



**East Lothian  
Council**

**Resources & People Services (Education)**

# Respect for All

Anti-Bullying Policy

June 2017

**getting  
it right**  
*for every child*

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# Respect for All

## East Lothian Anti-Bullying Policy

### Introduction

East Lothian Council is committed to creating and sustaining a safe, positive and inclusive environment where respect is shown to and is given by all of its children, young people, staff and parents/carers. Positive relationships are central to developing and maintaining inclusive environments.

Every child and young person in East Lothian has the right to grow up free from bullying behaviour and prejudice-based bullying and experience a learning environment which welcomes diversity and nurtures respect for all. East Lothian Council is therefore committed to protecting children and young people from all forms of bullying.

This commitment is consistent with the policy of the Scottish Government as outlined in the National Approach to Anti-bullying for Scotland's Children and Young People (2010) and is supported by the work of **respectme**, Scotland's national anti-bullying service. The context of this policy in relation to other national and local policies can be found in Appendix 1.

In addition to ensuring this policy is in line with the National Policy the views of children and young people, parents/carers and staff across East Lothian were sought through initial consultation with stakeholders in order to identify key issues and further consultation on the draft policy to ensure the policy meets local need.

## 1 Policy Statement

East Lothian Council aims to:

Reduce and wherever possible, prevent the instances of bullying behaviour and prejudice-based bullying in all our educational establishments.

Ensure that all those who play a role in the lives of children and young people are enabled to promote positive relationships and respond effectively to all forms of bullying behaviour.

Ensure systems are in place to care for and support all those involved in bullying behaviour, as well as ensuring children and young people can report incidents in the knowledge that they will be dealt with promptly and effectively.

Actively seek the involvement of children, young people, parents/carers and staff in the continuing development of social behaviour and emotional literacy which supports the growth of a positive ethos.

Ensure that there is an effective system of recording incidents of bullying behaviour and prejudice-based bullying within all educational establishments.

Use information concerning bullying incidents to monitor, evaluate and report on the effectiveness of this policy.

## 2 Policy in Practice

All key stakeholders have a role to play in ensuring the effectiveness of this policy. This is only possible if we have an agreed definition of bullying behaviour and clear guidelines regarding roles and responsibilities.

### 2.1 Definition of Bullying Behaviour

In line with the Scottish Government and **respectme**, we define bullying as ‘a mixture of behaviours which can impact on a person’s capacity to feel in control of themselves. Bullying behaviour takes place in the context of relationships; it is behaviour that can cause people to feel hurt, threatened, frightened and left out’.

For the purposes of this document bullying behaviour can include:

- Being called names, teased, put down or threatened
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you
- Receiving abusive messages on social media or electronic communication

- Behaviour which causes people to feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

This behaviour can harm people physically and/or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. Bullying is both behaviour and impact. (respectme 2015)

### **Prejudice-base bullying**

Prejudice-based bullying is when bullying behaviour is motivated by prejudice. Prejudice-based bullying can be based on any characteristic unique to a child or young person's identity or circumstance: **some of these characteristics are protected by law.** Research recommends that only by embedding all protected characteristics across learning will children, young people and the adults have the language, understanding and confidence to respond to prejudice-based bullying effectively.

The Equality Act 2010 sets out that it is unlawful to discriminate against a person because of the following personal characteristics –

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race. This includes colour, ethnic / national origin or nationality.
- Sex
- Religion or belief. The Act covers any religion, religious or non-religious beliefs
- Sexual orientation

Please see Appendix 2 for more detail on these and other forms of prejudice-based bullying.

### **Online Bullying**

*'Online bullying shouldn't be treated differently. Online bullying, or 'cyberbullying' as it often referred to, is the same type of bullying behaviour but it takes place online, usually on social networking sites and online gaming platforms. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. Online is where the bullying is happening, it is not what is happening. We address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy.'* (respectme 2016)

East Lothian Council recognises that new digital technologies (such as smart phones, computers and tablets) and online applications (such as gaming and social networks) are constantly being developed. It, therefore, wants to see all policies and practice include advice on online bullying and is committed to:

- Supporting children and young people to use electronic technology and the internet, safely and responsibly.
- Help children and young people understand the implications and potential criminality of displaying bullying behaviour and or images via social media or electronic communication.
- Providing training and support to children and young people on what to do if they experience bullying behaviour online. This is carried out via programmes on the safe and positive use of digital technologies in schools. Similar programmes are also available to parents in East Lothian.
- Remaining up to date with latest changes and trends of how digital technology is being used by children and young people in order to be able to provide relevant support.

## **Responsibilities**

### **2.2 Local Authority Education Staff;**

Embed this policy through training and monitoring.

Consult with stakeholders about the effectiveness and further development of the policy.

Share good practice.

Ensure initial training for Head Teachers.

Provide advice to Head Teachers.

Work with partner agencies to support the prevention and reduction of bullying behaviour and prejudice-based bullying.

Provide clear guidelines on recording and reporting of incidents.

Regularly review the policy to take into account new developments in technology or legislation at a minimum of every 3 years.

### **2.3 School/Establishment Senior Management;**

Ensure the policy is implemented and is communicated to all staff, students, parents/carers and partners.

Ensure the policy is embedded and reviewed in the School Improvement Plan and is linked with targets for the school's Health and Wellbeing framework.

Ensure staff development activities are available.

Ensure staff are fully aware of the importance of the policy and create a climate of respect and positive relationships and a culture where bullying behaviour is not accepted.

Ensure bullying incidents are recorded and monitored in line with council policy.

Provide appropriate training and support on anti-bullying to all staff, students, parents/carers and partners.

Regularly review policy to take into account new developments in technology or legislation at a minimum of every 3 years.

#### **2.4 Individual staff;**

Contribute to a positive school ethos through modelling appropriate behaviour (online and offline) and actively supporting and celebrating diversity.

Be aware of the policy and understand the procedures for managing incidents and supporting and managing children and young people who have been involved in bullying incidents.

Keep relevant colleagues informed of significant information concerning individual pupils as appropriate

Deal promptly and effectively with all allegations of bullying.

Promote digital citizenship and the appropriate, responsible and positive use of digital technologies as an integral part of maintaining positive relationships.

Self-evaluate practice in relation to the anti-bullying policy within the Professional Review and Development process.

Communicate with parents/carers promptly where possible and appropriate.

Through the curriculum and related activities, build the capacity of children and young people to understand and challenge bullying behaviour.

#### **2.5 Children and Young People;**

Continue to learn about and develop positive relationships and attitudes and challenge bullying behaviour and prejudice-based bullying if they feel able to do so.

Tell a trusted person if they have any worries about bullying behaviour.

Keep themselves and others safe with the support of adults if needed.

Actively engage in learning about bullying behaviour and prejudice-based bullying and consider the role they can play in preventing it and supporting those who may be impacted by it.

Engage in safe, responsible use of social media and digital technologies such as smart phones, computers and tablets to build a clear understanding of how we should act online.

## **2.6 Parents and Carers will;**

Continue to promote and model positive social skills and emotional literacy for their children and young people.

Encourage and model safe and responsible use of social media and digital technologies such as smart phones, computers and tablets.

Communicate respectfully any concerns to relevant staff.

Work in partnership with other stakeholders to implement policy.

## **3 Managing Incidents**

The recording and monitoring of instances of bullying behaviour and prejudice-based bullying is essential to enable the local authority and schools/educational establishments to self-evaluate impact in relation to;

1. Monitor incident response and follow-up action.
2. Identify any reoccurrence of incidents and patterns of behaviour.
3. Monitor and evaluate the effectiveness of the policy.
4. Identify future training needs.

East Lothian Council aims to ensure that individual incidences of bullying behaviour will be dealt with consistently and in a constructive and fair manner.

It is the role of staff to:

- listen
- explore thoughts and feelings
- explore the impact and



- help the child or young person feel safer

All staff should be aware of this policy and its appendices which include a staff information booklet and links to **respectme** information for parents/carers, children and young people.

To ensure consistency across all East Lothian schools/educational establishments will record incidents on SEEMIS. (See Appendix VI for guidance notes).

It will be the responsibility of individual schools to decide who will input this data. A suggested protocol is outlined below.

## **Protocol**

### **Step 1**

When an alleged incident of bullying behaviour is reported it will be taken seriously.

The person making the allegation (child/young person experiencing the bullying, witness, parent/carer) will be reminded of the definition of bullying and supported through the procedure. Basic details should be recorded on SEEMIS.

### **Step 2**

If the alleged incident cannot be dealt with effectively 'there and then' and requires further investigation, the initial member of staff will liaise with colleagues to confirm who is best placed to undertake the investigation.

Where further investigation is required the incident must be referred to

Primary Sector:                      Member of the Senior Management Team

Secondary Sector:                      Guidance Teacher/Faculty Head/Senior Management Team/Duty Manager as appropriate.

### **Step 3**

Where a further investigation is being undertaken, parents/carers of those directly involved in an incident will be contacted and updated by the person undertaking the investigation

### **Step 4**

Any incident will be investigated promptly by a member of the Senior Management Team in both Primary and Secondary Schools (or a delegated member of staff) by the School Management Team. A decision will be made based on evidence as to whether bullying behaviour occurred or not. Where an incident of bullying behaviour is found to have occurred the outcome of the investigation will indicate one or more of the following.

## Bullying Behaviour/Prejudice-Based Behaviour

The outcome of the investigation will be reported to the appropriate member of the Senior Management Team in both Primary and Secondary Schools. The incident will be dealt with as such and recorded on the Bullying Behaviour/Prejudice-Based Bullying Incident Record either directly on to SEEMIS or using the paper format (Appendix VII) and then uploaded.

## Racial Incident

The outcome of the investigation will be reported to the appropriate member of the Senior Management Team in both Primary and Secondary Schools. The incident will be dealt with as such and recorded as a racial incident on SEEMIS

## Behaviour but no impact

Behaviour will be dealt with in line with the school /establishment positive behaviour policy and recorded accordingly.

## Perceived bullying behaviour where there is no evidence

Support will be offered to individual/s making the allegation and recorded in pastoral notes.

## **Step 5**

The appropriate member of the Senior Management Team in both Primary and Secondary Schools (or delegated member of staff) will ensure the Monitoring and Conclusion section of the Bullying/Equalities Incident Form is completed and uploaded on to SEEMIS.

## **Monitoring and Review**

The school Senior Management Team will be able to produce reports from the information collated on SEEMIS Vision (See Appendix VII for guidance notes). It is recommended this is done at least on an annual basis to help inform School Improvement Plans.

The local authority Lead Officer responsible for Inclusion and Equality will also use this information to assess the effectiveness of the current policy and update it accordingly.

## **Equality Impact Assessment**

This policy has been screened using the East Lothian Equality Impact Assessment Toolkit.

# **APPENDICES**

## Appendix I

## Policy Context

A number of policy documents are in place to support, protect and encourage children and young people to lead happy and successful lives. This policy operates within these and under the United Nations Convention on the Rights of the Child (UNCRC):

- Education (Additional Support for Learning) (Scotland) Act 2004 and 2009
- Getting It Right For Every Child (GIRFEC)
- Equalities Act 2010
- Children and Young People (Scotland) Act 2014: Part 1
- Curriculum for Excellence
- Early Years Framework
- National Care Standards
- Equally Well
- National Improvement Framework

The policy contributes to:

- The Scottish Government's National Outcome 4 – 'Our young people are successful learners, confident individuals, effective contributors and responsible citizens'.
- The Scottish Government's National Outcome 5 – 'Our Children have the best start in life and are ready to succeed'.
- The Scottish Government's National Outcome 9 - 'We live our lives safe from crime, danger and disorder'.
- The East Lothian Plan (SOA) 2013 – 23 Point 4 - "East Lothian's young people are successful learners, confident individuals, effective contributors, and responsible citizens".
- The East Lothian Plan (SOA) 2013 – 23 - Point 5 – "East Lothian's children have the best start in life and are ready to succeed".
- The East Lothian Plan (SOA) 2013 – 23 - Point 6 – "In East Lothian we live healthier, more active lives".
- The East Lothian Plan (SOA) 2013 – 23 - Point 7 – "East Lothian is an even safer place".

**Additional Support Needs:** An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

**Age:** When unwanted conduct related to age has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual

**Asylum Seekers and Refugees:** Children and young people who are asylum seekers or refugees may be at greater risk of bullying behaviour directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying behaviour to go undetected and be ongoing.

**Body Image and Physical appearance:** This can be hugely important to children and young people as it has the potential to negatively impact on their wellbeing.

**Disablist Bullying:** People who display bullying behaviour towards others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision.

**Gypsy/Travellers:** This group of children and young people are a particularly discriminated against and marginalised group and concerns about bullying behaviour are especially acute for secondary school pupils. Perceived risks about bullying behaviour and parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

**Gender Identity and Transphobic Bullying:** The term 'transgender' is an umbrella term for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two.

Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender 'variant' children and young people can be particularly vulnerable to bullying behaviour. This can manifest in many ways including transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying behaviour as a result of a perception that a parent, relative or other significant figure is transgender.

**Intersectionality:** Understanding the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and people's prejudice towards them, can lead to inequality in attainment and wellbeing.

**Looked After Children and Young People:** Children and young people who are looked after at home or looked after and accommodated are vulnerable to bullying behaviour for a number of reasons. It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult. Forming relationships with peers and adults can be more difficult due to their early childhood adversity.

**Marriage/Civil Partnership:** Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

**Racial Bullying:** Children and young people from minority ethnic groups often experience bullying behaviour based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

**Religion and Belief:** Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying behaviour. People who have no religion or belief are also protected under the Equality Act.

**Sectarianism:** Sectarianism is sometimes associated with religion. The reality of prejudice, however, means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse - whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

**Sexism and Gender:** Bullying behaviour in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or

femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are not perceived to conform to these notions vulnerable to indirect and direct bullying behaviour.

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying behaviour because of the prejudice towards their perceived difference.

**Sexual Orientation & Homophobic Bullying:** Bullying behaviour based on sexual orientation is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. It is also commonly referred to as 'homophobic bullying' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying'.

Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying'. This type of bullying behaviour may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family. Children with LGB parents may also experience homophobic bullying behaviour. Although homophobic bullying behaviour is distinct from sexist and transphobic bullying behaviour, it is related to these forms of bullying behaviour through underlying sexist attitudes.

**Young Carers:** The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying behaviour for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

**Socio-economic Prejudice:** Bullying behaviour due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings and clothing, etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying behaviour towards children who endure parental substance misuse can also be prevalent.

Source: *respectme* Training Toolkit

A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it all the more difficult for bullying behaviour to flourish or be tolerated. Openly discussing bullying behaviour within ELC educational establishments will dispel myths that bullying behaviour is inevitable or an acceptable part of growing up. Bullying behaviour is never acceptable.

All educational establishments in East Lothian should seek to prevent bullying behaviour by implementing effective strategies which support the principles of this policy; in particular strategies that engage learners, parents and staff in their design, development, implementation and review.

### DEFINITION

In line with the Scottish Governments and respectme, Scotland's Anti- Bullying Service we define bullying as 'a mixture of behaviours and impacts which can impact on a person's capacity to feel in control of themselves. Bullying behaviour takes place in the context of relationships; it is behaviour that can cause people feel hurt, threatened, frightened and left out'

Prejudice-based bullying is when bullying behaviour is motivated by prejudice.

Full definitions are provided in the East Lothian Councils "Respect for All" Anti-bullying Policy.

### PREVENTION AND AWARENESS RAISING

The following suggestions offer educational establishments a range of activities and approaches which may be developed and implemented to raise awareness and prevention of bullying behaviours as well as highlighting respectful relationships throughout the school community.

- Curricular activities
- Poster campaigns
- Specific information regarding prejudice-based bullying and equalities
- Policy information in school handbooks
- Policy information in pupil planners
- Diversity Week/Equalities campaign
- National Anti-Bullying Week
- Guest Speakers
- Themed Assemblies
- Buddying/Mentoring Programmes
- Parent Information Events
- UNICEF Rights Respecting Schools accreditation



- Prominently displaying and referring to the school's core values
- Displaying clearly classroom rules
- Using behaviour contracts where required
- Writing stories or poems or drawing pictures about bullying behaviours and positive behaviours
- Reading stories about bullying behaviour and positive behaviour or having them read to a class or at assembly
- Role-play
- Having discussions about bullying behaviour and positive behaviour
- Working with young people and adults involved in anti-bullying services and campaigns
- Increased supervision by staff in areas where bullying behaviour is identified: hotspots identified by the young people e.g. corridors, specific social areas, playgrounds

### **CREATING A CULTURE OF RESPECT AND OPENNESS**

Identifying a child or young person who is experiencing bullying behaviour can be one of the biggest challenges. There is a need to create an atmosphere of openness and reporting. This can be done by:

- Publicising the reporting procedures for children, young people, staff, parents/carers and partners.
- Staff raising the issue regularly in class/group work discussion.
- Staff raising the issues in school house meetings.
- Staff ensuring that Child's Planning meetings consider bullying behaviour fully if it is an aspect of a child or young person's life experience.
- Creating opportunities for confidential / anonymous communications by children and young people e.g. questionnaires, 'bully behaviour post box' 'worry bags/sacks'.
- Challenging the notion that there can be innocent, neutral bystanders in this issue.
- Using national examples to channel children and young people's natural sympathy for those at the receiving end of bullying behaviour.

### **POSSIBLE EVIDENCE OF BULLYING BEHAVIOUR AND INTERVENTION**

A young person may indicate by signs or behaviour that he or she is at the receiving end of bullying behaviour. Adults should be aware of these possible signs and that they should investigate/report if a young person presents the following behaviour however it is important to note that presentation of such behaviour may be for many other reasons:

- is frightened of walking to or from school / club / activity / youth group
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine

- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacks confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts, scratches or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive, ill-tempered or unreasonable
- is displaying bullying behaviour towards other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- has started bedwetting
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but being at the receiving end of bullying behaviour should be considered a possibility and should be investigated / reported.

### **IMPACT OF BULLYING BEHAVIOUR ON THE INDIVIDUAL – Respectme Toolkit**

Being at the receiving end of bullying behaviour can have both long-term and short-term effects on an individual's physical, emotional or mental health and well-being. This can be traumatic for the individual and therefore lead to a range of coping mechanisms and other reactive behaviours.

- **Anticipation of bullying behaviour:**  
For those who have been at the receiving end of bullying behaviour, the fear and anticipation of further incidents can affect a person's ability to be themselves and interact with others in a healthy fashion
- **School attendance:**  
Missing school or truanting regularly can impact on levels of attainment
- **Eating disorders:**  
Problems with food begin when it is used to cope in times of difficulty. Interpersonal factors or those that involve other individuals and society at

large, seem to play a role in influencing the development of, and the recovery from, eating disorders such as anorexia, bulimia and binge eating disorder

- **Low aspirations:**  
A constant stream of negative, destructive comments can and do drive people down and they effectively lower or change their aspirations to fit in, or start to see themselves as people with low worth – nothing meaningful to contribute and zero confidence. This contributes significantly to social exclusion and can result in the inability to foster and maintain healthy relationships
- **Depression:**  
Bullying behaviour can make it hard to go to school, to go to work, to go to clubs, to get out of bed in the morning, to talk to parents, to tell friends, so the individual turns inwards to deal with it and this becomes a mental health issue
- **Violence towards others:**  
It can lead to the recipient having an explosive outburst which in turn can lead to acts of violence with severe consequences
- **Self Harm:**  
Bullying behaviour can cause negative thoughts which can affect mental health which, in the most extreme cases, can result in thoughts of self harm and suicide
- **Displaying bullying behaviours:**  
This could be learned behaviour from the individual either having been at the receiving end of bullying behaviour previously or having witnessed it. This is why role-modelling is so important – young people who grow up hearing how parents, aunts or uncles acted towards others can impact on how young people behave towards others

Source: *respectme* Training Toolkit

## **SUPPORTING THE CHILDREN /YOUNG PEOPLE DIRECTLY INVOLVED**

### **How to support a child/young person reporting an incident**

- Remain calm and keep an open mind, your response is vitally important
- Listen – give the child/young person your full attention, if this is not immediately possible, arrange a time and place that will suit you both, letting the child/young person know that this is important to you and you want to be able to give it your full attention
- Meet in a comfortable place with no distractions

- Assure the child/young person that bullying behaviour is never acceptable; they deserve to feel safe in their environment and that it has taken great courage from them to come forward and talk about this
- Show the child/young person that you believe them and that you are taking them seriously
- Gently encourage them to talk, finding out what happened, who was involved, where and when – write it down if that helps
- Let the child/young person speak without interruption as far as possible but do not be afraid to ask questions when they have finished
- Listen – what does the child/young person want you to do?
- Keep the child/young person involved and up-to-date on progress

### **How to support a child or young person displaying bullying behaviour**

- Listen and take time to help the child/young person explore/consider any underlying reason for the bullying behaviour.
- Do not label the individual or group as a ‘bully’ or ‘bullies’. Name the behaviour
- Challenge the behaviour in the same way as you would with any type of challenging behaviour
- Be prepared to address prejudicial attitudes that may be behind the bullying behaviour
- Address what’s happening behind the behaviour, even when the bullying behaviour has stopped

Source: Adapted from *respectme* Training Toolkit

### **OTHER STRATEGIES AND APPROACHES TO HELP**

A variety of strategies/activities that can be applied as appropriate:

- Restorative Practice
- Circle Time
- Personal Dolls
- Peer Mediation
- Buddy System
- Nurture groups
- Anger Management groups
- Mentoring
- Citizenship group
- Health and Well Being Education programmes
- Assemblies
- After-school clubs
- Holiday Clubs

## RECOMMENDED RESOURCES

- Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying Behaviour in Scottish Schools  
<https://www.lgbtyouth.org.uk/files/documents/Toolkitforteachers.pdf>
- Respectme: Scotland's Anti-bullying Service offers information and advice to children and young people, professionals and parent/carers.  
<http://respectme.org.uk/>
- Scottish Government National Approach to Anti-bullying  
<http://www.gov.scot/Publications/2010/11/12120420/0>
- Guidance on developing policies to promote the safe and responsible use of mobile technology in school  
<http://www.gov.scot/Resource/0043/00438214.pdf>
- Advice on keeping children and young people safe online  
<https://www.internetmatters.org>
- Digital Parenting Magazine  
<https://parentzone.org.uk/Digital-Parenting-Magazine-order-here>
- Guide to internet safety for children and young people  
<https://www.thinkuknow.co.uk>

## USEFUL ORGANISATIONS

ABEL  
[abel@eastlothian.gov.uk](mailto:abel@eastlothian.gov.uk)  
01316535234

Respectme  
<http://respectme.org.uk/>

0844 800 8600

Childline  
[Htps://childline.org.uk](https://childline.org.uk)  
0800 1111

LGBT Youth Scotland  
<https://www.lgbtyouth.org.uk>

## **Appendix IV**

## **respectme guide for parents and carers**

Please use this link to view a pdf version of the guide. Paper copies can be ordered from *respectme*.

<http://respectme.org.uk/wp-content/uploads/2016/10/Bullying-a-guide-for-parents-and-carers-2016.pdf>

## **Appendix V**

## **respectme guide for children**

Please use this link to view a pdf version of the guide. Paper copies can be ordered from *respectme*.

<http://respectme.org.uk/wp-content/uploads/2016/10/03611-Bullying...-What-can-I-do-revised-leaflet.pdf>

**Please note: all screen shots detailed below originate from a training database of fictional names.**

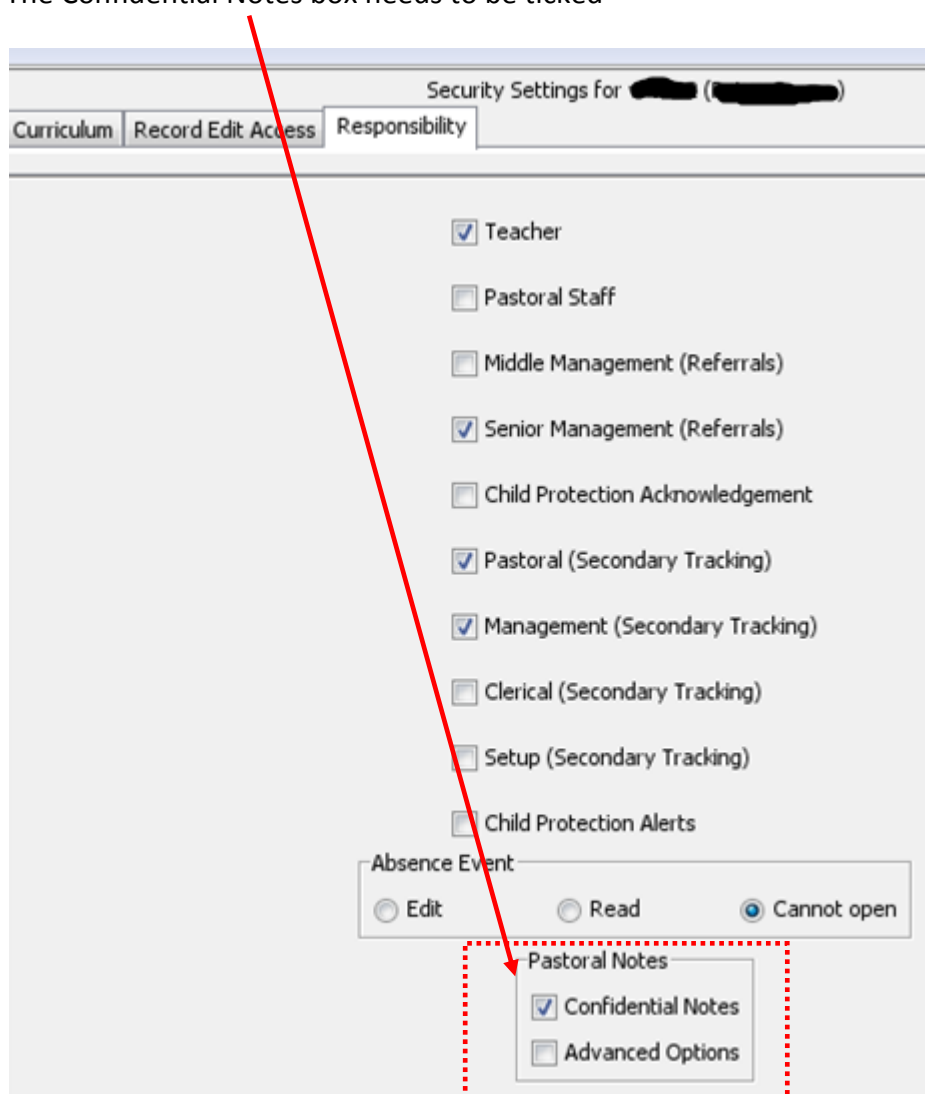
## APPENDIX VI

### Recording Bullying Behaviour Incidents on SEEMIS Click & Go

Note: Staff who are involved with the bullying incident/investigation can only have their details entered in the bullying recording area if they have the “Confidential Notes” box ticked in:

Application > Data Utilities > Access Control {Responsibility Tab}

The Confidential Notes box needs to be ticked

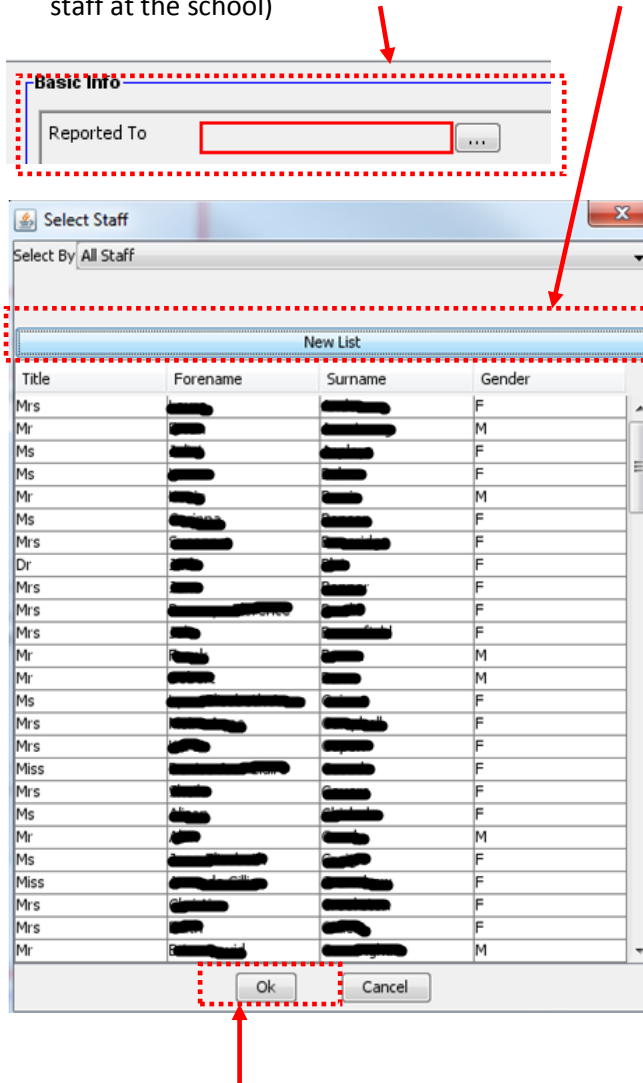


To enter an incident go to Application > Management > Bullying & Equalities > Maintain Incident

Complete each section as follows:

- 1) "Reported To": This is the staff member which the incident was first reported to (or witnessed)

Click the selector button , and then New List from the pop up menu (which lists all the staff at the school)



- 2) Select the staff member, then click OK



3) Repeat this process for the fields “Addressed By” and “Incident Owner”, in exactly the same way. This will usually be the same person, and is identified in the East Lothian Anti Bullying Policy Reporting Incidents Section Step 2. This will usually be a member of the SMT or Guidance Teacher.

The screenshot shows a 'Basic Info' form with several fields. Red boxes and arrows highlight the following fields: 'Reported To', 'Addressed By', 'Incident Owner', and 'Incident Location'. The 'Incident Date' is set to 30/01/2015 and 'Incident Time' is set to <No Time>. The 'Reported By' field is empty.

4) Select Incident Location to choose where the incident happened

5) You have the following options to choose from:

The dropdown menu for Incident Location shows the following options: Cyber / Virtual, In Class, In School, In the Community, School Grounds, School Transport, and Various locations.

6) Select the incident date (and time if necessary), and who reported the incident

The screenshot shows the 'Basic Info' form with red boxes and arrows highlighting the 'Incident Date', 'Incident Time', and 'Reported By' fields. The 'Incident Date' is set to 30/01/2015 and 'Incident Time' is set to <No Time>. The 'Reported By' field is empty.

7) Enter who reported the incident – this can be anyone (pupil, staff, parent, member of public etc).

8) You have to free type their name(s) in this field.

9) The next section is for recording information about the incident:

The screenshot shows a web form for recording an incident, divided into two main sections: "Alleged Incident" and "Nature of Incident".

**Alleged Incident**

This section is divided into two columns: "Person(s) Experiencing" and "Person(s) Displaying".

**Person(s) Experiencing**

This column contains two tables. The first table has columns for Forename, Surname, Age, and Stage. Below it are "Add Pupil" and "Remove Pupil" buttons. The second table has columns for Title, Forename, and Surname. Below it are "Add Staff" and "Remove Staff" buttons. At the bottom is a text area labeled "Other Person(s) Experiencing:" with a help icon.

**Person(s) Displaying**

This column contains two tables. The first table has columns for Forename, Surname, Age, and Stage. Below it are "Add Pupil" and "Remove Pupil" buttons. The second table has columns for Title, Forename, and Surname. Below it are "Add Staff" and "Remove Staff" buttons. At the bottom is a text area labeled "Other Person(s) Displaying:" with a help icon.

**Nature of Incident**

This section contains a "Select" dropdown menu with an "Add" button and a "Remove" button. Below this is a "Characteristics" section, which also has a "Select" dropdown menu with an "Add" button and a "Remove" button. To the right of these is a large "Incident Detail:" text area with a help icon.

10) Enter the person(s) experiencing the bullying behaviour (which could be pupils, staff or anyone else)

11) To enter pupils experiencing the bullying behaviour click on Add Pupil and select as appropriate (more than 1 can be selected if necessary)

**Alleged Incident**

**Person(s) Experiencing**

Forename	Surname	Age	Stage
----------	---------	-----	-------

Title	Forename	Surname
-------	----------	---------

Other Person(s) Experiencing:

12) To add any staff who experienced the bullying behaviour click on Add Staff and select as appropriate (more than 1 can be selected if necessary)

13) If any person other than pupil or staff experienced the bullying behaviour, click in this box and enter their names

14) Follow the above process in the same way for the section “Person(s) Displaying” [Bullying Behaviour]:

**Person(s) Displaying**

Forename	Surname	Age	Stage
----------	---------	-----	-------

Title	Forename	Surname
-------	----------	---------

Other Person(s) Displaying:

15) Select the “Nature of Incident” from the drop down selector. This is the way in which the behaviour manifested. Once a Nature has been selected, click on Add. More than one can be added.

**Nature of Incident**

Select

- Damage to Property
- Emotional**
- Extortion
- Incitement
- Isolation
- Other(Please Specify)
- Physical
- Text(SMS) or IT related


16) Select the “Characteristics”. This is the motivation or subject/theme of the bullying behaviour. Once a characteristic has been selected, click on Add. More than one can be added.

**Characteristics**

Select

- Homophobia / Sexual Orientation
- Marital Status
- Pregnancy / Maternity
- Racial
- Religion or Belief
- Sectarian
- Substance Misuse - Alcohol
- Substance Misuse - Not Alcohol

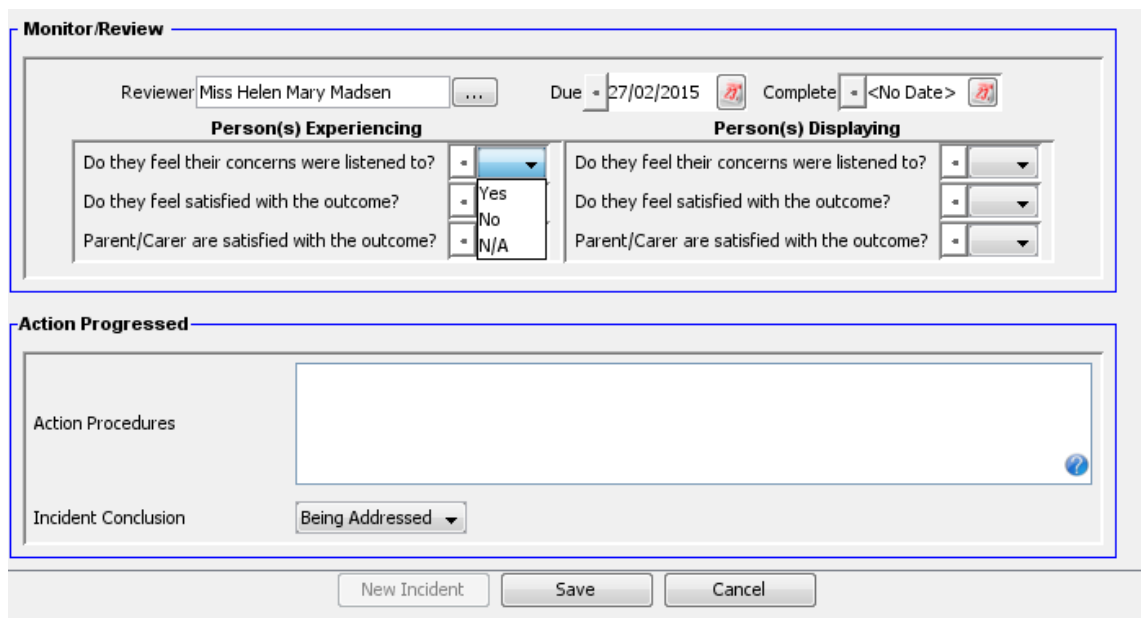
17) Write a description of the incident in the “Incident Detail” box



Incident Detail:  
Wrote threatening comments on forum post

There is a maximum amount of text that can be written in this box. There is a green “progress” bar at the box edge to indicate how much text has been entered in relation to the limit.

18) Enter any relevant details of the investigation and ongoing monitoring after the incident in the following areas:



**Monitor/Review**

Reviewer: Miss Helen Mary Madsen ... Due: 27/02/2015 Complete: <No Date>

Person(s) Experiencing	Person(s) Displaying
Do they feel their concerns were listened to?	Do they feel their concerns were listened to?
Do they feel satisfied with the outcome?	Do they feel satisfied with the outcome?
Parent/Carer are satisfied with the outcome?	Parent/Carer are satisfied with the outcome?

**Action Progressed**

Action Procedures

Incident Conclusion: Being Addressed

New Incident Save Cancel

19) Enter any relevant review details as necessary and the member of staff conducting any review (this will most likely be a member of the SMT or Guidance Teacher)

20) After the conclusion of the incident investigation and action, enter any known responses/opinions of the person(s) experiencing and displaying the bullying behaviour.

21) Record any action taken after investigation in the "Action Procedures" field. Again, the green indicator shows the amount of available text space in the box

22) Record the conclusion after investigation

23) Click save

## Appendix VII

### East Lothian Council Bullying/Equalities Incident Form

Reported to..... Reported by.....

Referred on to.....

Date..... Time..... Location.....

Person/s Experiencing Bullying/Prejudice based Behaviour

.....  
.....

Person/s Displaying Bullying/Prejudice based Behaviour

.....  
.....

Witnesses

.....  
.....

**Nature of Incident (Tick all applicable)**

Damage to Property

Emotional

Extortion

Incitement

Isolation

Physical

IT related

Verbal

Written

Other .....

**Characteristics (Tick all applicable)**

Age

Disability/Medical Condition

Body Image

Care Circumstances

Economic Circumstances

Gender

Gender Reassignment

Homophobic/Sexual Orientation

Pregnancy/Maternity

Family Circumstance

Race (record as racial incident)

**Incident Details**

.....  
.....  
.....  
.....  
.....

**Monitoring Review**

Reviewer.....

Due Date..... Completion Date.....

**Person Experiencing**

Do they feel concerns were listened to?

Do they feel satisfaction with outcome?

Parents/Carers Satisfied with outcome?

(continued)

**Person Displaying**

Do they feel concerns were listened to?  
Do they feel satisfaction with outcome?  
Parents/Carers Satisfied with outcome?

**Further Action**

.....  
.....

**Incident Conclusion**

Being Addressed	Not resolved
Resolved	Unfounded

**Date added to SEEMIS.....**



## APPENDIX VIII

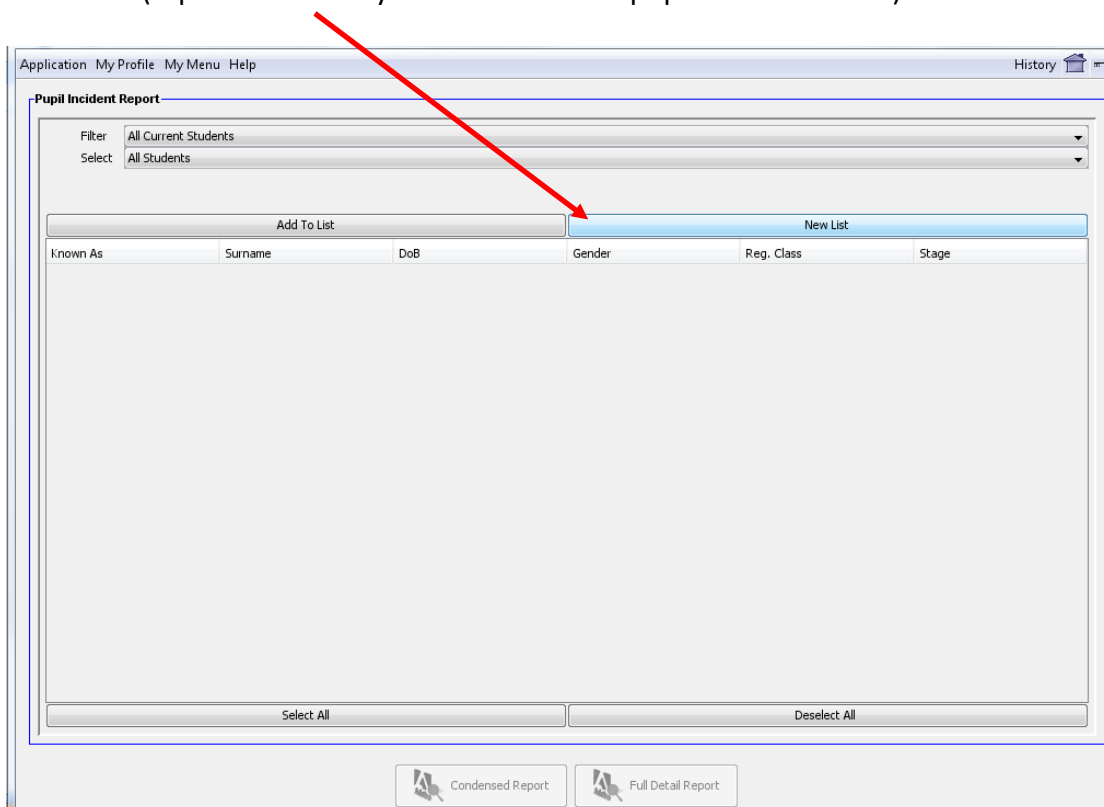
### Creating Bullying Behaviour Incident Reports in SEEMIS Click & Go

Section A) below shows how to use SEEMIS Click & Go to report on the details of incidents regarding pupils who are currently on the roll of the school.

Section B) below details how to access information on incidents for pupils who have moved to your school.

#### A) Using Click & Go for Incident Details for Current Pupils

- 1) Got to Application > Management > Bullying & Equalities > Pupil Incident Reports
- 2) Click New List to display all pupil incidents relating to pupils who are currently at the school (report details may not include those pupils who have left)



- 3) Select incident(s), then select either “Condensed Report” or “Full Detail Report”. The difference in the 2 reports are

Condensed Report:

Emma Boyd DoB: 10/10/02 Reg. Class: 1.1					
	Date	Owner	Conclusion	Incident Types	Characteristics
Person Experiencing	15/10/14	Mrs H Hastie	Resolved	Verbal - Incident Detail: [Additional Detail here related to the incident]	Economic Circumstances, Family circumstances

Graeme Coyle DoB: 02/03/02 Reg. Class: 1.1					
	Date	Owner	Conclusion	Incident Types	Characteristics
Person Displaying	15/10/14	Mrs H Hastie	Resolved	Verbal - Incident Detail: [Additional Detail here related to the incident]	Economic Circumstances, Family circumstances

Full Detail Report:

Full Pupil Incident Report					13:33 Wed 15/Oct/14
<b>Emma Boyd</b> DoB: 10/10/02 Reg. Class: 1.1					
<b>Person Experiencing</b>	<b>Incident Date: 15/10/14 Owner: Mrs H Hastie</b>				
	Incident Types	Verbal - Incident Detail: [Additional Detail here related to the incident]			
	Characteristics	Economic Circumstances, Family circumstances			
	Others Involved in the Incident		<b>Name</b>	<b>DoB</b>	<b>Stage</b>
		Person Displaying	Graeme Coyle	02/03/02	S1
		Person Displaying	Kieran Gallagher	22/12/02	S1
	Person Displaying	Scott Keenan	26/05/02	S1	
	Reported To	Mr R Barlow			
	Reported By	Sarah Smith			
	Addressed By	Mr R Barlow			
Incident Location	In Class				
Review	Mrs Heather Hastie (review date: 31/10/14)				
Actions Taken	Letter				
Conclusion	Resolved				
Action Procedures	Actions taken after investigation and discussion with parents				

## B) Viewing incidents involving pupils from their previous schools

- 1) Incident details transfer with a pupil's SEEMIS record when they move school. You can view incidents from a pupil's previous school(s) by going into their record in Application > Records > Pupil Profile, and click on the "Pupil Documents" button



- 2) The following screen (or similar) will open. Navigate on the left hand side for pupil incident reports involving this pupil:

