

EAST AYRSHIRE COUNCIL

CABINET – 17 NOVEMBER 2010

EAST AYRSHIRE DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES ANTI-BULLYING BEHAVIOUR POLICY FOR CHILDREN AND YOUNG PEOPLE

Report by Executive Director of Educational & Social Services

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek approval from Cabinet for an Anti-Bullying Behaviour Policy for children and young people.

2. BACKGROUND

- 2.1 Educational establishments currently have an anti-bullying policy which was published in 2006. This policy has now been updated to reflect current national policy and the multi-disciplinary nature of working with children and young people.
- 2.2 The opportunity has also been taken to develop a policy for all children's services within the Department of Educational and Social Services and therefore this policy relates to children and young people in receipt of services in nursery, schools, children's house and young people's services delivered by the Community Learning and Development Service.
- 2.3 The policy has been developed in conjunction with the national organisation *Respectme*, Scotland's Anti-Bullying Service which was launched in March 2007. They are funded by the Scottish Government and managed in partnership with SAMH (Scottish Association for Mental Health), and LGBT Youth Scotland.
- 2.4 *Respectme* work with organisations at a local and strategic level to develop and review anti-bullying behaviour policies and practices. They provide practical advice and guidance and identify the best ways of putting policy into practice. They also work with all adults who have a role to play in the lives of children and young people to give them the practical skills and confidence to deal with bullying behaviour, wherever it occurs.

3. THE POLICY

- 3.1 The policy has been developed by a working group of colleagues across services within the department. Consultation took place with a small sample of children and young people from a number of schools in East Ayrshire which sought to hear about their experience of bullying behaviour. Six schools were involved in the consultation.

- 3.2 Overall the majority of children had seen information about bullying behaviour in school and of those young people who had been bullied only one child felt that it had continued.
- 3.3 The consultation also sought to hear the views of children and young people about how children and young people who are bullied might be helped and how those who are bullying behaviour might be helped to stop the bullying behaviour.
- 3.4 Parents and carers were also asked to complete a questionnaire and although the numbers were very small the information provided in respect of how a new policy might both prevent bullying behaviour and support children and young people who are being bullied were very helpful.
- 3.5 The new policy has been informed by the findings of the survey and focuses on prevention; identification and support. It therefore seeks to be holistic in terms of a universal approach of respect for others. The policy describes various forms of bullying behaviour, including:
- Emotional;
 - Physical;
 - Verbal;
 - Cyber;
 - Prejudice based
- 3.6 It sets out strategies to assist staff if a young person tells them they have been bullied, and importantly sets out arrangements for monitoring and recording information which requires to be submitted centrally in order for the overall incidence of bullying behaviour to be monitored, including the need to revise policies and procedures.
- 3.7 Although the proposed policy has been developed for use across children's services in the Department of Educational and Social Services, it has potential to be used across Council services.

4. PERSONNEL/LEGAL IMPLICATIONS

- 4.1 Nil.

5. FINANCIAL IMPLICATIONS

- 5.1 The financial implications arising from this report relate to the printing of leaflets for parents/carers and children and young people.

6. COMMUNITY PLANNING IMPLICATIONS

- 6.1 The development of an anti-bullying behaviour policy supports a number of themes and in particular Promoting Community Safety; Improving Health & Wellbeing in the sense that it relates to the mental wellbeing of children and

young people and Promoting Lifelong Learning in the sense that if children are being bullied they are not best able to participate in their learning journey.

7. EQUALITIES

7.1 The policy has been screened through the Equality Impact Assessment Process.

8. RECOMMENDATIONS

8.1 Members of Cabinet are asked to:

- (i) approve the Anti-Bullying Behaviour Policy and:
- (ii) otherwise note the content of the report.

Graham R Short
Executive Director of Educational & Social Services

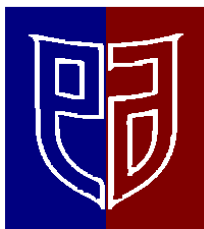
18/10/10
KG/SR

LIST OF BACKGROUND PAPERS

Nil

Members wishing further information should contact Kay Gilmour, Head of Service: Community Support, Tel: 01563 576104.

IMPLEMENTATION OFFICER: KAY GILMOUR



East Ayrshire
COUNCIL

Anti-Bullying Behaviour Policy

Respect and Protect

NOVEMBER 2010

East Ayrshire Anti-Bullying Behaviour Policy “Respect and Protect”

No.	CONTENTS	Page
1.	Vision	3
2.	Statement of Intent	3
3.	Aims and Objectives	4
4.	Outcomes for Children and Young People	4
5.	What is Bullying Behaviour?	5
6.	Why is it important to respond to bullying behaviour? <i>Rights & Responsibilities</i>	7
7.	Impact of Bullying Behaviour	7
8.	How will we prevent bullying behaviour and take action when it occurs? <i>Expectations</i>	9
9.	Prevention and Identification	10
10.	Possible Evidence of Bullying Behaviour and Intervention	11
11.	Procedures	12
12.	Response	13
13.	Strategies	14
14.	Conclusion	14
15.	Equality Impact Assessment	14
16.	Monitoring and Review	14
17.	Appendix 1 – Help Organisations and Recommended Resources	16
	Appendix 2 – Incident Report	17
	Appendix 3 – Information Leaflet for Parents & Carers	19
	Appendix 4 – Information Leaflet for Children and Young People	21

East Ayrshire Anti-Bullying Behaviour Policy “Respect and Protect”

1. VISION

Every child and young person in East Ayrshire should grow up free from bullying behaviour. Across all sectors, those working with children and young people in East Ayrshire are already aiming to fulfil the Scottish Government and local government commitment to ensuring children and young people become confident individuals and responsible citizens. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour.

2. STATEMENT OF INTENT

East Ayrshire 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.

We believe that all children, young people, staff and parents/carers have the right to be protected from abusive and bullying behaviours.

If any child or young person has been subject to bullying behaviour, he/she should have the confidence to report it and know that the incident will be dealt with promptly and effectively. This means that *anyone* who is aware of an incident of bullying behaviour or is a victim of bullying behaviour should report it to an appropriate member of staff.

This strategy will function on two levels.

- Firstly, it will be preventative - *designed to reduce bullying behaviour generally*
- Secondly, it will be curative - *designed to stop specific cases of bullying behaviour, both in the immediate and longer term; to care for and support all the people involved in bullying behaviour.*

A number of initiatives and policy documents are in place to support, protect and encourage children and young people to lead happy and successful lives. These policies have a direct influence on the creation of anti-bullying behaviour policies and procedures:

- Getting it Right for Every Child
- United Nations Convention on the Rights of the Child (UNCRC)
- Education (Additional Support for Learning) (Scotland) Act 2004 and 2009
- Curriculum for Excellence
- Early Years Framework
- National Care Standards
- Equally Well

3. AIMS AND OBJECTIVES

Aims:

- to prevent bullying behaviour of children and young people;
- to support children, young people and their parents and carers who are affected by bullying behaviour;
- to provide a secure, safe and positive environment where children and young people feel able to discuss their problems;
- to build the capacity, resilience and skills in children and young people, parents and carers, to prevent, and deal with, bullying behaviour;
- to ensure provision of information, training and support to those working with children and young people;
- to ensure a co-ordinated and cohesive approach to anti-bullying behaviour in East Ayrshire

Objectives:

- In the short term, this strategy will give all young people, staff and parents/carers a structure within which to deal more effectively with incidents of bullying behaviour
- Children, young people, staff and parents/carers are assured that they will be supported when incidents are reported
- Children and young people, staff and parents/carers have an understanding of what bullying behaviour is, and **what it is not**
- In the long term, it is our objective to increase consideration and care for others by establishing values which are common across services and communities
- All children, young people and parents know what the policy is on bullying behaviour, and what to do when it occurs
- New staff, children and young people and their parents/carers are informed of this policy on induction to schools, children's houses, centres or groups
- All staff know what the policy is on bullying behaviour, and follow it when all bullying behaviour is reported

4. OUTCOMES FOR CHILDREN AND YOUNG PEOPLE

1. Children and young people will be supported to develop strategies in relation to self-esteem and confidence building.
2. Positive behaviour change by the person displaying bullying behaviour. The child/young person will be encouraged through participation in one of the support programmes available
3. Where possible, the parties involved will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored by an appropriate member of staff to ensure that bullying behaviour does not continue.

5. WHAT IS BULLYING BEHAVIOUR?

Bullying behaviour is the use of aggression with or without the intention of hurting another person. Bullying behaviour results in pain and distress to the person at the receiving end. It is behaviour that leaves people feeling helpless, frightened, anxious, depressed, demeaned. Actions can affect people in different ways and this should be taken into consideration.

Bullying behaviour can be:

- a one-off incident or systematic and ongoing
- intentional or unintentional: irritating, 'not meant to hurt'
- distressing and hurtful to the recipient – rather than good-natured fun
- usually one way – rather than an exchange

It is particularly important to distinguish it from natural conflict between children and young people. It can take several forms:

- **Emotional** Mental: when pressure to conform is applied
 Material: when possessions are stolen, damaged or hidden; or extortion takes place
 Social: when not being spoken to or being left out of activities
- **Physical** Pushing, kicking, hitting, punching or any use of violence
- **Verbal** Name-calling, sarcasm, spreading rumours, teasing, personal comments
- **Cyber** All areas of internet, such as email and internet chat room misuse; mobile threats by text messaging and calls misuse of associated technology, i.e. camera & video facilities
- **Prejudice-based:**
 - Asylum seekers and refugees
 - Body Image
 - Disabilist
 - Homophobic: because of or focusing on the issue of sexuality or perceived sexuality
 - Looked After Children
 - Racial
 - Religion and belief
 - Sectarianism
 - Sexism and Gender
 - Young Carers

These behaviours can take place in schools, children's services, residential services, at home and in the community, at youth groups and clubs and can come from both children and adults.

Bullying behaviour may be related to prejudice-based behaviours including racism, sexism or homophobia; and may only be one aspect of wider prejudiced behaviours and / or may compound other differences or difficulties.

The undernoted highlights two examples of bullying behaviour, which are particularly challenging to address:

Cyber Bullying Behaviour

Cyber bullying behavior is the term used to define bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites. Texts, messages or images are sent or posted on sites, which hurt, intimidate or embarrass another person. Cyber bullying behaviour is not carried out face to face and people often don't know the identity of the person targeting them.

Cyber bullying behaviour is no different from any other forms of bullying behaviour; the behaviour is the same and the impact is no less devastating. Advances in technology are simply providing an alternative means of reaching people - where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet.

Mobile technology and the advances that brings is not a bad thing. In the majority of cases, children, young people and adults *do* use this technology responsibly. Disconnecting mobile phones or the internet won't make bullying behaviour stop. All adults need to take an active interest in the way technology is being used by children and young people and connect with them at home, at school, and in our communities.

East Ayrshire Council is committed to:

- Creating a safer online environment
- Giving everybody access to skills, knowledge and understanding to help children and young people stay safe online
- Inspiring safe and responsible behaviour

Homophobic Bullying Behaviour

Homophobia is the dislike, fear or hatred of lesbian, gay and bisexual people. It is also often used to describe prejudice towards transgender people.

Homophobic bullying behaviour is when a young person's actual or perceived sexual orientation/gender identity is used to exclude, threaten, hurt or humiliate.

It can also be more indirect: homophobic language and jokes can create a climate of homophobia which indirectly excludes, threatens, hurts or humiliates.

6. WHY IS IT IMPORTANT TO RESPOND TO BULLYING BEHAVIOUR?

Rights and Responsibilities

Bullying behaviour hurts and it's never acceptable. No one deserves to be at the receiving end of bullying behaviour. Everybody has the right to be treated with respect and to live free from bullying behaviour and harassment.

Responsibilities are just as important as rights. Adults have a responsibility to protect and safeguard young people from bullying behaviour. In a similar vein young people also have responsibilities.

- *If children have a right to be educated, then they have the obligation to learn as much as their capabilities allow and, where possible, share their knowledge and experience with others*
- *If all children have the right to a full life, then they should also lend help to the needy, the disadvantaged, and the victims of discrimination to also enjoy this right*
- *If it is every child's right to be protected from conflict, cruelty, exploitation and neglect then children also have a responsibility not to inflict bullying behaviour on others or harm each other.*

Unicef

All those involved in bullying behaviour need to be supported.

East Ayrshire Council has a responsibility to respond promptly and effectively to issues of bullying behaviour.

7. IMPACT OF BULLYING BEHAVIOUR:

On the individual: Being at the receiving end of bullying behaviour can have both long-term and short effects on an individual, on their 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
- **No 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
- **Self-harm:** the individual is expressing and responding to difficult feelings and our job is to help them develop safer ways to deal with these feelings

- **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
- **Suicide:** Bullying behaviour can cause negative thoughts which can affect mental health which, in the most extreme cases, can result in thoughts of 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

On families:

- Stress
- Anxiety
- Guilt
- Anticipation
- Strained relationships
- Helplessness
- Concerns regarding authority figures/establishments
- Aggression in the household

On organisations:

- Relationship difficulties
- Negating positive ethos
- Group working difficulties
- Inhibit learning
- Inhibit group dynamics
- Lack of attendance
- Pressure on support services

On culture/society

- Bullying behaviour celebrated
- Difficulty in promoting pro-social behaviour
- Negative messages in media
- Negative role models
- Impact on working environments
- Increased costs to society
- Prejudicial behaviour flourishing

8. HOW WILL WE PREVENT BULLYING BEHAVIOUR AND TAKE ACTION WHEN IT OCCURS?

Expectations

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.

It is the ongoing and long-term aim of this strategy to reduce bullying behaviour generally by:

- Raising the awareness of bullying behaviour – posters, website, leaflets
- Publicly acknowledging that the Council considers bullying behaviour to be unacceptable and that staff are committed to dealing with it
- Establishing prevention strategies
- Creating and supporting a culture of consideration and care for others – establishing community values

The strategy also aims to ensure that individual incidences of bullying behaviour will be dealt with consistently and in a constructive and fair manner when they occur:

- Establish procedures on dealing with incidences of bullying behaviour when they are reported - see *'Procedures' paragraph*
- Ensure that all are aware of the procedures involved – accessing policy statements; staff information leaflet; information for children and young people; parent/carer information leaflet
- Have built-in monitoring and evaluation mechanisms to ensure that it is being consistently applied

Adults working in a paid or voluntary capacity with children and young people play a vital role in their lives. In this role, it is likely that circumstances will be encountered where a child or young person is being bullied, is involved in bullying behaviour or where they disclose that they are involved with bullying behaviour in some way. How adults react to this and tackle incidents and bullying behaviour is paramount to securing a successful outcome for that child or young person.

9. PREVENTION AND IDENTIFICATION

Prevention is clearly the strategy of choice. Bullying behaviour is often secret and therefore it is difficult to deal with after it occurs. East Ayrshire Council will address prevention vigorously by a variety of techniques:

- challenging the idea that bullying behaviour is acceptable as part of growing up
- developing strong positive behaviour messages in the curriculum
- raising awareness of bullying behaviour by the use of posters, newsletters, surveys and group discussion

- maintaining good adult supervision at vulnerable times and places
- establishing and upholding community values

Prevention Strategies

Through Health and Well Being programmes, staff will use a variety of methods for helping children and young people to 'Respect & Protect' and prevent bullying behaviour. As and when appropriate, these may include:

- prominently displaying the establishment/ group's core values
- writing a set of establishment/ classroom/ club/ group rules
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying behaviour/positive behaviour
- reading stories about bullying behaviour/positive behaviour or having them read to a class or assembly
- making up role-plays
- having discussions about bullying behaviour/positive behaviour and why it matters
- working with young people in National Anti-Bullying Behaviour Week
- increased supervision by staff in areas where bullying behaviour is identified: hotspots identified by the young people e.g. corridors, specific social areas, playgrounds

Identification can be one of the biggest challenges. There is a need to create an atmosphere of openness and reporting. This can be done by:

- having in place and publicising the reporting procedures for children, young people, staff and parents
- staff raising the issue regularly in class/group youth work discussion
- staff raising the issues in children's houses
- creating opportunities for confidential/anonymous communications by children and young people, e.g. questionnaires, 'bullying behaviour boxes' appropriately placed (visibility, location), 'worry bags/sacks'
- attacking 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

10. 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:

- 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)

- begins to truant
- 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.

Intervention is concerned with the actions taken after a bullying behaviour issue has been uncovered. This should involve:

- acknowledging the distress of those at the receiving end of bullying behaviour and reassuring them that they are not to blame
- avoiding damaging labels of "bully" and "victim" which can lead to lowered self-esteem and self-fulfilling predictions regarding future behaviour
- confronting the bullying behaviour clearly, but going beyond mere application of sanctions, introducing concept of natural consequences – see *'Strategies' paragraph*; punishment alone can reinforce the idea that power is what matters and can also lead to an escalation as resentment is built up; this in itself can lead to young people becoming less willing to report bullying behaviour

11. PROCEDURES

1. When an incidence of bullying behaviour is reported it will be taken seriously and acted upon promptly
2. An incidence of bullying behaviour must be reported to an adult within the school, community or children's house.
3. This information must then be passed promptly to a member of the Senior Management Team or Guidance department in the secondary school; the Head Teacher, or the person deputising for an absent Head Teacher in the primary school, or appropriate adult in a community group / children's house

who will then investigate the incident appropriately using their professional judgement in the handling of the matter.

4. All reported incidents will be investigated promptly and logged appropriately by the lead investigator in the Click and Go system and/or Bullying Behaviour Log. *Appendix 2*
5. In serious cases parents/carers will be informed and they may be asked to come in to a meeting to discuss the problem
6. If necessary and appropriate, police will be contacted
7. In the most serious cases exclusion will be considered
8. Appropriate strategies/resources will be used in an attempt to change the behaviour of the person displaying bullying behaviour
9. The person at the receiving end of bullying behaviour will be given support through appropriate use of strategies/resources
10. Parents/carers will be given advice/support to encourage the positive behaviour of their children – meetings, information leaflets, advice
11. If a member of staff feels that they are on the receiving end of bullying behaviour, it should be reported to a person the staff member feels is the most appropriate – line manager, Senior Management Team member, Head Teacher or union.

12. RESPONSE

To the person reporting the bullying behaviour incident

- Do not panic and keep an open mind
- Your reaction is vitally important
- Listen – give the individual your full attention
- Meet in a comfortable place with no distractions
- Assure the individual that bullying behaviour is never acceptable; they deserve to feel safe in their environment
- Show the individual 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 individual speak without interruption as far as possible but do not be afraid to ask questions when they have finished
- Listen – what does the individual want you to do?
- Keep the individual involved and up-to-date on progress

To the person displaying the bullying behaviour

- Deal with the behaviour in the same way as you would with any type of challenging behaviour
- Listen and take time to discover the reasons for the bullying behaviour

- Do not label the individual or group as a 'bully' or 'bullies' name the 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

Natural consequences: link outcome with behaviour e.g., to write an essay / have a discussion / questioning, reflecting on behaviour:

- How would you feel to be called.....?
- What has that meant to the other person when?
- How did you perceive what happened.....?

13. STRATEGIES

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

- Restorative Practice
- “Bounce Back”-A whole school approach to developing resilience
- Circle Time
- Persona Dolls
- Peer Mediation
- Buddy System
- Nurture groups/Solihull Approach
- Anger Management groups
- Mentoring
- Citizenship group
- Health and Well Being Education programmes
- Assemblies
- After-school clubs
- Holiday Clubs

14. CONCLUSION

Bullying behaviour is never acceptable. It is not a normal part of growing up.

It does not build character. Trust, acceptance, consistency and safety build character.

Staff, young people and parents/carers will be expected to:

- Demonstrate positive behaviour
- Role model ‘respect’ effectively
- Listen and respond appropriately
- Uphold community values

15. EQUALITY IMPACT ASSESSMENT

This Strategy has been screened using East Ayrshire’s Equality Impact Assessment toolkit.

16. MONITORING AND REVIEW

Incidents of bullying behaviour have to be reported by completing the bullying behaviour incident form *appendix 2*. This will be logged and submitted to East Ayrshire Council to ensure monitoring and reporting of progress can take place. This policy will be reviewed in November 2013. Specifically in relation to educational establishments there is an expectation that each establishment will have updated their Anti- Bullying Behaviour policy in light of this policy by October 2011.

This policy was developed by representatives from educational establishments, community learning and development and social

services, following a model piloted by Doon Learning Community in partnership with respectme, Scotland's Anti-Bullying Service.

We are grateful to respectme for guidance and support received in the development of this policy and acknowledge the replication of text and materials from www.respectme.org.uk throughout the policy. We also note our thanks to colleagues at Angus Council for permission to replicate their recording form (Appendix 2).

HELP ORGANISATIONS:

ORGANISATION	CONTACT DETAILS
respectme	www.respectme.org.uk 0844 800 8600
Childline	0800 1111
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	www.kidscape.org.uk 0845 1 205 204
Bullying Online	www.bullying.co.uk
LGBT Youth Scotland	www.lgbtyouth.org.uk

Recommended Resources

Bounce Back : A Classroom Resiliency Program

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

respectme has produced a number of resources to support adults who work with children. These materials, which include leaflets, posters and other useful resources, are available on the respectme website or through the links below.

- [respectme information leaflet](#)
- [Cyberbullying booklet](#)
- [Cyberbullying display stand](#)
- [Cyberbullying campaign posters](#)
- [campaign poster - It's Never Acceptable](#)
- [Pointers for Parents](#)
- [You can make a difference - A practical guide for parents and carers](#)
- [Youth Scotland Supplement - advice for Youth Workers](#)
- [You can make a difference - campaign posters](#)

EAST AYRSHIRE COUNCIL

INCIDENT REPORT**NATURE OF ALLEGED INCIDENT (PUPIL)**

- Verbal Bullying Behaviour Racial Bullying Behaviour
 Physical Bullying Behaviour Cyber Bullying Behaviour
 Homophobic Bullying behaviour Body Image Bullying Behaviour
 Other (please specify)
 (e.g. Gender/Religion/Disability/Looked after/Young carer)

To be completed in respect of each allegation or complaint.

Incident Reported By (enter name of Child/YP) :		Date:	
Name of Staff Member Responding to Incident:			
Child/Young Person's Name: (person on receiving end of bullying behaviour)	D.O.B	Class:	Stage:
Others involved			
Incident Date:	Time:		
Where did the alleged bullying behaviour take place?			
1 <input type="checkbox"/> in playground 2 <input type="checkbox"/> in classroom 3 <input type="checkbox"/> en route to or from school 4 <input type="checkbox"/> in the corridor	5 <input type="checkbox"/> Social area 6 <input type="checkbox"/> Changing rooms 7 <input type="checkbox"/> Other (please specify)		
Were parents/staff/other services involved? (If yes, please detail)		YES/NO	

Outcomes

Was the situation resolved YES/NO

Views of the child/young person – in their own words:

Did the child/young person feel that adults:-

Listened to their concerns YES/NO

Responded to their concerns appropriately YES/NO

Other comments:

Action taken (continue overleaf if necessary)

1 Meeting with children/ YPs

2 Meeting with parents

3 Mediation

Peer Mediation

Shared Concern

4 Agreement reached

5 Restorative Practice

6 Assembly input

7 PSD work

8 Referral to other agency

9 Sanction applied

10 Other (please specify)

**NAME OF SCHOOL/YOUTH GROUP
/ESTABLISHMENT** _____

Signature : _____ Post: _____ Date: _____

Please return form to:

***Kay Gilmour, Head of Service, East Ayrshire Council Head Quarters, London Road, Kilmarnock
KA3 7BU***

The Aims

East Ayrshire Council is committed to creating an environment for our young people that:

- Considers bullying behaviour unacceptable
- Creates an atmosphere of openness and reporting
- Takes all reported incidents seriously
- Encourages and supports a culture of consideration and care for others
- Establishes clear procedures for dealing with bullying behaviour
- Supports all involved in bullying behaviour

How We Are Trying To Prevent Bullying Behaviour

We are trying to prevent bullying behaviour by:

- Promoting respect for all within our community
- Raising awareness of bullying behaviour throughout the school
- Delivering Health and Wellbeing courses that challenge the idea that bullying behaviour is acceptable
- Delivering Assemblies that reinforce the positive behaviour message

We aim to help prevent and respond to bullying behaviour from our communities.

Spotting the Signs

A child may indicate by signs of behaviour that he or she is being bullied and adults should be aware of these signs

There are a number of signs that may indicate that a child or young person is experiencing bullying behaviour:

- They become withdrawn
- They have scratches and bruises that can't really be explained
- They don't want to go to school or they are having trouble with school work
- They don't want to go out or to play with friends
- Changes are made in the route they take to school
- They complain of headaches, stomach aches and other pains
- They become easily upset

This list is by no means exhaustive, and displaying some of the above symptoms won't necessarily mean they are experiencing bullying behaviour.

The best advice is to trust your instincts. If you are worried, discuss your worries frankly with your child. However, take care not to let any anxiety you may feel add to your child's problems. If the young person becomes over anxious he/she may be more vulnerable to bullying behaviour.

What is bullying behaviour?

Bullying behaviour is the use of aggression with or without the intention of hurting another person. Bullying behaviour results in pain and distress to the person at the receiving end.

Bullying behaviour can take several forms:

- Emotional (e.g.: excluding, tormenting)
- Physical (e.g.: pushing, kicking)
- Racist (e.g.: racial taunts, graffiti)
- Sectarianism (e.g.: football chants)
- Sexual (e.g.: unwanted physical contact)
- Homophobic (e.g.: taunts about sexuality)
- Disablist (e.g.: name calling, teasing)
- Verbal (e.g.: sarcasm, spreading rumours)
- Stealing (e.g.: removing or damaging belongings)
- Cyber (e.g.: mobile phones, texts, MSN)

For Cyberbullying Behaviour - Parents/Carers should:

- Report incidents to the site administrator on the internet.
- Report incidents to the Police (CEOP).
- Contact the school to report any concerns or issues with cyberbullying behaviour if both parties attend the same school.
- Endeavour to work in partnership with the school to resolve any issues and allow an agreed time for the school to implement

strategies for resolution.

Parents/Carers

- Must ensure that they report any concerns or issues with bullying behaviour to school staff as early as possible.
- Must endeavour to work in **partnership** with staff to resolve any issues and allow an agreed period of time for the school to implement strategies for resolution.
- Parents/carers must co-operate with any consequences and sanctions that are agreed with the school, youth clubs; or out of school care service.

Who to contact

- If someone in your family is being bullied at school you must talk to your child's Guidance Teacher or Year Head. **Ask** for a copy of the schools policy in relation to bullying behaviour.
- It may help to **make a note** of everything you know about the incident. Remember it may be the first time the teacher has heard about the bullying behaviour.
- **Concentrate** on your own child and do not exaggerate. Remember your child may not have told you all the facts.

Find out what action the school/service will take and discuss this with your child.

What you can expect from us

- All reported incidents of bullying behaviour will be taken seriously.
- All incidents will be reported to and acted upon appropriately by staff, using their professional judgement.
- All reported incidents will be logged.
- In serious cases parents/carers will be informed and may be asked in to discuss the problem.
- If necessary the police may be contacted.
- In more serious cases exclusion may be considered.
- The person at the receiving end of bullying behaviour will be given support.
- Supports will be in place to attempt to change the behaviour of the person displaying the bullying behaviour.

☎ Organisations That Can Help

respectme: www.respectme.org.uk

Childline: 08001111

KIDSCAPE www.kidscape.org.uk

Bullying online: www.bullying.co.uk

LGBT Youth Scotland: www.lgbtyouth.org.uk

East Ayrshire Council Respect and Protect Policy



Information Leaflet:

Parents/Carers

Everyone has the right to be respected and protected and the responsibility to respect others

How We Are Trying To Prevent Bullying Behaviour?

We are trying to prevent bullying behaviour by:

- Promoting respect for all within our community.
- Raising awareness of bullying behaviour.
- Delivering Health and Wellbeing courses in school that challenge the idea that bullying behaviour is acceptable.

We will hopefully help to eliminate bullying behaviour from our communities.

Other Organisations That Can Help

Childline: 08001111

KIDSCAPE: www.kidscape.org.uk

Bullying online: www.bullying.co.uk

Respect Me: www.respectme.org.uk

LGBT Youth Scotland: www.lgbtyouth.org.uk

What Can You Expect from Us?

- All reported incidents of bullying behaviour will be taken seriously.
- All incidents will be reported to and acted upon appropriately by staff using their professional judgement.
- All incidents will be logged.
- In serious cases parents/carers will be informed and may be asked to come in to discuss the problem.
- If necessary the police may be contacted.
- The person at the receiving end of bullying behaviour will be given support.
- Supports will be put in place to attempt to change the behaviour of the person displaying the bullying behaviour.

**Together we can
make a difference!**

East Ayrshire Council Respect & Protect Policy



Information Leaflet:

Children and Young People

Everyone has the right to be respected and protected and the responsibility to respect others.

The Aims

East Ayrshire Council is committed to creating an environment for our young people that:

- Considers bullying behaviour unacceptable
- Creates an atmosphere of openness and reporting.
- Takes all reported incidents seriously.
- Encourages and supports a culture of consideration and care for others.
- Establishes clear procedures for dealing with bullying behaviour.
- Supports all involved in bullying behaviour

What Is Bullying Behaviour?

Bullying behaviour is the use of aggression with or without the intention of hurting another person. Bullying behaviour results in pain and distress to the person at the receiving end.

Bullying behaviour can take several forms:

- Emotional (e.g. excluding, tormenting)
- Physical (e.g. pushing, kicking)
- Racist (e.g. racial taunts, graffiti)
- Sectarianism (e.g. Football chants)
- Sexual (e.g. unwanted physical contact)
- Homophobic (e.g. taunts about sexuality)
- Disablist (e.g. name calling, teasing)
- Verbal (e.g. sarcasm, rumours)
- Cyber (e.g. mobile phone texts, MSN)
- Stealing (e.g. removing or damaging belongings)

Why Is It Important To Respond To Bullying Behaviour?

- Bullying behaviour hurts.
- No one deserves to be at the receiving end of bullying behaviour.
- Everybody has the right to be treated with respect.
- The recipient needs to be supported.
- The person responsible for the behaviour needs to learn different ways of behaving.

What If You Are Experiencing Bullying Behaviour?

Identifying bullying behaviour can be one of the biggest challenges. It thrives on secrecy.

It **MUST** be reported by either:

- Telling someone that you trust.
- Writing it down on a piece of paper and placing it in the Time to Talk Box/Suggestion Box. This way you can report it but you stay anonymous.

What If You See Bullying Behaviour?

You can make a difference if you observe or hear of bullying behaviour by:

- Telling someone. The person involved may be too afraid to do anything.
- Speaking up. It is wrong to behave in this way so let them know that.

Who Is Here To Help You?

All staff will take bullying behaviour very seriously.

Do not be afraid to approach any of the following:

- Staff in nurseries and schools
- Staff in children's houses
- Youth Workers
- School Nurse or LAAC Nurse