationships between the nursery and parents/carers are important. The nursery encourage parental involvement by hosting a range of 'Stay and Play' sessions throughout the nursery year. Parents are regularly involved in Care Plan meetings to set personal targets for their child's learning and development.

How we will make this happen within Primary 1-7

Whole School and Class Charters

All members of the school community have roles and responsibilities in promoting and following these principles. Within class, this is promoted by the creation of a Class Charter for each class throughout school appropriate to their age, stage and development. Each charter is created by the children and staff within the class and all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible relationship. Likewise, children will sign up the Playground Charter.

Our 'Whole School Charter', reflects the principles for relationship in the school which have been agreed by the whole school community. They are:

	WE ALL HAVE THE RIGHT TO...	
Adults respect this by...		Children respect this by...
Listening to, valuing and respecting each other's ideas	Be listened to A10, 12, 13, 14, 15 (respectful)	Listening to, valuing and respecting each other's ideas
Caring for everyone and everything at school	Be safe A6, 9, 10, 11, 16, 17, 19, 21, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39 (caring)	Caring for everyone and everything at school
Providing healthy food, water, exercise and rest	Be healthy A6, 24, 26, 27, 31, 32, 33, 39 (self-respect and respecting others)	Making healthy choices
Providing us with all that we need to learn	An Education A17, 28, 29, 30, 31 34	Being enthusiastic and ready to learn.
Being ambitious for us in all that we do.	Become the best we can be A29 (ambitious)	To be ambitious in all we do.
Providing a time to play and relax,	Relax and play A31 (friendly)	Being friendly towards each other when relaxing and playing.
Treating each other fairly and having the courage to stand up for what you feel is right.	Be treated fairly A2, 7, 8, 14, 15, 20, 22, 23, 25, 30, 37, 40 (friendly and courageous)	Treating each other fairly and having the courage to stand up for what you feel is right.

These principles are also reflected in our playground charter. These charters include our school values and the rights and responsibilities of everyone in the school.

What adults in school expect of children to promote relationship for respect:-

Early Years

- To respond positively to boundaries that are set by staff, with support where needed.
- To listen to adults and each other.
- To take part in activities that will help them understand their own needs and those of others.
- To begin to think about others and show a developing awareness of other people's needs.
- To play safely – indoors and outdoors.
- To show kindness towards others and always use gentle hands and feet.

P1 – P7

- To treat everyone within the school community with respect and consider their rights, as learners, children, teachers and adults.
- To follow the whole school Rights Respecting Relationships Policy, Class Charter, playtime charter and behave appropriately. To know that consequences will be put in place if these expectations are not met at any time during the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children.
- To attend every day, arrive on time and enter school ready to learn.
- To participate and play an active role within school.

What school expects of parents/carers to promote relationship for respect

The school will:-

- Ensure children have access to a broad, balanced and exciting curriculum which develops the whole child.
- Care for children's happiness, wellbeing and safety and supporting each child's every, individual need.
- Inform parents and children each term about the planned work to be covered so that parents can support learning at home.
- Inform parents and children of their progress at regular meetings.
- Encourage children to develop a high level of self-esteem and be ambitious in their learning.

Our parents/carers will:-

- Ensure children have access to a broad, balanced and exciting curriculum which develops the whole child.
- Care for children's happiness, wellbeing and safety and supporting each child's every need.
- Inform parents and children each term about the planned work to be covered so that parents can support learning at home.
- Inform parents and children of their progress at regular meetings.
- Encourage children to develop a high level of self-esteem and be ambitious in their learning.

The children will learn to live through our values by being:-

- Friendly, kind and looking after each other.
- Ambitious in their learning and achievements.
- Courageous in standing up for their own and each other's rights.
- Respectful for themselves and each other.
- Respectful and taking care of their own belongings and the school environment.

Together we will:-

- Support all needs and care for each other.
- Communicate honestly and openly, telling each other of any significant changes that are affecting the child.
- Support the children's learning and to help them achieve their goals.
- Discuss any problems or barriers to children's learning at the earliest opportunity.

How we will support children with special educational needs or disabilities

Some of our children in school may have additional needs where their relationship and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of children, within the school. Children who have specific needs that preclude them from accessing our RRR Policy in the same way as the rest of the school, are considered to be 'children beyond' (Jenny Mosley). Children with these needs may be supported by an ASNA/CA who is able to implement personalised rewards, sanctions and support accordingly as part of their specific relationship plan. This ensures that they continue to learn about making the right choices and the consequences of their actions but also enables them to be included in whole school celebrations such as assemblies etc.

As mentioned above, personal support as a result of additional needs is put in place through a GIRFMe Plan.

The GIRFMe Plan:-

- will include support that may have been identified by the Class Teacher, Nurture Teacher, Management or another agency e.g. Educational Psychologist etc.
- may include a therapeutic intervention to help them:- become more confident, feel safe, have increased ability to learn with others, have a quiet time to help them remain calm (this may include sensory breaks)
- may have some adult support from Class Teachers/ASNA's/Classroom Assistants identified at key times of the day in order for them to succeed.
- Will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress.
- Can last for a year or even longer.
- Will contain SMART targets that have been agreed in consultation with child, parents and teachers.

However, this does not mean that the child is unable to follow most of the school RRR Policy. They will be expected to try their best but individual needs will be taken into account whilst also considering the needs of all the children in our school.

St Aidan's has set up provision for our LCSC and vulnerable children during playtimes and lunchtimes, to ensure that they feel safe and secure and can spend time with a supportive adult.

Our LCSC children have access to the sensory playground, which offers a safe, adapted area where they can move freely and enjoy the outdoors. This provides an adapted playground furnished with soft surfaces and equipment to support their sensory needs and skills development for climbing, balancing, sliding and bouncing.

Our children have P7 buddies to help them during breaks and lunchtimes.

They are supported in a Communication Friendly environment with a wide use of communication aids, visuals and adult support.

They have daily opportunities to share their feelings and an emotion keyring with visuals is used to support them to learn to recognise different facial expressions and what they can mean, so that they can identify and express how both they and others are feeling.

We have introduced class Dojo as a reward system for following the 3 school rules, the vision and values of the school and class achievements. Class teachers also have star of the week. In the LCSC we use the seesaw app to share achievements and news with parents on a daily basis.

Our vulnerable children have a designated adult in the playground to support them with playtimes and lunchtimes. If this becomes too overwhelming for the specific child, our Head teacher or a member of management, are available to support the child inside the school building where the child can spend time with a supportive adult.

Rewards and Consequences

Good relationships are rewarded and praised at St Aidan's Primary School. We actively look for good relationships and we reward children for this in a variety of ways, recognising that this raises the children's sense of self-worth and their place within the school community.

We will strive to acknowledge all known efforts and achievements of children, both in and out of school.

Rewards will be implemented for all children so that Rights Respecting relationship is celebrated and acknowledged. Consequences for inappropriate relationship choices will be enforced so that all children understand that there will be consequences for their poor choices.

Early Years (NURSERY)

Rewards for positive relationship

- immediate praise will be given for positive relationships
- stickers are used to give immediate praise for positive relationship
- In the Infant stages, children are rewarded for their good relationship by putting marbles/pom poms in a jar. When the jar is full, a reward is organised.
- marbles will be given to reinforce positive relationships that demonstrate our school values such as – making good choices, sharing, co-operating with others, using gentle hands/feet and kind words, being helpful to others and using manners.

- The Head teacher writes individual certificates to children who have experienced success in their learning; demonstrated the school values or positive relationship.
- Hot Chocolate Friday – the Head Teacher invites children to her office to celebrate positive relationship and calls parents to share their good news/achievements.
- Staff celebrate good relationship through communication with parents/carers each day through Twitter/SeeSaw/School App/Face to Face Interactions/positive calls home/messages in diaries.
- STAR of the WEEK

Consequences for inappropriate relationship

- Consequences are only given as a last resort, in most cases these can be avoided through adult support, interventions and good role modelling.
- Children will be given a clear explanation of the consequence that might happen if they continue with inappropriate relationship.
- Children always have the opportunity to ‘turn’ their relationship around.
- Consequences for young children are immediate and relatively short, this could include reflection time in a quiet area etc.
- Each of these consequences is always followed by a discussion with an adult and the opportunity to repair any harm done through the completion of a ‘Making things better’ discussion. SEN children may complete a social story and/or make a verbal apology depending on what is appropriate.
- Where behaviour is disrupting other children or threatening their own or others’ safety, removal from the group or activity will take place and the child will be supported by an adult. If this happens, parents/carers will be informed and the teacher will record the incident in their pastoral notes.
- In the event that concerns are raised, we will contact parents/carers and work with them to plan support for their child’s development.

P1-P7

Rewards for positive relationship

- Children’s achievements are recognised throughout the week and placed on our Recognition Boards. The children are then invited for Hot Chocolate Friday with the Head teacher and a positive phone call is placed to their parents/carers to share their achievements. (Paul Dix approach)
- Children’s achievement are celebrated in our weekly assembly and they are given certificates for notable achievement in their learning or in regard to commendable relationship.

- Learning achievements are celebrated within lessons through formative assessment practices. Children highlight their success through peer and self-assessment and teachers discuss good work regularly to promote confidence in learning and positive working.
- Classes use the marbles with groups (to support those children who won't be able to marbles in lots of different areas (not just relationship) these include supporting peers, sharing good ideas in class, taking care of their resources. The reasons for being given marbles are discussed together to reinforce and celebrate positive attitudes, kindness, and respect for each other. Children choose their marbles and are encouraged to share their choice with the class, reinforcing the idea that this moment is special and that they are an active participant in celebrating their positive contribution to class.
- Classes are awarded additional playtime for positive relationship displayed on a weekly basis.

Communicating Achievement with Parents

Parents will be informed of children keeping school rules or displaying our values in action through the certificates from the Class Teacher and Head teacher and positive phone calls home from the Head teacher. Each week, alongside class and whole school certificates, there will be an additional Citizenship Award. This award will be nominated by the class teacher as an exceptional example of RRS relationships.

Consequences for inappropriate relationship

Each week, every child will begin with an entitlement to 30 minutes Golden Time.

- If a child in the classroom has to be reminded about appropriate relationship they will invited to consider their relationship in terms of the 3 school rules, the 5 school values and the relevant articles displayed in each classroom and shared area, explaining that their relationship may be preventing them, or others, from accessing the rights that are included in their classroom charter.
- Should a child not respond positively to this and continue to behave inappropriately, they will have to complete 5 minutes reflection time in a quiet area within their classroom or quiet room.
- The class teacher will follow up the reflection time with the child as soon as possible, discussing why they received a reflection time, making clear the consequences should inappropriate relationship continue.

- If minor, low-level relationship presents itself, this will be dealt with using individual classroom strategies to support good choices and prevent children from constantly requiring reflection time. There will be ongoing dialogue, if required, with parents/carers at the end of the day to ensure that they are kept informed and can support their child with their relationship (refer to guidance below).

Consistent low-level inappropriate relationship or more serious inappropriate relationships will follow the guidance below:-

Stage	Action	Consequence
1 Pre-empting and diffusing disruptive relationship	<u>1a Non-disruptive, off-task relationship</u> Poor concentration, being off-task, being distracted <u>1b Disruptive, off-task relationship</u> Lack of respect for teacher/children's right to learn	1a Corrective actions e.g. proximity praise, quick reminder, look. 1b warning, redirect child, followed by praise
2 Continued disruptive relationship	Failure to adhere to class and school charter e.g. low-level disruptive relationship, off-task, such as wandering about, calling out, interrupting teacher and other pupils, ignoring instructions, silly noises, talking at the wrong times etc.	Discussion on school rules and values. Failure to correct relationship will result in loss of privileges within class (see positive rewards section)
3 Time Out	<u>3a Pupil Led Reflection Time</u> In order to manage their feelings (cool off/calm down) pupils have the right to 5 minutes time out <u>3b Staff Led Reflection Time</u> Teachers have the right to ask children to take 5 minutes out in order to	3a – 5 minutes time out within the classroom 3b – 5 minutes time out within the classroom

	<p>resolve a situation successfully. This allows the child to reflect on their relationship before discussing the incident calmly with a teacher. At the teacher's discretion, time-outs may be recorded in their diary.</p> <p><i>NOTE: No more than 2 in one session.</i></p>	
<p>4</p> <p>Partner Class Relationship Management</p>	<p>If relationship continues to be disruptive, then the child can be sent to a partner class. This could be because the children has a good relationship with class teacher/peers in class or because this helps settle the child.</p> <p>Negotiated amount of time.</p> <p>Adult to briefly record incident in their diary.</p> <p>NOTE: 2 a week = teacher phones parents/carers.</p>	<p>Child is sent (accompanied by ASNA/CA/other child) to their partner class with any work they have to complete/sensory task/calming activity.</p> <p>(Teacher Diary).</p> <p>Missed work may be sent home.</p>

Fixed-term and Permanent Exclusions

Exclusion for St Aidan's Primary School is only ever resorted to when it is the final option, as we actively seek to be inclusive. The school will work within Local Authority Guidelines.

The Role of the Head teacher

It is the responsibility of the Head teacher, to implement the school RRR Policy consistently throughout the school, and to report to North Lanarkshire Council, when requested, on the effectiveness of this policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of relationship, and by supporting staff in the implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour

There may be some instances where a child's relationship is so extreme, that it may warrant immediate action including – contacting parents and a possible fixed term exclusion. This would include violence against another individual, deliberate damage to property, abusive language directed at staff or threatening relationship.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or relationship.

If the school has to use reasonable and fair sanctions in response to an incident, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the HT. If the concern remains, they should contact North Lanarkshire Council. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Playground Procedures

Children who display inappropriate or unsafe behaviour during playtime will, in the first instance be reminded of the expected relationships related to our Core Values and Playground Charter (revised annually).

If a child continues to display inappropriate or unsafe behaviour over the same playtime or over a short period of time, they will be reminded in the first instance, of the expectations of the Playground Charter. If a resolution cannot be reached, the member of staff on duty will

send the child to a member of SMT where they will be asked to reflect on their relationship and complete a 'Making Things Better' Task (Reflection Sheet).

If a child is fighting or swearing, they will be sent directly to the member of SMT on duty at that time. Children will have the opportunity to discuss the incident with the member of the SMT. They will be asked to reflect on their relationship and complete a 'Making Things Better' Task. SMT will record the incident and give a copy to the class teacher for their notes. Parents will be informed of the incident.

Restorative Approaches

At St Aidan's Primary School, all our staff are trained in Restorative Approach Principles. These principles promote telling the truth, taking responsibility, acknowledging harm as appropriate to the conflict and, in doing so, create accountability. These approaches allow incidents to be resolved in a fair and supportive framework, enabling children to talk about their feelings and relationships and repair any harm done.

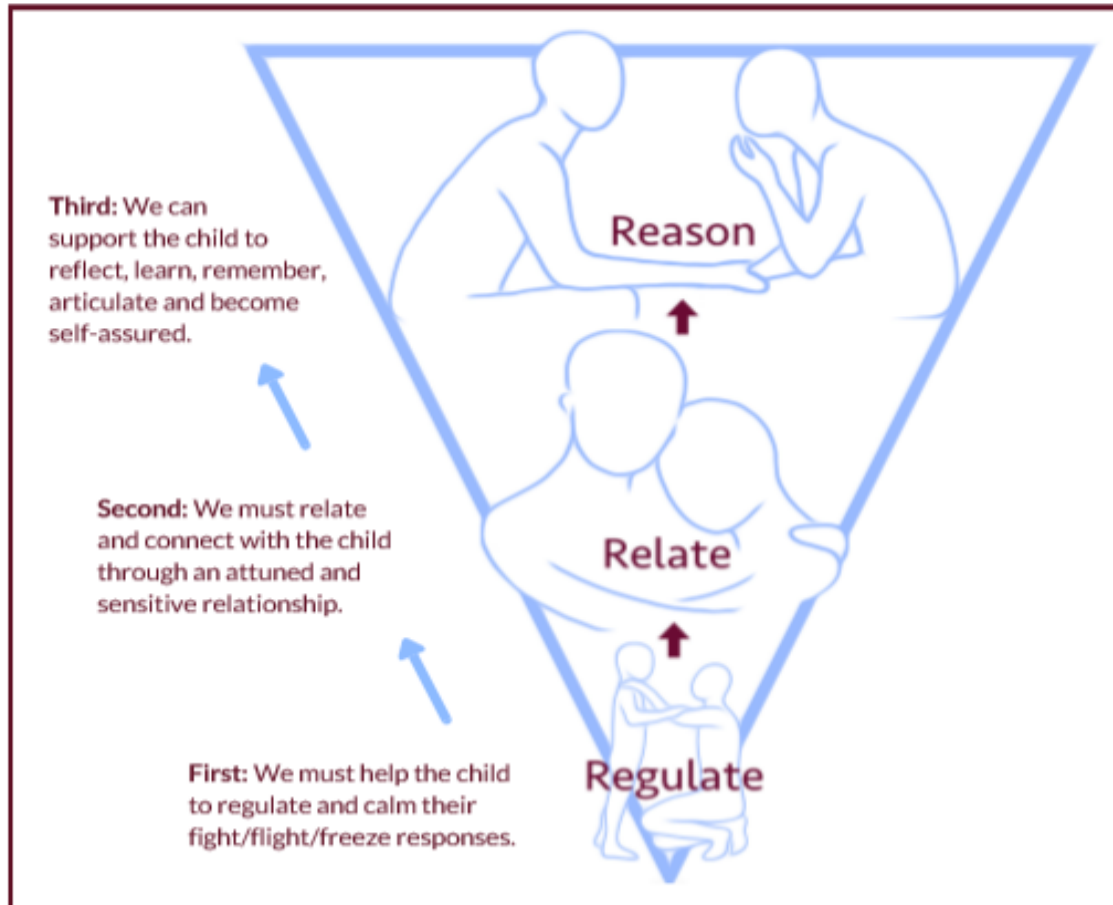
Mrs Sandra McLean

Head teacher



The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

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Appendix – Bullying Policy



Appendix 1

Anti-Bullying Policy – North Lanarkshire

(Excerpt)

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:

- Who was involved?
- Is there a young person experiencing bullying behaviour? If so, who?
- In what way did the young person experiencing bullying behaviour suffer? How did the incident start? Was it premeditated?
- What is alleged to have happened, from the perspectives of all involved? Listen to the individual perspective of all involved.
- When and where did the incident take place?
- Who witnessed the incident?
- Who reported it and when?
- Any background to the incident
- Reasons for considering this to be bullying behaviour
- To what extent did the incident affect others?
- What was the response of the young person(s) experiencing bullying behaviour?
- What does (do) the young person(s) experiencing bullying behaviour wish to see resulting from the investigation? If the investigation necessitated action to be taken, the following steps should be followed:
 - 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
 - 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 should be notified
- Consideration should be given to the interventions and support given to the young person showing bullying behaviour to ensure that procedures/interventions are intended to improve behaviour.

Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed restorative approaches
- solution orientated approaches
- restorative meetings and/or conferences
- involvement of educational psychologist, social work, home-school partnership officers, where appropriate Support for the young person experiencing bullying behaviour is essential immediately following the incident and during an agreed period of review.

This support would normally be provided by the pastoral support team in the school or by a member of staff designated by the school management. 6. Recording and Monitoring of Bullying Behaviour Since the beginning of Session 2016-2017, all incidents of bullying and equalities are being reported on SEEMiS, in accordance with the 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

North Lanarkshire Council Report

Additional Support Needs Member/Officer Review Group

☒ 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.

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 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.

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 *Respectme* 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

3. Equality and Diversity

3.1 Fairer Scotland

The Fairer Scotland Duty is 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.

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

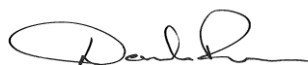
4.4 Risk Impact

N/A

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 Families

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 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

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 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

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 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

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 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 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.