



Anti-Bullying Strategy



Introduction

Each school is a community in which everyone has an interest in developing an atmosphere conducive to learning and personal development. As such each school is working towards reducing the number of bullying incidents by taking preventative measures.

Adults should establish open, positive and supportive relationships where children and young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues.

Perth and Kinross staff, at all levels, will work together to develop a culture of mutual respect and responsibility amongst children and young people and other adults around them.

We will further seek to prevent and tackle bullying, through the development and implementation of effective anti-bullying policies and practices.

This anti-bullying strategy was produced through consultation with children and young people, parents, teachers and partners, such as health and police. Representative members of the communities this strategy may affect have had a say in how we will prevent bullying and respond to incidents of bullying behaviour in our communities.

Throughout planning for the strategy, the GIRFEC wellbeing indicators, Curriculum for Excellence and the UN Convention on the Rights of the Child (UNCRC) have all been a focus as has feedback from our consultation event.

We have worked in partnership with *Respectme*, Scotland's Anti-Bullying organisation, throughout the development of this strategy.



What is our anti-bullying strategy based on?

The fundamental principle upon which the approach to anti-bullying is based is enshrined in the United Nations Convention on the Rights of the Child. This states:

“Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.”

(Article 19)

In addition, the Scottish Government has confirmed that:

“Every child and young person in Scotland should grow up free from bullying.”

(A national approach to anti-bullying for Scotland’s children and young people, 2009)

What are the values that underpin our anti-bullying strategy?

The values outlined in Education & Children’s Services Statement of Intent were echoed by many of our young people at the consultation event:

“Ensure everyone is included and that everyone has the same opportunities.”

“Make sure everyone is treated with respect.”

“Everyone should be involved in tackling bullying as it’s everyone’s responsibility.”

“As well as damaging an individual, bullying also damages the whole school community.”

“If there was no bullying everyone would be happier and we could trust each other a lot more.”

These comments from our young people demonstrate that anti-bullying is about more than just dealing with bullying behaviour. It is about creating a positive culture and ethos within our schools and learning communities that:

- ensures openness, honesty and integrity;
- promotes respect for all, irrespective of race, gender, age, religious belief, sexuality, ability or disability;
- ensures everyone is treated fairly;
- encourages our children and young people to trust one another more;
- builds confidence and self-esteem;
- includes everyone;
- encourages the development of a caring community of adults, children, and young people.

What do we hope to achieve from this anti-bullying strategy?

- **Communication:** to ensure that everyone is aware of what bullying behaviour is, the impact of bullying on people's lives, and what is being done to prevent it.
- **Commitment:** to promote the values, principles and approaches that will help eliminate bullying behaviour within our schools and learning communities.
- **Consistency:** to develop consistent approaches to addressing the issue of bullying across all Perth & Kinross Council schools and learning communities.
- **Clarity:** to ensure that everyone knows who to go to for help and support and what will happen when they do.
- **Co-operation:** to recognise that it is everyone's responsibility to tackle bullying behaviour. By working together, we can make our schools and communities better places to live and work.
- **Capacity:** to increase the capability of our schools and learning communities in their use of positive approaches through information, training and support to reduce and prevent bullying behaviour.



What is bullying behaviour?

Children and young people, parents, and school staff of Perth and Kinross carefully considered what bullying behaviour is.

Bullying behaviour can make people feel hurt, threatened, frightened and left out. It can be verbal, physical, and emotional or involve online conduct which is unwanted and uninvited. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident.

Bullying is a combination of behaviours and the impact they have. It can be a range of behaviours including:

- **Physical:** *this may include hitting, kicking, pushing, or taking or damaging someone else's property.*
- **Verbal:** *this may include spreading rumours, name calling, teasing or talking about people.*
- **Emotional:** *this may include excluding someone from the group, embarrassing someone or making them feel bad for being different.*
- **Cyber:** *cyberbullying does not take place face to face but occurs when technology is used to send messages, texts or images which hurt, humiliate, intimidate or embarrass others. Cyberbullying often involves the same type of behaviour as other bullying, for example, name calling, spreading rumours or leaving people out, but it takes place online on social networking sites, in chatrooms, during gaming or instant messaging platforms. The impact of cyberbullying is as hurtful and damaging as other forms of bullying behaviour.*

Some online behaviour is illegal. If an individual sends, posts or forwards indecent, racist, sectarian, threatening or inflammatory comments or photographs, they may be committing an offence and may be subject to prosecution.

- **Prejudice-based bullying:** *bullying behaviour can be prejudice driven and may be based on differences such as:*
 - *Race*
 - *Religion*
 - *Nationality*
 - *Culture*
 - *Gender*
 - *Sexual Identity*
 - *Disability*
 - *Additional Support Needs*
 - *Young Carers*
 - *Care Circumstances*
 - *Appearance*
 - *Health/Medical Conditions*
 - *Economic Factors*

Appendix 1 provides more detail on prejudice-based bullying behaviour.

It is important to acknowledge that not every incident is a bullying incident. Each incident should be carefully considered and handled appropriately.

How will Bullying Behaviour be prevented?

Our aim is to build a community where bullying behaviour is unacceptable. We can achieve this by developing positive relationships which are underpinned by preventative strategies.

Effective preventative strategies must involve all members of a community in building a culture where everyone feels safe, secure and nurtured. Adults should be aware of their responsibility to be role models for children and young people and should support others in the wider community to do the same.

It is essential that we recognise that everyone matters and should be valued for who they are; it is acceptable to be different. Learning communities will be proactive in developing approaches to celebrate diversity, change attitudes and behaviour by promoting an ethos and culture of inclusion.

Understanding the impact of bullying behaviours on our health and wellbeing and on our learning and development will help us take action to prevent and manage incidents. All schools and learning communities will therefore take steps to ensure that:

- 1. Regular staff training takes place to raise awareness and ensure that staff develop the skills to recognise, respond and take action appropriately to bullying behaviour. This includes cyberbullying which is often the same type of behaviour as other bullying, for example name calling and spreading rumours, but takes place online.*
- 2. Teachers will plan opportunities through the curriculum to support young people to develop effective relationships, build resilience and skills for life. This will include developing self-awareness and awareness of others, responsibility taking and problem solving.*
- 3. Schools and learning communities will take action to ensure all children and young people are fully aware of the anti-bullying strategy and of their own school policy.*
- 4. Proactive approaches, for example Restorative Approaches and Solution Focussed Approaches may be used to support and develop a culture which aims to prevent incidents of bullying behaviour.*
- 5. There will be clear and effective communication about acceptable standards of behaviour for all which reinforce our values and aims in relation to anti-bullying.*
- 6. Children and young people should know who to speak to, be confident they will be listened to and taken seriously, and know that appropriate action will be taken.*

Appendix 2 provides further information on strategies for prevention that may be used in schools and learning communities.

How are schools and learning communities expected to respond to bullying behaviour?

A strongly promoted whole school policy, which is widely understood by all members of the school community and evident in the school ethos, will help to prevent bullying behaviour. However, when bullying behaviour does take place, schools and learning communities need to respond appropriately by addressing the needs of children and young people who experience bullying behaviour as well as those who exhibit these behaviours. This should be carried out within a framework of respect, responsibility, resolution and support.

- *Recognition should be given to the needs of all involved.*
- *Young people should be encouraged/enabled to speak up and speak out, either verbally or through the use of a 'worry box', peer supporter, circle time, circle of friends, mediation or other appropriate method.*
- *In each school or learning community, children and young people should know who to report any concerns to.*
- *Incidents of bullying behaviour, including cyberbullying, should be investigated promptly and thoroughly by an appropriate member of staff. All involved should be given the opportunity to talk and be listened to.*
- *The young person who has experienced bullying behaviour should be involved in the decision about the next steps the school will take.*
- *Where appropriate, parents will be involved.*
- *Feedback should be given to appropriate people.*
- *Both the emotional and physical effects of bullying behaviour should be considered.*

Where bullying behaviour has taken place, the Incident Record Form should be completed (**Appendix 3**). It will, in the future, be possible to record this directly onto SEEMIS.

The recording of incidents of bullying behaviour is essential to allow schools and learning communities to monitor responses and the effectiveness of their anti-bullying policy and practice.

It can provide information on recurring patterns such as:

- *involvement of particular young people, staff, or other adults;*
- *where and when bullying behaviour takes place;*
- *identification of any aspects of discrimination or prejudice;*
- *the effectiveness of any action taken.*

All aspects of bullying incidents should be dealt with in a way that fosters mutual respect, individual responsibility, resolution and support. Staff must be confident that a resolution has been reached and bullying behaviour has stopped. The incident record sheet ensures that all involved are happy with the final outcomes and a review date is set to obtain reassurance of this.

In order to achieve a satisfactory resolution, schools and learning communities may use a range of strategies such as:

- *small group work/team building activities;*
- *peer mediation building on shared concern;*
- *reflection diary;*

- *supervision;*
- *restorative approaches;*
- *solution focussed approaches;*
- *seek outside help /advice/involve other partners or agencies as required;*
- *police involvement or engagement;*
- *appropriate consequences should be considered as part of the resolution process.*

Schools and learning communities will share information as appropriate and work jointly with other agencies to ensure a coordinated and cohesive approach for the benefit of all young people.

Appendix 4 is a flowchart that may be used as a guide for dealing with incidents of bullying behaviour.



Bullying behaviour related to race, religion, culture or nationality

Physical differences and different ethnic, cultural and religious backgrounds can be seen in the eyes of some to be evidence of one section of society being inferior/superior to another. A child or young person may be made to feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. This can adversely affect the lives of those from minority ethnic, gypsy traveller, refugee and those of non-Scottish backgrounds; as well as those from different cultural and religious communities.

Bullying behaviour related to sexual identity

Bullying behaviour related to sexual orientation is also classified as homophobic bullying. Children or young people who are lesbian, gay or bisexual or transgender (LGBT), or are perceived to be, face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying behaviour least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child or young person may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to.

Bullying behaviour related to gender

Children and young people of both sexes can be affected by this type of bullying behaviour. It is based on the acceptability (or otherwise) of certain male and female behaviours and applies to those that do not conform. Personality traits, social activities and academic choices can influence this type of bullying behaviour. The child and young person can often be pressurised to 'fit in' with the crowd.

Bullying behaviour related to disabilities or Additional Support Needs

Whether in mainstream or specialised schools, children and young people with disabilities or ASN do not always have the levels of social confidence and robust friendship bonds that can protect against bullying behaviour. The behaviour can take any of the forms previously described, but can also include more manipulative behaviour, ie taking advantage of their emotional, behavioural or physical difficulties.

Bullying behaviour related to young carers or care circumstances

Children or young people can be more vulnerable to experiencing bullying behaviour by the fact that they provide care and assistance to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers often take on practical and emotional caring responsibilities that would normally be expected of an adult. Children or young people in care are equally as vulnerable to bullying behaviour due to their unique circumstances such as adoption, living away from birth parents or having social work involvement.

Bullying behaviour related to appearance or health/medical conditions

Children or young people with visible health or medical conditions, such as eczema or facial disfigurement, may be more likely than their peers to become subject to bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can also result in bullying. Obvious signs of affluence (or lack of it), can also be exploited and used as a reason to exhibit bullying behaviour.

Education and awareness of rights through:

- *raising awareness of bullying behaviour with staff through training;*
- *teaching young people about positive relationships;*
- *teaching young people how to resolve conflicts amicably.*

Developing an inclusive and positive ethos in school through:

- *encouraging tolerance and respect;*
- *an expectation of positive behaviour and personal responsibility;*
- *creating a culture where bullying and discrimination is unacceptable;*
- *encouraging peer support/mentoring programmes;*
- *considering how pupils are grouped.*

Proactive information strategies and campaigns through:

- *information technology;*
- *paper leaflets;*
- *use of assemblies;*
- *theme week.*

Enabling young people to have a voice through:

- *encouraging and supporting young people to talk to an adult if they are being bullied or if they know bullying is happening;*
- *ensuring young people know who to talk to within the school;*
- *talking about behaviours and their impact on others through restorative approaches, nurturing environments and health and wellbeing programmes;*
- *building resilience in young people through programmes such as 'Bounce Back';*
- *involvement in 'Rights Respecting Schools' programme;*
- *class discussions/topic at assembly;*
- *'worry boxes';*
- *team building activities.*

Teach through an anti-bullying programme/solution focussed resolution.

Involve Pupil Council.

Police involvement or engagement:

- *class discussion with community police officers or schools liaison officers;*
- *information and/or advice;*
- *discussion of consequences of bullying behaviour.*

Basic Information

Reported by _____ Incident date _____
 Reported to _____ Incident time _____
 Addressed by _____ Incident location _____

Incident

Person(s) Experiencing

Forename	Surname	Age	Stage

Person(s) Displaying

Forename	Surname	Age	Stage

Nature of Incident

Damage to Property Physical Written
 Incitement Text (SMS) or IT related Other
 Isolation Verbal

Motivation

Body Image Race Family Circumstances
 Care Circumstances Religion Age
 Disability Sexual Identity Gender Re-Assignment
 Gender Substance Misuse Other
 Personal Preference Economic

Incident Detail

Action

Monitor/Review

Reviewer _____ Due Date _____ Completed on _____

Person(s) Experiencing

Do they feel their concerns were listened to?

Do they feel satisfied with the outcome?

Is parent/carer satisfied with the outcome?

Person(s) Displaying

Do they feel their concerns were listened to?

Do they feel satisfied with the outcome?

Is parent/carer satisfied with the outcome?

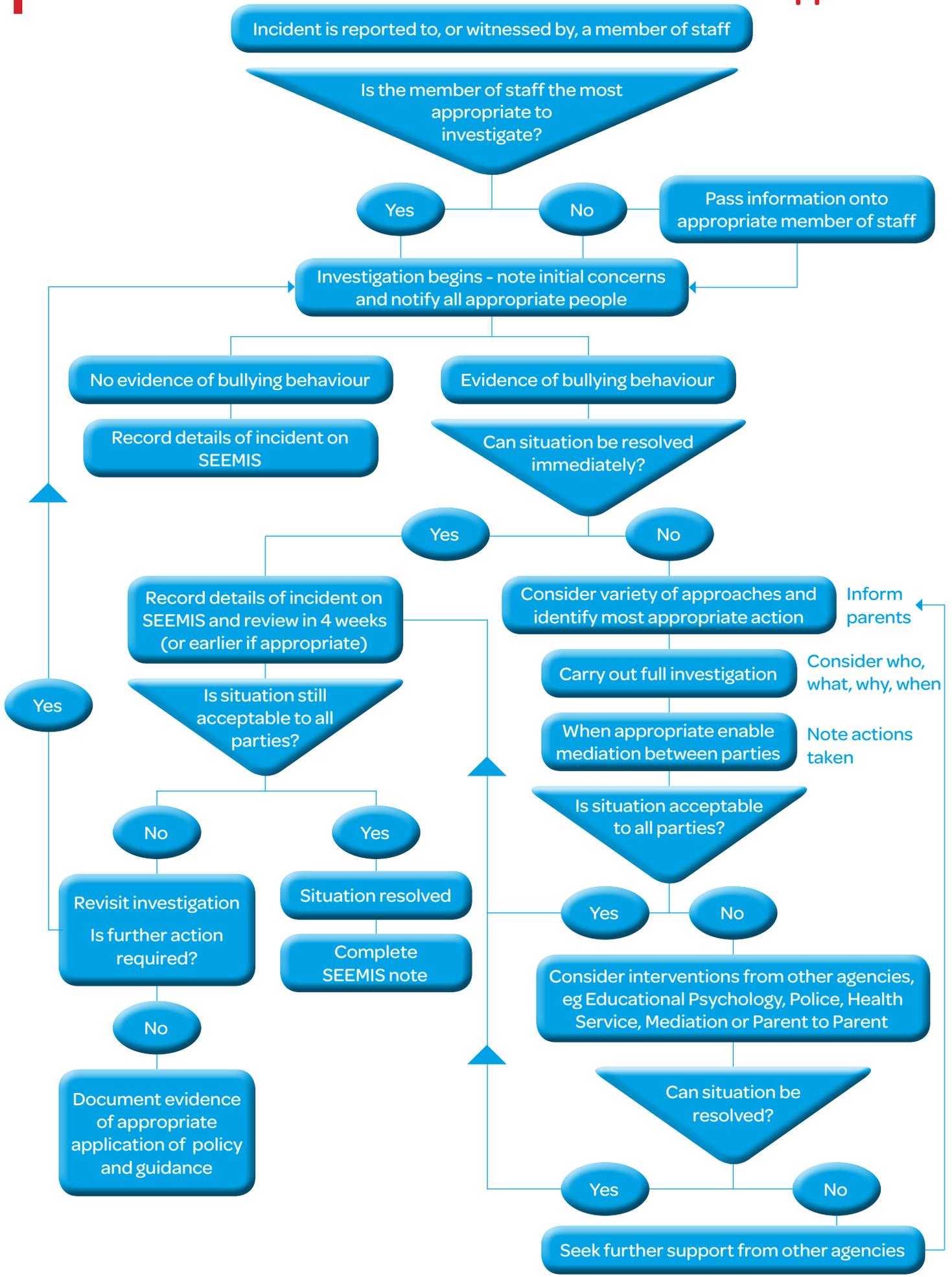
Incident Conclusion

Under consideration Resolved Not resolved Being addressed

Entered into SEEMIS Pastoral Notes

Date _____ Recorded by _____

Recorded where _____



For further information, advice and guidance

respectme

Scotland's Anti-Bullying Service have a website that offers practical advice and guidance.

www.respectme.org.uk

ChildLine

Their website has a bullying section for young people and adults and offer a confidential helpline for children and young people.

www.childline.org.uk

ParentLine

A confidential service for parents and carers.

www.parentlinescotland.org.uk

CEOP

The Child Exploitation and Online Protection Centre website provides information and advice for online safety.

www.ceop.gov.uk

Anti-Bullying Support for Parents and Carers

A support guide for parents and carers.

www.pkc.gov.uk/CHttpHandler.ashx?id=21791&p=0

Anti-Bullying Support for Pupils

A support guide for pupils.

www.pkc.gov.uk/CHttpHandler.ashx?id=21792&p=0

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Если вам или кому либо кого вы знаете необходима копия этого документа на другом языке или в другом формате, вы можете запросить сокращенную копию документа обратившись Customer Service Centre 01738 475000

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