

DUNDEE CITY COUNCIL – EDUCATION DEPARTMENT ANTI-BULLYING GUIDELINES

1 STATEMENT

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that all children are properly cared for and protect them from violence, abuse or neglect by their parents, or anyone else who looks after them.

United Nations Convention on the Rights of the Child – Article 19

Relationships in schools should be characterised by respect, kindness and consideration. In schools, all adults, children and young people have a responsibility to help each other to develop positive attitudes and behaviours which provide a safe and happy environment for learning. Dundee City Council Education Department acknowledges that everyone has the right to feel valued and respected, and to develop self esteem, a sense of belonging, and a feeling of being safe.

There will be times, however, when these rights are breached; these guidelines confirm our commitment to address positively and proactively any issues of bullying behaviours in all learning establishments. These guidelines have been created in consultation with a variety of stakeholders, including staff, pupils, parents and carers. They contribute to our collaborative effort to ensure our children and young people have the best opportunities to become responsible citizens, confident individuals, effective contributors and successful learners.

Scotland's Vision of anti-bullying for children and young people 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 parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards

Scottish Government, 2010

In working towards this vision, the Scottish Government (2010) has established the following aims:

...all those working or involved with children and young people will aim to:

- *develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing*
- *build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying*
- *prevent bullying of children and young people through a range of policies, strategies and approaches*
- *support children, young people and their parents and carers who are affected by bullying.*

Scotland's Anti-Bullying Service, *respectme*, has worked in partnership with Dundee City Council in the development of these guidelines. Further information and resources are available at www.respectme.org.uk.

Dundee City Council Education Department expects learning establishments to foster a strong ethos which supports health and wellbeing. All adults in these establishments should interact with others in a way which promotes positive, open and supportive relationships, where pupils feel safe and secure.

Proactive measures towards achieving this include:

- creating a culture which promotes positive relationships, communication and respect for self and others
- advocating whole school approaches to improve relationships and behaviour, as well as social and emotional skills and development
- encouraging sound mental, emotional, social and physical programmes and activities across the curriculum
- providing proactive information, strategies and campaigns on positive relationships and behaviour such as assemblies, themed weeks, posters and training
- supporting opportunities for peer led interventions to promote positive relationships and offer support such as buddying, paired reading prefects, mentors and monitors
- fostering engagement with relevant partners such as The Child Exploitation and Online Protection Centre, *respectme* and the UNICEF Rights respecting Schools Award

1.1 Purpose of the Guidelines

The purpose of these guidelines is:

- to provide guidance and support to our learning establishments and services to develop and sustain a positive ethos, culture and effective practice which proactively prevent and deal with all types of bullying
- to ensure a coordinated, consistent and cohesive approach to anti-bullying in Dundee.

1.2 Principles which Underpin these Guidelines

- all relationships within a learning community should be based on mutual respect
- all children and young people have the right to work and learn in an atmosphere that is free from victimisation and fear
- all children and young people are responsible for acting in such a way that does not intimidate, humiliate, exploit or harass other children and young people and adults
- all forms of bullying are unacceptable
- a positive ethos is essential to ensure an anti-bullying culture.

1.3 Who Should Implement these Guidelines?

For these guidelines to be implemented successfully it requires the commitment of all education staff, children, young people and parents/carers within each learning community.

1.4 References to Council/National Policies and Guidelines

Dundee City Council:

- Integrated Services System (2012)
- Accessibility Strategy (2013-2016)
- Equality Outcomes (2012-2017)
- Multi Agency Child Protection Procedures (2011)
- Health and Wellbeing Strategy Paper (in preparation)

National:

- Getting it Right For Every Child (2006)
- Curriculum for Excellence (2004)
- 'A Teaching Profession for the 21st Century' (2006)
- Happy, Safe and Achieving their Potential (2005) Standard 2,9 and 10
- How Good is Our School: The Journey to Excellence Part 3 (2007)
- National Parenting Strategy (2012)
- GTC Scotland: The Standards for Registration (2012) Standard 3.2.2
- Better Relationships, Better Learning, Better Behaviour (2013)

Legislation:

- Human Rights Act (1988) and the European Convention on Human Rights (1950)
- Education (Scotland) Act (1980)
- United Nations Convention on the Rights of the Child (1989)
- The Children (Scotland) Act (1995)

- Standards in Scotland's Schools Act (2000)
- Education (Additional Support) (Scotland) Act (2004) revised (2009) and associated Code of Practice
- Parental involvement Act (2006)
- Equality Act (2010)

2 OPERATIONAL/PROCEDURAL ADVICE

2.1 Definition of Bullying

Bullying can be regarded as a mixture of behaviours and impacts which can influence a person's capacity to feel in control of themselves. It can be repetitive, or isolated, intentional or unintentional behaviours that hurt, intimidate, humiliate or embarrass a person.

Respectme

In consultation with pupils we asked them to consider how they would define bullying behaviour. Samples of responses are noted below:

Bullying behaviour is a hurtful or damaging situation caused by either a group or and individual.

Bullying behaviour has various forms and various outcomes.

Bullying behaviour may be continuous or not and can physically, mentally or emotionally harm another person.

Bullying behaviour does not have to be "spoken words" but can be text or messages

A hurtful or damaging situation caused by a group or individual

Bullying behaviours may include:

- name calling, teasing or taunting
- ignoring/isolating/leaving out others and spreading rumours
- using multi-media or social networking sites to do any of the above via text message or email, sometimes known as cyber bullying
- hitting, tripping, kicking
- taking or damaging belongings
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or are perceived to be

This is not an exhaustive list; there may be other behaviours which can be classed as bullying behaviour.

Bullying behaviours can be influenced by prejudice and may be based on various characteristics including:

- race
- body image
- gender
- sexual orientation and identity
- disability
- additional support needs
- socio-economic status
- nationality
- language
- religion
- lifestyle choices such as what clothes they wear, what football team they support

Appendix 1 provides more detail on prejudice behaviour as noted from respect *me*.

Bullying is not:

- children or young people falling out
- children or young people who do not get on with one another
- a one off fight between children or young people

All complaints or allegations of bullying behaviours must be taken seriously. Cyber bullying will be taken just as seriously as any other form of bullying. In light of this all learning establishments in Dundee City Council are required, through consultation with relevant stakeholders, to devise and implement an Anti-bullying Policy which is customised for their learning community.

2.2 Learning Establishment Anti-bullying Policy

Personal safety and issues of bullying behaviour require priority attention in all learning establishments. Preventing and responding to bullying behaviour is the responsibility of all members of a learning community – pupils, staff and parents/carers.

Learning establishments must have in place procedures to address bullying behaviour. It is essential that all pupils, staff and parents/carers are aware of these procedures and understand the expectations these place upon them.

A learning establishment Anti-bullying Policy should promote:

- the values and principles of a positive ethos which encourages pupils, parents/carers and all school staff to work in partnership, in order to listen and respond to children's views within a safe environment
- a curriculum within which there is responsibility for all to develop personal awareness and wellbeing, by clarifying behaviours that are acceptable, and those that are not
- a commitment to provide appropriate responses and interventions to support the wellbeing and increase the learning of children involved in bullying behaviour

should include:

- clear procedures set by the establishment to address any bullying behaviours
- the name of the member(s) of staff responsible for managing and coordinating anti-bullying procedures

and take account of:

- the view of all learning community stakeholders, including pupils, partner agencies and parents/carers

Appendix 2 provides learning establishments with further points to consider from Scottish Government when revising their own policy.

The policy should be freely available for all involved in the life of the learning community.

2.3 Recording and Monitoring Incidents

Each establishment should provide clear procedures for addressing reported and observed incidents of bullying behaviour. These procedures should be readily available and widely promoted within the learning community.

Appendix 3 provides a flowchart of procedures which could be used to address any incidents of bullying behaviour and can be adapted, where required, at local level.

To ensure consistency of recording incidents across the city, all establishments are required to use the Bullying Incident Report Form (appendix4) to record all reported and observed incidents of bullying behaviour. This will be completed by designated Anti-bullying Coordinator(s) in each establishment. Whilst the Anti-bullying coordinator may also be the investigator, another member of staff may carry out this process. *NB while all reporting documentation will eventually be made available for SEEMIS, it will be necessary to maintain paper-based records using the pro-forma provided until this process is established.*

Once the form is completed, a copy should be placed in the Personal Pupil Record (PPR) of every pupil involved, and one held centrally by the designated Anti-bullying Coordinator. Please note that in accordance with data protection procedures, when retaining a copy of the incident form in each child's PPR, only the name of the child to whom the PPR belongs should be seen: all other names should be blanked out with the Anti-bullying Coordinator retaining a copy of the form containing the full incident details. *Again, this process will only be in place until reporting becomes available using SEEMIS.*

Recording reported and observed incidents of bullying behaviour will allow establishments to monitor responses and the effectiveness of their guidelines and practice.

Numbers and details of recorded incidents will also be requested from establishments annually using the Local Authority Annual Review data gathering process. This will give the Local Authority a city wide perspective of incidents, which will inform any subsequent interventions and assist in developing training opportunities.

2.4 Expectations and Responsibilities

Education Department

The responsibilities of the Education Department are to:

- promote positive behaviour for better learning
- provide support by ensuring each establishment has an anti-bullying policy which adhere to actions set out within these guidelines
- monitor and review bullying incidents in establishments
- provide opportunities for training and development for all in promoting positive relationships and behaviour
- ensure that anti-bullying, within the GIRFEC agenda, remains an integral part of establishments' annual and extended review processes

Learning Establishments

The responsibilities of every learning establishment are to:

- provide a social and learning environment which allows pupils to feel happy and safe
- ensure that they have an anti-bullying policy, created in consultation with staff, parents/carers and pupils, in line with procedures set out in these guidelines
- provide transparent and user friendly procedures and ensure that these are known to all stakeholders
- investigate all alleged incidents of bullying behaviour thoroughly and without unnecessary delay
- have a nominated member(s) of staff to act as the Anti-bullying Coordinator(s)
- use the Bullying Incident Report Form (appendix4) (or appropriate SEEMIS procedures when available) to record all cases of reported and observed bullying
- monitor the nature and extent of bullying and take steps to intervene when trends or specific issues are identified
- challenge unacceptable behaviour immediately

Anti-bullying Coordinator(s)

The responsibilities of the Anti-bullying Coordinator(s) include:

- the revision and implementation of their own establishment's policy
- collating the responses and recording of bullying behaviours using the Bullying Incident Report Form (or SEEMIS when available)
- identifying trends or specific issues with regard to bullying
- supporting the development of a positive ethos

Staff Members

The responsibilities of individual establishment staff members include:

- setting an example of appropriate behaviour towards others
- providing children and young people with opportunities to be listened to
- being sensitive to children and young peoples' rights for privacy and respect
- reporting, investigating and recording alleged bullying according to establishment policy, which is in line with practices recommended by Scottish Government and Local Authority guidelines

Parents/Carers

The responsibilities of every parent/carer include:

- promoting good communication between themselves and their child about their child's learning and development
- informing the establishment of any incidents about which they are concerned
- being aware of current policy and procedures
- encouraging their child's regular attendance throughout any investigation
- giving appropriate guidance to their children and working in partnership with the establishment if issues arise

Pupils

The responsibilities of every pupil include:

- contributing to keeping themselves and others safe
- contributing, accepting and abiding by the rules of their establishment
- respecting the collective and personal belongings of all others
- displaying good citizenship to others, including reporting any incidents of alleged bullying behaviours to a responsible adult

2.5 All interventions should be solution focused and can include:

- mediation
- peer mediation building on a shared concern
- personal support and additional support
- restorative approaches
- supervision
- police involvement or engagement
- interventions from partner agencies
- involving, supporting and enabling parents/carers
- consequences linked with the establishment's behaviour policy

3 Monitoring, Evaluation and Review

These guidelines will be reviewed every three years and involve a cross-section of stakeholders. Learning establishments should ensure their own policy is regularly reviewed and takes account of any updates within the Dundee City Council Education Department guidelines.

Review date – November 2016

Appendix 1

PREJUDICE-BASED BULLYING – *respect me*

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference.

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our [useful links](#) section.

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, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image

Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying

Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes which should be challenged.

Transgender

Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Looked after children

Children and young people 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; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they '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, or having no faith, 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 fuel bullying.

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 as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender

Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girl's and boy's behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. This should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the terminology of 'sexual bullying' as a descriptor in policies or in practice.

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, and may result in a need for additional support to be provided.

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.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/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, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009.

Appendix 2

Policy development and implementation

Organisations will have different ways of putting the principles of anti-bullying into practice to reflect local environments and culture.

However, all organisations that work with children and young people should develop and implement an anti-bullying policy. The policy should be reviewed on a regular basis; provide a framework for all the strategies, procedures and practices related to anti-bullying work through partnerships, consultation; and include an equality and diversity impact assessment. The most robust and successful policies are developed in consultation with all stakeholders. Policies should include:

- > a statement which lays out the organisational stance on bullying behavior
- > a definition of bullying, developed through consultation creating a shared understanding between all parties involved
- > expectations or codes of behaviour and responsibilities for staff and children and young people
- > preventative and reactive strategies showing what an organisation commits itself to, what strategies it will employ when faced with bullying incidents or allegations and to prevent bullying from happening
- > clarity on how and how often the organisation will communicate its anti-bullying policy and to whom; and how parents and carers will be informed of incidents
- > the recording and monitoring strategies that will be used for management purposes
- > how and how often the policy will be evaluated to understand how successful and effective the policy is

Anti-bullying policies may be located within wider organisational policies such as child protection, health and safety or relationship and behaviour policies.

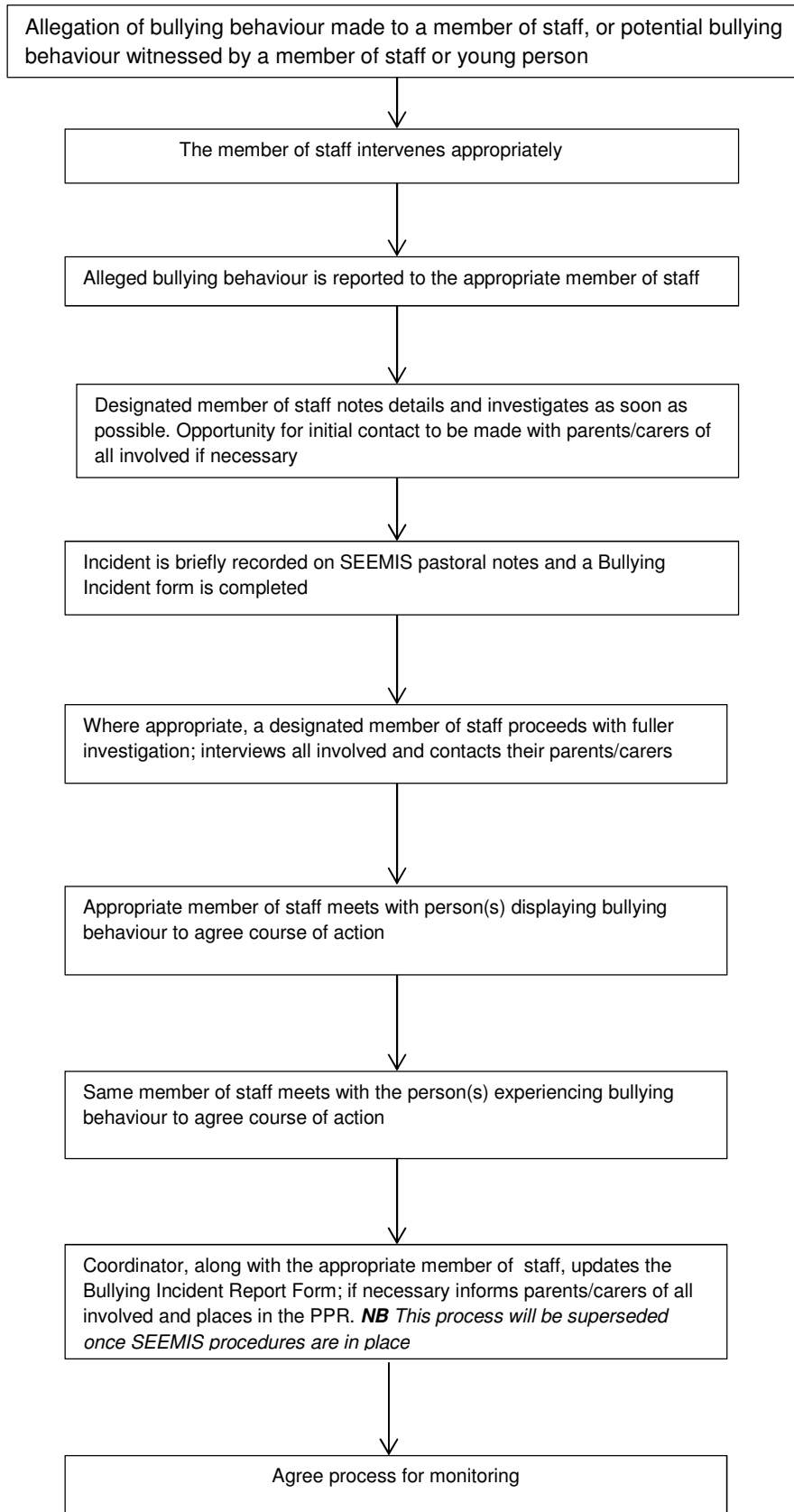
Policy statement

It is important to ensure that the ethos of anti-bullying is embedded in day to day practices and the message that bullying is never acceptable is always prevalent and continuously reinforced.

Definition

Definitions developed through consultation and shared understanding will allow organisations to discuss what bullying looks and feels like, what forms it can take, including issues of difference and prejudice, and setting thresholds and expectations. Definitions should not however restrict what action is taken in order to respond effectively, and on the individual needs of each case or situation. The impact an incident has had on a child or young person is more important than whether it is classified as bullying.

Appendix 3 Suggested flowchart for dealing with bullying behaviours



Appendix 4



On completion, a copy of this form must be kept in the PPR of all those involved, with the identity of each child only revealed in their own PPR. A copy which provides full incident details must be kept centrally by the Anti-bullying Coordinator.

Name of Educational Establishment: _____

Reported by	
Reported to	
Incident date	
Incident time	
Incident location	
Addressed by	

Person(s) experiencing

Forename	Surname	Age	Stage

Person(s) displaying

Forename	Surname	Age	Stage

Type/Nature of Incident

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Written
(eg graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, other) | <input type="checkbox"/> Damage to property
(eg theft of bags, clothes, money; tearing clothes, ripping books, other) |
| <input type="checkbox"/> Verbal
(eg name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, other) | <input type="checkbox"/> Isolation
(eg shunned, rejected, left out of activities/groups) |
| <input type="checkbox"/> Physical
(eg pushing, shoving, fighting, tripping-up, other) | <input type="checkbox"/> Incitement
(eg encouraging others to behave in a manner which harasses or victimises, wearing discriminatory insignia such as racist badges, distributing racist literature). |
| <input type="checkbox"/> Cyber
(eg offensive texts/messages posts or Photographs on mobile or social media sites) | <input type="checkbox"/> Other |

Influenced by

Disability		Sexual identity	
Race		Family circumstances	
Age		Religion or belief	
Gender		Economic	
Gender re-assignment		Sex	
Body image		Care circumstances	
Substance misuse		Pregnancy and maternity	
Other		Not known	

Incident Detail

Allegation substantiated? **Yes** **No**

Action

Monitor/review

Reviewer: _____ **Due Date:** _____ **Completed on:** _____

Person(s) Experiencing		Person(s) Displaying	
Do they feel their concerns were listened to?		Do they feel their concerns were listened to?	
Do they feel satisfied with the outcome?		Do they feel satisfied with the outcome?	
Is the parent/carer satisfied with the outcome?		Is the parent/carer satisfied with the outcome?	

The incident is:

Resolved		Under consideration		Not resolved		Being addressed	
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SEEMIS Recording –Pastoral Notes

Date		Recorded by		Recorded where	
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