East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 17 November 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Policy: Respect for All: Promoting Positive and Respectful Relationships in our Schools

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1 PURPOSE

1.1 To seek Committee's approval of the updated anti-bullying policy: 'Respect for All: Promoting Positive and Respectful Relationships in our Schools' (Appendix 1).

2 RECOMMENDATIONS

2.1 The Committee is asked to:

i. Approve the updated anti-bullying policy: Respect for All: Promoting Positive and Respectful Relationships in our Schools (Appendix 1).

ii. Note specifically the guiding principles, legislative context, and procedures for recording bullying incidents.

3 BACKGROUND

3.1 East Lothian Council is committed to providing the best education service in Scotland driven by a relentless focus on inclusion, achievement, ambition and progress for all. The most successful anti-bullying interventions are embedded within a positive ethos and inclusive culture rather than just focusing on individual incidents as and when they occur. We are committed to creating and sustaining a safe, positive and inclusive learning environment. All children, young people, staff, parents, carers and partners should feel welcomed and supported within our schools in a culture that is inclusive and respectful to all.

3.2 As a result of changes to national guidance, East Lothian Council were required to update their anti-bullying policy in consultation with stakeholders.

3.3 The most notable change to national guidance is that *alleged* incidents must now also be recorded on the Education Management Information

System (SEEMiS). This includes information regarding the investigation and resolution.

3.4 Consultation thus far has included children and young people, and internal education colleagues. Wider public consultation via East Lothian Council's Consultation Hub will be complete by 17 November 2020. Officers will reflect this feedback in finalising the policy.

3.5 Consultation with children and young people took the form of focus groups at Longniddry Primary School and Knox Academy. Additional sessions were cancelled as a result of the COVID-19 lockdown.

3.6 This policy is designed to ensure a consistent approach across East Lothian, in line with the suite of existing Included, Engaged & Involved policies, previously agreed by Education Committee.

3.7 This updated policy builds on existing good practice in our school including the use of SEEMIS for recording purposes.

3.8 The updated policy will be introduced and implemented within all East Lothian Education Settings by January 2021. All partner agencies and colleagues will be informed of the policy and invited to attend awareness raising and engagement sessions.

Monitoring and Review

3.9 East Lothian Council's Inclusion & Wellbeing Service will monitor and review the development of inclusive practice in schools and the implementation of this updated policy.

3.10 SEEMiS will provide information and data regarding bullying incidents in schools and will allow outcomes to be measured through our ongoing review process.

4 POLICY IMPLICATIONS

4.1 This policy takes account of the duties set down by the Equality Act 2010, the Education Disability Strategies and Pupils Educational Records (Scotland) Act 2002, the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009; 2017) and the Children and Young People (Scotland) Act 2014.

4.2 This policy is designed to ensure a consistent approach across East Lothian which is in line with the *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendment in 2009).

4.3 The implementation of this policy will ensure the local authority complies with legislation and Scottish Government's 'National Approach' to anti-bullying.

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - Information regarding the changes to recording processes on SEEMiS (see 'Respect for All: Promoting Positive and Respectful Relationships in All our Schools' policy Appendices D & E) will be highlighted to ensure a realignment of current practices.

7 BACKGROUND PAPERS

7.1 'Respect for All: Promoting Positive and Respectful Relationships in our Schools' policy (Appendix 1).

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Appendix 1

Respect for All

Promoting Positive and Respectful Relationships in All our Schools

POLICY: NOVEMBER 2020

Preface

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1 Introduction

> *"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face-to-face and online"* (Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017)

East Lothian Council is committed to providing the best education service in Scotland driven by a relentless focus on inclusion, achievement, ambition and progress for all. We know that the most successful anti-bullying interventions are embedded within a positive ethos and inclusive culture rather than just focusing on individual incidents as and when they occur, and are committed to creating and sustaining a safe, positive and inclusive learning environment. All children, young people, staff, parents, carers and partners should feel welcomed and supported within a school which is inclusive and respectful for all.

It is important that schools develop a culture of co-operation between teachers, support staff, parents, carers, children and young people and the wider learning community. East Lothian Council's aim is to create safe and secure environments where bullying is openly acknowledged, discussed and challenged as unacceptable behaviour, resulting in the reduction of incidents. The strengths and assets of children and young people should be recognised by staff, and an ethos of participation and decision making by young people should be seen as a core part of how the school is managed.

This commitment is consistent with every child and young person's right to feel safe and to be listened to, as stated in the UN Convention on the Rights of the Child (UNCRC, 1989). It also adheres to the Scottish Government's policy as outlined in Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017) which is supported by the work of **respect***me,* Scotland's national anti-bullying service. Further information regarding **respect***me* can be accessed at https://respectme.org.uk/

In addition to ensuring this guidance is in line with National Policy, the views of children and young people, parents/carers and staff across East Lothian have been sought, throughout this policy's development, to identify and act on key issues.

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This policy will enable schools to support East Lothian Council's commitment by:

- Reducing and wherever possible, preventing the instances of bullying behaviour in all our educational establishments through evidence-based practice.

- Ensuring 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.

- Promoting inclusive practice through effective learning and teaching and a positive learning environment for all children and young people.

- Ensuring that the wellbeing of all our children and young people is integral to everything that we do.

- Embedding the rights and voices of children and young people, e.g.
    - *Article 2: The convention applies to every child without discrimination, whatever their ethnicity, sex, religion, languages, abilities, or any other status……..*
    - *Article 28: Every child has the right to an education……. Discipline in schools must respect children's dignity and their rights.*

- Ensuring electronic recording on SEEMiS Module (Bullying and Equalities section) is used to report and record all alleged bullying incidents. Children and young people can report incidents in the knowledge that they will be dealt with promptly and effectively.

- Actively seeking 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.

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

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

- Ensuring compliance with all legislation which supports the holistic wellbeing and safety of all children and young people. See appendix F.

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2 Key Principles

In response to the policy context and the priorities of National and Local Government, this policy is based on the following key principles:

- Everyone in a school or learning establishment should feel they are in a safe and nurturing environment. The UNICEF Rights Respecting Schools Award Programme (RRSA) supports this. All East Lothian schools are encouraged to be part of this.

- A consistent and well maintained commitment to a whole school ethos of prevention, early intervention and support as the context for the promotion of positive relationships, learning and behaviour.

- All children and young people need to be included, engaged and involved in their learning.

- All parents and carers have the right to, and should be involved in, the support of the learning and wellbeing of their children and young people. Unless there is a legal reason for no involvement.

- All children and young people have the right to get the support they need to benefit fully from their education.

- All children and young people should have access to an environment that promotes respect, celebrates difference, and promotes positive relationships and behaviours.

- A commitment to the United Nations Convention on the Rights of the Child should be demonstrated and developed at all times.

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3 What is Bullying?

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. It affects families, relationships as well as a child or young person's education and participation. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can happen face-to-face and/or online.

3.1 Prejudice-based Bullying

> "Bullying occurs every year to young people and older people for lots of different reasons." Lily, East Lothian pupil

Under the Equality Act 2010, certain types of prejudiced behaviour and attitudes are deemed to be unlawful. Bullying behaviour may be a result of prejudice that relates to a perceived and/or actual difference. Prejudice-based bullying can be motivated by any characteristics unique to an individual's actual or perceived identity or circumstances, such as their appearance, sexual orientation, being care experienced, additional support needs, being a young carer, a Gypsy/Travellers or socio-economic background. See Appendix B for the full list Protected Characteristics included in the Equality Act 2010.

East Lothian supports *Addressing Inclusion - Effectively challenging Homophobia, Biphobia and Transphobia* Guidance
https://education.gov.scot/nih/Documents/inc65AddressingInclusion.pdf

Homophobic, biphobic and transphobic bullying is when a young person's actual or perceived sexual orientation/transgender identity is used to exclude, threaten, hurt or humiliate them.

It advises educational establishments on how to create inclusive learning environments through the use of appropriate language, the curriculum, knowledge and understanding of the values of inclusion and respect, and that these are applied to all learners and their families.

The Guidance supports the principles of the UNCRC and The Children & Young People (Scotland) Act 2014. Also, the Standards for Registration with the General Teaching Council in Scotland support and show a clear commitment to respect for young people and to improving social justice.

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3.2 Online Bullying

*"Online bullying shouldn't be treated differently. Online bullying, or 'cyberbullying' as it is 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." (***respect***me, 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. Therefore, the authority wants to see all appropriate policies and practice include advice on online bullying. East Lothian is committed to:

> "[The bully] might be doing it because they have something going on at home that they don't want other people to know about." Ellie, East Lothian pupil

- Supporting children and young people to use electronic technology and the internet, safely and responsibly. https://www.gov.scot/publications/national-action-plan-internet-safety-children-young-people/pages/9/
- 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 the 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.
- Working with and supporting parents/carers to learn about and have an understanding of the opportunities and risks which exist on the online world.

> "I don't think it's just calling other people names and threats online that's the problem. It could be sending links to inappropriate websites and pictures." Struan, East Lothian pupil

4 Strategic Approaches for Developing Positive Relationships and Behaviour

East Lothian Council continues to invest significantly in a wide range of evidence-based approaches that focus on improving positive relationships and behaviour. These include the development of whole school solution oriented approaches, restorative approaches and nurture approaches; and programmes aimed to develop social, emotional and behavioural skills.

4.1 Recognising and Realising Children's Rights

The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination and participation. https://beta.gov.scot/publications/un-convention-rights-child-guide-children-young-people/

A rights respecting school is an environment where children's rights are taught, observed, respected, protected and promoted. Our ambition is to ensure that every child and young person in our learning communities experiences this.

All of East Lothian's schools are being encouraged to register with of UNICEF's Rights Respecting School Award (RRSA) programme. https://www.unicef.org.uk/rights-respecting-schools/.

4.2 Seven Golden Rules for Participation

To ensure that we actively involve children and young people in the recording of and subsequent restorative conversations following a bullying incident, we should refer to the 7 Golden Rules for Participation which is a resource developed by The Children and Young People's Commissioner Scotland. They provide advice on how best to plan and deliver participation rights for children and young people. A core principle of the United Nations Convention on the Rights of Children is the ongoing information sharing and dialogue between children and young people built on mutual respect where their views are taken into account and help shape processes.

Each East Lothian school has a set of 7 Golden Rules of Participation and they are encouraged to use them to facilitate engagement and discussion with learners. They are at accessible at https://www.cypcs.org.uk/ufiles/Golden-Rules-young-people.pdf

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4.3 Nurturing Schools

At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.
(Education Scotland, 2017)

Nurturing approaches are underpinned by an understanding of attachment theory, which recognises the importance of early experiences in shaping children's social, emotional and cognitive development (Golding et al, 2016). When children and young people experience consistent safety, security and comfort from key adults, they develop the skills and desire to explore their environment and engage in learning opportunities.

Children develop cognitive models of how relationships work (called internal working models) based on their earliest attachment experiences. Internal working models guide behaviour and development in all future relationships. They help children to evaluate, predict and choose (what they think are) appropriate behaviours based on their previous expectations. These models are not consciously available to the child – the child may not know that this is how they feel about themselves the world and others – but they demonstrate their experience through behaviours.

East Lothian's Educational Psychology Service has produced their own suite of materials *Nurture, Recovery and Reconnection* which provides a key framework to support school staff and professionals. It also informs parents/carers children and young people on the approach using the six nurture principles:

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Education Scotland's *Applying Nurture as a Whole School Approach* also provides a key framework to support schools to embed whole school nurture. Through a set of quality indicators and challenge questions, this framework supports schools to self-evaluate all areas of practice (e.g. leadership, learning and teaching, partnership working etc).

4.4 Restorative Approaches

> *'Restorative Approaches have come to be used in education to mean restoring good relationships where there has been conflict or harm; and developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm occurring.'*
> *(McCluskey et al, 2011)*

Restorative approaches are *values* led and *needs* based. They can be seen as part of a broader ethos or culture that identifies strong, respectful relationships and a cohesive community as the foundation on which good learning and teaching can take place. In such a community, the rights of children and young people are paramount, and they are given responsibility for decision-making in issues that affect their lives, their learning and their experience of school.
Restorative Approaches can be viewed as a whole school ethos and culture underpinned by the following principles and values:

- Strong, mutually respectful relationships and a cohesive community provide the foundations for good learning and teaching
- Children and young people's rights are paramount, and they should be involved in making decisions
- Children and young people change – and their behaviour can change
- The way adults work with and relate to children and young people can influence their thoughts, feelings, and actions
- Mistakes are an important learning tool
- All pupils should be viewed with positive regard – it's the person that counts, not the behaviour.

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4.5 Solution Oriented Approaches

If communities are genuinely involved in shaping solutions to their own problems, those solutions will be enduring and effective.
(Sir Harry Burns)

Solution oriented approaches provide staff with opportunities to explore aspects of their working environment and relationships within it, by visualising the desired outcome rather than focusing on the problem. When difficulties arise, solution oriented approaches enable an individual or group of people to identify the skills, strengths and resources that they already have which can help them to reach a solution.

The solution oriented approach can often be seen in other methodology widely used in schools, such as visual planning. It can be used as a framework for meetings including multi-agency meetings, pre- and post-exclusion meetings and professional development reviews. Some schools use this approach for the setting of all behavioural targets, describing the behaviour they would like to see (the outcome), rather than the unwanted behaviour (the problem). This has found to be a more facilitative and encouraging way to support successful change. It is also more in keeping with the maintenance of positive relationships between staff and learners. In East Lothian's Children's Services, the Signs of Safety framework to assess safeguarding and child protection issues is based on a solution oriented approach.

Solution oriented approaches have been used in schools for a number of years with regard to supporting day-to-day practice and can also be used to support whole school strategic change. More recently, solution oriented practice has also been used effectively to actively support positive relationships and culture at the classroom level with a growing evidence base for its use at this level.

5 Our Responsibilities

Being able to recognise and meet the social and emotional needs of our children and young people is a core responsibility of all staff and a duty of care. It is vital that staff develop the necessary skills and approaches to support a child or young person who is vulnerable, at risk or distressed in some way, and appropriate professional development is essential for these interventions to be successful.

For further detail regarding this core responsibility, learning establishments should refer to the professional registration codes of practice:

- the GTCS Code of Professionalism and Conduct http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf for teachers

- the SSSC Code of Practice http://www.sssc.uk.com/ for early years workers

However, it should be noted that it is the responsibility of *all* to ensure that every child in East Lothian feels safe and secure. See Appendix C for wider roles and responsibilities.

5.1 Recording Bullying (including alleged) Incidents Using the Bullying & Equalities Module on SEEMiS

The recording and monitoring of bullying incidents within an educational establishment is essential and can provide valuable information on the scope and scale of the issue. This process is vital to be able to guide improvements in policy and practice, and inform anti-bullying interventions. East Lothian Council uses the electronic system, SEEMiS Click & Go - *Recording and Monitoring Bullying Incidents in Schools*, to record all incidents of bullying. This now includes recording alleged incidents which should be investigated and concluded, even if unfounded.

Click & Go uses a step-by-step guide to record:

1. the children and young people involved, as well as staff or other adults
2. where and when the bullying has taken place
3. the type of bullying experienced e.g. name-calling, rumours, threats etc.
4. any underlying prejudice including details of any protected characteristic(s)
5. the impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns
6. actions taken including resolution at an individual or organisational level

It should be noted that this system is for recording and monitoring pupil to pupil incidents only and there are separate systems in place for other types of bullying i.e. young person to adult, adult to adult, adult to young person.

The recording of this data can help identify numeric trends, specific issues around equality and diversity, and other relevant data/patterns which may help schools and local authorities address bullying incidents efficiently. As part of their annual census, the Scottish Government may ask for data on bullying.

See Appendix D for the 'Dealing with a Bullying Incident' Flowchart.

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Appendices

Appendix A: Examples of Reasons for Bullying (as listed in alphabetical order on SEEMiS Bullying & Equalities Module)

Actual or perceived sexual orientation (e.g. homophobic, bi-phobic)
Additional Support Needs
Asylum seekers or refugee status
Body Image and Physical appearance
Disability
Gender identity or Trans identity
Gypsy/travellers
Care Experienced
Marriage/civil partnership of parents/carers or other family members
Mental Health
Pregnancy and maternity
Race and racism including culture
Religion or belief
Sectarianism
Sexism and gender
Socio-economic prejudice
Young Carer
Not known
Other: please specify

Appendix B: Protected Characteristics

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

1. Age *
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Marriage and civil partnership *
6. Race: this includes colour, ethnic/national origin or nationality.
7. Sex
8. Religion or belief. The Act covers any religion, religious or non-religious beliefs
9. Sexual orientation

*Not relevant to school settings.

A child or young person can be bullied because of certain real or pre-judged circumstances over which they have no control. Steps must be taken to support their needs. This can take a number of forms including adjusting their environment, their learning, offer emotional support, the teaching and learning of, and celebration of differences, promotion of respect and positive relationships. This can all be done through a clear anti-bullying policy and information age appropriate to the learning establishment as well as regular training for all adults who work with children and young people and information being available to parents/carers and the wider community.

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Respectme.org.uk describes prejudice-based bullying as follows (some details have been summarised):

Additional Support Needs (ASN)	ASN can be short or long term. They can arise from the learning environment, health or disability, family circumstances, social or emotional factors. Bullying itself can lead to a child or young person having an ASN.
Age (PC)	Unwanted behaviours towards a child or young person (or adult) which has the purpose or effect of violating their dignity or intimidating them. It can lead to their environment becoming hostile, degrading, humiliating or offensive for the person.
Asylum Seekers and Refugees	A child or young person whose family is asylum seekers or refugees may be at greater risk of bullying behaviours both directly and indirectly. The stigma due to lack of knowledge and understanding of the child, young person or family or a reluctance to burden their parents with extra worries, can allow bullying to go undetected and ongoing.
Body Image and Physical appearance	Body image can be hugely important to children and young people. This is an easy target for bullying behaviours and can have a serious effect on young people's wellbeing.
Disability (PC)	A child or young person who is disabled can be an easy target for bullying behaviours as they are perceived to be less able to defend themselves and/or less able to tell an adult about it. The bullying is likely to focus on their particular disability.
Gypsy/Travellers	This group of children and young people are often discriminated against and marginalised by other children or young people particularly in secondary schools. As a result and due to their parents' own experience, many young travellers do not enrol or exit early from formal education.
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 social prejudice and bullying because they do not conform to gender stereotypes, expectations and norms. Transgender children and young people are particularly vulnerable to bullying behaviours. This can result in homophobic name calling or deliberately 'mis-gendering' them. Children and young people whose parent or relative is transgender are also vulnerable to bullying.
Intersectionality	A lack of understanding of differences and unequal social and economic outcomes based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity can lead to children and young people being bullied, as well as inequality in attainment and wellbeing.
Care experienced Children and Young People	Children and young people who are care experienced at home or accommodated are more vulnerable to bullying. They may have moved school often because of care placements which then creates challenges in forming peer friendships and relationships with adults due to earlier adversities.

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Marriage/Civil Partnership (PC)	Although this might not affect children and young children directly, marriage and civil partnership discrimination and prejudice can affect family in a variety of other settings, for example, in workplaces, further and higher education and in wider society.
Racism & Race (PC)	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 (PC)	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. Family background, the football team supported, the community lived in, the school attended and even the colour of clothing can mark a child or young person out for sectarian abuse - whatever their beliefs. 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	Derogatory language and the spreading of malicious rumours can be used to regulate children and young people's behaviour e.g. suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and 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 their perceived difference.
Sexual Orientation & Homophobic, Biphobic and Transphobic Bullying (PC)	This is motivated by a prejudice against lesbian, gay or bisexual (LGBT) people. It is commonly referred to as 'homophobic bullying' and takes place when a child or young person's actual or perceived sexual orientation is used to exclude, threaten, hurt or humiliate them.

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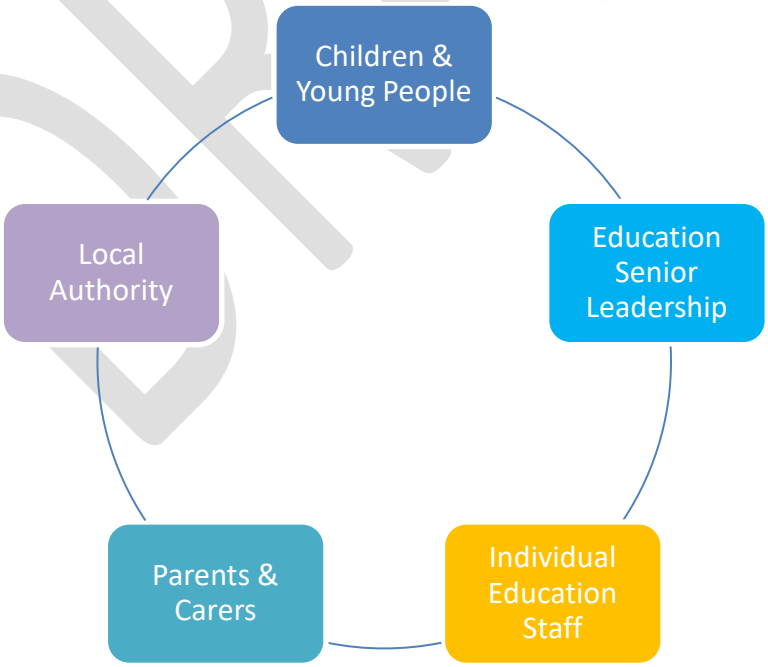
	Any young person can be homophobically bullied whether they are LGBT or not. It could be because they have a family member or friend, or because they seem different or not conforming to traditional gender stereotypes. Transgender children and young people can also experience homophobic bullying.
Young 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.

Appendix C: Roles and Responsibilities



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Responsibilities for Key Stakeholders	Local Authority	Education Senior Leadership	Individual Education Staff	Children & Young People	Parents & Carers
Listen to concerns and explore thoughts and feelings.	x	x	x	x	x
Embed this policy through training and monitoring.	x	x			
Consult with stakeholders about the effectiveness and further development of the policy.	x				
Share good practice.	x	x			
Ensure initial training for Senior Leadership.	x	x			
Provide advice to Senior Leadership.	x	x			
Work with partner agencies to support the prevention and reduction of bullying behaviour and prejudice-based bullying.	x	x	x		
Provide clear guidelines on recording and reporting of incidents.	x				
Regularly review the policy to take into account new developments in technology or legislation at a minimum of every 3 years.	x	x			
Ensure the policy is implemented and is communicated to all staff, students, parents/carers and partners.	x	x			
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.		x			
Ensure staff development activities are available.	x	x			
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.		x			
Ensure bullying incidents are recorded and monitored in line with council policy.		x	x		

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Provide appropriate training and support on anti-bullying to all staff, students, parents/carers and partners.	x	x	x		
Contribute to a positive school ethos through modelling appropriate behaviour (online and offline) and actively supporting and celebrating diversity.		x	x	x	
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.		x	x		
Keep relevant colleagues informed of significant information concerning individual pupils as appropriate.		x	x		
Deal promptly and effectively with all allegations of bullying.		x	x		
Promote digital citizenship and the appropriate, responsible and positive use of digital technologies as an integral part of maintaining positive relationships.		x	x		
Self-evaluate practice in relation to the anti-bullying policy within the Professional Review and Development process.		x	x		
Communicate with parents/carers promptly where possible and appropriate.		x	x		
Through the curriculum and related activities, build the capacity of children and young people to understand and challenge bullying behaviour.		x	x		
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.				x	
Tell a trusted person if they have any worries about bullying behaviour.				x	

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Keep themselves and others safe with the support of adults if needed.				x	
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.				x	x
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.				x	x
Continue to promote and model positive social skills and emotional literacy for their children and young people.		x	x		x
Encourage and model safe and responsible use of social media and digital technologies such as smart phones, computers and tablets.			x		x
Communicate respectfully any concerns to relevant staff.					x
Work in partnership with other stakeholders to implement policy.	x	x			x

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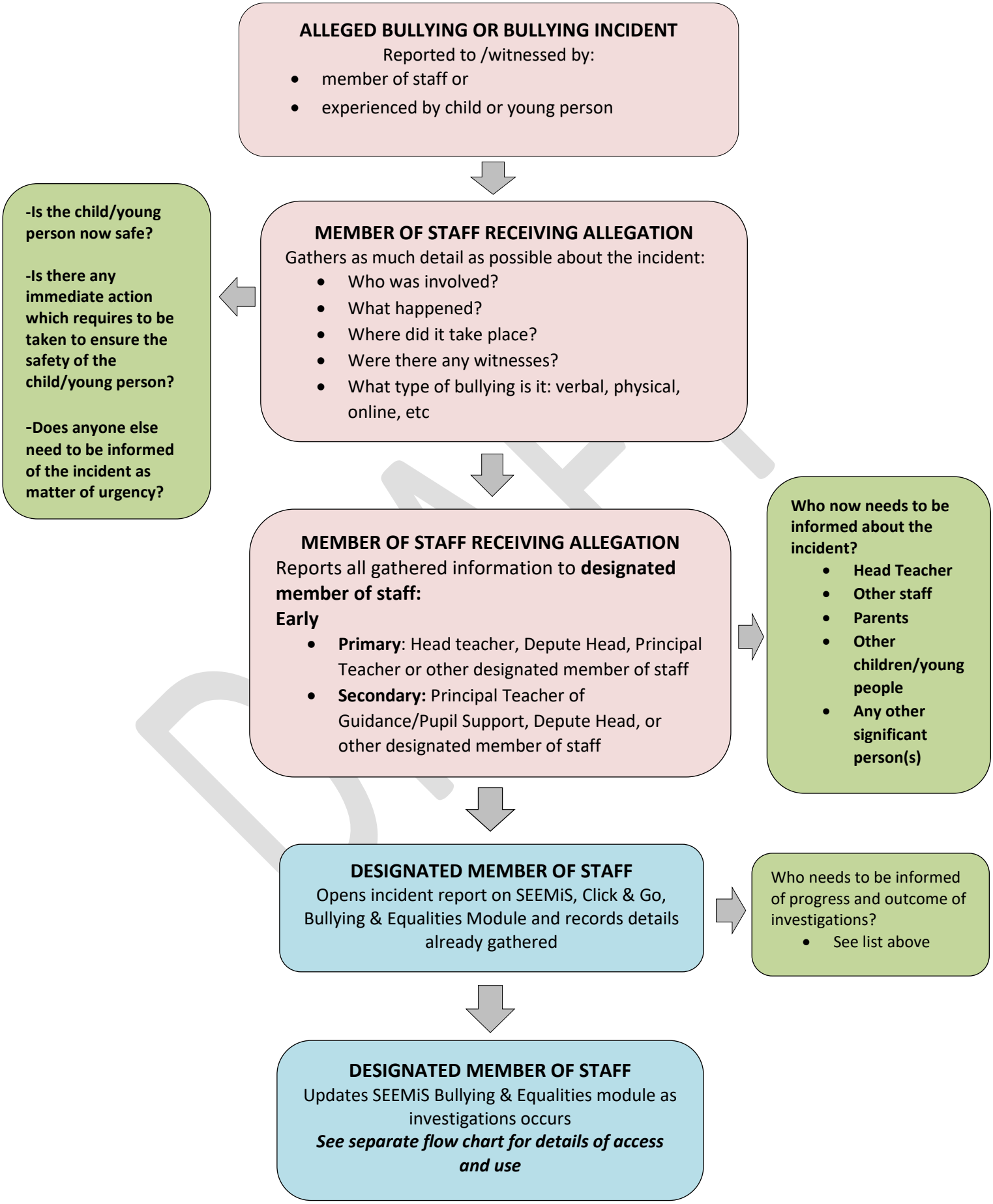
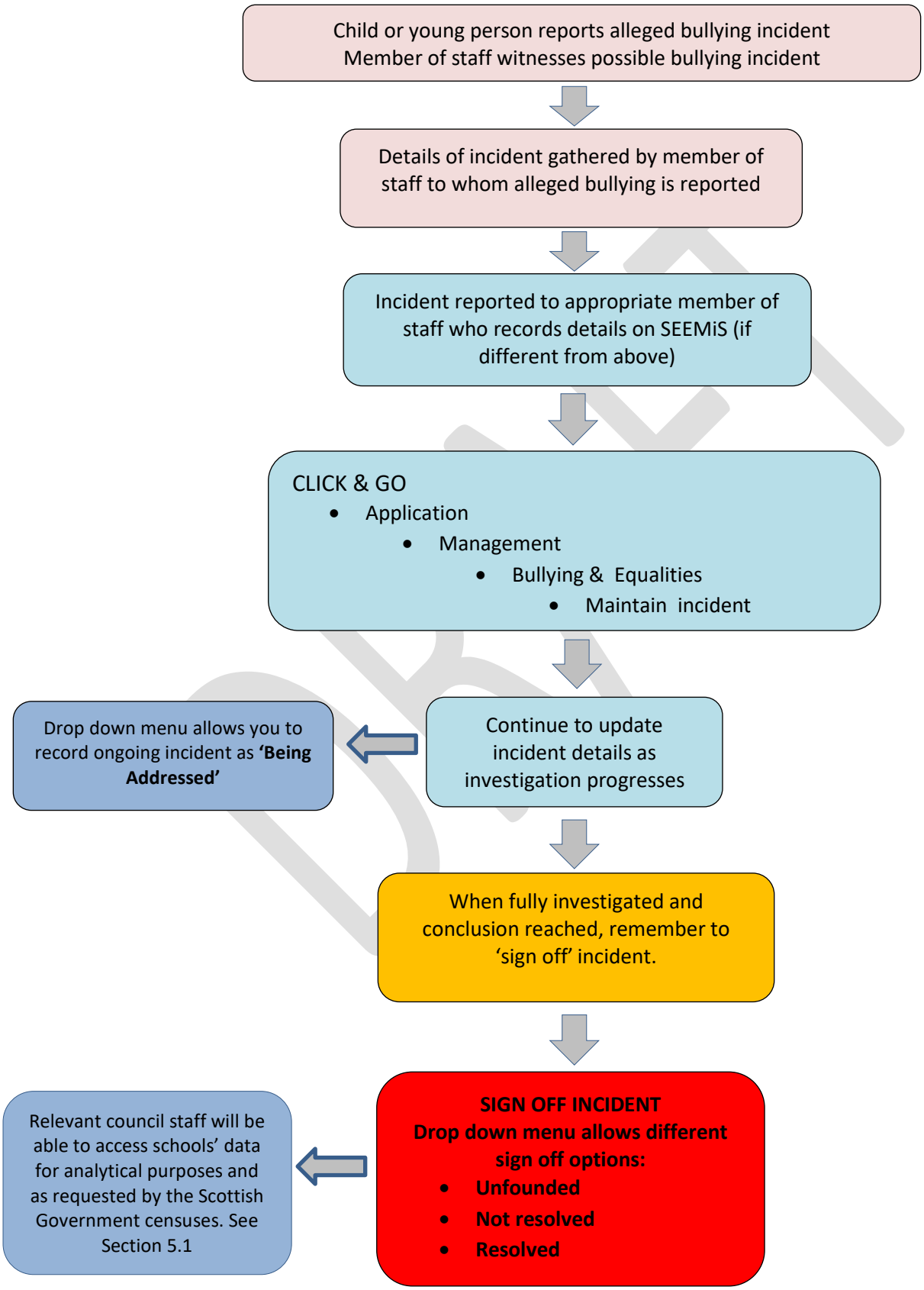
Appendix D: Flowchart for Dealing with a Bullying Incident



Appendix E: Using SEEMiS Click & Go Recording & Monitoring Bullying Flowchart

PLEASE REFER TO SHORT TRAINING VIDEO IF REQUIRED

CLICK & GO OPENING PAGE/ SEEMIS HELP PAGES/LOG IN DETAILS



Appendix F: Policy Context and References

Education (Scotland) Act(s) (2016)
http://www.legislation.gov.uk/asp/2016/8/pdfs/asp_20160008_en.pdf

The National Guidance for Child Protection in Scotland (2014)
https://www.gov.scot/publications/national-guidance-child-protection-scotland/

Equality Act (2010)
https://www.gov.uk/guidance/equality-act-2010-guidance

Standards in Scotland's Schools etc. Act 2000
http://www.gov.scot/Resource/0051/00515736.pdf

Additional Support for Learning Acts
http://www.gov.scot/Publications/2009/11/03140104/0

Getting it Right for Every Child
http://www.gov.scot/Topics/People/Young-People/gettingitright

Children and Young People (Scotland) Act (2014)
http://www.gov.scot/Topics/People/Young-People/gettingitright

We Can and Must Do Better
http://www.wecanandmustdobetter.org/

Building the Ambition
https://education.gov.scot/improvement/Pages/elc1buildingtheambition.aspx

United Nations Convention on the Rights of a Child
https://www.unicef.org.uk/what-we-do/un-convention-child-rights/

How Good is Our School 4 (HGIOS 4)
https://education.gov.scot/improvement/Pages/frwk2hgios.aspx

How Good is Our Early Learning and Childcare
https://education.gov.scot/improvement/Pages/frwk1hgioearlyyears.aspx

Curriculum for Excellence
https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence

Included Engaged and Involved Part 2 2017
http://www.gov.scot/Publications/2017/06/8877

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Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (2018)
https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/

Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying Behaviour in Scottish Schools https://www.lgbtyouth.org.uk/files/documents/Toolkitforteachers.pdf

Respect*me*: 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

Addressing Inclusion: Effectively challenging homophobia, biphobia and transphobia
https://www.education.gov.scot/nih/Documents/inc65AddressingInclusion.pdf

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Appendix F: Useful Organisations

respect*me*
http://respectme.org.uk/
0844 800 8600

Childline
https://childline.org.uk
0800 1111

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

National Society for the Prevention of Cruelty to Children
https://www.nspcc.org.uk/