

Bullying; It's Never Acceptable

North Ayrshire Council's Approach to Anti-Bullying

Respect Means...

Me being kind to others
And others being kind
To me

Accepting me for who I am.
It does not matter what I look like
Or where I stay.
I am amazing; you are amazing
Let's all be amazing
Together

Taking me
Seriously

Unconditional,
positive regard

Don't judge me
for being me



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Bullying is not a normal part of growing up-

It does not build character...

Trust, acceptance, consistency and
safety build character

Pupils, teachers, parents and carers
must all be good role models

in the truest sense and remember –

We can all make a difference.



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INTRODUCTION

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes to ensure 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, responsible, respected, active, nurtured, achieving, and healthy.

Bullying behaviour has a negative impact on all of these 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 the lives of children and young people. Everyone working with children and young people need to challenge behaviour and attitudes which lead to bullying behaviour before incidents arise. When incidents do arise, it is important there are agreed 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 educational establishments in North Ayrshire.
- to establish and maintain a safe and emotionally nurturing environment, free from threat, fear or harassment, in order that each child / young person may be able to achieve their full potential.
- provide educational establishments with a structure which will help them in their efforts to manage, systematically, incidents of bullying whether or not it is prejudice based.
- enable communities to build positive relationships within and out with educational establishments.
- assist all educational establishments to fulfill their obligations under the relevant legislation to children/ young people, parents/carers and staff.

¹North Ayrshire teachers, pupils, parents and carers 2017



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Our Vision for Promoting Positive Relationships

As an authority, through our policies and actions we will encourage and promote positive relationships; respect for each other; valuing each other, and celebrating our differences.

North Ayrshire Council's stance is that bullying behaviour of any kind is never acceptable.

It's not about calling someone a bully – it's bullying behaviour.²

Scope

The purpose of this policy is to:

- Reduce, prevent and respond effectively to bullying behaviour.
- Provide a clear and consistent approach to managing incidents of bullying behaviour across all our establishments.
- Ensure that anti bullying approaches are fully embedded in practice, ensuring fairness, respect, equality and inclusion.
- Ensure training, based on 'Respect Me'³ principles, is made available to staff, young people, parents and carers.

Health and wellbeing should be at the heart of the policy and young people need to feel safe and secure in school⁴

²NAC Young people

³Respect Me respectme.org.uk

⁴North Ayrshire Parents/Carers



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Definition of Bullying Behaviour

North Ayrshire Council respects, supports and recognises the National Approach to Anti Bullying as set out in Respect for All (Scottish Government, 2017) and the definition:

“Bullying is both behaviour and impact. The impact is on a person's capacity to feel in control of themselves ...bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened or left out. This behaviour happens face to face and online.”

(Respect Me, 2015)⁵

Bullying behaviour is also a breach of the United Nations Convention on the Rights of the Child (**UNCRC**). North Ayrshire Council promotes the values and principles of the UNCRC and supports an ethos of meaningful participation, respect and positive relationships with children and young people. North Ayrshire Council recognises that it is every child's right not to be bullied and we must all ensure that children and young people are protected from bullying behaviour in order that they feel good about themselves and to give them the chance to achieve all they can in life.

*We must all
(pupils, teachers, staff and parents)
be good role models in the
truest sense and remember –
we can make a difference.⁶*

Children and young people need to be “protected from abuse, or harm at home, at school and in the community”⁷. We want to make sure that everyone feels safe, happy, healthy and secure, both where they live and where they go to school. Only by working in partnership can we ensure we are doing the best for our children and young people in North Ayrshire.

⁵Respect Me

⁶North Ayrshire Parents/Carers

⁷GIRFEC Ayrshire 2017



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We feel it is important to have the policy to reassure children that the process of dealing with any instances of bullying behaviour will have an end.⁸

What is bullying behaviour?

Bullying behaviours can affect you physically and mentally, and can be persistent over time or a one off incident.

Some bullying behaviours include:

- Being called names, teased, put down or threatened face to face and online, verbally, or non-verbally, directly or indirectly.
- Being hit, tripped, pushed or kicked or physically mistreated.
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or by phone
- Being targeted because of who you are or who you are thought to be (face to face and/or online)
- Behaving in such a way which makes people feel like they are not in control of themselves or their lives.

Sometimes bullying behaviour can take place but have no impact on the other person. However, this behaviour must still be recognised and challenged – in such cases the behaviour cannot be ignored and is **never acceptable**.

It is important to know that it (bullying behaviour) does not need to be persistent – it's about impact even after happening once.⁹

⁸North Ayrshire Parents/Carers

⁹North Ayrshire Young People



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Impact of bullying behaviour

The impact of bullying behaviour may lead to:

- Health issues
- Reduced self-confidence and/ or self esteem
- Poor or non-attendance
- Withdrawal from normal activities
- Loneliness/ isolation
- Anxiety and depression
- Tearfulness
- Humiliation
- Feeling unsafe and fearful
- Inability to share feelings and communicate with others
- Changes to behaviour and/or physical appearance
- Aggression
- Demonstrating bullying behaviour towards others
- Lowered aspirations
- Eating disorders
- Self-harm
- Suicidal thoughts
- Parental or family stress and anxiety

'The impact an incident has had on a child or young person is more important than whether it is classified as bullying.'

(Scottish Government, 2010)



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Prejudiced based bullying

Bullying behaviour may be a result of treating people differently because they appear different or are thought to be different. This is what is meant by prejudice. This could lead to behaviour and/or the use of bullying language that could be racist, sexist, homophobic, bi phobic, transphobic or discriminatory towards disability or faith.

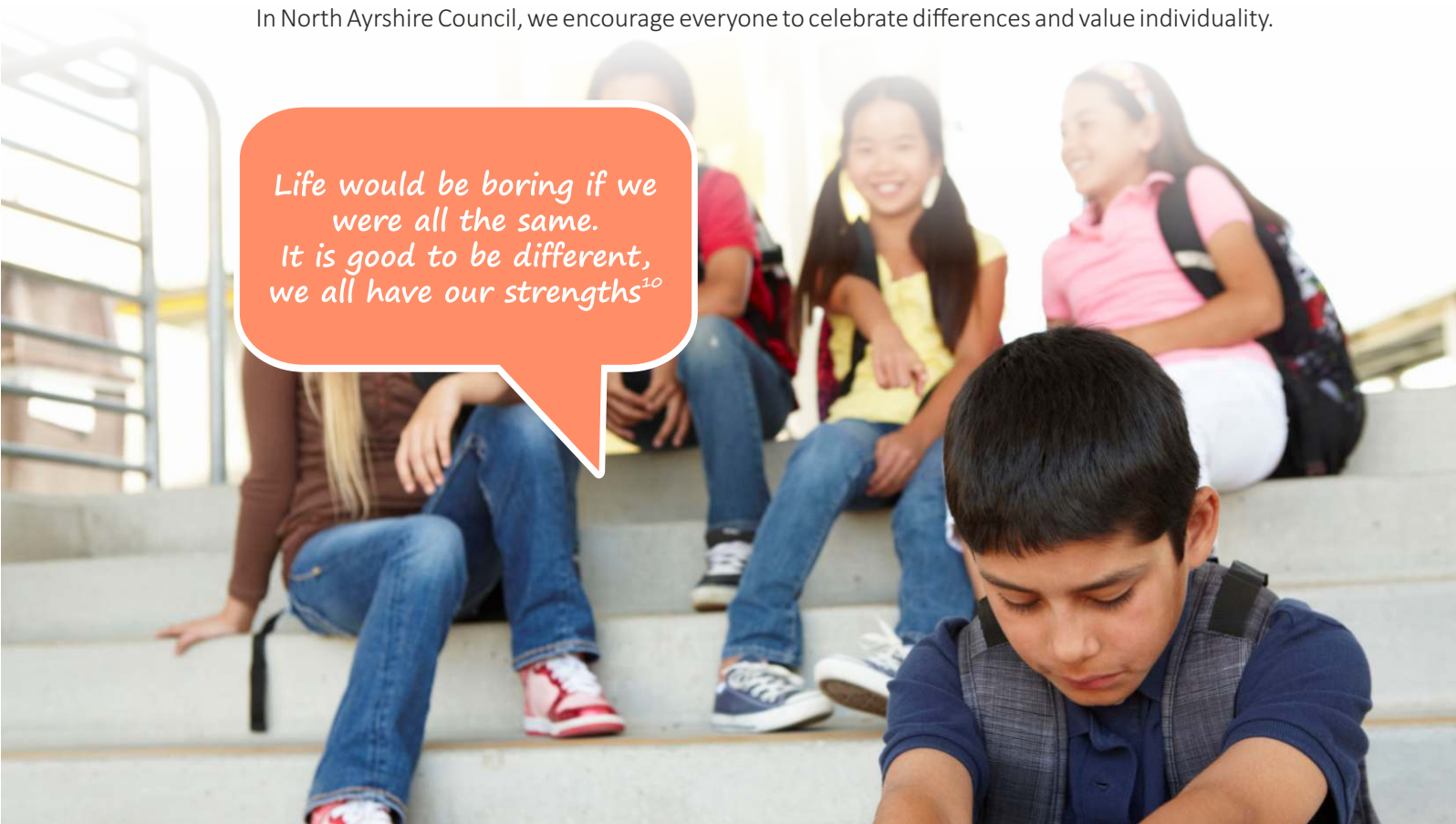
Bullying language can also be based on characteristics unique to a person's identity or circumstance e.g. Socio- economic; family circumstances or appearance.

There is a need to address the root cause of prejudice as well as effectively respond to incidents in all settings as they arise.

North Ayrshire Council, under the Equality Act 2010, recognises the need to:

- eliminate discrimination, harassment and victimisation
- promote equal opportunities for all
- create and maintain good relations between people who share protected characteristics and those who do not
- ensure that bullying by pupils with these characteristics is treated with the same level of seriousness as any other form of bullying

In North Ayrshire Council, we encourage everyone to celebrate differences and value individuality.



Life would be boring if we were all the same. It is good to be different, we all have our strengths¹⁰

¹⁰North Ayrshire Young People



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Protected Characteristics

Under the Equality Act (2010) it is unlawful to show discrimination against a person by referring to:

- Age
- Being or becoming a transsexual person.
- Being married or in a civil partnership
- Being pregnant or having a child
- Being disabled
- Race including colour, nationality, ethnic or national origin.
- Religion or lack of religion or belief.
- Sex (gender)
- Sexual orientation.

Online bullying

North Ayrshire Council recognises that online bullying should not be treated differently from face-to-face bullying. The internet is a place, and like any social setting it has the potential to become an opportunity for bullying behaviour to take place. Once again, it is never acceptable.

Within the technologies aspect of a Curriculum for Excellence and in line with the Scottish Government National Action Plan on Internet Safety for Children and Young People (April, 2017)¹¹ we will seek to develop digital literacy which will educate young people in becoming cyber resilient, and support them to use the internet safely.

When is it not bullying behaviour?

We know that children and young people will fall out and disagree with each other as they make and build relationships. This is a normal part of growing up.

However, it is still important to discuss how they feel at these times. Restorative approaches provide learning opportunities which can also support young people, allowing them to bounce back and become emotionally stronger and resilient.

¹¹Scottish Government National Action Plan on Internet Safety for Children and Young People



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*Children and young people
have the right
to have their voice heard....
When displaying bullying behaviours
both the young person and their parents
should be invited in for a
restorative session.
All schools must...
be consistent in their approach¹³*

Bullying or Criminal Behaviour?

Some bullying behaviours are more serious and may be classed as criminal acts e.g. hate crime; child sexual exploitation or gender –based violence, including domestic abuse. Incidents where a child or young person feels they are being coerced or pressured into something, such as engaging in sexualised behaviour, should be reported to Police Scotland.

Some online behaviour may be illegal, and it is essential that children and young people are aware of the far-reaching consequences of posting inappropriate or harmful content online. For example, in cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016¹⁴, criminalises the *non-consensual* sharing of intimate images.

Hate Crime¹⁵

This is a crime motivated by ill will towards people who are seen to be different. This is criminal harassment and should be treated as such. Adults, children and young people can seek advice from Police Scotland if they feel a hate crime has been committed.

¹³North Ayrshire Parents/Carers and Young People

¹⁴Abusive Behaviour and Sexual Harm (Scotland) Act 2016

¹⁵Abusive Behaviour and Sexual Harm (Scotland) Act 2016



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Intent and frequency of bullying behaviour

Every bullying incident should be looked at individually.

Understanding the impact of the behaviour rather than establishing whether someone acted deliberately is key to building an effective Anti-Bullying approach.

In some cases, children or young people may not be aware that their behaviour is **actually** bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that this type of behaviour is **never acceptable**.

In these circumstances, the **intent** may not be present but the **impact and effect on the person will be no less severe**.

It must be explained to the person showing bullying behaviour that their actions are unacceptable. Proving intent is difficult and young people often reframe their behaviour when challenged. It is much more important and effective to focus on the impact the behaviour has had on the other person. In other words intent is **not** required.



There is a need to educate everyone on what is appropriate¹⁶

¹⁶NAC staff, young people, parents and carers 2017



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Expectations and responsibilities

The tables below show what children and young people in North Ayrshire should expect from the people in their lives in terms of responding to, and managing bullying behaviour

| Who | What is expected of you |
|----------------------------|---|
| North Ayrshire Council | <ul style="list-style-type: none"> • Develop and implement an anti -bullying policy in line with Respect for All, through consultation with stakeholders in order to challenge prejudice based bullying behaviour • Provide access to training and materials in order to support all those who work with children and young people • Ensure parents/carers are provided with information on how to raise a concern/complaint in relation to bullying behaviour • Take action to promote equality and diversity and children’s rights • In line with Seemis Management monitor and record incidents of bullying behaviour in terms of all protected characteristics and other forms of prejudice-based bullying behaviour. |
| Educational Establishments | <ul style="list-style-type: none"> • Develop and implement an establishment anti -bullying policy that reflects North Ayrshire Council’s policy. This should include an explicit commitment to challenging prejudice -based bullying and promoting fairness, inclusion and respect , in line with national guidance • Involve and consult meaningfully with children and young people. • Involve and consult meaningfully with all stakeholders to ensure awareness of organisational and local anti -bullying policies • Ensure parent(s) are provided with information on how to raise a concern/ complaint with regard to bullying behaviour • Ensure there are clear monitoring and recording procedures and that everyone is aware of these. • Monitor and review policy and practice on a regular 3 year basis • Take action to promote positive respectful relationships • Take action to promote equality, diversity and children’s rights • Offer children and young people a range of ways to report bullying behaviour or to talk about any concerns they have in confidence • Resolve incidents of bullying behaviour proactively, using restorative approaches which takes account of the impact of the incident as well as any underlying prejudice or other negative attitudes. Ensure staff model Rights Respecting behaviour, Nurturing and Restorative Practice in their day to day contact with young people |



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| | |
|---------------------------|---|
| Children and young people | Treat people with respect and not engage in bullying behaviour <ul style="list-style-type: none">• Be aware of any anti -bullying policies and practices in schools/clubs/groups attended• Where safe and appropriate to do so, challenge bullying behaviour• Share concerns with peers/trusted• Work collaboratively to help ensure bullying behaviour cannot thrive.• Share concerns with peers/trusted adult/establishment contact |
| Parent(s) and carers | Be aware of any anti -bullying policies and practice in school/clubs/ groups attended by their child or young person <ul style="list-style-type: none">• Work collaboratively to help ensure bullying cannot thrive• Share concerns about their child as early as possible with appropriate member of staff /practitioner• Engage through school Parent Forum/Parent Council or other appropriate forums to contribute to and learn about anti -bullying practice• Promote positive respectful relationships |

A range of strategies that will be used to prevent and respond to bullying

Self-help Strategies

North Ayrshire Council support the Respect Me approach in promoting a variety of options and advice in responding to bullying behaviour.

Below are some suggested strategies for children and young people on how to respond to bullying behaviour¹⁷.

- Inform a trusted adult if they are worried
- Look out for others if they need help
- Talk to Childline or refer to www.respectme.org.uk
- Keep a diary of events – mentioning how it makes them feel.
- Block users online- report offensive language and bullying behaviours.
- Do not bottle things up, as this can make them feel worse.

Remember - it really does help to talk to someone to plan a way forward

¹⁷Respectme.org.uk



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*A bad attitude is like
a flat tyre-
you can't go anywhere
unless you change it.¹³*

School and Establishment Strategies

North Ayrshire Council encourages the following practice to establish and maintain effective anti-bullying practice

- To promote a culture of positivity and respect by recognising that bullying behaviour takes place in the context of relationships.
- To provide opportunities for young people to engage in discussions about friendships and relationships; how to manage, repair and respond to changes within friendships and relationships- both in real life and online in order to create an environment where bullying cannot thrive
- To promote a listening and calm approach in responding to reports of bullying behaviour.
- To provide a supportive environment in which people affected by bullying behaviours can have time to talk through the options they have to make bullying stop, or to help them manage how they are feeling.
- To ensure all children and young people are included, engaged and involved and have the opportunity to participate in school and community events
- To know about and operate a clear policy and procedure in responding to bullying behaviours
- Consider factors that may impact upon a child or young person's wellbeing, including whether any support for learning or a Wellbeing plan is required
- To think about how to stop bullying before it happens
- To challenge inappropriate behaviour

¹³North Ayrshire Parents/Carers



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Responding to bullying behaviour

Whether children and young people have been on the receiving end of harm or if they have been responsible for the harm through their bullying behaviour, needs can often be the same. A Restorative Approach can provide both sides with a chance to be listened to, a chance to explain what has happened from their point of view, a chance to explore the impact of the bullying behaviour, to challenge prejudice and offer an opportunity to learn and change behaviour.

School staff have been given training on how to use restorative approaches. Further support and advice is available from Psychological Services.

Our parents / carers and young people's vision of what to expect from restorative discussions

Any bullying behaviour must be challenged- but challenged respectfully.²¹

If you've been on the receiving end of harm, what do you need to make things better?

'Someone to support you', 'Time to calm down', 'To be listened to',
(Pupil responses)

'Reassurance it won't happen again,
'To know that the person displaying bullying is made aware of impact'
(Parent responses)

When you have said or done something that has caused harm, what do you need to make things better?

'A chance to talk to them and make up', 'A chance to say sorry',
'Time to talk and make up with the person you have hurt'
(Pupil responses)

'A chance to explain', Forgiveness'
(Parent responses)

²¹North Ayrshire Parents/Carers



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Restorative conversations in practice

In all educational establishments in North Ayrshire, the same restorative enquiry questions are used:

| Person experiencing bullying behaviour | Person exhibiting bullying behaviour |
|--|--|
| <ol style="list-style-type: none">1. What happened (....and then what happened?)2. What were your thoughts at the time?3. What have your thoughts been since?4. Who have you or anyone else been affected by this?5. What's been the hardest thing for you?6. What would you like to see happen? | <ol style="list-style-type: none">1. What happened (....and then what happened?)2. What were you thinking at the time?3. What have your thoughts been since?4. Who has been affected by this? How have they been affected?5. What do you think needs to happen now? |



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Anti-bullying strategies: Prevention and intervention

Introduction

We want our educational establishments to be places where young people and adults:

- respect themselves, and respect others
- value their relationships with others
- take responsibility for their actions
- have the skills to put things right when they go wrong.

We expect establishments in North Ayrshire to have anti-bullying strategies in place. *Appendix 18* outlines these in more detail including a tiered approach triangle.

1. Universal preventative strategies

This level is focused on prevention, and should be where the bulk of an establishment's work happens. What goes on at this level shapes the culture of an establishment and gives a clear message to all of its members about how they are expected to manage their relationships with others and emphasizes the importance of

1.1 Awareness and action

1.2 Staff modelling of good relationships and healthy communication

1.3 Anti-bullying policy

1.4 Dialogue and feedback

1.5 Management of space

1.6 Management of young people's behaviour and relationships: a restorative approach



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1.7 Focusing on social and emotional aspects of learning

1.8 Working in circles

1.9. Peer support

Including

Befriending

Peer mentoring

Peer mediation

2. Targeted, low to mid-level intervention strategies

Some young people need additional support in developing and maintaining relationships, and repairing them when they go wrong. Some of the strategies below are being used to help these young people in North Ayrshire and are outlined fully in *Appendix 18*

2.1 Small group work

2.2 Circle of Friends

2.3 Restorative discussion

2.4 Mini restorative conferences

3. Intensive high-level intervention

A small number of young people need intensive help with types of behaviour that mean their relationships frequently break down and they experience a significant amount of conflict. The strategies below outline more specialist support available to these young people. Appendix 18 outlines them in greater depth.

3.1 One-to-one support and signposting to external agencies for additional support

3.2 Full restorative conferences

3.3 Class or group restorative conferences (currently a school-based intervention)



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Recording and monitoring and responding to bullying incidents

North Ayrshire Council is committed to the accurate recording of bullying incidents by ensuring appropriate responses have taken place. We will use the SEEMIS management system including Pastoral Notes to record and monitor instances of bullying behaviour. A formal tracker tool is included and should be used to record those affected and those involved in bullying behaviours. This process and tool is currently under review at local and national level. More information will be available in due course.

For children and young peoples' organisations, recording systems must include information on:

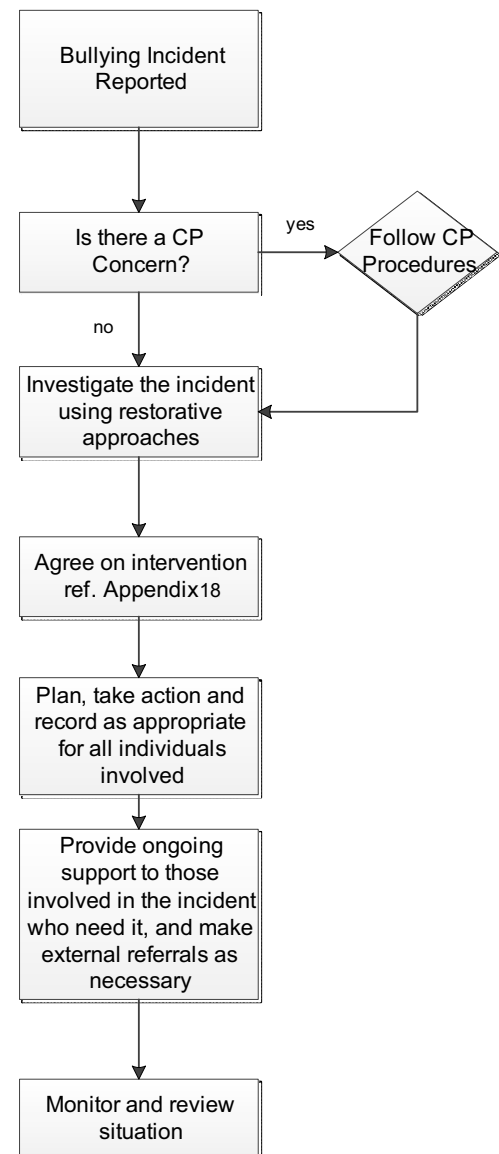
- The children and young people involved, as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any underlying prejudice including details of any protected characteristic(s)
- Consideration of personal or additional support needs and wellbeing concerns
- Actions taken including resolution at an individual or organisational level

When responding to reports of bullying behaviour all North Ayrshire Educational Establishments, adhere to the following procedures. This flowchart is designed to give a clarity and an overview of the process only. An enhanced flowchart is included in appendix 22 to give further deeper guidance and support.

Our parents, carers and young people wish to stress the importance that throughout this process it is essential that educational establishments communicate with young people, parents/carers & relevant staff when appropriate.

This will ensure everyone involved can take part in responding and resolving the incident, and is kept informed about process.

Examples of communication that can be used are included in appendix 23.



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Quality Assurance

Schools and establishments are required to monitor the effectiveness of their policy and practice through a process of self-evaluation.

This can be achieved through the use of the Quality Improvement guidance in the appendices using effective practice statements and challenge questions devised from How Good is our School 4?/ How good is OUR Early learning and Childcare? / How Good is OUR School (pupil version)

Parents/ Carers and young people will be consulted on modifications to the policy at least every three years to ensure its relevance and should link clearly with the establishment's Vision, Values and Aims.

Guidance for best practice in policy development for educational establishments is available through

“Policy through to Practice – Getting it Right” (Respectme 2017)

Monitoring bullying incidents is essential and helps organisations identify recurring patterns, thereby encouraging early intervention. This can help identify training needs for everyone working with children and young people.

Training

North Ayrshire Council is committed to training / supporting pupils, parents, staff and volunteers in Respect for All through annual training opportunities.

Educational establishments should provide annual training updates for pupils, parents and staff through the training packages provided by the North Ayrshire Antibullying Steering Group.

Making a complaint

If this policy is not enacted to your satisfaction you have the right to make a complaint in line with North Ayrshire Council's complaint policy.

<https://www.north-ayrshire.gov.uk/contact-us/complaints-and-feedback/make-a-complaint.aspx>

Date of Policy : June 2018

Review of Policy : August 2020



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Appendices

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| Appendix 1 | North Ayrshire Council Integrated Children's Services Plan: Getting it Right for You |
| Appendix 2 | GETTING IT RIGHT FOR EVERY CHILD (GIRFEC) |
| Appendix 3 | EQUALITY ACT (2010) |
| Appendix 4 | RESPECTME materials |
| Appendix 5 | UN Convention on the Rights of the Child (UNCRC) |
| Appendix 6 | Learning in Health and Wellbeing |
| Appendix 7 | Relationships, Sexual Health and Parenthood (RSHP) Education |
| Appendix 8 | Digital Learning and Teaching Strategy |
| Appendix 9 | National Action Plan on Internet Safety |
| Appendix 10 | 5Rights |
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| Appendix 15 | Stop, Speak, Support |
| Appendix 16 | Quality Assurance |
| Appendix 17 | Respect for All effective practice |
| Appendix 18 | Ways to respond to young people affected by bullying behaviour |
| Appendix 19 | Anti-Bullying Ideas |
| Appendix 20 | Useful local contacts and key resources |
| Appendix 21 | Key Documentation |
| Appendix 22 | NAC Anti bullying procedures – Enhanced flowchart and communications |
| Appendix 23 | Parent/Carer and Young Person information and support. |



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APPENDICES

POLICY AND LEGISLATION

Regardless of the school you teach in, be it denominational or non-denominational, this guidance helps you fulfil your legal duties in ensuring no child or young person is left feeling scared, frightened, and alone in your school.

Appendix 1

North Ayrshire Council Integrated Children's Services Plan: Getting it Right for You

Aims are set to guide Young Person centred planning for all areas of the council and mirror those aims in the Children and Young People (Scotland) Act 2014. These are to:

- best safeguard, support and promote YP's wellbeing
- work closely with YP and their family to make sure that they are safe and protected
- make sure that YP are safe and that nobody will be able to hurt them

We want to help you to feel good about yourself and to give you the chance to achieve all that you can in your life.

The council wants children and young people to feel safe, happy, healthy and secure in the place where you live.

The plan promises to make sure that YP rights are protected.

Appendix 2

GETTING IT RIGHT FOR EVERY CHILD (GIRFEC)

The wellbeing of children and young people is at the heart of Getting It Right For Every Child: that all children and young people should be safe, healthy, active, nurtured, achieving, responsible, respected and included. This includes the LGBT children and young people in your school.

Appendix 3

EQUALITY ACT (2010)

The Equality Act 2010 protects employees and young people on the basis of 'protected characteristics'. These are: age, disability, gender reassignment, pregnancy and maternity, marriage and civil partnership, race, sex, religion or belief, and sexual orientation. Of these, marriage and civil partnership and age do not apply to young people in schools.



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Schools and education authorities have a responsibility to ensure they comply with the three duties articulated in this law:

1. Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
3. Foster good relations between people who share a protected characteristic and people who do not share it

The Equality Act 2010 also makes it unlawful for a school to discriminate against a learner or prospective learner by treating them less favourably because of their sexual orientation or gender reassignment. It also states that it is unlawful to discriminate because of the sexual orientation or gender reassignment of a person with whom the learner is associated. It is unlawful to discriminate on the grounds of a perceived protected characteristic.

RELIGIOUS FREEDOM

The Equality Act 2010 protects all equality groups, including the protection of those with religious beliefs. This law does not prevent denominational schools from delivering appropriate teaching in accordance with their beliefs. Conveying a belief within an educational context in a way that harasses or berates a particular learner, or group of learners however, is unacceptable and may constitute unlawful discrimination.

This work also aligns with the Scottish Government's National Outcomes and Curriculum for Excellence.

Appendix 4

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People

National guidance on how to recognise, respond to and recover from bullying incidents.

Respect Me : Policy through to practice – Getting it Right

[Download Policy-throught-to-Practice-2017](#)

Anti- bullying policy guidance for schools and children and young people's service



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respectme – Bullying – What can I do?

A short film showing options available to young people experiencing bullying. You can use this resource to explore strategies and options with children and young people.

Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools

A comprehensive guide designed to support teachers in recognising, challenging, and effectively reducing homophobia and homophobic bullying in their schools.

Addressing Inclusion – Effectively Challenging Homophobia, Biphobia and Transphobia

(Respect Me / LGBT Youth 2018)

[Download Addressing Inclusion FINAL NOV 17](#)

Respect for all

[Download Bullying in Scotland 2014- SUMMARY REPORT FINAL PDF](#)

[Download Bullying...-What-can-I-do-revised-leaflet](#)

[Download Bullying-a-guide-for-parents-and-carers-2016](#)

[Download Learning_Resource-respectmeans](#)

[Download Learning_Resource_Responding_What_are_my_options](#)

Learning

<https://respectme.org.uk/resources/videos/>



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Appendix 5

UN Convention on the Rights of the Child (UNCRC)

Children's rights are now embedded in Scottish legislation with the Children and Young People (Scotland) Act 2014 (CYPA) introducing a duty on Scottish Ministers to 'keep under consideration whether there are any steps which they could take which would or might secure better or further effect in Scotland of the UNCRC requirements' and if they consider it appropriate to do so, take any steps identified by that consideration.

Respect for All (2017) ensures that all partners who work with children and young people are supported to promote and protect the rights of children and young people in Scotland.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) which provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning.

Appendix 6

Learning in Health and Wellbeing

Learning in Health and Wellbeing, as part of Curriculum for Excellence, ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. All adults who work in schools have a responsibility to ensure the mental, emotional, social and physical wellbeing of the children and young people in their care. The Responsibility of All includes each practitioner's role in establishing open, positive, supportive relationships across the school community.

The Curriculum is designed to improve education for children and young people by putting their learning experiences at the heart of education.

Good health and wellbeing is central to human development. Schools, colleges and other learning establishments have much to contribute to its development.



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Appendix 7

Relationships, Sexual Health and Parenthood (RSHP) Education

In 2014 guidance on the Conduct of Relationships, Sexual Health and Parenthood (RSHP) education in schools was published. This guidance clearly states how important it is that RSHP education is inclusive and reflects issues relating to lesbian, gay, bisexual, transgender and intersex (LGBTI) children or those with LGBTI parents, such as same sex marriage and hate-crime reporting.

www.gov.scot/Publications/2014/12/8526

www.lgbtyouth.org.uk/pro-resources-education

Appendix 8

Digital Learning and Teaching Strategy

The Scottish Government's Digital Learning and Teaching Strategy (2016) sets out 4 key objectives, realisation of which will create the optimum conditions for an education enhanced and enriched by digital technology. The strategy recognises the importance of ensuring that young people and schools capitalise on the benefits of using digital technology safely.

Appendix 9

Internet and Cyber Safety

National Action Plan on Internet Safety

The National Action Plan on Internet Safety for children and young people sets out a number of actions to improve internet safety. Its priorities include equipping children and young people themselves to stay safe online, supporting professionals, parents and carers and continuing to work with digital and social media providers to ensure children are not exposed to harm.

Appendix 10

5Rights

The 5Rights coalition is a UK wide initiative which recognises that the internet and digital technologies are a fundamental part of children and young people's lives. It believes that children and young people must be empowered to access the digital world creatively, knowledgeably and fearlessly.



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5Rights takes the existing rights of children and young people (under 18), and articulates them for the digital world. It has developed a framework based around 'five rights' which they believe organisations should sign up and adhere to, in order to sufficiently protect and support young people in a digital environment.

The five rights are:

- *The right to remove:* every child and young person should have the right to easily edit or delete all content they have created
- *The right to know:* children and young people have the right to know who is holding or profiting from their information, what their information is being used for and whether it is being copied, sold or traded
- *The right to safety and support:* children and young people should be confident that they will be protected from illegal practices and supported if confronted by troubling or upsetting scenarios online
- [*The right to make informed and conscious choices:* children and young people should be empowered to reach into creative places online, but at the same time have the capacity and support to easily disengage](#)

www.gov.scot/Publications/2014/05/3052

The right to digital literacy: to access the knowledge that the internet can deliver, children and young people need to be taught the skills to use, create and critique digital technologies, and given the tools to negotiate changing social norms.

Appendix 11

Mental Health Strategy

The 10-year Mental Health Strategy was published on 30 March 2017 and sets out the Scottish Government's vision to improve mental health in Scotland. A key section in the Strategy deals with prevention and early intervention. That section outlines our ambition that every child and young person should have appropriate access to emotional and mental well-being support in school.



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Appendix 12

National Guidance for Child Protection in Scotland in 2014

All children and young people have the right to be cared for and protected from harm, and to grow up in a safe environment. Child protection is a duty shared amongst all of us in society, not just core professionals.

We expect all professionals working with children to identify and act on any concerns to ensure the safety and wellbeing of the child concerned and we updated the National Guidance for Child Protection in Scotland in 2014 to help professionals do this.

Appendix 13

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.

Appendix 14 : Anti-bullying and a Curriculum for Excellence

The following experiences and outcomes within technologies and personal and social education provide opportunities for planned curricular work in the area of respect for all and build capacity in young people to promote respect, tolerance and understanding.



EARLY LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|---|
| Technologies Cyber resilience and internet safety | <p>I can explore, play and communicate using digital technologies safely and securely.</p> <p>TCH 0-03a</p> <ul style="list-style-type: none">• Demonstrates an understanding of appropriate behaviour and language in the digital environment.• Demonstrates an understanding of the importance of passwords and passcodes for example access to school building. |

end of section

FIRST LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|--|
| Technologies Cyber resilience and internet safety | <p>I can extend my knowledge of how to use digital technology to communicate with others and I am aware of ways to keep safe and secure.</p> <p>TCH 1-03a</p> <ul style="list-style-type: none">• Demonstrates understanding of my rights and responsibilities as a digital citizen.• Demonstrates understanding of the potential dangers online and who to go to for advice and who to report a concern to.• Demonstrates an understanding for the need for strong passwords.• Explains the need to get a person's permission before taking a picture or video |

end of section

SECOND LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|--|
| Technologies Cyber resilience and internet safety | <p>I can explore online communities demonstrating an understanding of responsible digital behaviour and I'm aware of how to keep myself safe and secure.</p> <p>TCH 2-03a</p> <ul style="list-style-type: none">• Demonstrates an understanding of the content they should include in an online profile.• Discusses the importance of being a responsible digital citizen, giving examples of appropriate online behaviours and actions.• Identifies appropriate ways to report concerns.• Uses strong passwords.• Has an understanding of the law as it relates to inappropriate or illegal online behaviours, for example, the sharing of inappropriate images |

end of section

THIRD LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|---|
| Technologies Cyber resilience and internet safety | <p>I can keep myself safe and secure in online environments and I am aware of the importance and consequences of doing this for myself and others.</p> <p>TCH 3-03a</p> <ul style="list-style-type: none">• Demonstrates an understanding of the legal implications and importance of protecting their own and others' privacy when communicating online.• Evaluates online presence and identifies safe guards.• Present relevant ideas and information to explain risks to safety and security of their personal devices and networks including encryption.• Applies appropriate online safety features when becoming involved with online communities such as online gaming, chat rooms, forums and social media.• Demonstrate an understanding of different cyber threats, for example, viruses, phishing, identity theft, extortion and sextortion.• Demonstrates understanding of device security including personal and domestic devices. |

end of section

FOURTH LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|---|
| Technologies Cyber resilience and internet safety | <p>I can explore the impact of cyber-crime for business and industry and the consequences this can have on me.</p> <p>TCH 4-03a</p> <ul style="list-style-type: none">• Demonstrates understanding of how industry collects and uses personal data ethically and how this relates to data security legislation.• Demonstrates understanding of how cyber security breaches in industry can impact on individuals.• Evaluates the digital footprint of industry and identifies good practice• Identifies the main causes of security breaches in industry.• Demonstrates understanding of safe disposal of data and devices. |

end of section

EARLY LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|--|
| PERSONAL AND SOCIAL EDUCATION Action in unsafe situations | I know how to react in unsafe situations and emergencies. HWB 0-42a Suggests ways to get help in unsafe and emergency situations, for example, seeking out an adult. |
| end of section | |

FIRST LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|--|
| PERSONAL AND SOCIAL EDUCATION Action in unsafe situations | I know how to react in unsafe situations and emergencies. HWB1-42a Links personal actions to health and wellbeing, using role play for example. Describes when and how to contact emergency services. Shares key information about an emergency situation. |
| end of section | |

SECOND LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|--|
| PERSONAL AND SOCIAL EDUCATION Action in unsafe situations | I know of actions I can take to help someone in an emergency. HWB 2-42a Explains how to contact the appropriate emergency services giving full details of the incident and location. |
| end of section | |

EARLY LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|---|---|
| PERSONAL AND SOCIAL EDUCATION Physical changes | I recognise that we have similarities and differences but are all unique. HWB 0-47a Identifies body differences and similarities. |
| end of section | |

EARLY LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|---|---|
| PERSONAL AND SOCIAL EDUCATION Positive Relationships | I recognise that we have similarities and differences but are all unique. HWB 0-47a Identifies body differences and similarities. |
| end of section | |

FIRST LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|---|---|
| PERSONAL AND SOCIAL EDUCATION Positive Relationships | I recognise that we have similarities and differences but are all unique. HWB1-47a Recognises that everyone is unique and identifies similarities and differences |
| end of section | |

SECOND LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|--|
| <p>PERSONAL AND SOCIAL EDUCATION</p> <p>Positive Relationships</p> | <p>Positive Relationships</p> <p>I understand that a wide range of different kinds of friendships and relationships exists. HWB 2-44a</p> <p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p> <ul style="list-style-type: none">• Identifies different kinds of friendships and relationships.• Identifies the skills required to manage changing relationships, for example, tolerance, empathy, loyalty, kindness, resilience, mutual trust and respect.• Explains the impact of positive relationships on emotional wellbeing. <p>Sexual health and sexuality</p> <p>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it. HWB 2-49a</p> <ul style="list-style-type: none">• Identifies abusive and bullying behaviour, for example, on-line, face to face and knows where to go for help.• Explains own rights and responsibilities in relation to abuse.• Describes the concept of consent. |

end of section

THIRD LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|--|
| <p>PERSONAL AND SOCIAL EDUCATION</p> <p>Positive Relationships</p> | <p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. HWB 3-44b</p> <ul style="list-style-type: none">• Explains why commitment, trust and respect are central to being cared for and caring for others.• Demonstrates respect and understanding of the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together, co-parenting. <p>I understand the different contexts of such relationships including marriage. HWB 3-44c</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a</p> <ul style="list-style-type: none">• Explains the impact an imbalance of power can have on relationships, including sexual relationships, for example, consent, coercion, responsibility for actions and decisions. <p>I understand my own body's uniqueness, my developing sexuality, and that of others. HWB 3-47a</p> <ul style="list-style-type: none">• Describes how positive and negative feelings about body image can affect health, self-worth and behaviour, for example, confidence, self-harm, eating disorders.• Recognises the impact of puberty and developing sexuality. <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.</p> |

continued over leaf

THIRD LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|---|---|
| PERSONAL AND SOCIAL EDUCATION Positive Relationships | <p>HWB 3-46c</p> <p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.</p> <p>HWB 3-46a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.</p> <p>HWB3-49b</p> <ul style="list-style-type: none">• Identifies how to take action in a situation involving abusive or inappropriate sexual behaviour, for example, ending unhealthy relationships, local support, police. |

end of section

FOURTH LEVEL

| Topics | Experiences and Outcomes for Planning, Learning, Teaching and Assessment |
|--|---|
| <p>PERSONAL AND SOCIAL EDUCATION</p> <p>Positive Relationships</p> | <p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 4-44a</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 4-44c</p> <p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 4-45a</p> <ul style="list-style-type: none">• Justifies why commitment, trust and respect are central to being cared for and caring for others.• Explains the importance of shared values and goals in sustaining a loving and sexual relationships, for example, mutual respect, agreement on sex.• Distinguishes between a balance of power and abuse of power in relationships, for example, respect, trust, coercion, consent. <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse. HWB 4-49b</p> <p>Demonstrates an understanding of support available and current legislation related to a range of types of abuse, for example, female genital mutilation, domestic abuse, grooming, child sexual exploitation.</p> |

end of section

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Appendix 15

Stop, Speak, Support

The Stop, Speak Support code is worthy of consideration for use in schools and includes:

STOP

Action 1: Take time out before getting involved, and don't share or like negative comments.

Action 2: Try and get an overview of what's really going on.

Action 3: Check the community guidelines for the site you're on.

SPEAK

Action 1: Ask an adult or friend that you can trust for advice.

Action 2: Use the report button for the social media it's happening on.

Action 3: Speak to one of the charities set up to help with situations like this, such as Childline.

SUPPORT

Action 1: Give the person being bullied a supportive message to let them know they're not alone.

Action 2: Encourage the person being bullied to talk to someone they can trust.

Action 3: Give the person being bullied a positive distraction from the situation.

Appendix 16

Quality Assurance

Respect for All Challenge questions:

To be used in conjunction with the self-evaluation tool within Respect me – Policy through to practice in order to build a robust process of self-evaluation leading to improvement.

- Are approaches to anti-bullying known and understood by all across the school community?
- How good is the leadership in driving forward anti-bullying practice and how do we know?
- How effective are the recording and planning processes in delivering positive outcomes for those who have experienced bullying behaviour? Consider being bullied as an ASN
- Are anti-bullying arrangements regularly reviewed as an integral part of our self-evaluation processes? At least every 3 years
- How do we ensure that staff are kept up-to-date with anti-bullying practice including, for



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example, e-safety, in terms of the protected characteristics?

- How well are children and young people supported following disclosure of a bullying concern?
- How effectively are incidents related to bullying acted upon to prevent future occurrences?
- How well do staff take account of the views and experiences of children and young people, particularly where decisions are being made in responding to bullying behaviour?
- How effective are our approaches to support wellbeing and anti-bullying

Appendix 17

Respect for All effective practice

Senior leaders responsible for safeguarding and anti-bullying are clear about the expectations of their role, and provide good support and direction for staff. They should ensure that:

- Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to anti bullying policies and procedures.
- The whole learning community has a shared understanding of wellbeing and the children's rights.
- All stakeholders promote a climate where children and young people feel safe and secure
- Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.
- Anti-bullying is an important thread running through the school's self-evaluation policy and processes.
- Effective systems provide a systematic overview of the number and nature of bullying instances and actions taken,
- The curriculum effectively promotes anti-bullying and wellbeing across all stages, taking good account of the context of the school.
- All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleague.
- Staff, children and young people know, understand and use the wellbeing indicators as an integral feature of school life.
- The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.
- Children feel able to make a complaint against school practice and procedures, and are confident their views will be taken seriously and acted upon.



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- Anti-bullying policies and procedures reflect current legislation and guidance. All policies and procedures are reviewed on a regular basis.
- The school reviews the progress of all children effectively, including those with additional support needs (including those experiencing bullying behaviours). They can provide reliable and valid evidence to support this process
- Children and young people are knowledgeable about equalities and inclusion. They feel able to challenge discrimination, xenophobia and intolerance when they come across it.

Appendix 18

Ways to respond to young people affected by bullying behaviour

A child's experience will be directly affected by the response they get from the adult. We need to listen and get it right. It's about the personal touch, and we should always be mindful of this.

We need to listen and here what a child is saying- STOP TO LISTEN

When a child or young person tells you they are being bullied, whether it's happening face to face or online, our reaction is vitally important. Children and young people will have often been through a lot of upset before they actually tell someone, and their experience will be directly affected by the response they get. It's not just about the environment, the anti-bullying policy, or the measures that are in place to deal with bullying, we need to listen and get our responses right.

We need to be child- centred in our response and our responses must reflect this and be underpinned by the values of fairness, equality and inclusion.

We should ask ourselves;

- Is this fair and equal?
- Is what I am doing ensuring marginalised children are represented, included and not ignored?
- Am I meeting my needs as an adult or responding to what this child needs now?

These are all questions that will help us frame an effective response. Every situation is unique so we need to have a way of thinking about bullying behaviour that lets us consider different responses, rather than one fixed way of doing things.



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Anti-bullying strategies¹: Prevention and intervention

Introduction

We want our organisations to be places where young people and adults:

- respect themselves, and respect others
- value their relationships with others
- take responsibility for their actions
- have the skills to put things right when they go wrong.

These key values and skills help to develop cultures where bullying is unacceptable. To encourage this, organisations need to develop effective preventative anti-bullying approaches and clear strategies for intervention.

This chapter outlines anti-bullying strategies, some of which are currently used effectively in North Ayrshire and there is expertise in employing these strategies schools. It is by no means an exhaustive list, rather it outlines those strategies with which organisations can obtain support from local authority/partner staff. In particular we have found that working restoratively with young people and adults has been an effective way of responding to bullying and we support this approach.

The strategies listed are arranged under three headings:

- universal preventative strategies
- targeted low to mid-level intervention strategies
- intensive high-level intervention strategies.

We expect organisations in North Ayrshire to have anti-bullying strategies in place at each of the levels shown in the triangle on the next page:

¹Heavily drawn upon the work of Lewisham as published at https://restorativejustice.org.uk/sites/default/files/files/qjl3_lewisham_antibullying_policy_and_guidance_for_those_working_with_children_and_young_people.pdf



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1. Universal preventative strategies

The bottom part of the triangle is focused on prevention, and should be where the bulk of an organisation's work happens. What goes on at this level shapes the culture of an organisation and gives a clear message to all of its members about how they are expected to manage their relationships with others. The strategies below are designed for use by all organisations, and will benefit all members of the organisation's community as well as encourage a culture of healthy relationships where bullying is not accepted.

1.1 Awareness and action

Incidents of bullying cannot be ignored and are the responsibility of everyone in the organisation. All staff, young people and parents/carers must be aware of:

- the organisation's agreed definition of bullying and the systems in place for intervening when it happens



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- The difference between bullying and conflict within their relationships that does not involve an imbalance of power.
- Language and behaviour that can lead to bullying if it is not picked up at an early stage and prevented from escalating.

Once an incident of bullying has come to light, it is vital that those involved are aware that systems are in place, that they are effective and that they are implemented swiftly.

1.2 Staff modelling of good relationships and healthy communication

In order to encourage good relationships in younger people it is vital that staff model good relationships and communication themselves, as this conveys the values and expectations of the organisation. Staff behaviour that models bullying behaviour or poor management of conflict will give mixed messages about the organisation's expectations and values, and have a corresponding effect on young people's behaviour.

1.3 Anti-bullying policy

Anti-bullying policies need to be clear, revised regularly with input from young people, staff, governors and parents/carers, and shared widely. Reviews of the policy should include evaluation of the effectiveness of the organisation's anti-bullying strategies.

1.4 Dialogue and feedback

It is good practice for organisations to arrange ongoing opportunities for dialogue between young people, their parents/carers and staff about what it is like to be part of the organisation, what works well already and what needs improving. This dialogue can be carried out in a range of ways. Many schools, for example, have school councils where representatives are elected by their peers to bring issues of concern to adults in the school. Surveys are also effective, e.g. attitudinal surveys such as Pupils Attitudes to Self and School (PASS²). A culture of dialogue will increase the chances of young people telling adults about bullying.

² www.gl-assessment.co.uk



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1.5 Management of space

The management of space, both indoor and outdoor, can have a positive or negative impact on bullying. Examples of good practice would be:

- zoning outside recreation areas and ensuring there is a range of activities on offer
- arranging furniture and grouping of young people to promote pro-social behaviour in learning areas
- considering how staffing is arranged at different times
- making sure they are aware of, and plan around, any 'hotspots' on their site that need extra attention
- developing work around safe routes to and from the organisation.

1.6 Management of young people's behaviour and relationships: a restorative approach

Every young person is different, and every incident of bullying is also different. Staff need to be confident in the ways that they manage young people's behaviour in a range of settings, and know how to make and manage good relationships with and between them. This guidance does not set out to address this area in any great detail, but it recommends that ongoing staff training and high quality support from senior managers are both important in raising staff confidence in, and increasing skills around, managing behaviour and relationships.

An increasing number of staff within North Ayrshire have had success in using restorative approaches to address aspects of managing behaviour and relationships. Restorative approaches place harm and its repair at centre stage. The aim is to provide a safe process in which, wherever possible, damaged relationships can be repaired. In so doing, the restorative process provides an opportunity for learning to take place. In particular, it gives those who have caused harm – including those who exhibit bullying behaviour – a chance to learn, with the challenge and support of others, a better way to manage their relationships. Importantly, the approach provides the person harmed with an equal voice in the process – in cases of bullying it has been found that this often helps the balance of power to be restored between the person bullying and the person on the receiving end. The restorative process does not preclude using sanctions, but it does provide a framework for making them more meaningful as everyone is involved in decision-making. In short, a restorative intervention:



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- intends to heal any harm caused by an incident
- enables those affected to define a way forward – rather than having a third party decide what should happen
- provides those who have caused harm with the opportunity to:
 - explain their point of view
 - face up to and take responsibility for what they have done
 - make amends in order that they can be reintegrated into their community
- provides those who have been harmed with the opportunity to:
 - express how they have been affected
 - seek what they need to repair the harm.

Restorative interventions are based on a series of questions:

- What has happened?
- What were you thinking and feeling at the time? What have you been thinking and feeling since? Who else has been affected? How?
- What needs to happen to put things right?
- What have you learnt?
- What could you do differently in the future?

At a universal level and in the context of some basic training, these questions can be used by anyone in an organisation to promote meaningful conversations about very minor incidents that tend to occur very regularly. Use of restorative approaches for more serious incidents (see below) requires further training, and practice is most effective when it is taken on as a whole school approach. (Contact psychological services for more information).

1.7 Focusing on social and emotional aspects of learning

There is growing recognition of the importance of developing social and emotional aspects of learning in young people to support their emotional health and well-being. Evaluation of whole school nurturing approaches across North Ayrshire is showing a positive impact on our young people's relationships and well-being needs.



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1.8 Working in circles

Circles are facilitated by a staff member who sits in a circle with a group of young people and runs a structured discussion about specific issues and, if necessary, uses the structure as an opportunity to enable the group to problem solve together. Ground rules are set with the young people, which involve listening to each other respectfully and taking turns to speak, allowing them to learn about what they have in common with others and to respect the ways in which everyone is different. Circles are an effective way of promoting key emotional literacy and relationship skills such as empathy, self-awareness and managing feeling, and they encourage good social skills. They set clear expectations about the way in which the organization intends that young people treat each other. Schools may wish to consider following the model usually referred to as Circle Time.

1.9. Peer support

Peer support is the umbrella term used to describe help that young people are trained to give to other young people. Peer support can offer a wide range of help to those who may lack confidence or self-esteem, be struggling with learning, or be going through a particularly difficult time personally. Young people offering support must always be trained to a high standard and offered ongoing support themselves. Childline's website contains a booklet about peer support, which is a useful starting point, available via www.childline.org.uk/pdfs/peersupportscheme.pdf. There are different ways in which organisations can offer peer support, including befriending, peer mentoring and peer mediation, as discussed below.

1.9.1 Befriending

Befriending trains young people to be aware of when others might be lonely and need encouragement to join in. Befriending can be used in different ways, for example in school playgrounds when (normally younger) children may be lonely, to welcome a new arrival as part of a comprehensive induction programme or to help someone who needs extra support at a difficult time. As having friends is a significant protective factor against bullying, befriending can be a useful strategy for use with young people. It may also be referred to as buddying or having playground pals.

1.9.2 Peer mentoring

Peer mentoring is a non-judgmental relationship between people of a similar age, where the mentor has had similar experiences to the mentee(s) and therefore can be supportive from a standpoint of shared understanding – for example, having been bullied in the past. Mentoring can be carried out in one-to-



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one sessions, small groups or by using cyberspace. Mentors are first and foremost sympathetic listeners who remain independent and help the mentees find solutions themselves; they are not friends in the truest sense of the word, although they may be described as 'professional friends', and they are not counsellors. High quality training for young people is essential as it focuses on these boundaries as well as the skills needed to mentor others. Peer mentors will always need ongoing support.

1.9.3 Peer mediation

Peer mediation is an effective way for students to work through everyday issues, and also an opportunity to build emotional literacy – directly with those who go through the training, and indirectly via the effect of the peer mediators as role models. Peer mediation schemes are particularly effective where they are part of a clear whole-school approach to working constructively with conflict and developing relationship skills, and fit well within a restorative approach. Peer mediators can have an important role to play in the way low level conflict and difficulties are handled within a school, particularly as students are often willing to behave more openly with their peers than with members of staff. By being on the spot and able to step in when difficulties begin, they can help prevent situations from escalating (and therefore minimise the possibility of some becoming cases of long-term bullying) by enabling students to find their own solutions to conflict at an early stage. This process also reinforces core messages about effective ways of relating, for example making it possible to apologise without losing face.

As with other peer support, proper training and ongoing support from adults are vital to the success of peer mediation. Please note that peer mediation is not suitable for use in bullying incidents; the process of mediation is based on working through problems between disputants and is not suitable to be used by peers to address power imbalances caused by bullying (see the sections on restorative approaches, which are designed to do this effectively).

2. Targeted, low to mid-level intervention strategies

Some young people need additional support in developing and maintaining relationships, and repairing them when they go wrong. Some of the strategies below are being used to help these young people in North Ayrshire.



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2.1 Small group work

Many organisations have success with programmes of small group work, which are designed for young people to meet a range of specific needs, most commonly in the areas of social skills, anger management, assertiveness skills (standing up to people who bully is known to be an effective response; some young people need extra help to do this) and raising self-esteem. Young people who exhibit bullying behaviour and those who experience bullying can both benefit from targeted group work. Groups normally run for at least six to eight sessions and need to be facilitated by suitably experienced staff. Sessions usually involve discussion and practical activities, including role play, so that young people are given the opportunity to develop and practise new skills.

2.2 Circle of Friends

Circle of Friends is a social skills intervention. It is most suitable for young people from the age of about seven upwards, but can be adapted for younger children. The main objective of a Circle of Friends is to assist an individual, who is experiencing rejection by their peer group, in making stronger friendships. The young person concerned may be experiencing emotional, behavioural or social difficulties, or lack social skills (which may include exhibiting bullying behaviour or may result in being bullied). The isolated young person is often referred to as the 'focus' person. What makes Circle of Friends different from many social skills interventions is that it enlists the help of the peer group in providing support and engaging in problem solving with the focus person. Having friends is a known protective factor in relation to bullying. This special group set and review targets with the focus person in a weekly meeting facilitated by an adult, and support him or her in achieving these targets.

2.3 Restorative discussion

A restorative discussion or chat takes place between an adult and a young person, usually when the young person has caused some harm. The intention is to enable the young person to understand what happened, what effect the situation had on others, what they need to do to put things right, and what strategies they could adopt to avoid a similar thing happening in future. It is the young person who comes up with the answers, supported by the adult. This conversation contrasts with a 'disciplinary' conversation, the intention of which is to do with authority, control and deterrence, and normally involves the adult telling the young person what they have done wrong as well as what's going to happen as a result – often without the initial problem being talked about or resolved. Restorative discussions, like their alternative, happen informally at any time in response to everyday low-level incidents. The interaction between adult and young person may take only a few moments, but each one



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gives the student a clear message about the organisation's values around relationships and problem solving.

2.4 Mini restorative conferences

Mini-conferences are simply small-scale versions of a restorative conference involving only those people directly involved in an incident and a trained facilitator. They normally follow a similar structure to a full conference. They are suitable for addressing minor incidents in school which would not normally need parental involvement. Mini-conferences need some preparation – the facilitator needs to speak to everyone involved separately to hear their stories, and also to prepare them for the meeting.

At the meeting, if one person is clearly responsible for the harm, it is usually useful to start by asking them what happened, and explore what they were thinking and feeling at the time and what they think about it now, before moving on to hear from the person who has been harmed. It is important for the harmed person to be able to explain what effect the incident had on them, and to be able to say what might help them now. When both have said enough about the past, and each has understood the other, the facilitator asks each what needs to happen to make things right, and supports them in moving towards an agreement. Depending on the situation, the meeting may take only a few minutes. However, it provides the opportunity for people who have been in conflict to discuss and resolve it, rather than allowing a negative atmosphere to continue and potentially escalate (possibly into a prolonged bullying situation). If used as normal daily practice it also reinforces the importance of resolving relationship issues and helps build skills that enable this.

3. Intensive high-level intervention

A small number of young people need intensive help with types of behaviour that mean their relationships frequently break down and they experience a significant amount of conflict. The strategies below outline more specialist support available to these young people.



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3.1 One-to-one support and signposting to external agencies for additional support

In some serious cases, the young person exhibiting the bullying behaviour and/or the person on the receiving end of the behaviour will have such complex needs around their social and emotional behaviour that they require one-to-one intervention as part of a package of support. This may be from within the organisation, for example through a key worker, learning mentor or voluntary mentor, or be specialist intervention from an additional agency, for example Victim Support, or the Child and Adolescent Mental Health Service (CAMHS).

3.2 Full restorative conferences

A formal conference is appropriate when the incident being discussed is serious enough to warrant involving parents /carers. Generally the aim is to involve all those who are directly affected, whether they are staff, students, family or other members of the community. The facilitator needs to be a trained person who is not directly involved in the incident.

This type of conference involves careful preparation. All participants need to understand the purpose of the conference and how it will work; the facilitator needs a clear idea of the issues they will bring to the meeting so that he or she can plan the best speaking sequence. Schools using the process regularly have sometimes found it helpful to alter staffing arrangements to ensure that preparation is thorough.

During the conference each participant is given the opportunity to say what has happened and how it has affected them. Later all are invited to suggest what needs to happen to repair the harm that has been done. Usually an agreement is written down and signed by everyone present. The conference process can be highly effective for those who have caused harm as it makes the effect their actions have had on others crystal clear. This clarity, in all but the most exceptional individuals, brings a sense of remorse. Although this feeling can be difficult, the setting is also supportive; the wrongdoers have the chance to make amends and be accepted – with support – back into their school, class, friendship group or organisation. For those who have been harmed, a conference provides the chance to say how they have been affected and express their needs. Their views are paramount in understanding how the harm can be healed, and they often find the process satisfying as it gives them a say in what will be happen next.

Facilitating such a meeting requires sensitivity and skill, and training for conference facilitators takes at least three days. There may be times when external facilitators are needed, for example if trained staff are not available or need to be involved in the conference as participants.

3.3 Class or group restorative conferences (currently a school-based intervention)



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These are meetings involving a whole class organised to explore any problems that are disrupting learning. In preparation for the conference every member of the class is asked to write down anonymously what they think is happening in the class, and what is getting in the way of learning. The facilitator begins the conference by reading these statements to the class. The problems identified are then worked through using a highly structured process. The class sits in a circle, with each member of the class having an opportunity to say both how they have been affected and, later, to take responsibility for any harm they have caused. Very clear ground rules are made with the class about how the discussion will take place, including the right to pass when it is their go. Clear ground rules ensure that everyone is listened to and has a voice in the process.

Classroom conferences can be used to discuss general behaviour issues or to deal with specific behaviours by particular individuals. As with formal restorative conferences, they normally result in a written agreement signed by all present. They need to be run by skilled facilitators, and preparation needs to be carried out with the class and with any adult taking part. Training to run classroom conferences normally takes a day for anyone who has already been trained as a restorative conference facilitator and is familiar with classroom management, including working with young people in circles.

Anti-bullying as child protection

If we think of bullying in terms of child protection then our responses can be much more attuned to meeting a child's needs.

Listen – give the child your full attention

They may have chosen to tell you at a less than convenient moment. If you cannot speak to them there and then, it is important to still acknowledge how they are feeling. Reassure them that they have done the right thing by coming to you and arrange a time when you will speak to them about it further. Find a safe and comfortable place where there will be no interruptions. Let the child know that they have done the best thing by coming to speak to you, that bullying is never acceptable and that they deserve to feel safe in their environment.

Active listening skills are key; be reflective and communicate that you are listening effectively – this can be a challenge. Children and young people are often concerned that no one will take them seriously if they tell that they are being bullied. You have to show them that you believe them and that you are taking them seriously. Gently encourage them to talk, find out what happened, who was involved, where and when. You may have to do some probing, but find out as much as you can.

Let them speak, without interruption as far as possible, but don't be afraid to ask questions when they have finished.



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If you feel you need to take notes then explain to them why you are doing that and what will happen with the notes. Be mindful that some children may not be open straight away and may test you to see if you are listening or paying attention before sharing their concerns.

Please be aware that any disclosure from a child or young person can be messy and details may not emerge sequentially or all in one sitting.

Listen- what do they want you to do?

Children and young people often feel that bullying has 'taken something away from them', what we define as their 'agency'. The role of the adult helping is to work with them to help restore their feeling of being in control of themselves and their ability to affect what happens. Your challenge lies in how you work with them to acknowledge what has been happening and to help them regain their sense of self, balance and control.

Once they have told you their story you need to find out what they need you to do. Many young people will tell you that they don't want you to do anything, but if they feel they have some sort of control over the situation then they are more likely to admit that they want the bullying to stop. To help make this happen, it is vital that their views are taken into account when planning how to deal with the allegations. Keep them involved at all times and update them on progress.

Tell them that you are really glad they came to you to talk about the bullying and that you are always there to listen. Promise to check back to make sure that whatever agreements you have made are happening- and make sure you do it!

Bullying can have long-term impacts on children and young people. You need to be aware that even if the behaviour stops, the impact can still be felt and the process of moving on from what may have been a traumatic event will need ongoing monitoring and support. When affected by bullying a child may require additional support- this must be considered.

There isn't any single approach when responding to bullying, and what works for one child or situation, may not work for another. Children and young people value choices. If you are unsure of how to respond or are not sure what will work, explore options, ask what they think would happen if you follow a certain course of action, explore alternatives. The more they talk to you, the more their stress levels should reduce and they will feel listened to and included. These are necessary steps to help someone deal with what has happened to them.

Don't get too hung up on whether an incident is bullying or not.

The most effective way to structure your response is to ask yourself these questions:

- What was the behaviour?
- What Impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?



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Children who exhibit bullying type behaviours

Children and young people who are bullying will need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Repair relationships

Again, listen to what they have to say. Use your active listening skills and take time to uncover the bigger picture for this person and what shapes them.

Do not label them a 'bully'.

We can help children and young people to change by telling them that their behaviour is bullying behaviour rather than labelling them. Clearly outline what their behaviour was, why it was wrong and the natural consequences they face if it continues.

This allows you to be clear about the behaviour that needs to change and to state the behaviour that you would like to see instead. It provides clarity, makes it easier to address negative behaviour and, importantly, rewards positive behaviour.

Be prepared to address prejudiced attitudes that may be behind the behaviour. Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. It's important to address what's happening behind the behaviour, even when they bullying has stopped.

You may deal with the name calling or threats and have strategies in place to respond but we must also respond to the prejudice. Threatening or prejudice-based language or behaviour must always be challenged even if there is no impact on the person or group it is aimed at.

Respectme has a range of films on their website which supports this area.

Resilience can be eroded when experiencing by bullying behaviour. Resilience can be described as: 'The process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances.'

Children and young people will react to bullying in different ways. For some, bullying behaviour won't have any impact, but for others the impact might be quite severe. Children and young people can be more resilient than we give them credit for. But bullying behaviour and trauma can strip away at resilience, making it hard for them to talk about it, look for help and cope with the impacts.

Children and young people need secure relationships around them, as well as adults who set boundaries, provide guidance and role model positive behaviour. They need love, praise and recognition to build their self-belief, optimism, active engagement and sense of purpose. Through this they will learn how to socialise, be emotionally aware and develop friendships in and out of school. These qualities give them the ability and support they need to cope with difficulties and make decisions – things that promote mental wellbeing and provide them with skills they will use and value all of their lives. Traumatic events undermine resilience, secure attachments facilitate resilience.



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We can help children and young people find sources of resilience by promoting:

- A positive and safe climate within the setting
- A sense of belonging and connectedness
- Involvement in decision making generally, including anti-bullying policy and practice
- Opportunities for challenge and success
- Recognition of achievement

Appendix 19

Anti-Bullying Ideas

- Use Anti Bullying week not only to raise awareness of bullying and to promote positive messages but also to celebrate the positive relationships and inclusive initiatives pupils and staff have engaged in over the past year.
- Ensure all staff fully understand the school's Anti-Bullying policy. Deliver a group staff activity where staff discuss bullying scenarios and find responses to them within the policy. This is also a good way to consult with staff on the content of the document and check in with how confident staff actually feel in responding to bullying.
- Issue pupils with cameras and ask them to photograph areas of the school they may not feel safe in. Work with pupils to develop these as safe areas.
- Buddy Bus Stops in the playground should help to ensure children always have someone to play with and build positive peer relationships.

Appendix 20 : useful local contacts and key resources

Local Contacts:

National and other contacts and resources:

- **Anti-Bullying Alliance:**
Tackling homophobic, biphobic and transphobic bullying for disabled children and young people and those with special educational needs: <http://www.anti-bullyingalliance.org.uk/media/31665/tackling-hbt-bullying-for-disabled-cyp-and-those-with-sen-full-guide-final-sept15.pdf>
- Bullying Involving Children with Special Educational Needs and Disabilities, Safe to learn: Embedding anti-bullying work in schools. Anti-Bullying Alliance <http://www.anti->



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bullyingalliance.org.uk/media/7482/sen-and-disabilities.pdf

Better relationships, better behaviour, better learning, Scottish Government

<http://www.scotland.gov.uk/Resource/0041/00416217.pdf>

- **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.

- **PROFESSIONAL STANDARDS AND VALUES GTCs**

The Standards for Registration: Mandatory Requirements for Registration with the General Teaching Council for Scotland 6, which all teachers in Scotland are signed up to, show a clear commitment to respect for young people and improving social justice. There is an expectation that teachers are:

“Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.”

and

“Providing and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing.”

Additionally, the General Teaching Council Scotland Code of Professionalism and Conduct (COPAC) is clear:

“You should identify and respond appropriately to indicators of the wellbeing and welfare of pupils, including bullying and discrimination.”

All teachers need to meet these standards, values and duties of professionalism and be aware of the wellbeing impacts of bullying on all the young people in their care. More information can be found at gpcs.org.uk



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- 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.childrenparliament.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>
- **National Approach to Anti-Bullying for Scotland's Children and Young People (A)** <http://www.scotland.gov.uk/Resource/Doc/330753/0107302.pdf>
- **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/>



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- **Promoting Diversity and Equality:** Developing Responsible Citizens for 21st Century Scotland. Education Scotland 2013
- **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/>
- **Scottish Traveller Education Programme (STEP):** <http://www.step.education.ed.ac.uk/>. STEP leaflet specific to bullying: http://www.step.education.ed.ac.uk/wp-content/uploads/STEP_bullying_you_whatto.do.pdf?phpMyAdmin=25644c053cf9e75454ed0055ea424327
- **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**
- **Understanding of the United Nations Convention on the Rights of the Child (UNCRC):** <http://www.educationscotland.gov.uk/resources/r/childrensrightsresource.asp>
- **What is Bullying?** - www.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>



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Appendix 21 Key Documentation

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| National Policy | |
| Better Relationships, Better Learning, Better Behaviour: | http://www.gov.scot/Publications/2013/03/7388/1 |
| Building Curriculum for Excellence Through Positive Relationships and Behaviour: | http://www.gov.scot/Publications/2010/06/25112828/1 |
| Child Poverty Strategy for Scotland: Our Approach 2014 - 2017: | http://www.gov.scot/Publications/2014/03/5304/0 |
| Children and Young People (Scotland) Act 2014: | http://www.legislation.gov.uk/asp/2014/8/contents/enacted |
| Education Scotland's Making the Links, Making it work: | https://education.gov.scot/improvement/hwb30-making-links |
| Equally Well: | http://www.gov.scot/Topics/Health/Healthy-Living/Health-Inequalities/Equally-Well |
| GTCS Professional Standards: | http://www.gtcs.org.uk/professional-standards/professional-standards.aspx |
| Getting It Right For Every Child (GIRFEC): | http://www.gov.scot/Topics/People/Young-People/gettingitright/what-is-girfec |
| How Good is Our School? | https://education.gov.scot/improvement/Documents/Frameworks/SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf |
| Schools (Health Promotion and Nutrition) (Scotland) Act 2007: | http://www.gov.scot/Topics/Education/Schools/HLivi/foodnutrition |
| The Curriculum for Excellence: | https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence? |
| STONEWALL SCHOOL REPORT The experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017 | https://www.stonewall.org.uk/sites/default/files/the_school_report_2017.pdf |



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| Included, Engaged and Involved 2 | www.gov.scot/Publications/2011/03/17095258/0 |
| Respect for All | www.gov.scot/Publications/2017/11/6766/downloads |

| | |
|--|---|
| Local Policy | |
| NHSAA Ayrshire Healthy Weight Strategy 2014 - 2024: | http://www.nhsaaa.net/media/235052/hwstratvol1.pdf |
| NHSAA Mental Health and Wellbeing Strategy April 2015 -March 2027 | Available on request: from Public Health NHS Ayrshire and Arran |
| NHS Ayrshire and Arran Tobacco Control Strategy: | http://www.nhsaaa.net/media/338356/tcs1221.pdf |
| North Ayrshire Active Communities Strategy: | Still in draft |
| North Ayrshire Children's Service Plan 2016 -2020: Getting It Right For You: | https://www.north-ayrshire.gov.uk/Documents/SocialServices/childrens-services-plan.pdf |
| North Ayrshire Community Planning Partnership Inequalities Strategy: | http://northayrshire-community.wordpress.nexuswebdesign.co.uk/wp-content/uploads/sites/60/2016/10/INEQUALITIES-STRATEGY-Ver-14-without-pledges.pdf |
| North Ayrshire Corporate Parenting Strategy: | http://www.girfecna.co.uk/admin/uploads/downloads/NACCCorporate%20Parenting%20strat.pdf |
| North Ayrshire Council's Education Directorate Plan: | https://www.north-ayrshire.gov.uk/Documents/CorporateServices/ChiefExecutive/PolicyandPerformance/directorate-plan-education-youth-employment-2015-18.pdf |



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|---|---|
| Mental Health Toolkit | North Ayrshire Community Planning Partnership available in all Secondary Schools |
| Connecting with Mental Health | North Ayrshire GLOW tile |
| Respect Me | https://respectme.org.uk |
| North Ayrshire Child Protection Committee | http://childprotectionnorthayrshire.info/cpc/ |
| North Ayrshire Council GIRFEC | http://www.girfecna.co.uk/young_people |

Appendix 21: SEEMIS tool to record responses to reports of bullying behaviours.

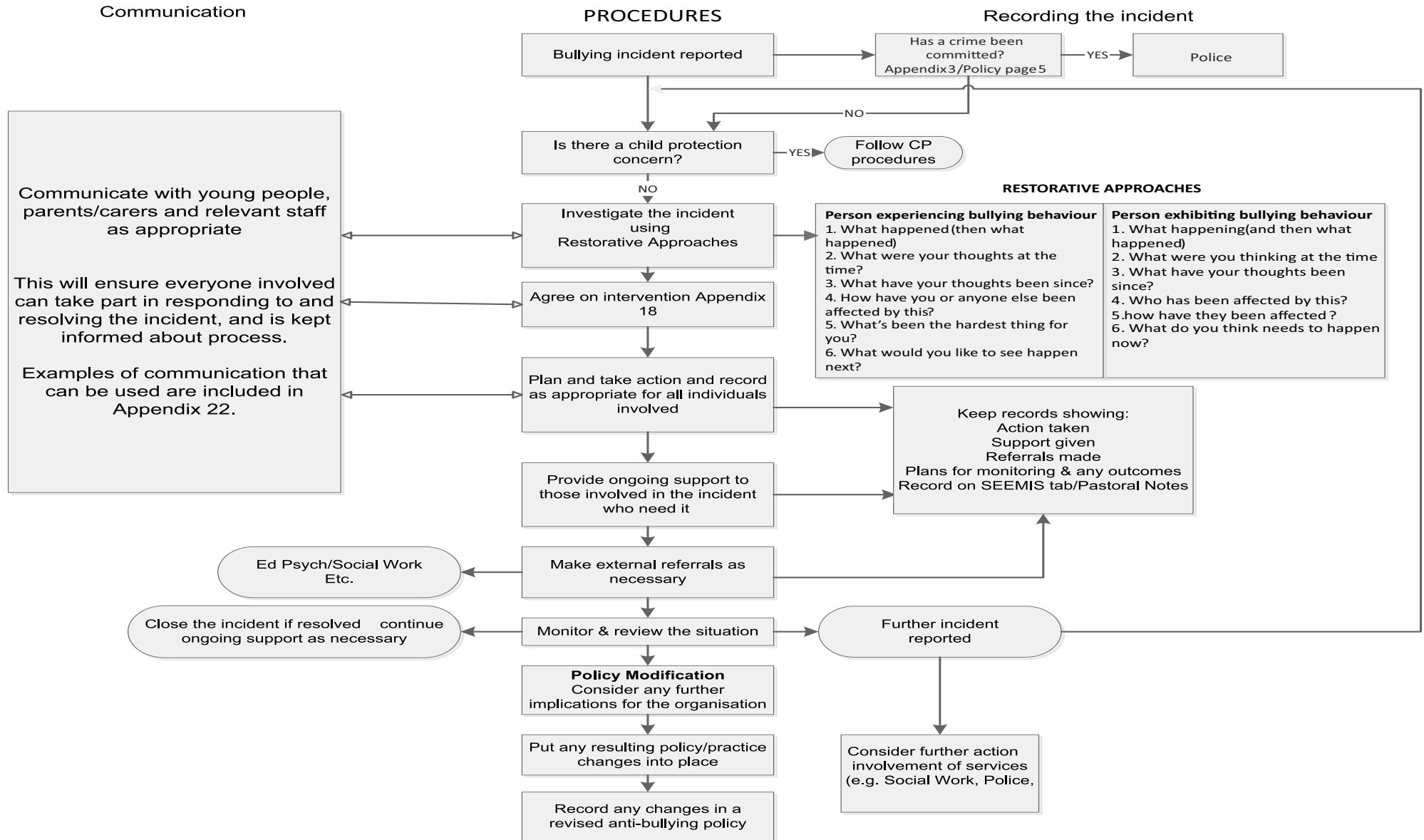
This is currently under construction with SEEMIS and an update with training opportunities will be communicated in due course

Appendix 22- NAC Enhanced procedural flowchart and examples of communication. (see overleaf)

Appendix 23- Parent/ Carer and Pupil information



Appendix 22- NAC Enhanced procedural flowchart and examples of communication.



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PRO-FORMA LETTERS

Letter to parents/carers of child or young person who has shown bullying behaviour(s)

SCHOOL ADDRESS: Date:

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 _____



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Letter to parents/carers of child or young person who has experienced bullying behaviours

SCHOOL ADDRESS: Date:

Dear _____,
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 _____



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GUIDANCE ON RESPONDING TO INCIDENTS

When faced with a report of bullying behaviour, 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



Bullying; It's Never Acceptable

North Ayrshire Council's Approach to Anti-Bullying

- 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.
- Contact parents/carers of the pupil(s) experiencing and involved in bullying behaviour.

