

Strathaven Academy

Anti-Bullying Guidelines



“Together We Thrive”

Respectful, Responsible, Resilient

Revised: August 2019

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Context

In consultation with pupils, parents and staff, a set of guidelines has been created to support all pupils at Strathaven Academy regarding bullying behaviour. While we understand that this behaviour will occur, as a school community, we seek to reduce it, minimise its impact and support all pupils.

Bullying is explored through the PSE curriculum covering physical, social, and cyber bullying and bullying linked to protected characteristics. On an annual basis presentations are delivered to all pupils during Anti-Bullying Week focussing on how we treat each other and issues surrounding bullying behaviour. Each year, there is also a competition to design a poster and a badge in line with the theme of Anti-Bullying week for RespectMe Scotland. The purpose of this was to raise awareness of bullying behaviour and its impact.

Pupils were consulted through the use of How Good is OUR School (HGIOURS) and asked to respond to challenge questions for Theme 1 (Our relationships) and Theme 4 (Our Health and Wellbeing). We have taken account of pupil responses when writing this document. Key ideas that emerged are included in Appendix 1. In addition to this, pupils, parents and staff were invited to complete a google form in relation to anti-bullying, the results of which can be found in Appendix 2.

These guidelines will be revised every three years, in consultation with all stakeholders, to allow us to capture the voice of our school community.

Rationale

At Strathaven Academy our vision is:
“Together We Thrive”

Our core values are:
“Respectful, Responsible, Resilient”

At Strathaven Academy we aim to provide all members of the school community with a safe learning environment that allows everyone to achieve their full potential. Central to this is creating an ethos of respect for all. Positive relationships between our children and young people, parents, staff and the wider community are essential to build and maintain an ethos of respect for all. South Lanarkshire’s “Treat me Well Anti-Bullying Guidance” (South Lanarkshire, 2018) highlights that children and young people will achieve their best in a safe and nurturing environment where there is a clear anti-bullying strategy in place. “Treat me Well” has five key components, which will form the basis of this policy.

Key components:

- A clear and working definition of bullying in line with the national approach
- A positive ethos and culture of respect
- Positive strategies and structures to support children and young people
- A procedure for handling bullying incidents
- Recording, monitoring, evaluating and reporting

Purpose of the Anti-Bullying Guidelines

The purpose of Strathaven Academy’s Anti-Bullying Strategy is:

- To provide a clear working definition of bullying in line with the national approach
- To raise awareness and inform all stakeholders (staff, children and young people, parents, carers and the wider community) of the different types of bullying behaviours
- To support all stakeholders when bullying behaviours are experienced
- To provide a safe, inclusive and respectful environment for all
- To enhance the partnership approach amongst all stakeholders to tackle the issue and impact of bullying in whatever form it may take
- To build capacity, confidence, skills and resilience in all stakeholders to prevent and address bullying behaviour
- To equip children and young people with the necessary skills to tackle the behaviour and impact associated with bullying behaviours
- To provide guidance to all stakeholders in the management of bullying behaviours to ensure the wellbeing of our children and young people is not compromised
- To recognise that when instances of bullying do arise, schools must act quickly to address the impact on both those who experience and those who display bullying behaviour

Definition of bullying

A clear and working definition of bullying is required so we are able to fully support our children and young people.

Respect Me has defined bullying as:

Bullying is both behaviour and impact; the impact 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 Me, 2015)

The Diana Award has defined bullying as:

Repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe (The Diana Award, 2018).

Both definitions highlight that bullying is a form of harassment and abuse. It is a wilful and conscious desire to upset, hurt, threaten or intimidate another. It has a negative impact on the victim and can make them feel insecure, threatened or inadequate. However, as bullying can involve one-off incidents, Strathaven Academy will use the Respect Me definition, which is in line with the South Lanarkshire Council "Treat Me Well" policy.

The Strathaven Academy definition of bullying aligns with Respect Me's definition of bullying. It is:

Bullying is both behaviour and impact; the impact 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 negative behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

Types of bullying behaviour

Bullying behaviour comes under three key categories: verbal, physical and indirect. Below are examples of these behaviours.

Verbal

- Being called names, teased, put down or threatened face-to-face and/or online
- Sending offensive messages, pictures or images on social media, online gaming platforms or phone

Indirect

- Having belongings taken or damaged
- Being left out or having rumours spread about you face-to-face and/or online

Physical

- Being hit, tripped, pushed, kicked or spat on

Cyber

- Being targeted online through offensive messages and/or pictures being posted about you, or sent to you

Several types of bullying behaviour cover more than just one category, as detailed below:

- Behaviour which makes people feel like they are not in control of themselves or their lives face-to-face and/or online
- Being targeted because of who you are or who you are perceived to be face-to-face and/or online
- Prejudice based bullying based on an individual's actual or perceived identity. It can be based on characteristics unique to the young person's identity or circumstance
- Sexual harassment
- Racism
- LGBTQIA+ bullying

Children's Rights

Bullying is a clear breach of children's rights. The UNCRC (United Nations Convention on the Rights of a Child) is a human rights treaty which sets out the civil, political, economic, social, health and cultural rights of children. Bullying impacts on these rights and can do so in a variety of contexts

- Asylum seekers and refugees
- Body image
- Disability bullying
- Gender and sexism
- Homophobic bullying
- Homelessness
- Care Experienced Children
- Peer pressure
- Racial bullying
- Religion and belief
- Sectarianism
- Young Carers

While not an exhaustive list, this clearly sets out many of the key contexts in which bullying can occur.

The Equality Act 2010

The Equality Act 2010 makes it unlawful to discriminate against people with a protected characteristic. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion and belief
- Sexual orientation

LGBT+ Bullying

At Strathaven Academy we strive to prevent LGBT+ bullying in the same manner as any other form of bullying. As a result, we will respond to LGBT+ bullying in the same way we do for all other observed or reported incidents.

LGBT+ bullying can extend to any individual in our school community. Behaviour of this nature can include:

- Being singled-out, treated differently or subjected because an individual identifies as LGBT+ or are assumed to be LGBT+
- Being subjected because family members identify as LGBT+
- Being “outed” without permission
- Spreading of rumours / hearsay with malicious intent

Staff, children and young people, parents, carers and visitors are expected to challenge inappropriate use of language such as “that’s gay” as by leaving it unchallenged it suggests it is acceptable. We cannot condone or encourage homophobic, biphobic and transphobic language. No individual should be subjected to bullying-related language, and as a school we do **not** tolerate it.

At Strathaven Academy we endeavour to exercise discretion and respect when responding to LGBT+ bullying incidents. We also have a duty to respect a young person’s confidentiality. Like all bullying incidents, any LGBT+ bullying incidents are expected to be referred to the appropriate Principal Teacher of Pupil Support using the Bullying Record Form. The young people involved will be spoken to, sanctions will be issued and, where necessary, parents/carers will be contacted. In addition to this, we work in close partnership with our Community Police Officer to ensure the safety of all individuals and seek their professional input regarding issues that warrant potential charges of Hate Crime.

Why does bullying behaviour occur?

There are a number of reasons why bullying behaviour can occur. Those demonstrating this behaviour may:

- Exist in a culture that supports/accepts bullying
- Seek to gain control and power over a situation
- Model what they have seen in other environments
- Have been bullied themselves
- Bully others to prevent it from happening to them too
- Are not aware of its effects or impacts of bullying
- Not perceive their behaviour as bullying
- Hold prejudiced views

All behaviour communicates feelings; bullying behaviour is no different. With this in mind, we must ensure that we support children and young people who display this kind of behaviour.

Supporting people who display bullying behaviour

Children and young people who are bullying will need help to identify the feelings causing it, develop other ways to respond to these feelings and receive support to repair relationships.

It is our role and responsibility to work in partnership with young people, staff and parents/carers to:

- **Listen** and take time to discover the reasons for the bullying
- **Not label** the individual or group as “bullies”, name the behaviour
- **Be prepared** for a strong reaction from parents and carers and children and young people
- **Be prepared** to address prejudicial attitudes that may be behind the bullying behaviour
- **Address what is happening behind the behaviour**, even when the bullying has stopped

Impact of bullying behaviour

Bullying behaviours impact across all people involved and within society.

Impact of bullying on individuals:

- Anticipation of bullying
- School attendance
- Eating disorders
- Violence towards others
- Suicide
- Limited aspirations
- Self-harm
- Depression
- Bullying behaviour
- Wellbeing concerns emerge

Impact of bullying on families:

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

Impact on staff

- Take worries home
- Stress
- Feelings of helplessness
- Reduced performance
- Unhappy at work
- Negative ethos

Impact of bullying on organisations:

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

Impact of bullying on culture/society:

- Bullying behaviour celebrated
- Bullying behaviour promoted in the media
- Increased fear about online bullying
- Difficulties in promoting pro-social behaviour
- Negative role models
- Effect on laws and legislation which protect human rights
- Impact on working environments
- Prejudicial behaviour flourishing
- Increase in mistrust and fear

School Ethos

Health and wellbeing is the responsibility of all staff and it is a critical factor in creating and maintaining a positive ethos within Strathaven Academy. Our aim is to have a positive ethos and culture of dignity, excellent behaviour, strong leadership, shared responsibility, inclusion and equality, partnership working and a sense of community.

Our vision (Together We Thrive) and values (Respectful, Responsible, Resilient) are reinforced in a number of ways, including:

- Having a shared responsibility in making Strathaven Academy a positive environment for all stakeholders
- Being accessible and approachable, creating a safe and welcoming environment
- Ensuring children are aware of their rights and are able to understand what constitutes as responsible and respectful actions and attitudes
- Involvement of House Council in updating our values and sharing concerns
- Restorative practices and solution-focused approaches
- Visual reminders such as posters or school screen displays
- A growth mindset culture promoting resilience, confidence and a 'can do' attitude
- Discussion as part of PSHE curriculum
- Assemblies
- Activities such as role-play, art work, drama and literature

To maintain a positive ethos, we are committed to reducing and preventing bullying behaviours. In order to do this there must be positive strategies and structures in place, and a clear procedure for handling bullying incidents.

Positive Strategies and Structures

Proactive Strategies and structures within and between establishments support children and young people and seek to prevent bullying or minimise its effect where it does occur. With this in mind, it is imperative that a clear structure is in place to ensure key stakeholders are aware of their roles and responsibilities. Outlined below are the key expectations and responsibilities of the key stakeholders:

All Strathaven Academy staff will:

- Strictly follow school policies regarding recording, monitoring and responding to incidents, including:
 - Listening to all children and young people, to establish supportive relationships whereby young people feel secure in sharing information
 - Reporting any bullying incident
 - Highlighting and correcting attitudes and behaviour that lead to bullying and discrimination
- Model behaviour / relationships that promote Health and Wellbeing, and build into everyday practice an ethos of caring and compassion, as part of a whole school approach in preventative measures as regards bullying behaviour
- Undertake continuous professional development or training about bullying behaviour and policies
- Reassure anyone subjected to bullying that their concerns will be treated seriously
- Reassure the 'reporters' of anonymity, safety and that the matter will be treated seriously and investigated

Pupil Support Team will:

- Reassure the young person this matter will be taken seriously.
- Listen to and record information from staff, young people, parents/ carers and community members.
- Take into account the views of the young person.
- Assess if restorative practices can be taken to resolve the situation.
- Consider if a wider investigation will be required.
- Liaise with parents/ carers and, where appropriate, wider agencies/ community members.
- Communicate with staff to seek their support in minimising the impact of bullying in the classroom environment.
- Review SEEMIS referrals.
- Track and record incidents using SEEMIS Pastoral Notes.
- Record all incidents in the appropriate bullying and equalities tab on SEEMIS.
- If appropriate, update chronology/ staged intervention paperwork/ wellbeing applications.
- Keep in regular contact with young people and ensure an outcome is reached and agreed on by all parties involved.

Head Teacher and Senior Leadership Team will:

- Be responsible for ensuring that their establishment has comprehensive, clear policies outlining preventative measures and a range of strategies in response to bullying behaviour that are in line with authority guidelines
- Consult with and familiarise staff, children and young people, parents and carers, including Parent Council members, with the content of these policies, working to engage staff, children and young people and parents/carers as consistently active partners in minimising bullying and its impact on children and young people
- Ensure that key staff receive appropriate training, ensuring they are well-equipped with the appropriate language required to assess risk and support all children and young people; encourage all other staff working in schools to undergo awareness raising training
- Regularly monitor and ensure training of all staff about bullying behaviour and responding to bullying
- Insist upon all incidents of bullying reported or witnessed, being recorded as soon as possible and responded to in accordance with anti-bullying policies, with actions taken and outcomes recorded
- Record incidents of bullying and welfare concerns using the SEEMIS Referral application
- Liaise with the appropriate Principal Teacher of Pupil Support to share information
- Liaise, when necessary, with outside agencies to address the needs of individuals
- Regularly monitor, whilst auditing annually, in consultation with staff and young people, bullying incidents and the effectiveness of staff responses to minimise the negative impact on the young person
- If monitoring duties have been delegated to a promoted member of staff e.g. Depute Head Teacher, the promoted member of staff shall follow up incidents and ensure that these have been addressed in line with the schools agreed policy. This member of staff will also update the Head Teacher
- Provide appropriate annual data when requested by the Director of Educational services

Young people will:

- Follow guidance detailed within the school's anti-bullying policy
- Participate in any consultation regarding anti-bullying
- Treat their peers with kindness and respect
- Seek help by confiding in someone they trust
- Discuss and agree what options are available
- Be aware of what they post and share online
- Treat people with the same level of kindness and respect they expect others to show them

- Report instances of bullying to a trusted adult.
- Build confidence, resilience, understanding and coping strategies to deal with challenges they encounter

Parents and Carers will:

- Become familiar with the school's anti-bullying policy
- Participate in any consultation regarding anti-bullying
- Attend any training offered on anti-bullying
- Actively listen to their child or young person when they tell you about a suspected bullying incident
- Stay calm
- Take a lead from their child/ward regarding moving forward, ensuring their child maintains a sense of control
- Ask them what they want you to do
- Explore options together; there is never one single answer
- Not tell children to 'hit back' – this is a common response but not necessarily the best or safest option
- Contact the school and ask for an appointment
- Work in partnership with the school to resolve the situation
- Be aware that the situation may not be resolved upon an initial meeting
- Keep channels of communication open until the situation is resolved

Strategies to Prevent Bullying Behaviour

It is of paramount importance to recognise that bullying behaviour exists in any school. To do otherwise would suggest that bullying is not recognised or appropriately addressed.

Preventative Measures

Strathaven Academy aims to create and maintain a caring, positive and supportive ethos. In our school, we are committed to reducing bullying behaviour and, as such, anti-bullying messages may be reinforced through the following prevention measures:

- Anti-bullying week activities, with the clear message being communicated to staff, pupils and parents/carers, that bullying behaviour shall not be tolerated
- Assemblies, with the emphasis on the power of acts of kindness to improve the lives of others. Conversely, children and young people shall be educated on the negative impact of bullying
- Posters produced by children and young people in school, as well as by professional bodies
- Newsletters/website pages
- Handbook information
- Restorative practices
- Nurture groups to support pupils and build resilience
- Curricular inputs/PSE covering various kinds of bullying
- Mental health First Aid
- Extra-curricular activities
- CEOP and ThinkUKnow input through PSHE, Computing and Business Education
- Health and Wellbeing programmes
- Mentors in Violence Prevention Programme where S6 pupils deliver lessons to S1-4 pupils
- Anti-bullying Ambassadors who will work on a range of initiatives such as:
 - LGBT+ Group
 - Anti-bullying awareness-raising events
 - Drama/Musical theatre anti-bullying workshops developed by the staff and children and young people, or implemented by an outside drama group
 - Peer Helper systems
 - Various other potential events

Pupils must be actively encouraged to help the young person being bullied and to help prevent bullying behaviour. This can be done by reporting the bullying behaviour to a member of staff, or by encouraging the young person experiencing bullying behaviour to report the incident to a trusted adult.

Procedure for Managing Bullying Incidents

A consistent and vigorous approach to procedure is required and the roles and responsibilities of key stakeholders are outlined below. Appendix 5 highlights the stage by stage process.

Classroom teachers will:

- Treat the incident seriously
- Reassure the 'reporters' of anonymity, safety and that the matter will be looked into
- Reassure the pupil that you are listening to them and taking into account their views
- If immediate restorative work is required
- Ensure that steps are taken in the class to prevent further issues
- Pass all concerns expressed by the reporter to Pupil Support with all relevant and appropriate information (a suggested template is attached in Appendix 4)
- Act on the advice of Pupil Support / Senior Leadership Team.

Pupil Support Teachers will:

- Treat the incident seriously
- Record all information accurately
- Fully investigate the incident in a consistent manner
- Establish how the pupil perceives the situation. the pupil's feelings must be considered from each side
- Remain impartial and respect confidentiality. Knowledge of the incident is limited to those directly involved
- Do not label pupils as 'bullies' or 'victims'
- Inform appropriate SLT member about the incident
- Assess what action must be taken (restorative practice / mediation etc) to best support pupils and take these steps
- Discuss with the pupil whether parents will be informed to ensure the child feels in control of the situation
- Inform parents when appropriate
- Follow Child Protection procedures if the incident gives rise to a Child Protection concern
- Consider the support of other agencies if it would benefit the pupil
- Pass serious incidents to SLT if the actions of the pupils involved could lead to a formal exclusion
- Update relevant staff via confidential email
- Seek advice from the relevant SLT member if parents / pupils are unhappy with the support provided
- Log incident on SEEMIS (Bullying and Equalities > maintain incident)
- Log all racial incidents through the school office

Head Teacher / Senior Leadership Team will:

- Treat the incident seriously
- Record all information accurately
- Work with Pupil Support as and when support is requested
- Deal with escalations if Pupil Support are unable to resolve an issue or if the issue persists following Pupil Support interventions
- Liaise with pupil, parents and Pupil Support as appropriate
- Will follow South Lanarkshire Guidelines and complete the exclusion paperwork if an incident warrants an exclusion
- Update relevant staff via confidential email
- Advise the parent of the South Lanarkshire Council complaints procedure if they are unable to resolve the issue
- Log incident on SEEMIS (Bullying and Equalities > maintain incident)
- Log all racial incidents through the school office

Pupils will:

- Speak with a trusted staff member / relevant Pupil Support teacher in the first instance
- Work with the class teacher and Pupil Support staff to resolve the issue
- Be receptive to advice and feedback
- Be open and honest
- Discuss various courses of action to reach an amicable solution

Parents / Carers will:

- Treat the incident seriously
- Report any concerns to the relevant Pupil Support teacher
- Work with their child and the Pupil Support teacher to resolve the issue

Recording, Monitoring, Evaluating and Reporting

Recording

- All staff are responsible for recording the concerns of a pupil accurately and are required to pass this on to Pupil Support
- Pupil Support staff are responsible for recording information on the Bullying and Equalities record and Pastoral notes on SEEMIS
- Head Teacher / Senior Leadership Team are responsible for recording information on the Bullying and Equalities record and Pastoral notes on SEEMIS

Monitoring

- All staff must monitor incidents and take action as appropriate
- As part of the monitoring process, staff will feedback concerns to Pupil Support who will update Pastoral Notes and the Bullying and Equalities record on Seemis
- Pupil Support will continue to monitor the issue and provide appropriate support throughout.

Evaluating

- Pupil Support and SLT will examine instances and frequency of bullying on an annual basis and aim to make improvements to the systems in place
- Education Resources gather data from all educational establishments and monitor bullying incidents on an annual basis. Information is also gathered on racial incidents separately
- The authority will also seek the views of young people, parents and carers by including questions regarding the management of their bullying in annual questionnaires. Information gathered will be used to:
 - Identify patterns of bullying behaviour
 - Evaluate the effectiveness of prevention and raising awareness
 - Evaluate the effectiveness of management responses
 - Monitor the impact of these guidelines and policies
 - Support schools through Improvement Planning

Feedback

- It is important to feedback to staff/parents who have reported the incident
 - Feedback must be appropriate and not breach GDPR

Reporting

- Each year South Lanarkshire Council will gather all information regarding bullying and report on this

Conclusion

Strathaven Academy's vision, "Together We Thrive" highlights that we are committed to working as a team to overcome bullying. We must look after each other and report all concerns. Our core values, "respectful, responsible, resilient" highlight three key components when dealing with bullying. By being respectful of others, we practice kindness; that we are being responsible if we report instances of bullying behaviour; and that we can build resilience by learning coping techniques and strategies that will help us deal with bullying behaviour.

At Strathaven Academy, we are committed to creating a safe and respectful environment for all young people, staff, parents / carers and the wider community.

Bullying behaviour is never acceptable and it should always be challenged.

Appendix 1: Feedback from HGIOURS Consultation

What we do well

- Pupils feel safe at Strathaven Academy
- Pupils are treated fairly
- Pupils are aware of the supports provided by Pupil Support
- Pupil support help with all situations
- The school promotes kindness and respectful behaviour
- Assemblies/events/activities that promote positive messages
- Teachers set a positive example
- Punishments are fair (most of the time)
- We respond quickly to incidents of bullying (when we know it's happening)
- Staff are briefed about issues to ensure they do not continue in class
- Use of restorative practice
- Most people are respectful and kind
- “different” pupils are embraced with open arms”

What we need to work on

- Give us more support in how to develop resilience
- Some teachers need to be fairer or listen more
- Some staff need to be more alert to the signs of bullying in the classroom
- More group work and consultation with pupils
- Some pupils feel there needs to be more safe spaces as the street is too busy
- More places to sit at lunch and break
- As pupils we could use Pupil Support when needed (some go too much, some not enough)
- Safety in stairwells is an issue – lots of pushing there
- A box for pupils to put in their problems that will be sent to the appropriate staff member
- More support for LGBT+ pupils
- More assemblies on diversity
- More regular events with an anti-bullying message
- Do something to help pupils who go for lunch on their own
- Higher staff presence at intervals and lunchtimes
- Celebrating festivals for other cultures to promote diversity

Appendix 2: Google Form Results / Feedback

Pupils, parents and staff were given the opportunity to complete a google form regarding bullying. The most common responses are given in this appendix. Each question allowed people to write their answer, so several different responses will be grouped under one key overarching heading. Suggestions that had three votes or fewer are not included in the responses, but are stored in the original paperwork.

In your opinion, what can pupils do to reduce instances of bullying:

- Be nice / kind / respectful – 88 responses
- Tell a teacher / Pupil Support – 83 responses
- Intervene to help others – 36 responses
- Tell a parent – 29 responses
- Less use of social media – 22 responses
- Choose friends wisely – 15 responses
- Stop bullying / being mean / unkind – 14 responses
- Stand against it (tell bully to stop) – 11 responses
- Don't leave out or isolate people – 6 responses
- Be aware of what bullying is – 5 responses
- Talk to each other and have a dialogue – 5 responses
- Be self-aware – 5 responses
- Be less judgmental – 5 responses
- Develop resilience - 5 responses
- Support each other – 4 responses

What can parents / carers do to reduce instances of bullying:

- Speak to their child regularly – 78 responses
- Speak to school – 52 responses
- Teach / model kindness at home – 26 responses
- Monitor their use of social media and what they post – 25 responses
- Discuss appropriate behaviour and consequences – 30 responses
- Spot low mood / changes in behaviour – 20 responses
- Support their child and teach strategies to cope – 18 responses
- Tell their children off – 16 responses
- Encourage confidence and resilience – 11 responses
- Involve the police with serious cases – 9 responses
- Encourage responsibility – 7 responses
- Understand what bullying is – 6 responses
- Encourage wise friendship choices – 5 responses
- Talk to the parents of the bully / other parents – 8 responses
- Build their self-esteem – 4 responses

What can staff do to reduce instances of bullying?

- Meet with / talk to pupils – 49 responses
- Listen for and deal with unkind words in the classroom – 37 responses
- Be vigilant in corridors – 26 responses
- Harsher punishments – 20 responses
- Intervene – 19 responses
- Pass concerns to guidance – 17 responses
- Zero tolerance to it – 16 responses
- Involve parents – 12 responses
- Take it more seriously – 8 responses
- Stop it happening – 8 responses
- Spot changes in mood / behaviour – 7 responses
- Care – 6 responses
- Model good behaviour – 6 responses
- Weekly checks – 6 responses
- Prevent use of social media – 5 responses
- Teach resilience – 5 responses
- Be proactive – 5 responses
- Interval and lunchtime support – 4 responses
- Regular assemblies – 4 responses
- Act quickly – 4 responses

Appendix 3: Support Sites

Respect Me: Scotland's Anti-Bullying Service

A great deal of information can be found on this website, including detailed definitions, explanations of what is and is not bullying and a range of different supports.

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

Anti-Bullying Alliance

A great deal of information and advice for pupils, parents, teachers. v this is an English organisation and some information may not be relevant to a Scottish context.

<https://www.anti-bullyingalliance.org.uk/>

The Diana Award Anti-Bullying Ambassador Programme

The Anti-Bullying Ambassador programme is part of the charity, The Diana Award. The Diana Award was founded as a legacy to Diana, Princess of Wales' belief that young people have the power to change the world for the better. It too offers a great deal of information for all key stakeholders.

<https://www.antibullyingpro.com/>

Young Minds

Young Minds aims to support young people in developing strength and resilience. They offer advice on how to manage and cope with bullying.

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/>

Internet Matters

This site looks at a range of online issues and the link below takes you to their page on cyberbullying.

<https://www.internetmatters.org/issues/cyberbullying/>

Bullying UK

This organisation is part of Family Lives and aims to support all young people and their families with bullying issues.

<https://www.bullying.co.uk/>

Childline

Childline is a free, private and confidential service where young people can talk about anything. They are available online, or on the phone at any time.

Tel: 0800 1111

<https://www.childline.org.uk/>

Treat Me Well Guidelines

The South Lanarkshire Council Treat Me Well Guidelines were written in conjunction with Respect Me and includes a great deal of information on Anti-Bullying Policy and Procedure in South Lanarkshire Council

https://www.southlanarkshire.gov.uk/downloads/file/341/treat_me_well_anti-bullying_guidelines

Beautiful Inside and Out

This SCIO creates bespoke programmes for young people that are designed to help with a range of challenges and difficulties young people face as they grow up.

Support is available at:

E-mail: beautifulinsideandoutscio@gmail.com

Tel: 07984 328808

Online page: www.facebook.com/beautifulinsideandoutscio

Other resources are available from Pupil Support.

Appendix 4: Bulling Record Form

Date:	Time:
Person(s) experiencing (continue on back) Name: Class:	Person(s) displaying (continue on back) Name: Class:
Reported by:	Addressed by:
Incident Location	

<u>Nature of incident</u>	<u>Tick</u>	<u>Nature of incident</u>	<u>Tick</u>
Name calling, teased, put down, threatened		online, phone, gaming, social media	
Hit, tripped, pushed, kicked		Abusive messages	
Belongings taken or damaged		Targetted due to who they are or are percieved to be	
Biing ignored			
Spreading rumours		Other (include detail in report)	

<u>Percieved reason for bullying</u>	<u>Tick</u>	<u>Percieved reason for bullying</u>	<u>Tick</u>
Actual or percieved sexual orientation (homophobic / bi-phobic etc)		Marriage / civil partnership of parents/carers or other family members	
Additional Support Needs		Mental health	
Asylum Seeker / Refugee status		Pregnancy / Maternity	
Body image / physical appearance		Race and racism (include culture)	
Disability		Religion or belief	
Gender / trans identity		Secarianism	
Gypsy travellers		Sexism and gender	
Care Experience		Socio-economic prejudice	
Young Carer		Unknown / Other	

Incident Detail:

Action Progressed:

<u>Monitor Review: Person experiencing</u>	<u>Y/ N/ N/A</u>	<u>Monitor Review: Person displaying</u>	<u>Y/ N/ N/A</u>
Felt concerns were listened to		Felt concerns were listened to	
Felt satisfied with outcome		Felt satisfied with outcome	
Parent/carer satisfied with outcome		Parent/carer satisfied with outcome	
Restorative action taken place		Restorative action taken place	

Appendix 5: Recording and Monitoring Process

