APPENDIX - ANTI-BULLYING INSERT TO

PROMOTING POSITIVE RELATIONSHIPS POLICY

West Lothian Council Education Services adopts the Scottish Government's published document Respect for All 2017 and the national definition of bullying as outlined therein:

"*Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this their sense of 'agency'. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.*"

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might be sustained over time is present, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.
Respect Me (2015)

Bullying, including that which takes place online, is always damaging and must always be taken seriously and addressed.

3.1 Curriculum for Excellence states children and young people should feel happy, safe, respected and included in the school environment, and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.
In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination. The Respect for All 2017 framework builds on the positive work, which has already taken place in Scotland to address bullying. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting It Right for Every Child and recognises that bullying
impacts on wellbeing. The framework can be found here:
http://www.gov.scot/Publications/2017/11/6766.

3.2 In the West Lothian context our schools are committed to the UN Convention on the Rights of the Child (UNCRC) and there is an understanding that bullying behaviour is in clear contravention of the UNCRC. Education is affiliated with the UNICEF Rights Respecting School Award (RRSA). The Award recognises the UNCRC is at the heart of a school's planning, policies, practice and ethos. Article 2 states (without discrimination) "the convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from". Section 3 of this policy also is linked to the Council's Equality and Diversity Outcome Plans encompassing the Equality Act 2010. Schools, in developing and applying anti-bullying policies and strategies will consider any particular needs arising from protected characteristics e.g. age, race / ethnicity, sex, gender re- assignment, religious belief, disability, pregnancy/ maternity and sexual orientation.

Further support can be found in the Respect Me resource:
Addressing Inclusion-Effectively Challenging Racism in Schools

3.3 Common Types of Bullying

Bullying Behaviours:

Emotional - Being unfriendly, excluding, tormenting - for example, threatening gestures, having belongings taken or damaged.
Physical - Pushing, kicking, hitting, punching or any use of violence. Physical violence may be considered as assault, according to severity.
Verbal - Name-calling, sarcasm, spreading rumours, teasing.

Online
This type of bullying changes the geography of bullying, however the behaviours are the same and must be addressed as if happening in the physical environment.
Online bullying includes all areas of internet, such as email and social media misuse; mobile threats by text messaging/ calls; misuse of associated technology such as camera/video facilities and online gaming platforms.

Prejudiced
Any comment or action to taunt pupils who are perceived to be different; are young carers; have additional support needs; are disabled; from travelling families; are asylum seekers. Issues arising from socio-economic background are included here.

Racial
Racial taunts, graffiti, gestures, deliberate physical attacks. It can be identified by the fact that victims are singled out because of the colour of their skin, the way they speak, ethnic grouping or religious or cultural practices. Sectarianism may also be included here.

Gender Based
Unwanted physical contact, which may be considered as assault, or sexually abusive/
suggestive comments. Gender stereotyping is an aspect to be considered here.

Homophobic, Bi-Phobic or Transphobic
Being targeted because of who you are, or who you are perceived to be. Hurtful behaviour and attitudes which focus on the issue of sexuality. This can be a particular problem for teenagers who are confused or unsure about their own developing sexuality.
Further support can be found in the Respect Me document:
Addressing Inclusion

3.4 When it is not bullying

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

It is also important to ensure that there is a clear distinction between bullying and other potential forms of criminal offences such as physical assault, hate crime, child sexual exploitation and gender-based violence. For instance, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. This is sexual assault or abuse and a form of gender-based violence. Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can take a number of forms that are potentially a form of criminal harassment and should be treated as such.

3.5 Communicating Effectively

Whilst every establishment must have an effective policy on anti-bullying, there is also a responsibility to communicate with and consult on the policy with all staff, pupils, parents/ carers and the wider school community.
This can be done through:
- School Improvement /Development plans
- Staff professional learning
- Communication with pupils e.g. via assemblies and appropriate versions for display in classrooms, diaries etc.
- The Health and Wellbeing and wider curriculum
- Specific anti-bullying initiatives such as anti-bullying weeks or days
- Pupil Voice / forums
- Handbooks, newsletters and school and council websites and twitter feeds.
- Parents' meetings or public meetings, parent council, parent forum.

3.6 An important element of anti-bullying strategies is the proactive work done through the curriculum in addressing the underlying issues and looking at ways of challenging inappropriate behaviour.
Examples of strategies to prevent and reduce bullying are:

- The use of positive, collaborative approaches to the delivery of teaching which includes and involves pupils in their learning.
- Teaching about and through Children's Rights (UNCRC), through Rights Respecting Schools and the expectations of staff as duty bearers.
- Promote positive relationships, behaviour and role models.
- Professional Learning for staff about bullying (Respect Me)
- Looking at the Wellbeing Indicators, feelings and discussing with pupils the kinds of behaviour that causes hurt to others.
- Encouraging the pupils to think positively about differences.
- Supporting pupils with additional support needs to understand that bullying is wrong and what to do about it.
- Reading stories that introduce pupils to people from multi-national backgrounds through pictures and positive role models.
- Reading stories that positively promote different families, including same sex parents.
- Inviting parents and other members of the wider community into school to participate in aspects of school life and be involved in policy development.
- Ensuring through discussion that pupils have the opportunity to raise and discuss any matters that are troubling them such as name-calling, bullying, unequal access to certain activities etc.
- Encouraging pupils to resolve personal animosities and tensions which have found expression in an incident, through, for example, conflict resolution, mediation, peer mediation, Circle Time, group work etc.
- Looking at historical topics which raise issues of discrimination and how it affects society.
- Dealing with discrimination which often underpins bullying behaviour.
- Linking the school's culture and ethos, behaviour, equalities and anti-discriminatory policies and procedures to acknowledge the collective responsibility of the whole school community in responding to bullying.
- Organise anti-bullying awareness weeks and anti-bullying games.
- Implement Buddying, Pupil Voice and Mentoring programmes such as Mentors in Violence Prevention (MVP).
- Creating safe spaces within the school environment, such as those supporting young people identifying as LGBTI.
- Involve and consult with all members of the school community regarding behaviour and anti-bullying procedures.
- Display posters about bullying.
- Display statements about behaviour, anti-bullying, rights and equalities to complement classroom practice and procedures.

3.7 Guidance On Responding To Incidents:

When responding to incidents, several things should be considered:

- allegations of bullying are taken seriously
- response should be prompt
- initial response should be one of support rather than immediate consequences
- restorative processes should be considered to support the person experiencing bullying behaviour and the person displaying it
- involving children and young people in the conversation throughout the process
- confidentiality in any investigation and outcome
- the head of establishment must be notified if it is a situation which

- requires the involvement of outside agencies
- clear strategies for supporting the parties, but also for challenging unacceptable bullying behaviour

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:

- Convey seriousness and unacceptability of this type of behaviour at all times
- Explain to the pupil(s) involved in bullying behaviour that his/her actions have an adverse effect on the pupil who experiences it and help him/her/them to consider the consequences of what he/she/they has/have done
- Involve other members of staff who work with the pupil(s) involved in bullying behaviour and those experiencing it
- If appropriate and including pupils in the conversation, contact parents/carers of the pupil(s) experiencing and involved in bullying behaviour.
- Where appropriate and including pupil/s discuss the issues with parents/carers and inform them of action taken. Wherever possible seek their support and involve the pupil in the process.

3.8 Recording and monitoring

All incidents of bullying and equalities involving children and young people are to be reported on SEEMiS, in accordance with the authority SEEMiS guidelines. These guidelines are available on the council intranet under 'SEEMiS'. The toolkit therein provides a system of monitoring and tracking progress of an investigation and should be utilised as such.

Incidents need to be reported timeously, within three days of the investigation being started as a reasonable timescale. As important as the recording of the incidents themselves is, a record of the action taken is also important, so all parties can be confident that procedures and practices have been correctly followed. Additional information or greater detail may be included in pastoral notes. The responsible promoted member(s) of staff should maintain the record. Staff should exercise professional judgment on the validity of a reported incident, but attention must be given to the feelings of the person experiencing bullying behaviour. The perception of the child must be taken into account during the process of investigation. If, after investigation by a promoted member of staff, an incident is **not** substantiated, then it must be reported on SEEMiS as "unfounded". A report of all incidents entered by schools will be captured each session and will be collated by schools and establishments individually and also on an authority-wide basis by Heads of Service. This is in order to identify emerging trends and support early intervention.

Nil returns will be challenged.

It is the responsibility of the school or establishment to monitor incidents and put in place appropriate responses when incidents arise. Recording should be as accurate as possible, using the SEEMiS guidelines at all times. If there is a complaint arising from a recorded incident it is imperative that there should be a clear trail outlining how the children and young people were supported and a clear picture of the investigation, the outcome and the recording of the incident.

Detailed information on how to navigate the Bullying and Equalities Reporting on SEEMiS has been distributed to all schools and training provided for all staff.

Incidences which involve staff, other adults, or a combination of adult and young person should be recorded on the Council's SPHERA system.