ANTI-BULLYING POLICY AND GUIDANCE FOR EDUCATION ESTABLISHMENTS IN EAST DUNBARTONSHIRE

1   Rationale

East Dunbartonshire Council wholly subscribes to the Scottish Government's national approach to anti-bullying for Scotland's children and young people.

'Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.'

Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland's Children and Young People.

2   Policy Statement and Aims

East Dunbartonshire Council is committed to providing a safe and supportive environment for all children and young people in its educational establishments and promoting a culture where bullying is recognised as being **unacceptable**.

Bullying behaviour is not, and should never be, an inevitable part of school life or a necessary part of growing up.

The success of any anti-bullying policy requires a clear response for schools and guidance on how to prevent, respond to and reduce bullying behaviours. Current research has shown that bullying is a likely cause of stress for children and young people and has a direct correlation with poor mental health.

East Dunbartonshire Council aims to:

- provide leadership and ensure accountability;

- support establishments working with children and young people to develop a positive and inclusive ethos and culture;

- support effective policies and practices which proactively prevent and deal with all types of bullying behaviour;

- ensure provision of information, training, advice and support to those working with children and young people as well as their parents or carers;

- ensure a co-ordinated and cohesive response to bullying across the authority.

All employees directly working or involved with children and young people will aim to:

- develop positive relationships amongst children, young people and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing;

- build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying;

- prevent bullying of children and young people through a range of policies, strategies and approaches;

- support children, young people and their parents and carers who are affected by bullying.

3   Children's Rights and Legal Framework

The Scottish Government is committed to supporting and promoting children's rights and the **United Nations Convention on the Rights of the Child (UNCRC)**. All children and young people have these rights and should respect the rights of others. The UK has ratified the UNCRC and Scotland participates in reporting every five years on its implementation of the convention, including its action on anti-bullying.

There is also a strong UK and Scottish legal framework which enshrines the welfare of the child as paramount. While taking into consideration the views of the child, the framework secures an adequate and efficient provision of education which is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential.

The Health and Wellbeing framework within Curriculum for Excellence complements the duty in the **Schools (Health Promotion and Nutrition) (Scotland) Act 2007** for Scottish Ministers and local authorities to endeavour to ensure that all schools are health promoting. The statements of experiences and outcomes in Health and Wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people, and are the responsibility of all teachers. Health promoting schools will promote the mental, emotional, social and physical health and wellbeing of all children and young people.

Getting it Right for Every Child (2008) highlights eight wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included.

The Equality Act (2010) aims to strengthen the law to support progress on equality. 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 Act provides protection from discrimination, harassment and victimisation based on a range of 'protected characteristics'. Those characteristics which apply to education establishments are defined in the Act as race, sex, disability, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity.

The Education (Additional Support for Learning) (Scotland) Act (2004, amended 2009) requires local authorities to reduce barriers to learning, which can include bullying behaviour.

East Dunbartonshire Council's Equality and Human Rights Policy (2011-2014) sets out the Council's commitment to the principles of equality, diversity and human rights for all.

East Dunbartonshire Council is committed to ensuring that anti-bullying advice and guidance is fully informed by this legal framework, in particular the 'protected characteristics' from the Equality Act. Bullying experiences bring a loss of opportunity for the person (s) to grow and develop and are often linked with prejudice and discrimination.

4   Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

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 which children and young people access through the Internet, via social networking (eg Facebook,Twitter and Snapchat), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods. *Bullying – A Guide for Parents and Carers*, which includes guidance on on-line bullying, is available from 'respect*me*' – Scotland's Anti-bullying Service on their website - www.respectme.org.uk.

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include:

- homophobic bullying;

- racist bullying;

- disablist bullying;

- body image;

- religion and belief;

- sexism and gender;

- looked after children and young people;

- young carers;

- socio-economic group.

With this in mind, vulnerable children and young people may be particularly at risk of experiencing bullying.

Descriptions of prejudice-based bullying are included in **Appendix 1**.

Research and practice experience over time have led to an emerging understanding of bullying as a behaviour which emerges from complex social dynamics rather than solely as a characteristic of the individual. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated.

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

East Dunbartonshire Council is committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone.

It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;

- hitting, tripping, pushing, kicking;

- stealing and damaging belongings;

- ignoring, excluding, spreading rumours;

- sending abusive messages electronically, eg via text, emails or social networking sites;

- making people feel like they are being bullied or fearful of being bullied;

- targeting someone because of who they are or who they are perceived to be.

This list is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

It is crucial to take into account the impact that bullying behaviour has on a child or young person. **The impact an incident has on a child or young person is more important than whether it is classified as bullying.** Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying**. One incident is sufficient to alert adults to take supportive action.

5 Expectations

5.1 Establishments

Every educational establishment will develop their own Anti–Bullying Guidelines which will outline that establishment's attitude to bullying and procedures for tackling bullying. The Guidelines will be developed in line with the local authority's Anti-Bullying Policy and Guidance for Education

Establishments (2015), within one year from the publication of the Policy. An exemplar is included in **Appendix 2**. Further assistance is available on:

http://www.respectme.org.uk/important.html

Each educational establishment will implement, monitor and review their Anti-Bullying Guidelines in line with the local authority's Anti-Bullying Policy and Guidance for Education Establishments (2015). They will consult with staff, parents and other users in the preparation, further development, monitoring and review of their Guidelines.

Copies of the Guidelines should be made available to parents and carers and all users of the Guidelines and the content should be communicated through:

- the establishment's handbook;

- public and parent meetings;

- special anti-bullying initiatives, eg annual national anti-bullying week in November;

- the establishment's website;

- notice boards.

Establishments will ensure that their Anti-Bullying Guidelines make it clear to whom allegations of bullying behaviour should be reported by staff, children and young people and parents and carers.

Professional judgement, based on the impact an incident has on a child from an investigation of the allegation, should determine what action is taken next. If the incident is found to involve bullying behaviour, the designated member of staff should record the incident on the SEEMIS Bullying and Equalities Module. If it is found that there was no bullying behaviour, notes taken during the investigation or discussions with children and young people, parents and carers should be recorded on SEEMIS Pastoral Notes to provide a chronology of events and actions taken, as soon after the event as possible.

Establishments should ensure that staff, children and young people and parents and carers are familiar with the requirements of their Anti-Bullying Guidelines and that its terms and implications are discussed on a regular basis by various means and in relation to each establishment's own ethos in terms of vision and values.

This can be delivered through:

- the wider curriculum (ie not restricted to the Health and Wellbeing curriculum);

- assemblies;

- classroom practice, eg circle time;

- leaflets/posters – various sources;

- induction and transition programmes;

- family workshops/education sessions;

- staff in-service/training programmes;

- Internet safety training for children, young people, parents and carers, staff.

5.2 Staff

It is expected that, as an overarching principle, all staff members will be aware of the local authority's Anti-Bullying Policy and Guidance for Education Establishments (2015) and the school's Anti-Bullying Guidelines. They should actively work to implement, monitor and review the school's Guidelines.

All staff should establish respectful and supportive relationships with children and young people, parents and each other based on the ethos of the establishment and which model the expectations of the establishment's Anti-Bullying Guidelines.

Where staff feel there are any aspects of the Anti-Bullying Guidelines that do not fully address issues arising from the behaviours of any member of the educational establishment's community, or that the Guidelines need to be updated or modified, they should bring it to the attention of the senior management team.

Any member of staff who feels bullied by any other member of the establishment's community should be encouraged and supported to report the matter to appropriate senior staff for action in line with the establishment's Anti-Bullying Guidelines. Members of staff should follow East Dunbartonshire's Procedure Manual 2/19 – Grievance Procedures - for dealing with harassment or victimisation by other employees.

Designated members of staff are expected to record and maintain incidents of bullying behaviour on the SEEMIS Bullying and Equalities Module, follow up and communicate on all issues pertaining to bullying incidents and lead on anti-bullying prevention measures.

Effective implementation of the new policy will be supported in schools through training in the use of the SEEMIS Equalities and Bullying Module for designated members of staff from the council's Systems and Information Support Adviser. In addition, staff will receive training from 'respect*me*' to ensure that there is a robust understanding of the national approach to bullying for Scotland's children and young people in all schools.

5.3 Children and Young People

It is expected that, as an overarching principle, that all children and young people will be aware of the school's Anti-Bullying Guidelines and that they will actively support work to implement, monitor and review the school's Guidelines. In addition, they should know who they can talk to and what support they can expect if bullying occurs.

Children and young people should be helped to take the opportunity arising from any consultation process to ensure that their voice is reflected in their establishment's Anti-Bullying Guidelines.

5.4 Parents and Carers

It is expected that, as an overarching principle, all parents and carers will be aware of the local authority's Anti-Bullying Policy and Guidance for Education Establishments (2015) and the school's Anti-Bullying Guidelines. They should actively work to implement, monitor and review the school's Guidelines. In addition, they should know who they can talk to and what action they can expect if bullying occurs.

Parents and carers should be supported to participate in any consultation process to ensure their voice is reflected in the establishment's Anti-Bullying Guidelines.

Parents and carers should encourage and support their child to report any alleged incidents of bullying involving themselves or others to the appropriate member of the establishment's community. They should work constructively with the establishment to find a resolution when their child has been involved in an

incident of bullying behaviour towards another child or young person, supporting the anti-bullying practices, including restorative approaches, and reinforcing the principles and ethos behind the establishment's Guidelines.

It is expected that parents and carers should model respectful relationships with members of the establishment's community. They should not encourage their child to take matters into their own hands or become directly involved in any way that causes the issues to escalate or cause conflict between members of the wider community.

Parents and carers should report any incidents where they feel they have been bullied by any other member of the establishment's community directly to senior managers of the establishment so that the issue can be addressed.

6   Prevention of Bullying

All establishments should work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated. This may include particular approaches such as:

- buddying or mentoring;

- peer mediation;

- system which identifies vulnerable pupils and takes steps to remedy this;

- creative and motivational ways to engage pupils and raise awareness of bullying with theatre groups, speakers, film footage and music;

- involvement of the Pupil Council;

- anti-bullying campaigns, posters, assemblies;

- encouraging pupils to report bullying incidents using 'worry' boxes and the school Intranet;

- areas of special focus eg prevention of name calling;

- an understanding of the impact and legal consequences of on-line bullying, supported by campus police, for the whole school community through the curriculum, assemblies and events for parents and carers.

7   Action

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.

The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection.

Examples of good practice include:

- the child or young person is taken to a comfortable place with no distractions;

- the child or young person is listened to;

- the member of staff should confirm that bullying is never acceptable; they deserve to feel safe;

- they should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;

- they should be asked what they want to see happen next;

- the child or young person should be kept up to date with progress;

- details of the bullying behaviour and actions taken is recorded in the SEEMIS Bullying and Equalities Module;

- the member of staff should inform parents of the incident and action taken, if it is judged to be appropriate.

When a child or young person has **displayed bullying behaviour**, a member of the establishment's management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

- time should be taken to understand the reasons for the bullying behaviour;

- the individual or group should not be labelled as 'bullies', name the behaviour;

- staff should be prepared for a strong reaction from parents and carers, children and young people;

- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour;

- addressing what is happening behind the behaviour, even when the bullying has stopped.

Consideration should be given to the sanctions and support given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour.

Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed;

- restorative approaches;

- solution orientated approaches;

- involvement of educational psychologists and campus police.

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (*National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011*), senior managers have the power to exclude as a last resort.

7.1   Recording and Monitoring

Accurate recording of incidents of bullying using the SEEMIS Bullying and Equalities Module allows establishments to ensure that appropriate response and follow-up has been carried out, in line with the

local authority's equality duty to monitor incidents of bullying. It also helps establishments to monitor the effectiveness of their guidelines and practice and can identify a need for training.

8   Equality Impact Assessment

This policy is in accordance with East Dunbartonshire Council's Equality Impact Toolkit, 2012.

9   Policy Review

This policy will be reviewed during session 2018 to 2019.

10   Acknowledgement

This document was produced in partnership with Lorraine Glass, Partnership Manager, 'respect*me*'. Content from the website of 'respect*me*' is included in this document – www.respectme.org.uk.

Appendix 1

Definitions of Prejudiced-based Bullying

Homophobic Bullying

Homophobic bullying behaviour is mainly directed towards young people who are identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

Racist Bullying

Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

Disablist Bullying

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied.

People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour.

Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all. This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that the outward signs of bullying – a change in behaviour, low mood, dishevelled clothing or bruises - may not be picked up by adults as an indicator of bullying behaviour.

Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.

Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

Bullying and Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance. As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christians. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

Bullying and Sexism and Gender

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

Bullying and Looked after and Accommodated Children and Young People

Children and young people who are looked after and accommodated (LAAC) by the local authority are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements 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 and a heightened sense of the need to preserve privacy.

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. This can take a more serious turn if the child or young person lives in the same house or unit as the person responsible for the bullying behaviour.

The experience of being with the person who is bullying you 24 hours a day would be an extremely stressful one and very difficult to manage.

Bullying and Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

Bullying and Socio-Economic Group

Several studies have linked socio-economic group and inequality with experiences of bullying and inequality with experiences of bullying. The Department for Children, Schools and Families in the UK released a report that stated that pupils who were among a minority eligible for free school meals in schools could be 'derided or shunned', due to being perceived as a poor (2010). This was reflected in Green *et al's* research showing that pupils in schools with higher proportions of free school meals were less likely to say they had been bullied (2010). This suggests that it is not only the existence of poverty that places individuals at risk of being bullied, but also being in a minority in a system of wider social stratification.

Prejudiced-Based bullying in Scottish Schools: A Research Report, Brandi Lee Lough Dennelll and Caitlin Logan; LGBT Youth Scotland and respectme. 2015

Colquhoun Park Primary

Anti-Bullying Guidelines

'Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards'.

Scottish Government (2010) – A National Approach to Anti-Bullying for Scotland's Children and Young People

January 2017

Rationale

These Anti-Bullying Guidelines provide guidance to pupils, staff, parents and carers of Colquhoun Park Primary school on preventing, responding to and reducing bullying behaviour in line with East Dunbartonshire's Anti-Bullying Policy and Guidance for Education Establishments (2015).

Aims

The aims of Colquhoun Park's Guidelines are to ensure:

- that all children and young people are provided with a safe, inclusive and supportive environment in which to learn;

- children and young people, parents and carers and staff have a robust understanding of what bullying behaviour is and the action which will be taken when it is witnessed or reported.

- a culture is promoted where bullying is recognised as being unacceptable;

- the prevention of bullying of children and young people through a range of approaches;

- effective support for children and young people and their parents and carers who are affected by bullying.

Definitions of Bullying

Bullying is a combination of behaviours and impacts that can affect someone's ability to feel in control of themselves; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can harm people physically or emotionally and, although the behaviour may not be repeated, the threat may be kept up over time, by actions, looks, messages, confrontations, hitting or hurting or the fear of these.

Bullying also occurs in the virtual world which children and young people access through the Internet, via social networking (eg FaceBook,Twitter and Snapchat), computers and mobile phones. As communication can happen anywhere and at any time, often unsupervised, on-line bullying can be very pervasive and difficult to handle. However, in essence, the behaviour is the same and requires similar prevention methods. *Bullying – A Guide for Parents and Carers*, which includes guidance on on-line bullying, is available from 'respect*me*' – Scotland's Anti-bullying Service on their website - www.respectme.org.uk.

Copies are also available from the school office.

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include:

- homophobic bullying;

- racist bullying;

- disablist bullying;

- body image;

- religion and belief;

- sexism and gender;

- looked after children and young people;

- young carers;

- socio-economic group.

- When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

Colquhoun Park is committed to current definitions that take account of the context in which the event took place and the impact on the person who feels harm has been done to them. It is considered unhelpful to define bullying purely in terms of behaviours alone.

It is important to have clarity about these significant events and be able to recognise and acknowledge bullying behaviours when they happen.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by making prejudiced-based remarks;

- hitting, tripping, pushing, kicking;

- stealing and damaging belongings;

- ignoring, excluding, spreading rumours;

- sending abusive messages electronically, eg via text, emails or social networking sites;

- making people feel like they are being bullied or fearful of being bullied;

- targeting someone because of who they are or who they are perceived to be.

This list is not an exhaustive list; there may be other behaviours that could impact negatively on a child's wellbeing.

It is crucial to take into account the impact that bullying behaviour has on a child or young person. **The impact an incident has on a child or young person is more important than whether it is classified as bullying.** Actions can affect people in different ways and this should be taken into consideration. The person who has experienced harm may have experienced just one event. **The impact determines the definition of bullying**. One incident is sufficient to alert adults to take supportive action.

Prevention of Bullying

Colquhoun Park will work to create a positive and supportive ethos. A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it difficult for bullying behaviour to occur or be tolerated. This will include particular approaches such as:

- P6 play pals, P1-P7 buddying and family group activities promoting school values and a positive ethos.

- restorative practices are followed with all the children involved .

- all staff in school monitor and immediately report any issues of concern to SMT This allows us to identify vulnerable pupils and take steps to remedy this;

- involvement of the Pupil Council;

- anti-bullying campaigns, posters, assemblies;

- Health and well-being programmes promote positive behaviour strategies . These include Mindfulness, Bounce Back and PATHS.

- We encourage pupils to report bullying incidents using 'worry' boxes and the school Intranet;

- areas of special focus eg prevention of name calling;

- an understanding of the impact and legal consequences of on-line bullying, supported by campus police, for the whole school community through the curriculum, assemblies and events for parents and carers.

Action

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person. SMT will be informed .

The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection.

Our procedures include;

- the child or young person is taken to a comfortable place with no distractions;

- the child or young person is listened to;

- the member of staff should confirm that bullying is never acceptable; they deserve to feel safe;

- they should be gently encouraged to talk, to find out what happened, who was involved, where and when – and notes taken;

- they should be asked what they want to see happen next;

- the child or young person should be kept up to date with progress;

- details of the bullying behaviour and actions taken is recorded in the SEEMIS Bullying and Equalities Module;

- the member of staff should inform parents of the incident and action taken, if it is judged to be appropriate.

- follow up pastoral chats with all parties involved to discuss if interventions and actions have resolved the issues.

When a child or young person has **displayed bullying behaviour**, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Our practice includes;

- time taken to understand the reasons for the bullying behaviour;

- the individual or group will not be labelled as 'bullies' the behaviour is the issue.

- staff should be prepared for a strong reaction from parents and carers, children and young people;

- staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour;

- addressing what is happening behind the behaviour, even when the bullying has stopped.

Consideration should be given to the sanctions and support given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour.

Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed;

- restorative approaches;

- solution orientated approaches;

- involvement of educational psychologists and campus police.

However, 'where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (*National Guidance for*

Schools and Local Authorities in Managing School Exclusions, 2011), senior managers have the power to exclude as a last resort.

Review of Guidelines

Anti-Bullying Guidelines will be reviewed during session 2018-2019