

# **Clackmannanshire Education Services**

## **Anti - Bullying Policy For Educational Establishments**

**Incorporating the requirement to  
record and report on all discriminatory  
behaviour**

**Publication Date – August 2019**

**“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: 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/>

Our Vision is that Clackmannanshire is a place where all children and young people have high aspirations and a bright positive future ahead of them. They should leave education skilled and well prepared for life, work and future learning. We will work to minimise the effects of child poverty and raise attainment for all. Excellence and equity will be the norm.  
*Clackmannanshire Health and Wellbeing Strategy 2017-2022*

**“The Clackmannanshire Way” is that all learners in our establishments will;**

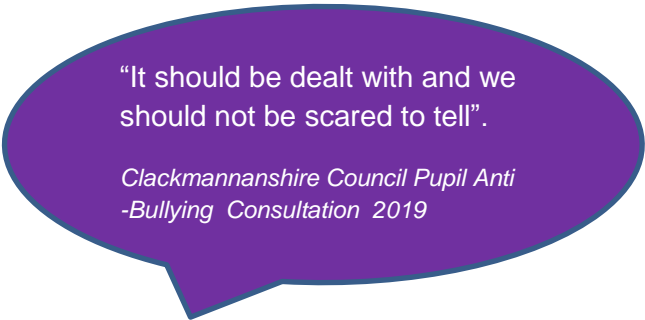
- **Be surrounded by adults who know, care for, respect and listen to them.**
- **Be supported by adults that have the skills and abilities to help them be the best they can be.**
- **Have learning spaces that make them feel safe, included and supported.**

In Clackmannanshire school education is provided for more than 6,700 pupils in 18 publicly funded primary schools, 3 publicly funded secondary schools, 2 special schools (Secondary School Support Service & Lochies School), 4 specialist provisions (Alloa Academy EASN, Alva Academy ASD, Alva Primary School ASD & the Primary School Support Service) and 3 stand alone nurseries. We have a strong sense of identity and are highly committed to our children, young people, families and our communities. We are prioritising and promoting the wellbeing of our children and young people in order that they develop a positive sense of self and wellbeing, and develop the skills to engage in their learning and make positive choices.

**Clackmannanshire Council regards any bullying as a Health and Wellbeing issue for our children, young people and their families**

The purpose of this policy is to support our vision and through effective implementation of this anti-bullying policy ensure that;

- every child and young person in a Clackmannanshire education establishment will develop respectful, responsible and confident relationships with other children, young people and adults
- children and young people and their parent(s)/carers in Clackmannanshire, will have the skills, confidence and resilience to prevent and/or respond to bullying appropriately
- every child and young person in Clackmannanshire education establishments who requires help will know who can help them and what support is available



**“It should be dealt with and we should not be scared to tell”.**

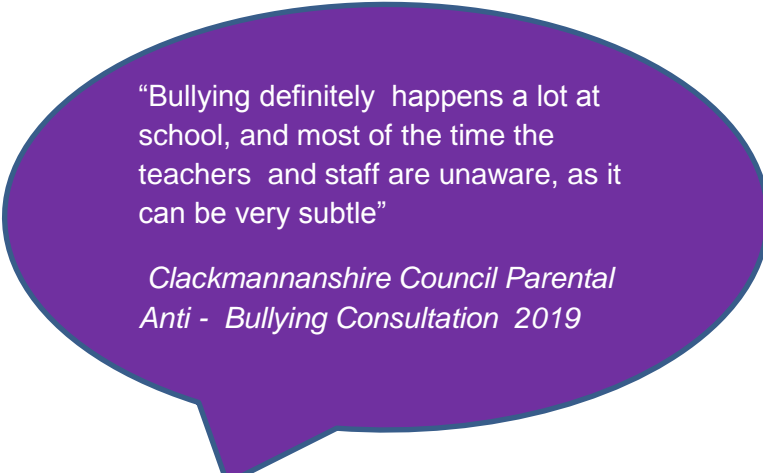
*Clackmannanshire Council Pupil Anti-Bullying Consultation 2019*

- adults working in Clackmannanshire education establishments with children and young people, will follow a consistent and coherent approach in preventing and responding to bullying.

**Clackmannanshire Council requires all educational establishments to develop establishment specific anti-bullying policies and procedures in line with this guidance and other local authority policies by August 2020.**

Bullying of any kind is unacceptable and better to be addressed quickly. Bullying should never be seen as a typical part of growing up.

We will work together with our partners to ensure that:



“Bullying definitely happens a lot at school, and most of the time the teachers and staff are unaware, as it can be very subtle”

*Clackmannanshire Council Parental Anti - Bullying Consultation 2019*

- we put children, young people and their families at the centre of our thinking, planning and actions
- we listen to children and young people and their families, and involve them in decisions that affect their lives
- children, young people and their families will be empowered to make decisions for themselves

*Clackmannanshire Health and Wellbeing Strategy 2017-2022*

**Many people have a role to play in contributing towards children and young peoples 'development of respectful, responsive and confident relationships.**

This diagram illustrates the range of roles that people can have in a child or young person's life:



### The Policy Landscape

This policy is firmly rooted in the United Nations Convention on the Rights of The Child (UNCRC) most notably Articles 3,12,13,19,28,29,39

Several local and national drivers support this policy, including:

- The National Improvement Framework
- Curriculum for Excellence
- How Good is our School 4 (HGIOS4)
- Education (Additional Support for Learning) (Scotland) Act 2004
- Getting It Right for Every Child (GIRFEC)
- Happy, Safe & Achieving their Potential 2005
- The Equality Act 2010
- The Scotland Act 1998
- The Early Years Framework
- Regulation of Care Act 2000
- Children and Young People (Scotland) Act 2014
- Clackmannanshire HWB Strategy 2017-2022
- Professional Standards and Values

**“There should be more programmes about bullying in the community”.**

*Clackmannanshire Council Pupil  
Anti - Bullying Consultation  
2019*

## Definition of Bullying Behaviour

In line with the Scottish Government and respectme - Scotland's Anti- Bullying Service, bullying is defined as,


*'a mixture of behaviours and impacts which can impact on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying behaviour takes place in the context of relationships; it is behaviour that can cause people to feel hurt, threatened, frightened and left out both online and offline'.*

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

### **Bullying behaviour can include:**

- Being called names, teased, put down or threatened
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you both online and in the real world
- Receiving abusive messages on social media or electronic communication
- Behaviour which causes people to feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

"This behaviour can harm people physically and/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. Bullying is both behaviour and impact." (Respect for All - The National Approach to Anti-bullying for Scotland's Children and Young People. 2017)



"complaints acted on fast with a predetermined structure to follow"

*Clackmannanshire Council  
Parental Anti - Bullying  
Consultation 2019*

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is actually bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise.

In these circumstances, the **intent** to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

It must be explained to the person bullying that their behaviour is unacceptable and why. Intent is difficult to prove and young people can often reframe their behaviour when

challenged. It is more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.

## **Online Bullying**

For children and young people, online environments are social spaces 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, should not be treated any differently; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them.

All policies and practice should therefore include advice on online bullying. Schools may wish to use the Guidance on Developing Policies to Promote the Safe and Responsible use of Mobile Technology in Schools or the 360 Degree Safe e-safety self-review tool -

<https://www.gov.scot/publications/guidance-developing-policies-promote-safe-responsible-use-mobile-technology-schools/>  
[www.360safescotland.org.uk](http://www.360safescotland.org.uk)

“Our responses will be more consistent and effective when we address online bullying as part of our whole anti-bullying approach, not as a separate area of work or policy.”

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

## **Prejudice Based Bullying**

Bullying behaviour may be the result of prejudice-based views, beliefs and fears, leading to the dislike of and hatred of individuals. This is known as prejudice-based bullying. This bullying can be based on any characteristic unique to a child or young person's identity or circumstance. There is a need for establishments to address the root cause of prejudice as well as effectively responding to incidents as they arise. Establishments need to create environments where diversity is celebrated and name calling and comments based on prejudice are challenged. Some personal characteristics are protected within the law, to address the years of unfavourable treatment experienced by some groups. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'

The protected characteristics are listed below;

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

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

As well as dealing with individual incidents of bullying, it is important that the establishment develops a learning environment where the values of diversity, inclusion and respect are universally applied to all learners and their families.

<https://respectme.org.uk/bullying/prejudice-based-bullying/>

<http://respectme.org.uk/wp-content/uploads/2017/11/Addressing-Inclusion-FINAL-NOV-17-1.pdf>

**Clackmannanshire Council Education Services expects to see reference to prejudice – based bullying in all anti-bullying policies and guidance developed by our educational establishments.**

### **When it is not Bullying**

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

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

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

Similarly, hate crime is defined in law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can take a number of forms that are potentially a form of criminal harassment and should be treated as such. Adults and children and young people can seek appropriate advice and guidance from *respectme* and Police Scotland if they feel a hate crime may have taken place

### **Approaches to Preventing Bullying**

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



**“Try and help the people  
bullying change their behaviour”**

***Clackmannanshire Council Pupil  
Anti -Bullying Consultation  
2019***

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

Readiness for Learning (R4L) is an approach used within Clackmannanshire establishments which focuses on ensuring that children have the core developmental skills and experiences necessary for them to make appropriate progress through the National Curriculum by ensuring that all developmental milestones of social and emotional learning are met. It is intended to support all children and young people, as everyone experiences Adverse Childhood Experiences (ACEs) or stressors at some point in their education. How the brain manages stress is a normal biological process and we all need to feel safe at these most challenging times in our development. It is based on helping all children and young people to regulate – or ‘manage’ – their brains at times of stress to help them feel safe, settled and ‘ready to learn’. The approach is about using the best practice from **Attachment Theory, Nurture Principles, Trauma-Informed Approaches and Neurosequential Model** to help children and young people become the best learners they can and achieve the best possible outcomes.

Ensuring that pupils have the age-appropriate social and emotional skills means that they are then more likely to be able to learn about their rights and to be responsible when it comes to anti-bullying. R4L further supports anti-bullying best practice by also providing educators with tools and support to explore what might be going on for the person displaying the bullying behaviour, through the application of the Nurture Principles, namely ‘**all behaviour is communication**’.

Finally, the development of strong, healthy relationships is fundamental to the R4L approach. Relational health (the number of healthy relationships you have) is a protective factor across the lifespan. Supporting and teaching learners how to develop these relationships is key to both the work of R4L and anti-bullying best practice.

*Further information on the R4L approach can be found in the Clackmannanshire Council ‘Boosting Brains, Boosting Learning’ paper.*

Examples of some of the strategies and programmes used in Clackmannanshire establishments are :-

- Readiness 4 Learning (R4L)
- Mentoring and peer support including Mentors in Violence Prevention and MCR Pathways Relationship Based Mentoring Programme
- Recognising and Realising Children’s Rights
- Rights Respecting Schools
- Restorative Approaches
- Creating Inclusive and Supportive Learning Environments
- Solution Oriented Approaches

These are all supported by opportunities for Career Long Professional Learning (CLPL) for staff.

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 and should support children and young people to make informed choices about how to respond to bullying.

A person who has been bullied does not feel in control of their life and may not feel free to exercise choice. 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.

Labelling children and young people as 'bullies' or 'victims' can be disempowering. It is unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour.

Children and young people need to have choices on how they share and report bullying and bullying concerns.

The *respectme* children and young peoples consultation reported that the most important actions that adults (in schools, youth groups, colleges, after school clubs, sports clubs etc.) undertook were to:

- take children and young people seriously when they talk about bullying
- know about the anti-bullying policy
- challenge inappropriate behaviour
- think about how to stop bullying before it happens
- ensure all children and young people are included, engaged and involved and have the opportunity to participate in school and community events

### **Additional support needs**

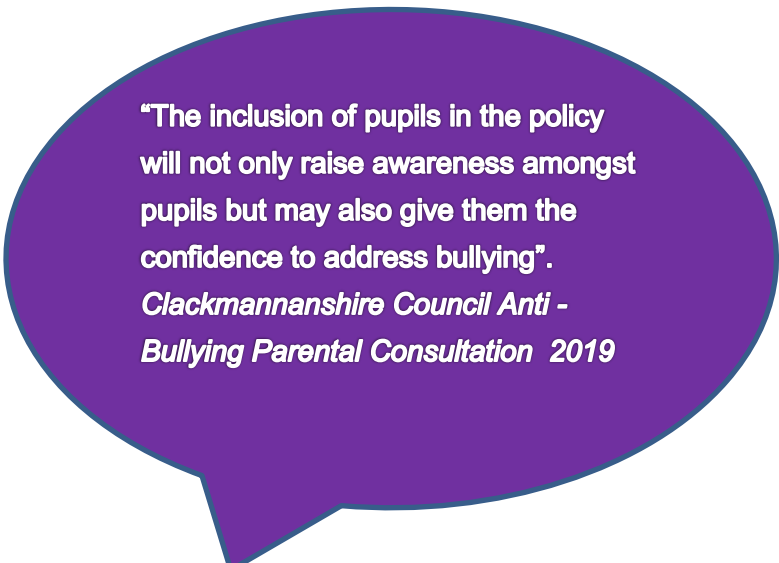
The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning. Children with additional support needs may experience bullying differently 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.

### **Involving children and young people**

The most successful way to address bullying is to create a positive school ethos and culture.

Children and young people have a right to be included and consulted. Adults working with children and young people can gather their views through focus groups, surveys, and classroom or group exercises. The results will provide adults with local intelligence about the nature and extent of bullying as they perceive it.

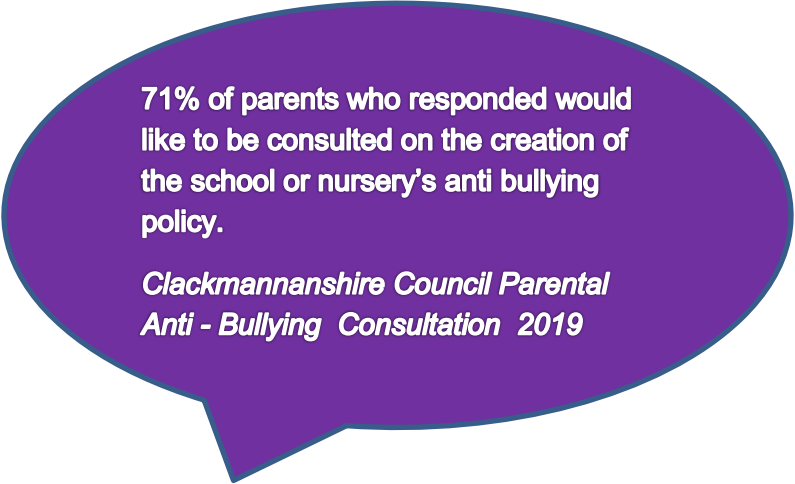
Also, adults should take on board what the children and young people have to say giving them a voice on interventions and strategies to address bullying.



**"The inclusion of pupils in the policy will not only raise awareness amongst pupils but may also give them the confidence to address bullying".**  
***Clackmannanshire Council Anti - Bullying Parental Consultation 2019***

## Involving parents and carers

A key group of stakeholders are parents and carers, who have a right to be included and consulted on the establishment anti bullying policy. The principles of involving parents and carers are set out in the Scottish Schools (Parental Involvement) Act 2006. Parents and carers can be key partners in supporting how bullying is challenged, prevented and responded to.



**71% of parents who responded would like to be consulted on the creation of the school or nursery's anti bullying policy.**

**Clackmannanshire Council Parental Anti - Bullying Consultation 2019**

It is important for parents to recognise that establishments do not employ a punitive system of response to bullying incidents and that exclusion from establishments is a last resort.

**Clackmannanshire Education Services - "Building Positive Relationships for Establishment Improvement: Positive Behaviour, Attendance and Exclusion Guidelines"**

**"The Clackmannanshire Way" is to achieve excellence and equity for all built on mutual trust, cooperation and highly effective communication".**

**In order to support this establishments should review their current practice for involving parents and carers in the development of the anti-bullying policy and consider good practice around how, when and if parents and carers are informed about bullying incidents.**

The principles of children's rights could be used to guide this discussion.

<https://respectme.org.uk/bullying/childrens-rights/>

Approaches to monitoring and recording should take into consideration the following children and young people's rights outlined in the UNCRC

Article 12 – children and young people have the right to an opinion and for it to be listened to and taken seriously

Article 16 – children and young people have a right to a private life.

**The establishment should communicate effectively with parents/carers about incidents of bullying behaviour, while also respecting pupils' expressed preference for confidentiality in certain circumstances.**

Parents and carers should be able to access Local Authority policies and individual school policies with ease. Local Authorities and schools can also consider publishing leaflets and develop online materials specifically for parents and carers.

**Clackmannanshire Council requires all educational establishments to develop establishment specific anti-bullying policies and procedures by August 2020 in line with this guidance and other local authority polices.**

The following outlines the **expectations** of everyone in preventing and managing bullying as well as what we can expect from others.

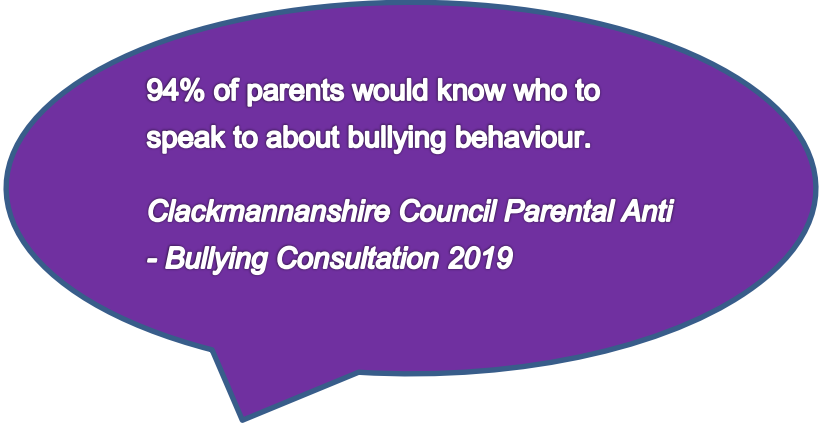
Establishment policies and procedures must support and ensure the following –

- ✓ The involvement of children and young people, staff, parents and partners (stakeholders) in a meaningful process to develop and support the anti-bullying policy
- ✓ All stakeholders understand the establishment culture and values in relation to respect for all and children's and young people's rights
- ✓ All stakeholders take responsibility for their own behaviour in line with the establishment culture and values
- ✓ All stakeholders understand the need to challenge prejudice-based bullying and that it will not be tolerated
- ✓ All stakeholders should know about the establishment's anti-bullying policy
- ✓ All stakeholders understand their responsibility to report bullying, what ways they can report it, and understand what will happen next including any escalation process
- ✓ The establishment works with other agencies and community initiatives to challenge bullying behaviour and to promote rights and responsibilities
- ✓ The establishment uses the curriculum to actively explore and address issues of bullying, discrimination and children and young people's rights
- ✓ The establishment should offer a variety of ways for children and young people to report bullying or to talk about any concerns they have in confidence
- ✓ All staff are provided with appropriate professional learning to understand what bullying is and their role in dealing with it appropriately
- ✓ The needs of all those involved in bullying behaviour, either expressing it or on the receiving end, are taken into account in any action to address the incident, including taking account of the impact of the incident as well as any underlying prejudice or negative attitudes
- ✓ All staff are aware of their responsibilities to deal with reports of bullying and follow a consistent process
- ✓ Parents and carers who have concerns about incidents of bullying behaviour are encouraged to report these as early as possible with a member of the establishment staff
- ✓ The establishment communicates effectively with parents/carers about incidents of bullying behaviour, while also respecting pupils' expressed preference for confidentiality in certain circumstances
- ✓ If the action taken by an establishment does not resolve the bullying, and a parent complains, this should be treated as per the Council's complaints procedures – please seek advice from an Improving Outcomes Manager once all other avenues to find a resolution have been explored.

## **Recording and Monitoring Bullying Incidents**

**The Head Teacher or Manager must keep records of any reporting of bullying behaviour including details of any associated correspondence or communication, actions taken and outcomes – this should be recorded on the SEEMiS Bullying and Equalities Module and monitored regularly. [www.seemis.gov.scot](http://www.seemis.gov.scot)**

For all Clackmannanshire educators who work with children and young people, they need to be aware of their responsibility to record accurately any incidents of bullying behaviour. Monitoring bullying incidents is essential and helps establishments identify recurring patterns / situations in order to enable early intervention. This can support establishments to identify professional learning needs for everyone working with children and young people.



94% of parents would know who to speak to about bullying behaviour.

*Clackmannanshire Council Parental Anti - Bullying Consultation 2019*

Approaches to monitoring and recording should take into consideration the following children and young people's rights outlined in the UNCRC Article 12 – children and young people have the right to an opinion and for it to be listened to and taken seriously – Article 16 – children and young people have a right to a private life.

SEEMiS Recording systems must include information on:

- Who reported or witnessed the incident
- The children and young people involved as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced e.g. name calling, rumours, threats etc.
- Any underlying prejudice, including details of any protected characteristics
- Consideration of personal or additional support needs and well-being concerns
- Whether parents were informed (if the child or young person has been consulted and involved in the decision) and if parents are involved in any resolution action
- Actions taken including resolution at an individual or establishment level

Information should not be used in isolation, the child or young person's circumstances, professional judgement and other relevant circumstances should be taken into account.

Recording systems must gather information on any underlying prejudice including

details related to any protected characteristic(s). If the incident was motivated, or was perceived to be motivated by prejudice by any other party, including witnesses and school staff, this should also be recorded.

**Schools may investigate any incidents of bullying that occur away from school premises or out of hours that have an effect upon the health and well-being and learning of children and young people.**

Staff members investigating the incident must ensure that appropriate support is provided within school to the child or young person(s) involved. All information regarding this support should be recorded on SEEMiS Bullying and Equalities Module.

All stakeholders should be made aware of the Council's complaints process.

## **Staff Professional Learning**

Clackmannanshire Education Services has a commitment to support and implement relevant staff development and training. We believe that by undertaking a wide range of high-quality, sustained professional learning experiences, teachers are more likely to inspire learners and provide high quality teaching and learning experiences, enabling learners to achieve their best. We will work closely with our partners and Respect*me* to identify specific opportunities for both staff and parents. Respect*me* offer a wide range of free training for adults working with children and young people

<https://respectme.org.uk/training/programmes-and-calendar/>

**THIS POLICY WILL BE REVIEWED IN AUGUST 2020**

## Appendix One

### Strategies to Address Bullying Behaviour

The following indicators of good practice are offered as a basis from which an educational establishment may develop or review its anti-bullying policy. While it is not expected that any individual educational establishment will incorporate all of the aspects below, the indicators offer a practical framework that can inform this policy.

#### Setting the right ethos - The establishment:

- gives clear, explicit and consistent messages that bullying is unacceptable
- involves children, young people, staff, parents and partners in discussing, agreeing and taking action on bullying, e.g. an anti-bullying working group, the health & well-being working group, pupil and class councils, Parent Council, parents workshops, CLPL
- reviews school practice and organisation to identify any aspects which might allow or encourage bullying e.g. self evaluation tool, Policy Through To Practice
- ensures that the distribution and use of power by adults does not model bullying
- provides appropriate staff and curriculum development

#### Encouraging the reporting of bullying behaviour – The establishment:

- has an open complaints procedure for children, young people and parents/carers
- actively encourages children and young people to report bullying behaviour
- provides a range of opportunities for children and young people to communicate concerns about bullying (e.g. listening posts, suggestion boxes, questionnaires, named staff, buddies)
- designates time for class or group discussion about bullying

#### Raising awareness – The establishment:

- uses relevant group e.g. health and well-being, to promote anti-bullying
- surveys opinions on/experience of bullying from children, young people and staff
- displays children's and young people's anti-bullying posters
- discusses bullying as part of primary/secondary liaison
- initiates parent workshops on bullying (possibly with partners such as *respectme*, health or the police)
- involves older pupils and/or outside speakers in talking to pupils about bullying and discriminatory behaviour
- features bullying as an issue at assemblies and through newsletters/website

#### Linking the formal and informal curriculum – The establishment:

- identifies curricular opportunities to discuss feelings/experiences of bullying behaviour, including explorations of prejudice and injustice
- promotes a positive ethos of respect throughout the curriculum
- encourages approaches in sport that emphasise co-operation and participation as well as winning e.g. Positive Coaching Scotland

**Supporting those involved in bullying behaviour – The establishment:**

- reassures children and young people that bullying is never acceptable
- creates systems for early identification of vulnerable children and young people
- acknowledges the distress of a bullied child or young person
- provides advice and support as appropriate
- provides opportunities for friendship formation through, for example, buddying both in class and at break times, opportunities for older pupils to support younger pupils who are being bullied

**Supporting those who might see bullying behaviour – The establishment:**

- encourage all children and young people to recognise that others can play an active part in challenging bullying behaviour when it is safe for them to do so.
- actively recognises and values those who support others
- encourages the natural leaders amongst children and young people to set a positive climate in the classroom, playground and social spaces
- channels the natural empathy most children and young people have for those who are bullied and **those who bully others**.

**Changing the bullying behaviour – The establishment:**

- holds pupils who bully accountable for their behaviour and supports them in changing that behaviour, e.g. using mediation, restorative practices etc
- develops consequences which encourage children and young people who bully to think about their misbehaviour and its impact on others and on themselves
- helps children and young people to communicate effectively in conflict situations
- uses it's positive behaviour system to monitor bullying as well as classroom behaviour

**Dealing with problem areas and times – The establishment:**

- offers training/support to support staff to enhance their skills, status and confidence
- identifies sources and locations of problems and ensures closer monitoring of these, e.g. lunchtime queues, toilets
- involves children and young people in seeking solutions
- improves the amount or the nature of supervision at break times
- ensures flexibility when and where appropriate, this should be a temporary solution; e.g. considers staggering or reducing break times
- provides a range of activities at lunchtime e.g. clubs, supervised play
- provides equipment/materials and 'games' workshops for children, support staff and parents

**The communication of anti-bullying policy** – The establishment:

- makes it clear how the anti-bullying strategy relates to other policies
- ensures that children, young people and their parent/carers know what to do and what to expect if they are bullied, or if they witness or express bullying behaviour
- refers to the anti-bullying policy using a range of mediums e.g. establishment website, handbook, Facebook or Twitter
- takes a whole establishment approach, also ensuring that there are designated staff with clear roles and responsibilities in relation to the anti-bullying strategy

**Monitoring and evaluation** – The establishment:

- agrees on how the strategy's effectiveness will be monitored and evaluated
- has a systematic approach to checking and analysing bullying incidents
- ensures that staff, parents, carers, children and young people are involved in reviewing and evaluating the anti-bullying strategy

**Assigning and sharing responsibilities, for example** – The Head-teacher or Manager will:

- lead the establishment's commitment to prevent, reduce and respond to bullying
- ensure that children, young people, staff and parents can be actively involved in developing and monitoring the anti-bullying policy & procedures
- consider appointing a co-ordinator to (i) maintain the SEEMiS Bullying and Equalities Module of bullying incidents and related actions and (ii) monitor the overall effectiveness of the policy and procedures
- ensure the involvement of partner agencies where appropriate
- ensure appropriate curricular focus throughout the year, e.g. linking to health and well-being or the promotion of equality, through focussed assemblies or 'weeks'
- offer information and resources on bullying issues to parents and carers

Teaching staff will:

- assess each incident carefully, investigate and record relevant data as per the policy
- be good listeners and support children and young people in talking about bullying
- engage respectfully and role-model behaviours
- ensure appropriate curricular focus e.g. health and wellbeing, anti-bullying week, circle time, assemblies involving children and young people
- be alert to any change of attitude or relationships between children and young people
- try to recognise vulnerable individuals and work to raise their self-esteem and confidence
- record and report incidents and their resolution in the SEEMiS Bullying and Equalities Module, as per the establishment policy
- keep a record of any on-going concerns



Support staff will:

- be alert to and engage with isolated children and young people in class and outside
- inform teaching staff/SMT of children and young people who appear to be isolated
- be good listeners and support children and young people in talking about bullying
- keep a watchful eye on 'rough and tumble' to ensure that everyone is enjoying it
- be aware of/check areas where children and young people are vulnerable
- never ignore aggressive or bullying behaviour
- report bullying incidents to the relevant member of staff

Children and young people are encouraged to:

- take responsibility for their own behaviour
- report bullying incidents they have experienced or witnessed to a member of staff
- take part in curricular work and experiences to learn about, and to challenge bullying
- develop an understanding of prejudice based bullying and how to challenge it
- work within class groups and/or pupil councils to support the anti-bullying policy

Parents and carers are asked to:

- communicate concerns about bullying quickly to the establishment
- support the establishment in its efforts to challenge bullying behaviour
- encourage children and young people to share worries about bullying with staff
- talk to their child and discuss how he/she would like each situation handled – help the child or young person feel they are gaining some control of the situation
- engage respectfully and role model behaviours

## Appendix Two

### When should bullying incidents be recorded?

It is recommended that once an incident has been raised, this should be logged on SEEMiS Bullying and Equalities Module as soon as possible, in accordance with the local authority advice on recording and monitoring personal data – ideally within three working days.

An investigation into the incident should follow and SEEMiS should be updated throughout the process.

Once concluded, the incident(s) should be closed off. Where an incident is found to be bullying, establishments should ensure that appropriate supports/interventions are in place for individuals/groups to address any underlying prejudice.

Teachers/all those working in schools should consider the following:

- What was the behaviour?
- What is the impact on the school environment, learning or health and wellbeing?
- What does the child/young person(s) want to happen?
- What do I need to do?
- Is there evidence of any prejudice-based attitudes or behaviour?

Impact on the individual/group's health and well-being and/or learning and school environment can be established through an investigation of alleged, observed or reported bullying incidents.

The impact of an incident on wellbeing can be considered through the eight GIRFEC indicators: safe, healthy, achieving, nurturing, active, respected, responsible and included (SHANARRI).

SEEMiS has updated Technical Guidance to incorporate the changes to recording of bullying incidents. A short video has also been produced by SEEMiS to support school staff who are responsible for inputting data into the module.

The Technical Guidance and video are available at

[www.seemis.gov.scot](http://www.seemis.gov.scot)



**SEEMiS**Group

Enabling Digital  
Information for Education

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# Bullying & Equalities

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The Purpose of the Bullying and Equalities menus is to maintain details of any alleged incident that are reported to the school. The nature of the incident along with motivations and actions taken.

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*Manual*

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