



**ORKNEY**  
ISLANDS COUNCIL

**Education, Leisure and Housing**

**Anti-bullying Policy**

**for our**

**Children and Young People**

## Version Control

Document reference	Version	Issue Date	Reason for issue	Reviewer	Sign

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## Foreword

This policy has been written with clear reference to the following publications and guidance:

- Respectme - Policy through to Practice – Getting it Right, 2017
- <https://respectme.org.uk/>
- Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017  
<http://www.gov.scot/Resource/0052/00527674.pdf>

Further useful links can be found at the end of this document.

## Useful Definitions:

- 'Parents and carers' are the terms used for adults who have caring and guardian responsibilities for children and young people.
- 'Settings' refer to any place or venue that is managed, promoted or controlled by Education, Leisure or Housing for example; schools, Papdale Halls of Residence, Youth clubs, after school clubs run by schools or Parent Councils etc.
- 'Children and Young People' refer to all who attend or participate in the venues or activities defined above and managed, promoted or controlled by Education Leisure and Housing.
- Where the term 'adult' is used, this refers to the full range of adults within our services; staff, coaches, volunteers, parents/carers

## 1. Introduction and Rationale

Learning and health and well-being are fostered by positive relationships and the experience of being bullied can impact negatively on this. Bullying affects individuals, families and relationships as well as impacting on achievement and participation for children and young people. A child or young person that is bullied will not feel safe, included or respected and their wellbeing will be affected. A child or young person who is bullied and those causing bullying may both have wellbeing needs and these needs should be assessed and supported.

Bullying can have both long and short-term effects on the physical and mental health and wellbeing of children and young people. There can be no doubt that being bullied is traumatic for the individual and is, therefore, likely to lead to a range of coping mechanisms and reactive behaviours.

The impact of bullying behaviour can extend far beyond the individuals involved. Bullying impacts on a person's capacity for self-management, their internal feelings of control, and their ability to take action. Their ability to take effective action is affected by someone else's behaviour. This is called a person's 'agency.'

"Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People" (2017) has a fundamental role to play in helping us realise our vision

for all children and young people. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. This guidance reflects 'Getting it Right for Every Child' (GIRFEC) approaches and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

Health and wellbeing is at the centre of this approach. 'Respect for All' has a fundamental role to play in ensuring that all of us working with children and young people fulfil our responsibility to support their health and wellbeing. This can be achieved through embedding positive relationships and behaviour approaches to prevent bullying in and across all of our settings including learning communities, clubs and organisations.

Our vision is that:

- every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults;
- children and young people and their parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;
- every child and young person who requires help will know who can help them and what support is available; and
- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.

*Taken from Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People, 2017*

Orkney Islands Council Education, Leisure and Housing Service is committed to this vision and seeks to ensure prevention of all forms of bullying among children and young people. Bullying of any kind is unacceptable and must be addressed. Bullying should never be seen as a typical part of growing up. We will enable all those involved in our services to recognise and challenge bullying behaviours.

"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them." *The United Nations Convention on the Rights of the Child, Article 19*

## **1.1 Labelling**

Labelling children and young people as 'bullies', 'perpetrators' or 'victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour. This approach should be reflected in policy and underpin practice.

Adults dealing with bullying are expected to be able to distinguish between a person and their behaviour. Any bullying behaviour must be challenged, however, all people (including those causing bullying) should always be treated with respect. This does not diminish the seriousness or the impact of bullying behaviour; rather, it is an essential way of maintaining the adult's focus and response on the behaviour that is problematic.

This solution-oriented approach is designed to help people change the way they behave without being stigmatised. Adults, rather than labelling children and young people, can help them change by telling them that the behaviour is bullying and that what they did is not acceptable. This approach should be reflected in policy and underpin practice.

## **1.2 Our Aims**

**Through this policy we aim to**

- promote respectful, positive relationships and behaviour in order to provide an environment where children and young people can thrive.
- Raise awareness of bullying and its impact on children and young people.
- Provide guidance for all adults, including parents and carers on recognising and responding to bullying.
- develop children and young people's skills and awareness in recognising and responding to bullying.

## **2. Scope of Policy**

In the seven years since the first National Approach to Anti-Bullying for Scotland's Children and Young People was published in 2010, Scotland has seen huge legislative and policy change; such as the Children and Young People (Scotland) Act 2014, Education (Scotland) Act 2016 as well as equality legislation put in place by the UK Government including the Equality Act 2010, that have put greater focus on our children and young people's health and wellbeing. Alongside that, there is greater understanding about how children and young people's confidence, resilience, participation and attainment can be affected by bullying both in the short term and long term. We understand more about how and where they experience bullying; how they can be supported and how it can be prevented.

This policy applies to Schools and all settings run by Education, Leisure and Housing. This policy also covers afterschool clubs and sports clubs promoted and controlled by Education, Leisure and Housing. This Policy sets out Orkney Islands Council's aims to ensure children and young people are treated with dignity and respect, equality is promoted and diversity is valued in all environments. The policy also outlines the rights and responsibilities associated with this commitment.

Orkney Islands Council Dignity at Work Policy, February 2016, provides guidance on the working environment for staff and adults where activities are promoted and controlled by Education, Leisure and Housing.

Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice will help create an environment where bullying cannot thrive.

## **3. Definition of bullying behaviour**

In Scotland, bullying is defined as:

'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.'

*Respectme, 2017*

This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, being excluded, or the fear of these.

### **This behaviour can include:**

- Being called names, teased, put down or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- 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).

### **3.1 Prejudice-based bullying**

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest itself as racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith.

Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance, for example, prejudice arising from socio-economic background or a child or young person's appearance. There is a need to address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings.

For more detailed definitions of bullying refer to appendix 1.

## **4. Roles and responsibilities**

All involved in Education, Leisure and Housing have a responsibility to promote and role model positive relationships and positive behaviour across all aspects of the service. Tackling bullying is the responsibility of all adults; staff, volunteers, parents and carers.

Any response to reported incidents must be child-centred and based on 'Getting it Right for Every Child' approaches. These should be undertaken using a partnership approach and co-operation and dialogue between parties should always be the starting point for resolution of incidents. Confidentiality in these circumstances is important for all children and young people and their families.

The following details specific roles and remits for individuals.

**The Education, Leisure and Housing service will:**

- Have in place a strategic policy for anti-bullying
- Undertake a regular review of the anti-bullying policy by consultation and feedback from stakeholders
- Ensure that settings have in place their own anti-bullying policies which includes actions to be taken
- Monitor the implementation of anti-bullying policies, recording of incidents and take action as necessary
- Provide training and guidance on anti-bullying awareness, policy and implementation

**Head Teachers will:**

- Create an implement an anti-bullying policy which includes action to be taken
- Ensure that staff create a climate of respect, responsibility and positive relationships
- Ensure that children and young people are aware of the process for reporting concerns
- Ensure that all instances of bullying are investigated, recorded and that any necessary actions are taken as a response, including referring through child protection procedures or the police if necessary.
- Inform parents/carers of any bullying affecting their child. This can be through telephone calls, letters and emails or at a meeting.
- Ensure that children, young people and their families understand the difference between bullying and other behaviours.
- Provide training and guidance on anti-bullying, policy and implementation, including digital and online information.

**All other adults will:**

- Ensure that they are fully aware of the anti-bullying policy and approaches to be taken.
- Build capacity in children and young people to recognise and challenge bullying
- Deliver preventative work on bullying to children and young people, including the use of technology and online safety
- Follow up promptly and effectively any allegations of bullying
- Supporting any appropriate follow up actions or interventions as a result of bullying
- Ensure that they promote acceptance and create an ethos which respects diversity and values difference.

## **Children and Young People are responsible for:**

- Challenging bullying behaviour if they feel able to do so
- Telling a trusted adult if they have any worries about bullying
- Keeping themselves and others safe by their own actions, choices and behaviours
- Undertaking any follow up actions related to bullying situations
- Following the positive behaviour approaches and expectations including the use of mobile and online technology.

## **Parents/carers are responsible for:**

- Ensuring and promoting their children's health and wellbeing.
- Encourage and promote safe and responsible use of mobile and online technology
- Communicate any concerns to a relevant adult in the first instance; for example, teacher, sports coach.
- Working in partnership with the setting in the first instance.
- Attending any training offered by the setting in relation to awareness raising around bullying policies and approaches including building resilience and online safety.
- Encouraging participation in out of school activities, particularly in primary as this can help with the transition to secondary.
- Encouraging young people to try new hobbies/sports and find something they enjoy

More detailed guidance on roles and responsibilities taken from 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People', 2017 is included in appendix 4

## **5. Actions to prevent or minimise bullying**

### **5.1 Promoting Positive Relationships**

It is important to ensure that the ethos of anti-bullying is embedded in day-to-day practices that are in step with Respect for All. The message that caring relationships must be prioritised and bullying is never acceptable needs to be continuously and consistently reinforced.

Bullying takes place in the context of relationships. Time spent on combatting bullying will be greatly reduced by an approach which places positive respectful relationships at the centre. This is core to the relational (relationship based) approach promoted by the Scottish Government.

The relational approach is based on a philosophy embracing many linked ideas, including Positive thinking (e.g. Solution Oriented and Growth Mind-set concepts); Nurture (e.g. attachment promoting practice, attuned interaction); and social engagement and respect (e.g. Social Pedagogy; Restorative Practice)

A relational approach should be embedded in all areas of the life of schools and other child centred environments. Education, Leisure and Housing is fully committed to the implementation of a relationship based approach across all teams

There are a range of strategies, approaches and programmes being used throughout Scotland that embed a relational approach thus creating an environment where bullying cannot thrive.

These focus on:

#### Positive Thinking

- Solution Oriented Approaches.
- Growth mind-set Approaches.
- The Compassionate Mind Approach.

#### Nurture

- Nurturing Approaches.
- Roots of Empathy.
- Video Enhanced Reflective Practice.

#### Social Engagement and Respect

- Restorative Practice.
- Social pedagogy.
- Philosophy for Children.

Appendix 3 has a brief description of these approaches.

## 5.2 Resilience

One of the most important things we can help develop in children and young people for preventing and responding to bullying is resilience. We can help children and young people find sources of resilience by promoting:

- A positive and safe climate within the setting;
- A sense of belonging and connectedness;
- Involvement in decision making generally, including anti-bullying policy and practice, e.g. Youth Forum;
- Opportunities for personal challenge and success; and
- Recognition of all achievement.
- Resilience building to happen in the home.

We need to ensure that we create an ethos which accepts mistakes will be made and learned from and fresh starts are always possible. We have a shared understanding that beliefs can be challenged and everyone has the right to their own opinions.

The most successful interventions for children and young people involved in bullying are embedded within a positive ethos and culture with children and young people using a wide range of coping strategies.

Children and young people value choice when responding to bullying. They need to explore a range of options that may suit them, as what works for one person may not work for another. Adults can support children and young people to make informed choices about how to respond to bullying.

A person who has been bullied does not feel in control of their life and may not feel free to exercise choice. By supporting children and young people to make choices, this helps restore their sense of agency; develop their resilience; and establish positive relationship approaches that they will need for the rest of their lives.

Children and young people need to have choices on how they share and report bullying and bullying concerns. The most important actions that adults undertake are to:

- Take children and young people seriously when they talk about bullying
- Know about the anti-bullying plan/policy
- Challenge inappropriate behaviour
- Think about how to stop bullying before it happens
- Ensure all children and young people are included, engaged and involved and have the opportunity to participate in school and community events.

### **5.3. Learning and teaching**

Much of the learning and teaching will take place at schools through planned learning within Curriculum for Excellence. However, children and young people learn through the ethos around them as well as through specific learning and teaching programmes. It is therefore important that all settings create and embed an ethos which respects diversity and values difference.

There should be a clear progressive programme of learning and teaching about respect and valuing differences as well as the message that bullying is never acceptable. Children and young people should be taught about the impact of bullying at different ages and stages. Programmes should ensure that they develop awareness and understanding regarding all equalities issues.

Initiatives such as anti-bullying week and Black History Month should be seen as part of a whole ethos and not stand-alone events.

Programmes should cover the use of online environments and technology and help prepare children and young people to become responsible digital citizens.

### **5.4 Use of Technology**

Mobile and other technology is now an integral part of life and with this there are additional challenges and responsibilities for managing this within our settings especially in relation to bullying.

Settings need to develop approaches that promote the safe and responsible use of mobile devices and online environments. It has to be recognised that the mobile and online environment is addictive and it is unrealistic to expect young people to turn their phones off if they are at the receiving end of unwanted or bullying behaviour online. This includes young people being left out on social media group chats for example.

Settings should develop policies and approaches to protect adults, children and young people from bullying and abuse which can arise from the misuse of such technology. These should reflect the promotion of positive relationships and behaviour in a digital context and should be part of whole school/establishment approaches to health and well-being.

Settings should encourage regular opportunities for training for adults, including parents, on the online environment and the types of ways in which technology can be used and is being used by young people.

## **6. Responding to bullying and Record keeping**

### **6.1 Responding to bullying**

The important elements of following up on an allegation of bullying are detailed below. Further specific approaches will be detailed in individual anti-bullying policies for each setting.

- The adult investigating the incident(s) should listen actively to children and young people displaying and experiencing bullying behaviour and establish whether bullying has taken place.
- Adults should ensure they record the details according to establishment procedures.

For incidents that have been identified as bullying the following procedures need to be in place.

- Adults need to ensure that they are sensitive to the child or young person experiencing the bullying. This may include taking on board feedback from the child or young person and ensuring they are aware of what will happen next.
- Adults need to share with the child(ren) and young people the impact their bullying behaviour is having on the other child(ren) and young people.
- Consider and implement agreed interventions involving children and young people and staff and parents/carers.
- Ensure all involved are kept informed of the on-going situation until it has been resolved.
- It would be good practice to reflect on each incident and the way that it has been responded to by those involved to inform future practice.

### **6.2 Record Keeping and Record Sharing**

Each setting will establish their own clear procedures for recording of bullying incidents. This will detail the key information relevant to the situation. Best Practice would suggest that this also records any interventions and actions taken during the follow up stage of the bullying along with clear records of engagement with children and young people and their families. This would also detail any closure steps taken

as part of the incident. The recording procedures for any setting should contain, as a minimum, the details required by SEEMiS – see appendix 3.

Within schools, a summary of all bullying incidents should be recorded on SEEMiS (the management information system that all schools use). Forms with the relevant information are available for services that don't have direct access to SEEMiS and the information is then transferred to SEEMiS at a later date. Appendix 3 contains the relevant recording information required through SEEMiS.

Education, Leisure and Housing have a responsibility to monitor and report on the number and types of bullying across its services and it will do this regularly through the data recorded on SEEMiS.

If parents and carers are unhappy with how a bullying situation has been dealt with they have the right to escalate this further through the complaints procedure. Details of this can be found in appendix 5.

## **7. Bullying or Criminal Behaviour**

The following section is taken directly from 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People', 2017 and clarifies the position regarding bullying and criminal behaviour.

Some online behaviour may be illegal, and children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016, criminalises the non-consensual sharing of intimate images.

Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity.

There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice.

The Lord Advocate has issued guidelines about which category of offence will be reported to the Procurator Fiscal for consideration of prosecution. Children who do not come within these guidelines may be referred to the Children's Reporter or made subject to Police direct measures, depending on the circumstances. The Procurator Fiscal and the Children's Reporter discuss cases which are subject to joint referral and the Procurator Fiscal will decide where the case is best dealt with.

The presumption should be against criminalising children and young people wherever possible unless it is in the public interest. Promoting the principles of inclusion amongst children and young people is key to preventing hate crime. Adults and children and young people can seek appropriate advice and guidance from Police Scotland if they feel a crime may have taken place.

## 8. Specific feedback from Young People involved in updating this policy:

Young people told us that they want to be more involved in delivering Personal and Social Education programmes and other anti-bullying intervention as they feel they are more likely to listen to their peers. There should be opportunities for young people to have training and to deliver programmes and key messages to younger people on bullying.

Feedback from our young people suggested that settings should ensure that any programmes and learning have a clear focus on ensuring a greater understanding of equality issues for children and young people and their parents and carers. This would especially include promoting greater awareness of issues relating to LGBTI+, mental health and hidden disabilities.

## 9. Monitoring and Review

This policy will be reviewed in 3 years' time and no later than August 2021

## 10. Relevant and useful links

Organisation	Link	Description
Bullying UK	<a href="https://www.bullying.co.uk/">https://www.bullying.co.uk/</a>	
Bullying UK	<a href="https://www.bullying.co.uk/cyberbullying/what-to-do-if-you-re-being-bullied-on-a-social-network/">https://www.bullying.co.uk/cyberbullying/what-to-do-if-you-re-being-bullied-on-a-social-network/</a>	
CEOP	<a href="https://www.ceop.police.uk/safety-centre/">https://www.ceop.police.uk/safety-centre/</a>	
Respectme - Policy through to Practice – Getting it Right,	<a href="https://respectme.org.uk/">https://respectme.org.uk/</a>	Scottish Government Anti-bullying Service which provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. Learning settings should refer to this website when updating their Anti-Bullying Policy
Respect for All: The National Approach to Anti-Bullying for Scotland's Children and	<a href="http://www.gov.scot/Resource/0052/00527674.pdf">http://www.gov.scot/Resource/0052/00527674.pdf</a>	

Young People		
Orkney Island Council Pupil Support	<a href="http://www.orkney.gov.uk/Service-Directory/P/Pupil-Support.htm">http://www.orkney.gov.uk/Service-Directory/P/Pupil-Support.htm</a>	
Respectme	<a href="https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/">https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/</a>	Bullying – a guide for parents/carers

## 11. References

Milner, J and Bateman, J, 2011 Working with Children and Teenagers Using Solution Focused Approaches, Jessica Kingsley Publishers UK.

Dweck, C, 2017 Mindset: Changing the way you think to fulfil your potential, Little, Brown Book Group Limited, UK

Gilbert, P, 2010, The Compassionate Mind, Constable, UK

Thorsborne, M, 2008, Restorative practices in Schools, Routledge, UK

'Respectme', Scotland's Anti-bullying Service, 2015

Respectme - Policy through to Practice – Getting it Right, <https://respectme.org.uk/>

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017 <http://www.gov.scot/Resource/0052/00527674.pdf>

Anti-bullying policy (Revised February 2016) Comhairle Nan Eilean Siar, Department of Education and Children's Services.

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## Appendix 1- Definition of Bullying

### Prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences.

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Prejudice-based bullying is bullying behaviour motivated by prejudice, or 'perceived' to be motivated by prejudice, and can be based on any characteristic unique to a child or young person's identity or circumstance. Research shows that anti-bullying work that clearly addresses the particular needs of vulnerable or minority groups are more effective. There is a need to address the root cause of prejudice as well as effectively responding to incidents as they arise.

We need to create environments where diversity is celebrated and name calling and comments based on prejudice are challenged.

Some personal characteristics are protected within the law, to address the years of unfavourable treatment experienced by some groups.

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 or belief
- Sexual orientation

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons.

**Additional Support Needs:** An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family

circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

**Age:** Although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings. For example, in workplaces, further and higher education and in wider society.

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

**Body Image and Physical appearance:** This can be hugely important to children and young people, with bullying because of body image having the potential to negatively impact upon their wellbeing.

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

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

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

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

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

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

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

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

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

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

**Sexism and gender:** Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a 'real' man or a 'real' woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve the use of 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.

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

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

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

**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 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 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, clothing, etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying of children who endure parental substance misuse can also be prevalent.

## **Hate Crime**

Hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. A hate crime can take a number of forms that are potentially criminal and should be treated as such. Adults and children and young people can seek appropriate advice and guidance from Police Scotland if they feel a hate crime may have taken place.

There is no legal definition of bullying in Scotland and as such bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime, but the difference is when a crime has taken place, such as assault, graffiti or a breach of the peace which has been motivated by prejudice. The decision to proceed will rest with the Procurator Fiscal's Office. The presumption should be against criminalising children and young people wherever possible unless it is in the public interest.

## **Equality, Equity & Diversity**

Equality is more than simply treating everyone the same. Not everyone needs exactly the same treatment; we are not all starting from the same place with the same privilege and support. There are people and groups of people who have experienced less favourable treatment and still do. Promoting equality involves challenging inequality. It means challenging language and behaviours that lead to people being treated less favourably, or having poorer outcomes at school or in life. Equity is about addressing the imbalance and making sure those who need more help, support or protection can get it. When we do this, we are working towards equality. We strive for a society where people are treated fairly, which might mean taking extra steps to help those with less money get to school or college, making sure that those with a disability can access and enjoy the same places and experiences as everyone else, and so on. It is not enough to simply give everyone the same resources or tools to succeed, people may need ones that are specific to them and their circumstances to succeed.

Diversity aims to recognise, respect and value people's differences. Diversity recognises difference, not just tolerating it, but acknowledging and celebrating the richness it can bring.

Fully integrating and embedding equity, equality and diversity into an organisation relies on a culture where language and behaviour is challenged. Creating environments where difference is celebrated, together with role modelling how to challenge prejudices is what we sign up for if we work with or have children.

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## Appendix 2 – SEEMIS Recording information

BASIC INFO			
<b>Reported To</b> <i>(Name of Staff Member)</i>			
<b>Addressed By</b> <i>(Name of Staff Member)</i>			
<b>Incident Owner</b> <i>(Name of SMT/Guidance Staff)</i>			
<b>Incident Location</b>  <i>(please tick)</i>	Cyber/Virtual		
	In Class		
	In School		
	In the Community		
	School Grounds		
	School Transport		
	Various Locations		
<b>Incident Date</b>			
<b>Incident Time</b>			
<b>Reported By</b>			
ALLEGED INCIDENT			
<b>Name of Person(s) Experiencing</b>	Pupil		
	Staff Member		
	Other Person		
<b>Name of Person(s) Displaying</b>	Pupil		
	Staff Member		
	Other Person		
NATURE OF INCIDENT			
<b>Nature of Incident</b>	Damage to Property		<i>e.g. theft (of bags, clothes, money), tearing clothes, ripping books, etc.</i>
	Emotional		

<i>(Please tick all that apply)</i>	Extortion		
	Incitement		<i>e.g. encouraging others to bully, behave in a racist, sexist or discriminatory manner; wearing discriminatory insignia such as racist badges; distributing racist or other discriminatory literature</i>
	Isolation		<i>e.g. shunned, rejected, left out of activities/groups, refusal to cooperate etc.</i>
	Other (Please Specify)		
	Physical		<i>e.g. pushing, shoving, fighting, tripping-up etc.</i>
	Text (SMS) or IT related		<i>e.g. instant messaging, mobile phone texting, email, Social Networking Sites etc.</i>
	Verbal		<i>e.g. name-calling, threatening, sarcasm, ridicule, discriminatory comments during classes, discriminatory jokes, mimicking, spreading rumours etc.</i>
	Written		<i>e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings etc.</i>

<b>Characteristics</b>  <i>(Please tick all that apply)</i>	Age		Marital Status	
	Assailant Medical Condition/ Disability		Not Known	
	Body Image		Pregnancy / Maternity	
	Care Circumstances		Racial	
	Disability of Victim		Religion or Belief	
	Economic Circumstances		Sectarian	
	Family Circumstances		Sexual Harassment	
	Gender		Substance Misuse – Alcohol	
	Gender Reassignment		Substance Misuse – Not Alcohol	
	Homophobia / Sexual Orientation		Territorial / Gang Related	
	Other			
<b>Incident Detail</b>				

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**MONITOR / REVIEW**

**Reviewer**

*(Member of SMT/Guidance Staff)*

**Date Due**

**Date Complete**

**Person(s) Experiencing**

*(Yes/ No / NA)*

Do they feel their concerns were listened to?

Do they feel satisfied with the outcome?

Parent / Carer are satisfied with the outcome?

**Person(s) Displaying**

*(Yes/ No / NA)*

Do they feel their concerns were listened to?

Do they feel satisfied with the outcome?

Parent / Carer are satisfied with the outcome?

**ACTION PROGRESSED**

**Action Procedures**

<b>Incident Conclusion</b>	Being Addressed	
	Not Resolved	
	Resolved	
	Unfounded	

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## **Appendix 3 – Definition of approaches used to prevent bullying.**

### **Positive Thinking**

Solution Orientated Approaches (Steve De Shazer, Insoo Kim Berg, Bill O'Hanlon)

Solution orientated approaches have their origins in therapeutic approaches such as brief solution-focused therapy and have been found to have much wider applications in the way people work together. The approaches centre on key principles which help focus our minds on solutions, positive futures and strengths. This empowering approach helps to avoid the easy trap of becoming embroiled in negative thinking patterns which can impede progress and hamper the prospect of positive change.

“It seems clear that one cannot solve the problem with the same thinking that created the problem” (Berg and De Shazer, 1993).

A Solution Oriented approach helps people identify what they want to achieve, understand what is in their capacity and explores what they can do to move towards this.

Solution Oriented approaches have a number of applications within settings to help encourage positive relationships, tackle difficulties in a productive way, and promote an inclusive ethos.

### **Growth Mind-Set Approaches (Carol Dweck)**

Growth mind-sets can be developed and shaped through an ethos within which both children, young people and adults work and the daily interactions they have with each other.

Positive Coaching Scotland (PCS) uses Growth Mind-Set concepts and is designed to create a positive environment for young people in sport. The programme will:

- Empower parents, coaches, teachers and sports leaders to help create a more positive sporting environment from where young people learn and develop through sport.
- Support young people, along with their coaches, parents and teachers, to move away from the win at all costs mentality and focus instead on effort, respect and responsibility.
- Ensure young people are developed not just physically, but socially and psychologically as well.

### **Compassionate Mind Approaches – Learned Optimism (Paul Gilbert)**

Drawing from a long background of psychology, the Compassionate Mind Foundation describes compassion as “behaviour that aims to nurture, look after, teach, mentor and offer feelings of acceptance and belonging in order to benefit another person.”

Compassionate Mind Approaches use skills and exercises to build compassion towards ourselves and others. These activities help people with three different types of emotional regulation (self-protection, wants and achievements, safeness and connectedness.)

## **Nurture**

Nurture is an ethos with its origins in John Bowlby’s influential attachment theory. This theory was applied in Colwyn Trevarthen’s research on the interactions which promote bonding between babies and their caregivers, to give a family of approaches which promote positive, trusting relationships in education and care environments. The Nurture ethos is at the base approaches such as **Nurturing Approaches, Roots of Empathy, and Video Enhanced Reflective Practice (VERP).**

### **Nurturing Approaches (Marjorie Boxall)**

This family of approaches had its origins in the development of Nurture Groups in early childcare settings in East London in the late 1960s. The concept of Nurture has more recently been embraced by the Scottish Government as an overarching whole-school philosophy, moving away from the idea that the Nurture should exist in a discrete part of a setting for the benefit of a select few children.

### **Roots of Empathy**

This is a Canadian approach that was promoted with Scottish Government funding in recent years. Within this approach, a trained facilitator works at whole class level within an education setting. The focus of the work comes in the form of regular visits from a young baby with its mother. The whole class gets the chance to experience and reflect on the components of sensitive attuned interaction. The sessions give all participants the chance to engage with empathy as the central driver for all trusting, mutually satisfying relationships.

### **Video Enhanced Reflective Practice (VERP)**

VERP is an approach to professional reflection where practitioners learn together about the key elements of attuned interaction. They then apply this learning in their professional lives, by analysing video footage of their interactions. This involves reflecting on their use of the ‘attunement principles’ (see Table below) within their interactions, and the effect that this has, in turn, on their communicative effectiveness and their relationships. This is of great value for professionals wishing to build mutually rewarding, positive relationships with pupils, clients, or even colleagues.

**Table: Principles of Attuned Interactions and Guidance.**

Being Attentive.	<ul style="list-style-type: none"> <li>• Looking interested with friendly posture.</li> <li>• Giving time and space for others.</li> <li>• Wondering about what they are doing, thinking or feeling.</li> <li>• Enjoying watching them.</li> </ul>
Encouraging	<ul style="list-style-type: none"> <li>• Waiting.</li> </ul>

Initiatives.	<ul style="list-style-type: none"> <li>• Listening actively.</li> <li>• Showing emotional warmth through intonation.</li> <li>• Naming positively what you see, think or feel.</li> <li>• Using friendly and/or playful intonation as appropriate.</li> <li>• Saying what you are doing.</li> <li>• Looking for initiatives.</li> </ul>
Receiving Initiatives.	<ul style="list-style-type: none"> <li>• Showing you have heard, noticed their initiative.</li> <li>• Receiving with body language.</li> <li>• Being friendly and/or playful as appropriate.</li> <li>• Returning eye-contact, smiling, nodding in response.</li> <li>• Receiving what they are saying or doing with words.</li> <li>• Repeating/using their words or phrases.</li> </ul>
Developing Attuned Interactions.	<ul style="list-style-type: none"> <li>• Receiving and then responding.</li> <li>• Checking they are understanding you.</li> <li>• Waiting attentively for your turn.</li> <li>• Having fun.</li> <li>• Giving a second (and further) turn on same topic.</li> <li>• Giving and taking short turns.</li> <li>• Contributing to interaction/activity equally.</li> <li>• Co-operating – helping each other.</li> </ul>
Guiding.	<ul style="list-style-type: none"> <li>• Scaffolding.</li> <li>• Extending, building on their response.</li> <li>• Judging the amount of support required and adjusting.</li> <li>• Giving information when needed.</li> <li>• Providing help when needed.</li> <li>• Offering choices that they can understand.</li> <li>• Making suggestions that they can follow.</li> </ul>
Deepening Discussion.	<ul style="list-style-type: none"> <li>• Supporting goal-setting.</li> <li>• Sharing viewpoints.</li> <li>• Collaborative discussion and problem-solving.</li> <li>• Naming difference of opinion.</li> <li>• Investigating the intentions behind words.</li> <li>• Naming contradictions/conflicts (real or potential).</li> <li>• Reaching new shared understandings.</li> <li>• Managing conflict (back to being attentive and receive initiatives aiming to restore attuned interactions).</li> </ul>

## **Social Engagement and Respect (Carl Rogers and Alfie Kohn)**

Social engagement and respect are concepts based in the frame of person-centred and humanist philosophy. The underlying belief is that all people have equal worth, and that every person must be given respect. In more recent times, Humanism has become expressed in belief systems such as **Restorative Practice**, **Social Pedagogy**, and **Philosophy for Children**. Where schools model the humanist approach and promote social responsibility as a way of being, rewards systems and extrinsic motivators cease to have relevance. Controlling methods are viewed as counterproductive, and coercion as damaging to relationships. Instead, pupils' ability to apply empathy is prioritized, and mutual responsibility is promoted through all aspects of school life, including school behaviour systems promoting reflection and repair rather than punishment

### **Restorative Practice**

Restorative approaches aim to improve behaviour and relationships in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self-awareness. These approaches have their origins in North American Indian and Maori cultures. The concepts were taken forward as 'Restorative Justice' in Canada, New Zealand and Australia in the 1970's. The philosophy has been developed for the shaping of school ethos and conflict resolution in many forms, including the Scottish Government approach of 'Better Relationships, Better Learning, Better Behaviour'.

### **Social Pedagogy**

Social Pedagogy is an approach that has developed most fully in continental Europe and Scandinavia. Its philosophy is very much based in the concept that education and care is intimately entwined, and that educators need to engage deeply with the child as a whole person rather than as a recipient of knowledge or guidance. This approach is built on the concept of 'pedagogues' who do not pigeon-hole themselves into caring or teaching roles, but embrace a broad-based, holistic, and deeply respectful approach to working with children.

### **Philosophy for Children**

Within Philosophy for Children, and similar approaches, children are invited to participate in regular group sessions, where they learn to reflect deeply on the moral and philosophical aspects of stories and other materials, and to express their reflections in a safe and respectful context. In common with other approaches to education within the Social Engagement and Respect family, Philosophy for Children is capable of promoting far-reaching ethos change at whole-school level.

## Appendix 4 – Policy and practice expectations.

This grid outlines the common expectations of everyone in preventing and managing bullying as well as what they can expect from others.

Your Role	What is expected of you	What you can expect from others
Local authority or an organisation that provides services to children and young people	<ul style="list-style-type: none"> <li>• Develop and implement an organisational antibullying policy in step with the principles and values that underpin Respect for All and ensure an explicit commitment to challenging prejudice based bullying</li> <li>• Develop and implement an anti-bullying policy in consultation with stakeholders including children and young people and their parent(s) and staff/volunteers</li> <li>• Engage and consult with local/community stakeholders</li> <li>• Provide access to training and materials to support all those who work with children and young people in the organisations services</li> <li>• Ensure parents/carers are provided with information on how to raise a complaint and the escalation process</li> <li>• Take action to promote equality and diversity and children's rights and provide training relevant to these areas</li> <li>• Monitor and record incidents of bullying</li> <li>• Explicitly mention all protected characteristics and other forms of prejudice-based bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• Support in developing policy and implementing practice</li> <li>• Access to resources, professional learning and materials such as those provided by respectme and Education Scotland and those that are in step with Respect for All</li> <li>• Support and guidance from a range of organisations and service providers who specialise in representing the views and experiences of groups of young people – including those protected under the Equality Act 2010, looked after children and young people; young carers and people who share one or more of the protected characteristics listed in the Equality Act 2010.</li> </ul>
Individual schools or services that are part of an organisation or governing body	<ul style="list-style-type: none"> <li>• Develop a local anti-bullying policy that reflects the organisational policy including an explicit commitment to challenging prejudice-based bullying</li> <li>• Develop and implement practices that promote fairness, inclusion and respect in line with Respect for All and national guidance on promoting positive relationships and behaviour</li> <li>• Involve and consult meaningfully with children and young people</li> <li>• Involve National (Parent Forum) and consult meaningfully with parent(s) through Parent Forum/Parent Council or other appropriate forums</li> <li>• Make parent(s) aware of organisational and local anti-bullying policies</li> <li>• Ensure parent(s) are provided with information on how to raise a complaint and the escalation process</li> <li>• Ensure there is clear monitoring and recording procedures and everyone in the school or service are aware of these</li> <li>• Monitor and review policy and practice on a regular basis</li> <li>• Take action to promote positive respectful relationships</li> <li>• Take action to promote equality and diversity and children's rights</li> <li>• Offer children and young people a range of ways to report bullying or to talk about any concerns they have in confidence</li> <li>• Resolve incidents of bullying proactively, using a respectful, proportionate and holistic approach which takes account of the impact of the incident as well as any underlying prejudice or</li> </ul>	<ul style="list-style-type: none"> <li>• The organisation/local authority to provide access to training and materials for staff and volunteers</li> <li>• Support from organisation/local authority to deliver the actions that will be required to fully implement the anti-bullying policy</li> <li>• Support and resources from your National Agency or Governing Body (such as YouthLink Scotland or SportScotland) to develop and implement your policy and practice</li> <li>• Support and guidance from a range of organisations and service providers who specialise in representing the views and experiences of groups of young people – including looked after children and young people; young carers and people who share one or more of the protected characteristics listed in the Equality Act 2010.</li> </ul>

	other negative attitudes.	
Independent/ Voluntary services, activity or youth clubs or those who provide a service for children and young people	<ul style="list-style-type: none"> <li>• Develop an anti-bullying policy with stakeholders that are in step with the principles and values that underpin Respect for All and which is appropriate to the context or setting. This includes an explicit commitment to challenge prejudice-based bullying</li> <li>• Involve and consult meaningfully with children and young people and their parent(s)</li> <li>• Develop practices that promote fairness, inclusion and respect</li> <li>• Develop practices that promote positive relationships and choice</li> <li>• Take action to promote equality and diversity and children's rights</li> <li>• Ensure parent(s) are provided with information on how to raise a complaint</li> <li>• Monitor and record incidents of bullying</li> <li>• Offer children and young people a range of ways to report bullying or to talk about any concerns they have in confidence</li> <li>• Develop communication plans to share policy and practice expectations with all stakeholders</li> <li>• Listen and take children and young people seriously</li> </ul>	<ul style="list-style-type: none"> <li>• Access to training and resources from respectme and other agencies/organisations that provide anti-bullying support</li> <li>• Support and guidance from a range of organisations and service providers who specialise in representing the views and experiences of groups of young people – including those protected under the Equality Act 2010, looked after children and young people; young carers</li> <li>• Support and resources from your National Agency or Governing Body (such as YouthLink Scotland or SportScotland) to develop and implement your policy and practice.</li> </ul>
<b>Individuals – Your Role</b>	<b>What is expected of you</b>	<b>What you can expect from others</b>
Children and young people	<ul style="list-style-type: none"> <li>• Treat people with respect and not engage in bullying behaviour</li> <li>• Be aware of anti-bullying policies and practices in schools/clubs/groups attended</li> <li>• Where safe and appropriate, challenge bullying behaviour</li> <li>• Share concerns with peers/trusted adults if appropriate to the individual</li> <li>• Work collaboratively to help ensure bullying cannot thrive.</li> <li>• Share concerns with peers/trusted adult/named person (where available).</li> </ul>	<ul style="list-style-type: none"> <li>• Schools, clubs and all children's services' should have an antibullying policy and approaches to prevent and respond to bullying that are in step with Respect for All</li> <li>• Be treated with respect and ensure your rights are protected and fulfilled</li> <li>• Be included and involved when developing policy, approaches to bullying, and what happens when affected by bullying</li> <li>• Be listened to and have concerns taken seriously</li> <li>• Have choices on how you respond and options on where and how to report (in person, online or helpline)</li> <li>• Receive guidance and direction to a range of services or resources that can meet individual specific needs or concerns. These could relate to any individual or protected characteristic.</li> </ul>
Parent(s)	<ul style="list-style-type: none"> <li>• Be aware of anti-bullying policies and practice in any school/clubs/groups attended by their child or young person</li> <li>• Work collaboratively to help ensure bullying cannot thrive</li> <li>• Share concerns about their child as early as possible with appropriate teacher/practitioner/coach</li> <li>• Engage through school Parent Forum/Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice</li> <li>• Treat people with respect</li> <li>• Promote positive respectful relationships</li> <li>• Listen and take children and young people seriously</li> <li>• Sharing concerns about their child as early as possible with appropriate teacher/named person</li> </ul>	<ul style="list-style-type: none"> <li>• Schools, services and clubs attended by their children and young people should have an anti- bullying policy and approaches to prevent and respond to bullying that are in step with Respect for All. This should be communicated clearly to parents through local communication channels (including local relevant websites and social media)</li> <li>• Be made aware of and involved in developing any new policies and practices</li> <li>• Be included and involved when developing policy, approaches to bullying, and what happens when affected by bullying</li> <li>• Be listened to and have concerns taken seriously and to be treated with</li> </ul>

	person (where available)/practitioner/coach.	<p>respect</p> <ul style="list-style-type: none"> <li>• Be signposted to a range of services or resources that can meet individual specific needs or concerns. These could relate to any individual or protected characteristic</li> <li>• Be made aware of the complaints process and also the escalation process at establishment and local authority level and know how to make a complaint at appropriate stages.</li> </ul>
Staff and volunteers	<ul style="list-style-type: none"> <li>• Understand both local and organisational antibullying policy and procedures</li> <li>• Be aware of the values and principles of Respect for All and act in accordance with them in terms of preventing and responding to bullying behaviour</li> <li>• Act in accordance with the relevant professional standards and codes of conduct, e.g. Common Core CLD/youth work/volunteer adult SSSC, GTCS, etc.</li> <li>• Act as positive role models to establish open positive and supportive relationships</li> <li>• Listen and take children and young people seriously</li> <li>• Engage with parent(s)</li> <li>• Share concerns appropriately within your organisation/service and seek support where appropriate</li> <li>• Take action to promote equality and diversity and children's rights</li> <li>• Work collaboratively to help ensure bullying cannot thrive</li> <li>• Treat people with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to undertake a range of appropriate training on anti-bullying, promoting positive relationships and behaviour, equality and diversity and children's rights</li> <li>• Support, resources and materials from the local authority, organisation, Education Scotland, Youthlink Scotland, Sportscotland and respectme etc.</li> <li>• Support when responding to bullying and support when developing approaches</li> <li>• Be included and involved in the development of anti-bullying policies and practices</li> <li>• Support and guidance from a range of organisations and service providers who specialise in representing the views and experiences of groups of young people – including looked after children and young people; young carers and people who share one or more of the protected characteristics listed in the Equality Act 2010.</li> </ul>

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## **Appendix 5 – How to make a complaint**

Orkney Islands Council is committed to providing high-quality customer services. We value complaints and use information from them to help us improve our services. If you are unhappy with how a bullying situation has been dealt with you have the right to escalate this further through the complaints procedure.

### **How do I complain?**

You can complain in person at the Council Offices, School Place, Kirkwall, Orkney, KW15 1NY, by phone, in writing, email to [complaints@orkney.gov.uk](mailto:complaints@orkney.gov.uk). Further details can be found on our website [www.orkney.gov.uk](http://www.orkney.gov.uk).

It is easier for us to resolve complaints if you make them quickly and directly to the service concerned. So please talk to a member of our staff at the service you are complaining about. Then they can try to resolve any problems on the spot.

When complaining, tell us:

- Your full name and address.
- As much as you can about the complaint.
- What has gone wrong?
- How you want us to resolve the matter?

### **How long do I have to make a complaint?**

Normally, you must make your complaint within six months of:

- The event you want to complain about.
- Or finding out that you have a reason to complain, but no longer than 12 months after the event itself.

In exceptional circumstances, we may be able to accept a complaint after the time limit. If you feel that the time limit should not apply to your complaint, please tell us why.

Head of Legal Services, Council Offices, School Place, Kirkwall, Orkney, KW15 1NY on telephone 01856873535.

If you need more information please refer to the Orkney Island Council's complaints handling procedure, you can find it here

<http://www.orkney.gov.uk/Council/C/complaints-procedure.htm>