The Highland Council
Care and Learning Service

HIGHLAND EDUCATION POSITIVE
RELATIONSHIPS AND BULLYING
PREVENTION POLICY, GUIDANCE AND
TOOLKIT

To be used from: 12th November 2014

Review: 11th November 2017

This is a live document that will be updated as new resources are developed so please access the electronic version in the Highland GLOW Equality, Diversity and Children’s Rights Site which is accessed via the For Highland’s Children tile.
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POSITIVE RELATIONSHIPS, BULLYING PREVENTION POLICY AND PROCEDURE

INTRODUCTION

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start in life and are ready to succeed. This involves building the four capacities of: becoming successful learners, confident individuals, effective contributors and responsible citizens as well as having improved life chances where they are more at risk. The eight indicators of wellbeing in children and young people are that they are safe, included, respected, active, nurtured, achieving, and healthy. Bullying behaviour has a negative impact on all those indicators for both the young person participating in bullying behaviour and those experiencing it.

Bullying can exist in all schools and we recognise the detrimental impact it has on children and young people’s lives. All of us working with pupils need to challenge behaviour and attitudes which lead to bullying before incidents arise. When incidents do arise, it is important there are proper procedures in place to ensure the appropriate action is taken.

The purpose of this Policy and Procedure and attached Guidance is to ensure a consistent approach across all schools in Highland to:

- Assist schools in establishing and maintaining a safe and emotionally literate environment, free from threats or fear or harassment, in order that each pupil may be able to achieve his/her full potential: as a successful learner, a responsible citizen, an effective contributor and a confident individual.
- Provide schools with a structure which will help them in their efforts to manage, systematically, incidents of bullying whether or not it is prejudice based.
- Enable school communities to become Emotionally Literate and build positive relationships within and out with school.
- Assist schools in fulfilling their obligations under the relevant legislation to pupils, parents/carers and staff

WHAT DO WE MEAN BY BULLYING BEHAVIOUR?¹

Research and practice experience over time have led to an emerging understanding of bullying as a complex behaviour. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. Bullying behaviours may include:

- name calling, teasing, putting down or threatening
- ignoring, leaving out or spreading rumours

¹ A National Approach to Anti-Bullying for Scotland’s Children and Young People, Crown Copyright, 2010
www.respectme.org/bullying
- pushing, hitting, tripping, kicking
- stealing and damaging belongings
- cyberbullying: sending abusive text, email or instant messages
- intimidation and extortion
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or are perceived to be

Bullying can occur for no apparent reason or it can be based on prejudices. It can be subtle or it can be overt. It can cause short-term suffering for the pupil who experiences bullying behaviour or it can have long-term effects.

**Bullying behaviours are always damaging and must always be taken seriously and addressed.**

These behaviours can take place in schools, children's services, residential services, at home and in the community; at youth groups and out of school care and can come from children, young people and adults. Bullying also occurs in the virtual world also known as cyberspace which children and young people access through the internet, via social networking, computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, cyber bullying can be very pervasive and difficult to handle. Pupils should be made aware that once something is put into cyberspace it can never be completely eradicated and prosecution is much more likely than other forms of bullying as it leaves a clear evidence trail. Young people who circulate sexual images may risk being placed on the Sex Offenders Register. Additional information on cyberbullying can be found in the Guidance Section on page 14.

Bullying behaviour may be prejudice based: related to perceived or actual differences. It should be recognised that vulnerable children and young people may be particularly at risk of experiencing bullying, compounding other difficulties in their lives. Bullying should be defined by its impact on individual children and young people and their ability to reach their full potential.

The young person who is participating in bullying behaviour may not recognise that their behaviour is perceived as bullying. It is important to note that if another young person feels that they have experienced bullying behaviour then those behaviours should be investigated as bullying behaviours. In some cases it may be that the realisation of the impact of their behaviour may go some way to address the issue.
LEGISLATION

The Equality Act 2010 (the Act) consolidates and harmonises a range of equality legislation, replacing familiar laws such as the Sex Discrimination Act 1975, The Race Relations Act 1976 and the Disability Discrimination Act 1995. The Equality Act provides protection from discrimination, harassment and victimisation based on a range of “protected characteristics.” These characteristics are defined in the Act as:

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

*Age and marriage and civil partnership are not protected characteristics for the schools provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

- Looked after children;
- Young carers;
- Children and young people living in deprivation;
- Body image issues.

The United Nation's Convention on the Rights of the Child (UNCRC) was ratified by the UK in 1991. It aims to recognise the rights of all children up to age 18 and ensure that children grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity. The Children and Young People’s (Scotland) Bill was agreed in February 2014. It introduces new duties for Ministers and public sector to promote children’s rights.

Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions taken into account; to get and share information; and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others, respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, good name, families and homes; and they have the right to be protected from being hurt, mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect others; human rights; and, their own and other cultures.

For pupils over the age of 16 The Adult Support and Protection (Scotland) Act 2007 may be relevant. It aims to protect ‘Adults at risk’. This might include people over 16
who: find it difficult to keep themselves or their property safe; might be harmed by other people; might be more vulnerable because of a disability, illness or mental disorder (this could include young people with mental health problems, physical or learning disabilities).

This Policy is closely linked to the Highland Equality, Diversity Policy/Toolkit which can be found in the Highland GLOW Equality, Diversity and Children’s Rights site.

This Policy and Guidance supersede the previous Anti Bullying and Racist Incidents and Cyberbullying Policies and schools should implement, monitor and review a policy on dealing with bullying behaviours using this Policy from November 2014.

HIGHLAND CARE AND LEARNING SERVICE STANCE ON BULLYING BEHAVIOUR

In response to the 2013 Highland Lifestyle Survey questionnaire the number of young people who said that they had felt bullied was:

- P7 – 20.4%
- S2 – 25.1%
- S4 – 17.2%

Formal reporting of bullying in Highland Schools

For the academic year 2012 – 13, (the year the last survey was carried out):

- A total of 8 bullying (0.02%) and 10 racist incidents (0.03%) (Total school cohort 30,919) were formally reported in Highland schools (racist incidents may also be reported as bullying incidents so there may be duplication);
- 7 bullying (0.04%) and 8 racist incidents (0.04%) in primary (total cohort, 16,565);
- 1 bullying incident (male victim) and 2 racist incidents (1 female and 1 male victim) reported in secondary (total cohort 14,224).

Schools will compile information on bullying within their own school, but at the time of writing there is not a mechanism to collate this information. The Service is committed in its Equalities Outcomes and For Highland’s Children 4 to decreasing the gap between reporting of bullying through formal mechanisms and self-reported experiences of bullying from children and young people, therefore work will be undertaken to ensure that bullying behaviours are recorded centrally. This will enable appropriate authority wide support to be in place.

Highland schools adopt the national stance on bullying behaviour:

- We respect the rights of children as paramount

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2 A National Approach to Anti-Bullying for Scotland’s Children and Young People, Crown Copyright, 2010
• We will work together to develop a culture of mutual respect and responsibility amongst all children and young people and adults around them
• We will seek to prevent and tackle bullying, through the development and implementation of effective anti-bullying policies and practices
• We will highlight bullying based on prejudice and perceived differences, and ensure our policies and practices are effective in dealing with these issues
• We will highlight different aspects of prejudice in order to make sure all types of prejudice-based bullying are treated with the same importance
• We will address the needs of children and young people who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support
• We will share information and work jointly to make sure we are co-ordinated and cohesive in all that we do

POLICY REVIEW AND MONITORING

An annual report on the implementation of this Policy and Guidance will be made to the Education, Children and Adult Services and/or Community Safety, Public Engagement and Equalities Committee(s).

Incidents will be recorded according to guidance below and be monitored and reported to the appropriate Council Committee annually.

This Policy and Guidance will be evaluated and reviewed every three years to understand whether it has impacted on pupils’ experiences and reporting by schools and nurseries.

Review date 11th November 2017
EXPECTATIONS AND RESPONSIBILITIES

The Highland Council will:

- Provide up to date guidance to educational establishments on best practice and effective prevention of bullying
- Gather, maintain and report Highland-wide data on bullying levels and types
- Provide training and other professional development opportunities and resources for all staff working in schools
- Through Quality Improvement Officers, and other systems, support schools to identify, address and reduce bullying
- Communicate high expectations of bullying awareness and preventions to contractors and other organisations providing commissioned services for children and young people
- Engage with Highland Youth Voice and other relevant organisations to ensure the voices of children and young people are heard and taken account of
- Maintain prejudice-based bullying as a standing agenda item for the Equality Group and other relevant forums

Head Teachers and managers of schools and other educational establishments will:

- Ensure their school or establishment has clear policies on both preventing and addressing bullying that reflect Highland Council guidance
- Ensure that staff, pupils and parents and carers (including, but not restricted to Parent Council members) are consulted on, and familiar with, relevant contents of these policies
- Work to engage staff, pupils and parents and carers as active partners in reducing bullying and its impact
- Ensure staff put policies into practice universally and consistently
- Put in place, and monitor the effectiveness of, evidence-based whole school and classroom level prevention measures
- At least annually audit, sample or otherwise consult with young people and staff about bullying incidence, impacts and effectiveness of staff responses
- Record all incidents according to guidance, including actions taken
- Respond, or ensure that relevant staff respond, promptly and appropriately to all alleged incidents according to response guidelines
- Liaise as necessary with other agencies and services to address needs of individuals, groups or populations according to the Highland Practice Model
- Ensure all staff have regular and up-to-date (at least every three years, and within their first year for staff new to the council) training and professional development about bullying, including aspects specific to protected characteristics under the Equality Act.
- Embed policies and practices in school and in the wider community.
- These duties may be delegated to a promoted member of staff (e.g. Depute Head Teacher / the Equality and Diversity Co-ordinator) who will follow up incidents and ensure that these have been properly addressed. The Head Teacher must make clear to pupils and parents who is the responsible member of staff responsible and provide information to all about how to
contact them through posters and notices on display around the school, plasma screens if available, school websites and school handbooks.

**The Named Person:**
Every child has a Named Person whose job already involves working with children in Universal services. In nursery it is the Health Visitor, in primary school it is the Head Teacher and in secondary it can be the Head, Deputy Head or Guidance Teacher. They are the first point of contact for children and families and can be called upon when there is a concern about a child’s or young person’s wellbeing that is not easy to address. Good practice would expect that they are kept aware of any changes to a child/YP family’s circumstances which may have an effect on the wellbeing of the child. They will be in a position to spot concerns at an early stage and work with families and other services.

Where two or more services need to work together to meet a child’s needs, a practitioner from one of these services will become the Lead Professional. The Named Person will know who that is.

Information on the role of the Named Person and Lead Professional is contained in the [Highland Practice Model](#).

**All staff of schools and other educational establishments employed by the Council will:**
- Adhere to school or establishment policies on recording and responding to incidents, including:
  - reporting any bullying incident to the Head Teacher/member of staff responsible
  - challenging behaviour and attitudes which lead to bullying and discrimination prior to incidents arising
- Implement preventive strategies, including fostering positive relationships with young people
- Undertake training or professional development about bullying, including aspects specific to protected characteristics under the Equality act
DEALING WITH REPORTS OF BULLYING BEHAVIOUR(S) FLOW CHART
(Please refer to relevant Guidance section on page 16 during implementation)

- Inform Head Teacher or other designated member of staff at the earliest opportunity

- All incidents must be recorded on SEEMiS Record of Bullying Behaviour, regardless of the outcome

- Decide if immediate remedial action can be taken to resolve the situation. If yes implement action and record in young person's individual record. If this is not possible consider if a wider investigation is required

- Decide if parents/carers are to be informed taking the view of the young person into account and considering if informing might have a negative impact (see guidance on page 19)

- Decide if liaison with other agencies is required to ensure that the needs of the young person are met

- Implement agreed action(s) ensuring that they will not make the situation worse. Record in individual child's record

- Refer to Guidance and Toolkit section to assist with implementing wider school interventions to ensure that there is not a recurrence of the behaviour(s)

- if the situation cannot be resolved The Area Education Manager should be consulted if advice on how to proceed is required or if parents exercise their right to take further a complaint or incident
  - Police must be notified if it is thought that a crime has taken place
  - Actions by the pupil(s) involved in bullying behaviours may lead to exclusion from school and the nature of the incident will be identified on the exclusion form. (See Management of Exclusions in Schools)

See below for essential notes:
For pupils with additional support needs it should be normal practice to involve appropriate support services including the relevant educational psychologist. Where other professionals, e.g. social workers, family support workers, children’s service workers, have a significant role in providing education, care and support for the child, their views should be sought when a decision to exclude is being considered, and when planning educational provision during the period of exclusion.

Any decision to exclude MUST take account and be in line with the authority’s equalities duty, its duties under the ASL legislation and where on exists, it’s duty to provide the services stipulated within the Co-ordinated Support Plan.

Consultation with Social Work Services prior to a decision about exclusion is essential for any pupils on the Child Protection Register to ensure appropriate arrangements can be made. For Looked After Children, in all cases, prior to possible exclusion, the Designated School Manager should involve the child’s nominated social worker (Lead Professional) in discussion and consideration of the implications of exclusion on the home or care placement to ensure appropriate arrangements can be made.

Where the incident involves a bilingual pupil or a Gypsy/Traveller pupil, it may be worthwhile making early contact with specialist support staff, e.g. the EAL teacher or Interrupted Learning Development Officer.

Enquiries by the media should be directed to the Highland Council Press Officer based in the Public Relations Office at Highland Council Headquarters. The Head Teacher should not make comment to the media without first discussing the incident with the Area ECS Manager and taking advice from the Press Officer.

**Recording incidents**

All allegations of bullying must be investigated according to the advice given. As part of the investigation procedure, notes must avoid giving personal opinions and observations and contain:

- A factual account of what happened;
- Names those involved (including witnesses) and what they said; and record the outcome/action taken.

The notes will provide the background information for recording the information in SEEMiS (see page 43).
All establishments should work to create a positive and supportive ethos. There should be a whole school approach in which children and adults work together to create an environment where bullying is not tolerated.

Recognise that there is bullying in your school. Saying there is no bullying in your school is likely to evidence that bullying is not recognised and appropriately challenged. A school picture of the level, type and location of bullying behaviours is built, which in turn can help to determine the type of anti-bullying work required.

This Policy, Procedure, Guidance and Toolkit should be disseminated through:

- Staff Development events
- Anti-Bullying Weeks or Assemblies
- Drama Performances
- Posters
- Newsletters / website pages
- Handbook information
- Pupil Council
- Parent Council
- Parents’ meetings and workshops
- The Curriculum
- Verbal communication i.e. reading information to parents etc.
- Use of designated specialist support staff to ensure the awareness and understanding of all parents/carers and staff (e.g. Interrupted Learning Officer, Community Language Assistant, EAL teacher, etc.)

Park & Tew, 2007\(^3\) split the traditional response and the restorative approach in the following way:

**Traditional:**
- What happened?
- Who is to blame?
- What is the appropriate punishment for those at fault?

**Restorative Approaches:**
- What perspectives do people have on what happened?
- Who has been affected and how?
- How can the harm be repaired?
- How can we learn from the situation to do things differently next time?

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Further advice can be found in the Scottish Government ‘Better relationships, better behaviour, better learning’ [http://www.scotland.gov.uk/Resource/0041/00416217.pdf](http://www.scotland.gov.uk/Resource/0041/00416217.pdf)

A whole school approach can be taken to:

- Ensure that staff have participated in appropriate equality and diversity and anti-bullying training
- Ensure that all homophobic language is challenged to send a clear message that homophobic language and bullying are unacceptable
- Identify positive role models, for example stars of film and TV, sportsmen and women, who have protected characteristics
- Be aware of the risks of gender stereotyping of children and take steps to promote equality
- Deliver prevention education relating to positive relationships to children and young people
- Be knowledgeable about how children and young people can be supported by staff and by other agencies
- Be aware that young people may experience abuse in their own relationships
- Understand the links between bullying and other parts of the curriculum, e.g. relationships & sexual health, citizenship, respect.
- Equip young people to challenge bullying behaviour using ‘bystander’ approaches
- ‘buddying’ or mentoring systems
- Peer Mediation (only formally trained staff should consider this)
- a system which identifies vulnerable pupils and takes steps to remedy this as in A Circle of Friends
- assertiveness training
- involvement of Pupil Council
- anti-bullying campaigns, posters, assemblies
- encourage pupils to report bullying incidents using “worry” boxes, the school intranet, website or other “non-visible” mechanism
- Anti-racist and multicultural education
- Equity of access to the curriculum for pupils with EAL.

Bullying often takes place in groups. Children and young people have a choice of:

- watching
- joining in
- trying to remain uninvolved, or
- trying to help those being bullied
- walking away from the incident and reporting it to a member of staff

Schools should raise awareness of the need not to give the young person showing bullying behaviour an audience and that bystanders can actively help the young person experiencing bullying behaviour and help prevent bullying behaviour. This can be done by reporting the bullying behaviour to a member of staff, perhaps in confidence using the school pastoral support system, worry boxes or by encouraging the young person experiencing bullying behaviour to report the incident.
Schools should raise awareness of the fact that bullying behaviour can only be stopped if we have a completely “open climate” in our schools and institutions and each individual knows to report an incident. There should be clear procedures in place to support pupils to report bullying behaviour.

**CYBERBULLYING**

Whilst it is a form of bullying in common with others, there are some aspects of cyberbullying which make different and therefore warrant some specific guidance. Some key particular aspects of cyberbullying include:

**Anonymity**
- Greater impact for recipient, with even more reduced ability to respond/defend
- Harder for authorities to intervene
- Different population of perpetrators
  - Power differences are less salient. Thus different relationships in terms of age, physical size, social power, etc.
- Larger/different potential populations of recipients and perpetrators (e.g., increase rather than reduction of incidence with age)
- More people who have both been on the receiving end of bullying behaviours and also displayed it themselves
- Lower risks of exposure/consequence for the perpetrator

**Bystander effects**
- Weaker prevention through immediate peer pressure
- Potential large audience beyond immediate interaction or peer (and age) group
- Easier to organise “large group” perpetration (or for this to simply emerge)
- Multiplication of effect (sometimes inadvertent) through forwarding, reposting, etc.

**Cost/benefit differences**
- Cheap and easy to deliver multiple stimuli
- Less likely to be caught
- More opportunistic than planned bullying possible
- Subject to snowballing effects as others view/repost/forward, etc.
- Perpetrator does not see target’s reactions
  - Reduced empathy and lower “inhibitory threshold” (e.g., “flaming”)
  - But also less gain of power

**Inadvertence**
- Possible to innocently forward content or repost out of context
- Also yesterday’s benign post can become today’s distressing one

**Permanence and ubiquity**
- Once something is online it is very hard to remove/eradicate
- No safe place, intrudes into home and other contexts
It is “cyber”
  o Higher adult helplessness, both real and perceived
    ▪ Technical knowledge
    ▪ Also access to investigatory information, such as posting logs etc.
  o Even more invisible than other bullying behaviours
  o Possible for school staff or others to see as “outside school”
    ▪ Reduced intervention and/or
    ▪ Tendency for perpetrators to be encouraged by an apparent “lawless zone”

Some intervention specifics include:

Prevention
  o Specific and detailed education about responsible and safe internet/mobile use
    ▪ For young people including positive roles for bystanders online, and about inadvertent cyberbullying
    ▪ And parents/carers including guidance on use/withdrawal of internet and other privileges (e.g., YP sometimes do not report cyberbullying for fear they will lose access)
    ▪ And on effective, proportional supervision strategies
  o Explicit mentions of cyberbullying in school policies and authority/intention to deal with incidents
  o Briefings for school managers and staff so that they feel able and confident to deal with cyberbullying, understanding its differences and similarities

Responses to incidents
  o The school, young people (and parents/carers) keep a log of incidents, including screenshots, etc.
  o Access to online peer support networks
  o Education in usage of “report” buttons where available

Highland Council Staying Safe Online can be found at:
http://www.highland.gov.uk/info/1361/childcare_and_family_care/46/staying_safe_online_-_internet_safety

Respectme cyberbullying guidance can be found at:
http://www.respectme.org.uk/adultcyberbullying.html

References for cyberbullying section can be found at appendix 1 on page 43
GUIDANCE ON RESPONDING TO INCIDENTS

When faced with an allegation of bullying, two things ultimately matter:

1. **The present:** how the person who has experienced bullying behaviour perceives his/her situation. If he/she feels that an incident of bullying behaviour has taken place, it must be taken seriously and investigated. What might seem trivial to an adult can cause serious psychological damage to a child or young person and to his/her feelings of safety, self-esteem and value within the community.

2. **The future:** identifying the steps needed to resolve the difficulty and alleviate any ongoing negative feelings.

It is important that:

- all complaints and concerns are taken seriously and investigated promptly and consistently
- those involved feel appropriately supported and that fairness and impartiality to all parties concerned is shown to all parties during an investigation
- assumptions are not made which are based on previous incidents or misbehaviour
- confidentiality is respected and knowledge of the incident is limited to those directly involved with it and with any necessary action which follows
- parents can have a designated support person or friend present
- all allegations of bullying behaviour(s) are recorded and monitored regardless of the outcome
- The Head Teacher is fully informed of any situations which may require intervention from him/herself and relevant outside agencies.
- Bullying behaviours which take place outwith school premises are likely to impact upon children, young people and the school. Where possible these should be dealt with as part of this Policy and Procedure document. For example, cyberbullying, bullying behaviours by pupils of your or another school
- Strategies are identified for supporting and, where appropriate, challenging the behaviour of those involved

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.

- Explain that the incident will be recorded.
- Make it clear that the type of behaviour exhibited is totally unacceptable in any circumstances.
- Explain to the pupil(s) involved in bullying behaviour that his/her actions have an adverse effect on the pupil who experiences it and help him/her/them to consider the consequences of what he/she/they has/have done.
- Involve other members of staff who work with the pupil(s) involved in bullying behaviour and those experiencing it.
- If appropriate contact parents/carers of the pupil(s) experiencing and involved in bullying behaviour.
• Where appropriate discuss the issues with parents/carers and inform them of action taken. Wherever possible seek their support.

How to make decisions about when and when not to share information

It is important to remember that information is being shared based on reasoned, professional judgement. There is a clear distinction between telling key members of staff who are involved in the young person’s education or care including the Named Person about a concern, and that information being made more widely known.

The decision to share information should be informed by the child or young person who has experienced bullying behaviour(s) in an age appropriate way. Professionals dealing with mental health, matters related to sexual behaviour and more specific issues relating to gender identity are by no means exhaustive examples of where the child may not want matters shared any further. There are situations where a child may be content with the information being shared with their Named Person but not with their parents. It is important that information holders and the Named Person consider the views of the child before reaching a decision to share further.

If at any time there is any concern that the child or young person may be at risk of significant harm, it is essential that Child Protection Procedures are followed immediately.

Exploring and recording allegations of bullying behaviour(s)

Please ensure that the Procedures on pages 10 and 11 are followed.

When starting to explore an allegation of bullying it is important to be consistent in the way information is collected and processed. The following questions, asked in a sensitive way, may provide a useful framework, but professional judgement should be exercised to ensure that investigation and recording are proportionate to the incident itself.

• When was the alleged incident first reported? Who reported it and to whom?
• What happened?
• Are there any witnesses and how do they perceive the alleged incident?
• Who was/is involved?
• Ages of pupil(s) alleged to display bullying behaviour and those experiencing it?
• Where did/does it take place?
• When did/does it take place?
• Has the pupil who is experiencing the distress been subjected to repeated incidents of unacceptable behaviour? If ‘yes’ over what time period has the behaviour been occurring?
• Is there evidence that the behaviour is planned/pre-meditated?
• Does the incident (s) indicate that bullying was taking place?
• Is it prejudice based bullying?
• If not prejudice based, what is the nature of the difficulty?
• Is there a trigger or background to the difficulty?
• What is required to try to resolve the difficulty now and in the future?
Assessing the impact of bullying behaviour(s)

When trying to assess the impact of an incident and the type of responses needed, the following factors should be taken into account:

- How does the pupil seem to perceive him/herself in relation to those allegedly involved?
- How distressed is the pupil experiencing bullying behaviour and what effect is the situation having on his/her self-esteem, feelings about school, motivation, relationships with peers, physical well-being etc.?

Actions that can be put in place following an investigation

- Parents/carers (of pupils experiencing and involved in bullying behaviours) may require support from the school and/or other agencies.
- A Child’s Plan for the young person(s) may need to be developed in line with the Highland Practice Model.
- Alternative measures of schooling may need to be sought for a period of time for either party. This should be done with a view to reinstating normal arrangements as soon as is possible.
- Be aware and supportive if there is a decline in educational attainment, recognise that lack of concentration on schoolwork is a common result and may last for some time.
- Altering times in and times from school so that there does not have to be contact between the parties
- Bear in mind where the young people live. If they get the same bus to and from school, consider alternative arrangements for one of them to get to school.
- Supporting the young person to move registration or subject class (if requested).
- Consider making arrangements to ensure separation in shared classes to avoid contact.
- Identify someone within the school environment to talk to about what’s happened – a Guidance Teacher or a Children’s Services Worker.
- Assist the young person to put their own plans in place to manage contact with the pupil(s) involved in bullying behaviour.
- withdrawal of privileges
- Proceeding at the young person’s pace when talking about the issues.

Specific support that could be provided

Actions may be required both immediately following the incident and during an agreed period of review and can include:

- Circle Time activities
- positive behaviour strategies
- setting of positive behaviour goals
- daily conduct sheets/home-school diary
- ‘mentoring’ or ‘buddying’ system
- Mediation (only staff who have undergone formal training should undertake this.)
• setting up social skills groups
• restorative intervention (staff should be trained in using restorative approaches)
• class, group or individual discussion with staff about the effects of bullying or discrimination
• Involvement of other agencies such as Educational Psychologist, Pupil Support Service, Community Language Assistant or Interrupted Learning Officer.
• peer support
• ‘mentoring’ or ‘buddying’ system
• staff support
• parent support
• Outside agency support.

IN INVOLVING PARENTS AND CARERS

Involving parents and carers in prevention
It is helpful to make sure that parents and carers are consulted in the construction of policies, and periodically made aware of the contents and the thinking behind them. Ways of doing this include:

• Special events, or including bullying matters in other events
• Anti-Bullying Weeks or Assemblies
• Drama Performances
• Posters
• Newsletters / website pages
• Handbook information, including or incorporating a “parent/carer friendly” version of policies
• Involving Pupil Council in communication
• Parent Council
• Parents’ meetings and workshops
• The Curriculum
• Verbal communication i.e. reading information to parents etc.
• Use of designated specialist support staff to ensure the awareness and understanding of all parents/carers and staff (e.g. Interrupted Learning Officer, Community Language Assistant, interpreters, EAL teacher, etc.)

Involving parents and carers in addressing incidents
Sometimes there needs to be careful consideration as to whether involving parents is in the best interests of the young people. In these cases, staff dealing with incidents should consult children and young people before contacting parents and have due regard for their views. For example, there may be incidents where informing parents/carers may expose young people to risk of harm, or where either staff or young people consider that likely parental reactions may make a situation worse. Examples include:
• Where parents or carers may take matters into their own hands and intervene directly in ways that might escalate the situation, for example through the use of social media
• After an incident of homophobic bullying, a young person may not wish to inform parents/carers in case this prompts a discussion or reaction that they do not wish to have.

If parents/carers are not informed, then a written note must be made of this, including the reasons and any grounds for not informing (See guidance above on page 17 on how to make decisions about when and when not to share information).

Normally, however, it is entirely appropriate to involve parents/carers in addressing incidents of bullying as they can have a key role in support and future prevention. Clearly consideration should be given as to how best to do this. Parents or carers may be understandably anxious, angry, or defensive and may need time in order to feel heard. They may wish to have a friend or relative to be with them as a support during any meetings or discussion, and should be reminded that they are entitled to this.

It may be sufficient to contact by telephone but in all such instances a record of the call should be kept.

Schools may decide that it is appropriate to communicate with home via a letter. If used, these should state that the matter has been/is being investigated and inviting the parents to contact the school. A similar letter should be posted to the parent/carer of the pupil(s) who is involved in bullying behaviour and followed up by staff to ensure understanding when there are known to be issues with literacy. Whenever possible, the school should attempt to phone parents/carers to alert them to what has happened before sending the letter home.

The Named Person can provide advice on additional support requirements for example, where Gypsy/Traveller children are involved it might be appropriate to discuss with the Interrupted Learning Development Officer who can offer advice on the best means of communicating with individual families (See useful local contacts on page 32).

The parents/carers of the young people may have formed particular views about the school's role in dealing with the incident(s) and which ‘side’ the school should take. Staff should consider the views of parents, but should be aware of the impact of these views on the young person. Opportunities should be made for each party to discuss their feelings and issues relating to the incident(s) in a safe and confidential manner.

It is important that confidential information about pupils must not be shared with other parents. Should a school be contacted for information on a particular pupil the following suggestions are provided:

“As this issue involved the personal circumstances of a child or young person we are unable to make any comment on this individual case”.
“Highland Council and/or X School is/are committed to working with schools, families and other agencies to ensure that the needs of all children and young people in Highland are met and that they can achieve their full potential”.

CASE STUDIES

Case studies have been included to give examples of different types of bullying behaviour and how behaviours are perceived by different people, and to provide some information on how interventions have been successful and unsuccessful. The language used has not been changed from the source materials.

4 Jacob was being picked on by another boy. Jacob has a learning disability. He was being picked on by a boy who also has special needs but he is higher functioning than Jacob. Jacob was upset saying he never wanted to go to school again. He was finding it difficult to go to sleep at night and was very difficult to get out of the home in the morning.

Jacob’s mother reported that the teaching staff were absolutely brilliant about it. She wrote her concerns in his communication book. The teachers looked out for any incidents and noticed this boy tripping up Jacob. They immediately removed this boy and made him play in the infants’ playground as a punishment; they also withdrew his golden time. They spoke to this boy about his behaviour and how he should behave.

They also spoke to Jacob about the incident and re-assured him to go to them for help in the future over subsequent issues and, to me, the most useful thing they did over the next couple of weeks was to ensure that Jacob’s self-esteem was not damaged in any way. They made sure they praised him for all the good things he did. The communication between home and school was brilliant over this time so that we could also praise him and build up his self-esteem and confidence.

5 Inaya was bullied when she moved to an English school. She had moved to London from France in 2005 when she was 13 years old. To help her settle in, the school employed a French-speaking volunteer learning assistant. Reassured by the school’s willingness to help her daughter, her mother thought things were going well until she realised that her daughter was being bullied at school by a group of girls. A group of girls decided she was not cool to hang around with. She was trying to get used to her new environment, language and friends which made her very quiet. The girls misinterpreted her shyness and thought she was pretentious and full of herself.

Inaya’s mother reported that “The school thought that she was just not making an effort to settle in. Even the teacher would joke about how she was keeping herself to herself. It got out of hand very quickly. At one point, she was being called a “bounty” (white in the inside, black on the outside). This group of girls initiated a competition about how many jokes they could do with the word bounty in it. No one in her classroom was talking to her really”.

4 http://www.bullying.co.uk/general-advice/bullying-case-studies/
5 http://www.bullying.co.uk/general-advice/bullying-case-studies/
“It was a shock to me because even the school would not see what was happening. Or rather, they probably saw what was happening but didn’t take it seriously. Or maybe they had seen it before: a new girl not fitting in. The onus was on my daughter to change and do something. It fits all the stereotypes of the tormented teenager [...] Inaya did not even feel she could complain to her tutor because from day one he had been part of this. I think that him joking about my daughter in class had in some ways opened the door to the bullying.”

The school attempted to deal with it by making sure girls were punished, by using mediation where someone from outside the school came in to try and help sort things through with the girls and trying to restore Inaya’s self-confidence. But the damage was already done and, after this, things got more subtle and hidden. This situation was not resolved and following a period of home schooling Inaya registered into another school.

6 Michael aged 16 was not supported by his school when he came out.

"I came out to friends in school about a year and a half ago. It was between me and a few good friends but of course the whole school knew within a couple of days. The hassle I received was intolerable, to say the least. When I finally plucked up the courage to speak to a teacher, very little was done. Although my head of year was understanding, she acted as if it were a normal everyday case of ‘teasing in the playground’. I gave her a list of names of people I knew to be causing a problem but when she spoke to them it got worse.

When I started going out with my boyfriend things became even worse, though I’d not have thought it possible. We tried talking to the deputy head. We suggested many things to help alleviate the problems, but she always seemed hesitant to act. 'Just keep feeding me the names of the bullies,' she said, and that was it.

I was sent to the school counsellor to talk about ‘my problems’. I developed and still suffer from severe insomnia, for which I was referred to a psychiatrist, and was put on anti-depressants.

The bullying did ease off eventually, it has never completely gone. It's not as intense now, but it always resurfaces. I can't honestly recall a single day in which I haven't had some sort of reference to my sexuality, or some form of negative view. I'm at a loss to know how every young person in the town seems to know about me. My boyfriend's been much luckier than me. He rarely got as much verbal abuse and he's never suffered physical abuse. He's now in the sixth form, he virtually never receives abuse now. I haven't been as lucky as him. Being in the year below, my year are less mature and still haven't grown up. I've also received physical violence twice. On each occasion I had to go to hospital. The incidents of assault were reported to the police but each time very little action was taken.

This has all made me feel terrible. I've self-harmed and I've thought about suicide on more than one occasion."

6 http://www.stonewall.org.uk/at_school/education_for_all/quick_links/the_campaign/4012.asp
A collection of short case studies compiled by Highland Youth Parliament

Lucy
Lucy had always dressed differently from everybody else in her primary school but no one had ever bothered her about it until she went to academy were pupils in her class began to tease her. They called her names and made her feel like she wasn’t normal. She refused to change her style and the bullying got worse, and they started insulted her hair and her weight as well as her clothes.

Harry
Growing up, Harry had always had long hair and when he started academy it reached halfway down his back. Boys in his school called him names and followed him in the school halls, yelling abuse and calling him girly and gay. Eventually they pushed him to cut his hair, but the bullying didn’t stop as instead they began to tease him for his unbranded and second-hand clothes.

Stephanie
Stephanie was quite overweight and when you went to high school girls in her year made fun of her because of it. They used to trap her in the bathrooms and yell abuse at her and they would tell her that if she told anyone they would just get her outside of school. Eventually the abuse turned physical and Stephanie stopped going to school.

Katie
Katie was bullied throughout her entire time in school. The bullies would pick up on anything, from her clothing to her hair to her face. It started off just at lunchtimes and break, then the bullied started happening during class times, and they would also sit and insult her on the school bus home. The bullying didn’t stop until she was forced to leave school at age 16.

James
After James reported his bullies to the school head teacher, he did get some relief from them, until they took to bullying him online. They made up horrible nicknames for him because of his weight, and he was constantly getting messages with new insults they made up for him. It got so bad that he stopped eating so he could fix his appearance. When his mum realised what was happening she contacted the parents of the main bullies to explain what effect this was having on her son, and the bullies apologised. James also moved to a different class in school and finally made friends.

Jane
I met Jane in primary school, a short, brown haired girl. The youngest daughter in a large family, she was loud and outspoken but very friendly. She took a lot of interest in lessons and keen to help others. Because of this she had a lot of friends in school and was popular with teachers. However around p6, people started to comment on her weight behind her back, and joke about it. Quite a large part of this was things they had heard from older children and siblings being repeated to make others laugh, rather than having the direct purpose of hurting her. To begin her friends defended her and told them to stop, but eventually, as what they were saying became nastier and as they started to laugh and make fun of her openly, some joined in and the majority stayed quiet as it would be directed at them if they didn’t.
Around this time the teachers learned about the bullying and talked about it without naming anyone during class, which made the bully’s angry, thinking she had told on them. As it continued over the next two years, Jane seemed to fade. She was quieter, and kept close to the group of friends who had stayed with her, but didn't join in conversation. The teachers kept in contact with her parents about it, but indifference on one side and poor training on the other meant the issue only got worse. By the end of p7 she was subdued, socially anxious and deeply unhappy.

We both left for different high schools, and it was over a year till I next saw her. She had become very thin and skinny, and her friend I later talked to told me she was anorexic. They were upset and worried for her, but said the bullying had lessened, and she was now just ignored. She wasn't working in classes and had no interest anything other than her artwork, which she had discovered a skill in. As Jane become more engrossed in art her clothes and hair become expressive and unusual, and some of her old outgoing persona came back, but marked by anxiety and low self esteem. She once said she uses her work to express her feelings and experiences, and after she had left high school early to study art her style seemed become brighter and more vivid. Now living independently, she's far happier than she has been in a long time, although the effects of the bullying are still visible.
SCHOOL POSITIVE RELATIONSHIPS, BULLYING PREVENTION ASSESSMENT TOOL

Adapted from the Anti-bullying Alliance school anti-bullying assessment tool which aims to assist schools and education providers with measuring their progress in anti-bullying work.

School Assessment

Overall Assessment

1. **Green** – The school is able to demonstrate effective anti-bullying policy, strategies and practice.
2. **Amber** - The school is able to demonstrate good progress in developing and reviewing its anti-bullying policy, strategies and practice and is actively working to address the priorities it has identified within a defined timescale
3. **Red** - The school has recognised that it needs to address bullying and has identified the key issues need to be addressed. It has an improvement strategy and action plan but progress is limited and the timescale is not defined
4. **Purple** – The school policy, strategies and practice need to be reviewed as a matter of urgency and there are significant issues relating to bullying that are not been addressed.

Section Assessment

1. **Very Good** – The school is able to demonstrate that it matches the section statement
2. **Good** – The school largely matches the section statement but has identified areas it needs to further develop and is actively working to address the issues. It has identified the priorities
3. **In need of some improvement** – The school has recognized that there are significant issues to be addressed if it is to match the section statement. It has identified the priorities but there no significant progress being made
4. **In need of significant improvement** – The school does not match the section statement and there are significant issues that are not being addressed.
<table>
<thead>
<tr>
<th>Impact Indicators</th>
<th>Assessment 1 Scores (1-4)</th>
<th>Priorities (mark with a X)</th>
<th>Assessment 2 Scores (1-4)</th>
<th>Priorities (mark with a X)</th>
<th>Final Scores (1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) School Leadership</td>
<td></td>
<td>Date:</td>
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<td>Date:</td>
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<td>2) School Policy</td>
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<tr>
<td>3) Data Collection and Analysis</td>
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<td>4) Prevention</td>
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<td>5) Responding/ Intervention</td>
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<td>6) Involving Pupils</td>
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<tr>
<td>7) Engaging Parents/ Carers</td>
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<tr>
<td>8) Staff Training and Development</td>
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<td>9) Partnership Working</td>
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Overall score average
(1- Very Good, 2 – Good, 3- Needs some improvement, 4 - Needs significant improvement)
1) **SCHOOL LEADERSHIP**

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<tr>
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<tbody>
<tr>
<td>1. Senior lead for bullying</td>
<td>Y</td>
<td>N</td>
<td></td>
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<tr>
<td>2. Lead Person for bullying</td>
<td>Y</td>
<td>N</td>
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<tr>
<td>3. School Improvement Plan</td>
<td>Y</td>
<td>N</td>
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Assessment (please circle)

2. **Priorities for action:**
### 2) SCHOOL POSITIVE RELATIONSHIPS, BULLYING PREVENTION POLICY

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<tbody>
<tr>
<td>1. Defines ALL methods and practices of bullying (e.g. homophobic, gender based, racism and religion, ASN and disabilities)</td>
<td>Y</td>
<td>N</td>
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<tr>
<td></td>
<td>* See Diversity and Equality Policy</td>
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<tr>
<td>2. References action to prevent and respond to bullying outside of school (e.g. cyberbullying, journeys to and from school)</td>
<td>Y</td>
<td>N</td>
<td></td>
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<tr>
<td>3. Includes prevention methods</td>
<td>Y</td>
<td>N</td>
<td></td>
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<tr>
<td>4. Includes response strategies</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>5. Involved pupil consultation</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>6. Reviewed in last 12 months</td>
<td>Y</td>
<td>N</td>
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#### Assessment (please circle)

#### 7. Priorities for action:
### 3) DATA COLLECTION

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</tr>
<tr>
<td>1. Pupil perception survey in last 12 months</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>2. Recording system for bullying incidents that includes record of action taken</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

Assessment (please circle)

1. Very Good  
2. Good  
3. Needs some improvement  
4. Needs significant improvement

### 3. Priorities for action:

### 4) PREVENTION

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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Awareness raising activities in last term</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>2. The Positive Relationships and Bullying Prevention Policy references the Equality Act 2010 and all protected characteristics, and is clearly aligned with Equality and Diversity Policy and work to prevent prejudice and discrimination in the school.</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>3. Anti-bullying policy clearly aligned with behaviour policy, e-safety policy and child protection policy.</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>4. School environment – assessed with pupils and staff in last 12 months</td>
<td>Y</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>
### 5. Curriculum – lessons that relate to bullying

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
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</thead>
</table>

Assessment (please circle)

**Priorities for action:**

### 5) RESPONSE

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Range of interventions for all pupils/young people involved – including work with the wider peer group</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2. Referral to outside agencies where appropriate</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3. Parent/carer engagement</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

Assessment (please circle)

**Priorities for action:**
### 6) INVOLVING PUPILS/YOUNG PEOPLE

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Pupil Council involvement</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>2. Peer/Buddy support programmes</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>3. Awareness raising</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>4. Celebration (e.g. Diana Award, whole school accreditation programmes)</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

**Assessment (please circle)**

1. Very Good  
2. Good  
3. Needs some improvement  
4. Needs significant improvement

**Priorities for action:**
### 7) WORKING WITH PARENTS AND CARERS

| 1. Awareness raising activities | Y | N |
| 2. Parent perception survey in last 12 months | Y | N |
| 3. Reporting system | Y | N |
| 4. Complaints procedure | Y | N |

Assessment (please circle)


**Priorities for action:**

### 8) STAFF PROFESSIONAL REVIEW AND DEVELOPMENT

| 1. Senior staff trained | Y | N |
| 2. All staff trained | Y | N |
| 3. Update included in CPD annual programme | Y | N |

Assessment (please circle)


**Priorities for action:**
### 9) PARTNERSHIP WORKING

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Engaged with Highland Council Positive Relationships, Bullying Prevention Policy</td>
<td>Y</td>
</tr>
<tr>
<td>2. Work with associate primaries/secondary (e.g. transition work, shared anti-bullying policies and improvement plans)</td>
<td>Y</td>
</tr>
<tr>
<td>3. Work with other schools in the ASG (e.g. shared anti-bullying policies and improvement plans – particularly in regard to cyberbullying and bullying incidents that go across school pupil intake)</td>
<td>Y</td>
</tr>
<tr>
<td>4. Work with the local community (e.g. shared anti-bullying policies and improvement plans, community involvement)</td>
<td>Y</td>
</tr>
<tr>
<td>5. Worked with national organisations, for example Respectme, Stonewall or LGBT Youth Scotland</td>
<td>Y</td>
</tr>
</tbody>
</table>

**Assessment (please circle)**

**Priorities for action:**

**Additional notes:**
Prejudice Based Bullying and Protected Characteristics (PC) under the Equality Act 2010

Age (PC)
Where this is referred to, it refers to a person belonging to a particular age (e.g. 32 year olds) or range of ages (e.g. 18 - 30 year olds).

Disability (PC)
A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

Pupils with Additional Support Needs may be at greater risk of being bullied. Their Additional Support Need may involve obvious physical differences from other pupils, difficulties in understanding and contributing to social interactions, delay in or reduced academic progress, all of which may be used as a basis for bullying behaviour by other young people they encounter.

Some pupils with Additional Support Needs may not be able to communicate experiences as well as other children.

There is also increasing evidence that more able children may be targeted because of their levels of achievement and/ or their involvement in out-of-school initiatives.

Race (PC)
Refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins. Gypsy/Travellers are protected under this category.

Racist bullying can range from name calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual/ individuals on the grounds of their perceived racial culture and national or religious identity. Not only is this behaviour unacceptable within a school context is also unlawful.

Religion and belief (PC)
Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

Sectarianism is distinct from prejudice between different religions. This should be recognised in all relevant policies in relation to equality and diversity. A denomination or ‘sect’ is a division or grouping within a faith, for example, Protestants and Catholics within Christianity, Sunni and Shia within Islam, and Orthodox and Reform within Judaism. Denominations within one faith share the same basic (fundamental) elements of the faith but they have differing practices or differing interpretations of specific elements of the faith.

Some children are brought up with the example that sectarian attitudes are acceptable; however, open discussion about sectarian language and symbols can help to challenge many of the historical and cultural myths which encourage
sectarian attitudes and behaviour. Such attitudes and behaviours must be constantly challenged. Listening to their children and young people’s experiences and highlighting potential consequences can encourage a positive change in behaviour.

**Sex (PC)**
Being a man or a woman or a boy or a girl. Gender bullying is widespread and impacts on both females and males. The proliferation of particular gender stereotypes and the experiences some children have of relationships between adults of both genders, including those that might be abusive, can contribute to gender bullying. Behaviour associated specifically with gender bullying may also include:
- abusive name calling
- use of sexual innuendo and unwanted propositioning
- graffiti with sexual content
- spreading rumours questioning sexual reputation

**Sexual orientation (PC)**
Whether a person’s sexual attraction is towards their own sex, the opposite sex or to both sexes. Homophobic bullying targets a victim on account of his/her actual/perceived sexual orientation. Children and young people may also be the victims of bullying behaviours as a result of their parent’s or carer’s perceived or actual sexual orientation.

Homophobic bullying may involve physical, non-physical, direct and indirect bullying behaviours. Unwitting behaviours also contribute to a climate in which homophobic bullying occurs. Homophobic bullying may also include the regular use of consciously offensive and discriminatory language e.g. calling someone ‘gay’, spreading rumours that cause an individual’s perceived sexual orientation to be ridiculed, questioned or insulted.

**Gender reassignment (PC)**
Is the process of transitioning from one gender to another.

**Body Image**
Bullying on the grounds of body image is becoming more prevalent. Children and young people who have a condition, injury or illness that makes them look ‘different’ can be especially vulnerable to appearance-related remarks and bullying behaviour. Presentation of issues about body image in the mass media exacerbates to this problem. A child or young person who is noticeably over or underweight may find themselves particularly vulnerable to bullying behaviour which can take a variety of forms including name-calling, mimicry of eating habits or perceived eating habits, demeanour or physical agility, nasty comments about clothes and general appearance and/or covert photos being taken when changing for PE. Children and young people can develop poor eating habits and eating disorders as a result.

**Looked After Children**
Looked after and accommodated children and young people can be particularly vulnerable to bullying behaviour. In many cases there will not be a stable support network to help them deal with the problem. School staff have a major part to play in ensuring that children in care are healthy, happy, safe and successful.
Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are looked after, as well as another number of reasons:

- regular changes in schools where they are placed which can make forming friendships difficult
- poor relationships skills stemming from attachment difficulties
- inappropriate reactions to situations as a result of learned behaviours
- a reluctance to make friends
- low self-esteem
- lack of role models
- a heightened sense of privacy.

Like anyone who is seen as 'different' at school, children and young people who are looked after and accommodated may receive unwelcome attention stemming from their circumstances. Sometimes the behaviour of other pupils is the result of curiosity expressed inappropriately. On other occasions these situations can become more unpleasant, and could develop into bullying behaviour. Children who are looked after away from their home authority but continuing to attend school in their home authority may not be able to access after school clubs and social events easily and this could result in further isolation.

Children and young people react differently in these situations, depending on how they feel at the time, or what personal resources or skills they have to draw on. They might ignore taunts, or else stand up to people, or they might get angry and lash out. Some children and young people describe experiences of reacting physically to bullying behaviour, as a result of frustration at lack of support in the school, and finding the situation has escalated to such an extent that it leads to exclusion or truanting.

Children and young people who are looked after may be reluctant to tell anyone they are experiencing bullying behaviour for a number of reasons. They may not trust adults or may have a distrust of authority. Previous experience may make them feel that they will not be believed or that no action will be taken. They could be concerned that they will be seen as the perpetrator. As with other forms of bullying behaviour, children and young people may be exhibiting behaviour which they feel is indicating that they are being bullied but the adults around them may not pick up on this. Changes in behaviour may be put down to stress about reviews or other events in the life of a looked after and accommodated child or young person. They may not wish to highlight their looked after situation or ‘rock the boat’ especially at the start of a new placement or during a successful placement. Their previous life experience may have given them a heightened sense of self-reliance and independence so that they do not ask for help.

**Social and Economic Status**

Bullying due to social and economic status can take place in any group no matter how homogeneous. Even small differences in perceived class/family income/ family living arrangements/social circumstances or values can be seized upon by some young people and used as a basis for bullying behaviours, Including:
• Name calling (of pupil or family members)
• Rumour spreading
• Graffiti regarding pupil or family members
• Shunning
• References to lack of or over attention to personal hygiene (real or imagined)
• Mockery of speech patterns /belongings/clothes/ felt to reflect differing social economic status.

Such behaviours can be low key and insidious and become widespread through those considering themselves to be in the dominant social economic group or class. It is important to remember that this form of bullying can equally be of a pupil from a social economic group perceived as higher earning / believing it socially superior to the majority.
USEFUL LOCAL CONTACTS AND KEY RESOURCES

Local Contacts:
- EAL Team: http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/39/english_as_an_additional_language
- Gypsies, Travellers and interrupted learners: http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/40/gypsies_travellers_and_interrupted_learners
- Psychological Service http://www.highland.gov.uk/info/886/schools_-_additional_support_needs/36/psychological_service
- Care and Learning Equalities Working Group Chair: 01463 702502, cath.king@highland.gov.uk
- Highland GLOW Equality, Diversity and Children’s Rights site can be accessed through the For Highland’s Children tile. It contains information on all of the ‘protected characteristics’ of the Equality Act 2010, teaching resources and sections on bullying and children’s rights.

National and other contacts and resources:
- Anti-Bullying Alliance:
- Bullying UK: www.bullying.co.uk Helpful resources and good information on cyber bullying
- Children in Scotland: the national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland.
- Children’s Rights Alliance (England)
- Centre for Research in Education Inclusion and Diversity
- Centre for Studies on Inclusive Education
- Changing Faces: the charity which aims to support and represent children, young people and adults with disfigurements from a wide range of causes. http://www.changingfaces.org.uk/Home
- ChildLine: ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people. http://www.childline.org.uk/Pages/default.aspx
- CHILDREN 1ST: runs ChildLine Scotland on behalf of the NSPCC and works with Scotland’s vulnerable children and young people to help change lives for the better. Bullying is addressed by their Safeguarding in Sport service,
working with sports governing bodies and local authorities.
http://www.children1st.org.uk/

- Count Us In: Promoting understanding and combating sectarianism, Education Scotland (2007)
- Children's Parliament (The): http://www.childrensparliament.org.uk
- Dealing with Homophobia and Homophobic Bullying in Scottish Schools: Toolkit and lesson plans to help teachers understand and deal with homophobia and homophobic bullying in schools. http://www.educationscotland.gov.uk/resources/d/genericresource_tcm4512285.asp
- Education Scotland: Inclusion and equality
- EHRC Teaching resources - secondary EHRC Teaching resources - primary
- Enable Scotland: in partnership with respectme have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (http://www.enablemescotland.info). Enable Scotland also provides training on disability awareness. http://www.enable.org.uk/
- Enquire: Offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website. http://enquire.org.uk/
- Equality Matters for Children
- For Scotland’s Disabled Children (FSDC)
- Govan Law Centre's Education Law Unit: The Education Law Unit runs the Education Law Helpline which is available to anyone who has an enquiry about any aspect of education law in Scotland. Enquiries can be made by telephone (0141 445 1955) or e-mail (advice@edlaw.org.uk). http://www.edlaw.org.uk/
- How good is our school? Promoting Race Equality (HMie 2004)
- How Good is our School? Taking a closer look at Inclusion and Equality – meeting the needs of Gypsies and Travellers (HMie 2005)
- Inclusion and Equality in CLD
- LGBT Youth Scotland: Aims to improve services for LGBT young people and the wider LGBT community. Toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. http://www.lgbtyouth.org.uk/home.htm
- ParentLine: (0808 800 2222) free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. http://www.children1st.org.uk/parentline/
- Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland
- Pupil Inclusion Network Scotland (PINS): http://www.pinscotland.org
- Respectme: Government funded anti-bullying service managed by a partnership of SAMH, LGBT Youth Scotland and the Scottish Government. It provides free training and skills development and a website that provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. http://www.respectme.org.uk/
• SAMH: A national mental health charity dedicated to mental health and wellbeing for all and is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour. http://www.samh.org.uk/frontend/index.cfm?page=1
• Scotland’s Commissioner for Children and Young People (SCCYP) http://www.sccyp.org.uk/
• Scottish Out of School Care Network: the lead independent voice for school-aged childcare in Scotland. SOSCN is working in partnership with respectme to provide anti-bullying training. http://www.soscn.org/
• Sense Over Sectarianism
• Stonewall Scotland: Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources. http://www.stonewallscotland.org.uk/scotland/
• Together Scotland Scottish Alliance for Children’s Rights
• What is Bullying? - youngminds.org.uk www.youngminds.org.uk/Bullying Advice and support for young people affected by bullying.
• Youth Scotland: Contributes to anti-bullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism. http://www.youthscotland.org.uk/
• Zero Tolerance: Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. http://www.zerotolerance.org.uk/
Dear Mr & Mrs Smith

David Smith (21.5.89) – Anywhere Secondary School

It is possible that David has been involved in bullying behaviour. The incident was reported on enter date and is being investigated according to our school’s Anti-bullying Policy.

Outline details of the incident

I would be grateful if you could contact me within the next three days so we can discuss how we can work together to resolve the issues detailed above.

In the meantime I would be grateful if you would acknowledge receipt of this letter by returning the pro-forma below.

Thank you for your assistance.

Yours sincerely

Head Teacher

I acknowledge receipt of the letter dated _________

Parent/Carer _______________________

Signature___________________________

Pupil ______________________ Class _____________________________
Letter to parents/carers of child or young person who has experienced bullying behaviour’s)

SCHOOL ADDRESS:

Date:

Dear Mr & Mrs Jones,

Mary Jones (3.6. 93) – Anywhere Primary School

There was an incident on enter date in which Mary reported that she experienced bullying behaviours. You can be assured that the school does not tolerate any form of bullying behaviour and the allegation is being thoroughly investigated.

Outline details of the incident

Please do not hesitate to contact me if you wish to discuss any aspect of the alleged incident or discuss how we can work together to resolve the issues detailed above. I will keep you informed of developments.

In the meantime could you please acknowledge receipt of this letter by returning the pro-forma below.

Yours sincerely

Head Teacher

-------------------------------------------------------------------------------------------------------

I acknowledge receipt of the letter dated __________

Parent/Carer _________________________

Signature __________________________

Pupil ______________________________ Class _________________________
BULLYING AND EQUALITIES

Maintain Incident

The Bullying and Equalities menu enables schools to enter and maintain details of any alleged incident of discrimination reported to them. The school can enter details of the alleged incident, the nature of the incident and motivations. It also enables them to monitor, review and record any actions progressed. The form can be completed at relevant stages throughout this process, however all mandatory fields must be completed before saving.

Adding a New Incident

- Application
- Management
- Bullying and Equalities
- Maintain Incident

Basic Info

1. Click the ellipsis button to the right of Reported To, filter to select appropriate member of staff
2. Click OK
3. Click the ellipsis button to the right of Incident Owner, filter to select appropriate member of staff
4. Click OK
5. To change this information, repeat the above steps

NOTE: Only those members of staff who have been given access to Confidential Notes in the Responsibility Tab under Edit Data Settings will be displayed

6. Update Addressed By in the same way
7. Select the Incident Location from the dropdown list
8. Select Incident Date and Incident Time
9. The field Reported By is a free text field. Details of who reported the incident can be entered here.
NOTE:  Click this symbol in each text field to display help on the information required for that field.

Hover the mouse pointer over this symbol to display the characters available and characters space left this field.
The green bar at the bottom of this field will increase in length as you enter text. Once this bar reaches the right hand side of the box the maximum number of characters has been reached.

**Alleged Incident**
All mandatory fields must be completed for Alleged Incident.

1. Click **Add Pupil** in the **Person(s) Experiencing** field
2. Filter to select the appropriate pupil, click **OK**
3. If required repeat the above steps for any staff members to be added to the **Person(s) Experiencing** area
4. Pupil and staff can be added to the **Person(s) Displaying** field in the same way
5. Pupil or staff names added to the above fields can be removed by selecting name to be removed and clicking **Remove Pupil** or **Remove Staff** button
6. Other people involved in the incident can be added by entering their details in the appropriate free text fields
Nature of Incident

1. Select the relevant ‘Nature of Incident’ option from the drop down list, Click Add
2. NOTE: When in the dropdown hovering over an item can provide relevant examples
3. If you select Other from the pick list of options provided, the details must be entered in the appropriate text field on the right of the screen
4. To remove an item added in error, select the item then click Remove
5. The Characteristics field can be completed in the same way
6. Enter the relevant details of the incident in the Incident Detail text field
7. Click SAVE

Monitor/Review

The Monitor/Review field can be completed at the appropriate stage.

1. Filter and select the incident to be monitored or reviewed
2. The pick list of staff in the Reviewer field will only show those staff who have access to Confidential Notes
3. Enter the Due date when appropriate
4. Enter Complete date when appropriate
5. The fields are then split into two areas, Person(s) Experiencing and Person(s) Displaying
6. Select the appropriate option from the pick list provided for each field
7. Click SAVE
**Action Progressed**

Details of the investigative process carried out, as well as the conclusion, can be entered for the incident.

1. Enter the relevant details of the action progressed in the **Investigative Procedures** text box
2. Select the appropriate option from the **Investigation Conclusion** drop down list

1. Click the **NONE** button next to the pupil name in the **Person(s) Experiencing** and **Person(s) Displaying** fields
2. A Person Experiencing Actions or Person Displaying Actions box will now appear

3. Select the appropriate option from the drop down list, click **TAKE ACTION**
4. Where applicable tick that the action has been taken and enter any notes as necessary
5. Click **SAVE**
6. Click **CLOSE** when all actions have been added

Maintain Incident ©SEEMiS Group LLP Page: 4 of 5 Date Revised: 04/11/2014
Delete an Action
1. To delete an action, click the button under Action to view the actions assigned to the individual
2. The action(s) assigned will now be listed, click the double arrows to expand the action, this will display the delete button
3. Click DELETE to remove the action
4. Click CLOSE

Maintain an existing Incident

This facility also enables the user to update or amend an existing incident.

- Application
- Management
- Bullying and Equalities
- Maintain Incident

1. Click the magnifying glass at the top left of the screen
2. Filter if required by date, ID, Staff or Pupil
3. Click NEW LIST
4. Click to select the incident to be viewed
5. Click to the right of the screen or double click the incident to close the filter screen
6. Make the necessary changes

NOTE: Any Bullying and Equalities incident information stored can be viewed in various areas within Click+Go, Pupil Profile, Pastoral Notes and Latest Pastoral Notes. The stored documents can only be accessed by those members of staff who have access to the document management profile.
INCIDENT REPORTS

Incident Reports displays the full detail of an incident.

- Application
- Management
- Bullying & Equalities
- Incident Reports

1. Filter by date or ID if required
2. Click **NEW LIST**
3. Select the appropriate incident
4. Click **FULL DETAIL REPORT**
5. Click **BACK** to return to previous screen

*Example of a Full Detail Report*

<table>
<thead>
<tr>
<th>Incident 1.</th>
<th>Incident Date: 15/10/14</th>
<th>Owner: Mrs H Hastie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident Types</td>
<td>Verbal - Incident Detail: [Additional Detail here related to the incident]</td>
<td></td>
</tr>
<tr>
<td>Characteristics</td>
<td>Economic Circumstances, Family circumstances</td>
<td></td>
</tr>
<tr>
<td>Reported To</td>
<td>Mr R Barlow</td>
<td></td>
</tr>
<tr>
<td>Reported By</td>
<td>Sarah Smith</td>
<td></td>
</tr>
<tr>
<td>Addressed By</td>
<td>Mr R Barlow</td>
<td></td>
</tr>
<tr>
<td>Incident Location</td>
<td>In Class</td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td>Mrs Heather Hastie (review date: 31/10/14)</td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Resolved</td>
<td></td>
</tr>
<tr>
<td>Action Procedures</td>
<td>Actions taken after investigation and discussion with parents</td>
<td></td>
</tr>
</tbody>
</table>

**People Involved in the Incident**

<table>
<thead>
<tr>
<th>Name</th>
<th>DoB</th>
<th>Stage</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Person Experiencing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emma Boyd</td>
<td>10/10/02</td>
<td>S1</td>
<td>Letter</td>
</tr>
<tr>
<td><strong>Person Displaying</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graeme Coyle</td>
<td>02/03/02</td>
<td>S1</td>
<td>Exclusion, Interview, Parental Involvement</td>
</tr>
<tr>
<td>Kieran Gallagher</td>
<td>22/12/02</td>
<td>S1</td>
<td>Interview, Letter</td>
</tr>
<tr>
<td>Scott Keenan</td>
<td>26/05/02</td>
<td>S1</td>
<td>Exclusion, Interview, Letter</td>
</tr>
</tbody>
</table>
PUPIL INCIDENT REPORTS

Pupil Incident Reports enables the user to produce a condensed or full detailed report on incidents where discrimination, involving the specified pupil, has been alleged against a pupil. These reports are available in PDF format.

- Application
- Management
- Bullying and Equalities
- Pupil Incident Reports

1. Filter as required to search for the appropriate student
2. Click CONDENSED REPORT or FULL DETAIL REPORT to generate the PDF
3. Click the BACK button at bottom right of the screen to return to previous screen

Example of a Condensed Report

<table>
<thead>
<tr>
<th>Date</th>
<th>Owner</th>
<th>Conclusion</th>
<th>Incident Types</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/10/14</td>
<td>Mrs H Hastie</td>
<td>Resolved</td>
<td>Verbal Incident Detail [Additional Detail here related to the incident]</td>
<td>Economic Circumstances, Family circumstances</td>
</tr>
</tbody>
</table>

Example of a Detailed Report

Full Pupil Incident Report 13:33 Wed 15/Oct/14

<table>
<thead>
<tr>
<th>Emma Boyd</th>
<th>DoB: 10/10/02</th>
<th>Reg. Class: 1.1</th>
</tr>
</thead>
</table>

Person Experiencing

Incident Date: 15/10/14
Owner: Mrs H Hastie

Incident Types
- Verbal
- Incident Detail [Additional Detail here related to the incident]

Characteristics
- Economic Circumstances, Family circumstances

Others Involved in the Incident

<table>
<thead>
<tr>
<th>Name</th>
<th>DoB</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graeme Coyle</td>
<td>02/03/02</td>
<td>S1</td>
</tr>
<tr>
<td>Kieran Gallagher</td>
<td>22/12/02</td>
<td>S1</td>
</tr>
<tr>
<td>Scott Keenan</td>
<td>25/05/02</td>
<td>S1</td>
</tr>
</tbody>
</table>

Reported To
- Mr R Barlow

Reported By
- Sarah Smith

Addressed By
- Mr R Barlow

Incident Location
- In Class

Review
- Mrs Heather Hastie [review date: 31/10/14]

Actions Taken
- Letter

Conclusion
- Resolved

Action Procedures
- Actions taken after investigation and discussion with parents
STAFF INCIDENT REPORTS

Staff reports can be produced for staff responsible for an incident or staff involved in an incident. These reports can then be produced in condensed or full detailed report format.

- Application
- Management
- Bullying and Equalities
- Staff Incident Reports

1. Select either the **Staff Responsible** or **Staff Involved** tab
2. Filter to select the appropriate member of staff
3. Click **CONDENSED REPORT** or **FULL DETAILED REPORT**
4. Click the **BACK** button at bottom right of screen to return to previous screen

Example of a Condensed Report

<table>
<thead>
<tr>
<th>Managing Staff</th>
<th>Condensed Incident Report</th>
<th>14:00 Wed 15 Oct</th>
<th>14</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Incident 1</strong></td>
<td><strong>Incident Date:</strong> 06/10</td>
<td><strong>Owner:</strong> Mrs H Hastie</td>
<td></td>
</tr>
<tr>
<td><strong>Incident 2</strong></td>
<td><strong>Incident Date:</strong> 06/10</td>
<td><strong>Owner:</strong> Mrs H Hastie</td>
<td></td>
</tr>
<tr>
<td><strong>Incident 3</strong></td>
<td><strong>Incident Date:</strong> 06/10</td>
<td><strong>Owner:</strong> Mrs H Hastie</td>
<td></td>
</tr>
</tbody>
</table>

Example of a Detailed Report

<table>
<thead>
<tr>
<th>Full Incident Report</th>
<th>13:59 Wed 15 Oct</th>
</tr>
</thead>
</table>
| **Incident Type:** Damage to Property | **Incident Description:** Ms Dobbie was out in a local pub with family and saw the students in question drinking alcohol and explained to bar staff that they were underage, as the students were flouting the bar's decision to do so.
| **Characteristics:** Substance Misuse - Alcohol | **Resolution:** Resolved |
| **Person Elderly:** Ms Candida Elizabeth Dobbie | **Actions Taken:** |
| **Person Displaying:** Taylor Adam | **DoB:** 09/03/99 | **Stage:** 54 | **Actions Taken:** [None] |
| **Person Displaying:** Hannah Clark | **DoB:** 13/10/99 | **Stage:** 54 | **Actions Taken:** [None] |

Staff Incident Reports ©SEEMiS Group LLP Page: 1 of 1 Date Revised: 30/07/2014
Appendix 4 – Standard school bullying questionnaire

What is the aim of surveying pupils?
- That every Head Teacher or management team can easily gather reliable information about the levels of bullying in their schools. This to enable them to plan programmes and intervention effectively, as well as identifying any training/policy gaps.
- That the Council can have reliable authority-level intelligence about bullying levels and patterns in Highland schools. This to enable effective support to school and other staff in preventing and addressing bullying.

To achieve the aim all Schools should:
- survey their pupils at least annually on bullying levels
- The Authority will collate a sample of these surveys to allow reasonable estimates

Why bother?
There are two reasons, one ethical and one practical. It is clearly right to consult young people in a meaningful way on topics of importance to them. Also, “reported incidents” from schools, even when complete, provide a necessary, but poor, measure of bullying incidents – because not all bullying gets to adult attention, and also because young people often have different ideas as to what effectively constitutes bullying.

How?
There are many things we might like to ask the young people. But for any surveying to be sustainable, we need a small set of questions, with easily collated responses.
- A questionnaire template (using Survey Monkey, or similar) will be provided to all schools, in age-appropriate language, but covering the same questions
- An accompanying lesson plan, meeting key E’s and O’s, both for pupil benefit, to assist the validity of the survey, but also to assist schools in meeting obligations will be developed and added to this toolkit
- Ideally all schools deliver lesson and survey to all pupils, at a suitable time in the given establishment – preferably annually. The usual conditions of anonymity and free response to be respected.
  - Schools can add further questions if they wish and feel they can manage the data
- Survey Monkey will output percentages responses automatically for school managers
- A printout of results to be sent to HQ for collation and analysis by end of May in each session.

What are the questions?
The following are proposed and will be worked up into age-appropriate language:
1. How many children and young people are experiencing bullying?
2. Where/when does the bullying happen?
3. How far does the bullying relate to protected characteristics (and other groups)?
Appendix 5 – Outline Lesson Plan

Experiences and Outcomes

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2,3,4 -05a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 2,3,4 – 10a

I am aware that positive friendships and relationships can promote health and the health and wellbeing of others. HWB 2-44b

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. HWB 3-44b / HWB 4-44b

I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. RME 3-09c

I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world. RME 4-09c

Intended learning outcomes

- Understand that everyone is different
- Understand what makes us all different
- Understand that there are different types of bullying
- Understand how bullying can make someone feel
- To understand empathy for people who are treated badly
- To learn that people can react in different ways in different situations
- To understand that it is important to tell someone if you are being bullied
- Know who to tell if you are feeling bullied

Key words
Bullying, behaviours, Identity, prejudice and prejudice based bullying, different, same

7 Adapted from a Respectme resource
Activity 1 thinking about Survey responses

Ask young people what percentage of pupils they think reported that they experienced bullying in the week before the survey? Compare responses with the figures below:

**2013 Lifestyle Survey responses**
The number of young people who said that they had felt bullied a few, some or lots was:
- P7 – 20.4%
- S2 – 25.1%
- S4 – 17.2%

**Formal reporting of bullying in Highland Schools**
For the academic year 2012 – 13, (the year the last survey was carried out):
- A total of 8 bullying (0.02%) and 10 racist incidents (0.03%) (Total school cohort 30,919) were formally reported in Highland schools (racist incidents may also be reported as bullying incidents so there may be duplication):
- 7 bullying (0.04%) and 8 racist incidents (0.04%) in primary (total cohort, 16,565);
- 1 bullying incident (male victim) and 2 racist incidents (1 female and 1 male victim) reported in secondary (total cohort 14,224).

Discuss thoughts about the percentages of pupils who said they felt bullied and why this number might be different from the formally reported figures. Discuss why someone might not report that they felt that they had been bullied.

Activity 2 Our Identity (5-10mins)
Draw a large stick person on the middle of a board or flipchart. As a prompt write a couple of generic examples of factors that make up an identity – for example ‘Name’, ‘Age’ – randomly around the stick figure. Use this as a visual prompt for the activity.
In small groups of 3-4 ask the class/group to discuss and write down examples of the factors that make us ‘Who We Are’. There are no ‘right’ or ‘wrong’ answers here and the children/young people should be encouraged to be creative about their answers.
Examples might include:

- Gender
- Nationality
- Race
- Family
- Friends
- Ability – in a universal sense such as skills/talents and including learning or physical disability
- Religion/Belief
- Where you live
- Language(s)
- Appearance – Size, Shape, Skin Colour, Clothing etc.
- Sexuality (only work with this example if you feel it age-appropriate. It is a good idea to prepare for this in the event that it is raised by the children/young people).
- Likes/Dislikes
- Feelings
- Experiences
- Opinions
- Being a young carer
- Being a looked after child/young person
Facilitate the feedback, allowing each group in turn to contribute a few examples from their discussion. Add each example to the board or flipchart. The list does not need to be exhaustive. Once the display covers a diverse range of examples ask the group if they can think of a word that explains what all these factors together mean.

The word you are looking for is ‘Identity’. Write the word clearly above the stick figure and explain that our identity is made up of lots of different elements that tell us ‘Who We Are’.

**Activity 3 Who Am I? (5-10mins)**

This is an individual exercise. Ask the children/young people to draw their own stick figure on a blank sheet of paper. The figure represents them, so they may wish to be creative and add some personal touches such as hair, facial features or clothing (you may wish to use coloured pens, crayons or other art materials). Invite young people to explore their own identities by creating a personalised version of the first flipchart exercise. For example, ‘Name: Anna, Age: 11, Nationality: Polish’. You may also wish at this point to invite a few volunteers to share their charts with the group as a whole.

There is an opportunity following this exercise to explore some interesting questions with the group as a whole. For example:

- ‘How do we decide our ‘nationality’? This could be where we live, where we are born, or where we lived for most of our lives.
- Can our identities change? If so, how? Our identities can change as we live and grow, for example our nationality, age, likes/dislikes. Some factors do not change such as race, where we are born, name.

The discussion here should be flexible and respond to any relevant points raised by the group. The important messages to communicate are that our identities are fluid and will change in lots of ways and that people should have freedom to choose their own identities and choose how they see themselves.

**Activity 4 Bullying and Identity (10-15mins)**

Working in groups again, ask the children/young people to discuss and write down examples of actions/behaviour that attack a person’s identity or differences. After 5mins facilitate the feedback within the group as a whole. You can write the examples shared on a flipchart or board. This is not an exhaustive list but examples might include:

- Name-calling or using words that make fun of someone’s differences
- Using negative labels to describe someone
- Drawing hurtful pictures or graffiti
- Cyberbullying – using words through email, texts or messages or using pictures to hurt someone
- Spreading rumours or gossip
- Excluding or leaving someone out for being different
Communicate the key message that these are all examples of bullying behaviour. Discuss the impact of bullying behaviour. This might include:

- Feeling scared
- Feeling angry
- Feeling sad
- Feeling upset
- Feeling ashamed
- Feeling/being isolated
- Feeling embarrassed
- Getting into fights
- Staying off school
- Not able to concentrate
- Not able to keep up with school work/marks going down

People can be bullied for being different but we must remember that:

- To be different is to be yourself
- Difference is normal and healthy

So difference is never the problem but sometimes people’s attitudes and behaviour towards difference are a problem. When someone thinks and behaves negatively towards another person for being different we call this Prejudice-based Bullying. The word prejudice means to ‘pre-judge’ people in a negative way because they are different. (If you feel the term ‘prejudice’ is too sophisticated for younger children or children with learning disabilities then you can simply focus on ‘Bullying and Difference’ instead).

**Additional Activities**

Carry out the electronic survey with your class (see page 44).

Discuss the analysis of the Lifestyle Survey responses which identifies that:

- Generally girls felt more bullied than boys across all year groups;
- Young carers experienced more bullying across all age groups;
- Children with ongoing disabilities experienced more bullying. This is particularly clear in S4, where 18% more children experienced a lot of bullying compared to the year group as a whole;
- Of children and young people who identified difficulties children who found it hard to move around were most likely to have experienced bullying, followed by children who find it hard to talk and listen to people.
Appendix 1

Cyberbullying References


