Anti-Bullying Policy



Craigowl

Primary

School

Sep 2026

Review Sep 2027

Craigowl primary follows Dundee City Council Guidelines in relation to Anti-bullying (appendix 2). While we follow anti-bullying guidelines these are mainly around protocols and procedures. What is bespoke to Craigowl primary school community is based on one where our young people are shown that they are loved, taught to be loving and know they are loveable. This permeates through our whole curriculum and school life is based around this. It is everyone's responsibility to be vigilant and aware of what our policies are.

What is bullying?

Definition of bullying…

> *Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.*
>
> *Respect For All, 2017*

Bullying Behaviour can include, but is not restricted to:

- *Being called names, teased, put down or threatened face to face or 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)*

Respect Me, 2017

Online Bullying should be treated in the same way and as seriously as face to face bullying. The behaviours and impact whether online or in person must be addressed as part of the anti-bullying approach and not as a separate piece of work or policy.

The impact of bullying behaviour may be felt after an isolated incident or over a prolonged period. Both types of incidents must be supported and dealt with looking at the impact of the behaviour as well as the behaviour itself.

<u>Children and young people are asked to:</u>

- Work with one another, staff and parents and carers to create a safe, respectful, inclusive learning environment for everyone.
- Report any incidents of bullying behaviour which you witness or are directly affected by.
- Work together to be part of the solution to any bullying behaviour.

Parents/Carers are asked to:

- Communicate with the learning establishments your child's needs and developments in a positive manner.
- Work in partnership with learning establishments to find a positive solution.
- Be aware of anti-bullying policy.
- Inform learning establishment of any concerns or incidents.
- Model positive relationships with children, young people and staff.
- Encourage children and young people to attend school regularly throughout any investigations and interventions.

Key points to be aware of at Craigowl:

- Anti-Bullying coordinator is the Depute Head Teacher
- Anti-bullying form – emailed to anti-bullying coordinator (appendix 1)
- All alleged reports of bullying will be recorded on Seemis and investigated
- Anti-bullying coordinator to inform teaching/support staff of next steps
- Anti-bullying is part of the curriculum. This will also be discussed at assemblies and linked directly to UNCRC/GIRFEC.

Appendix 1

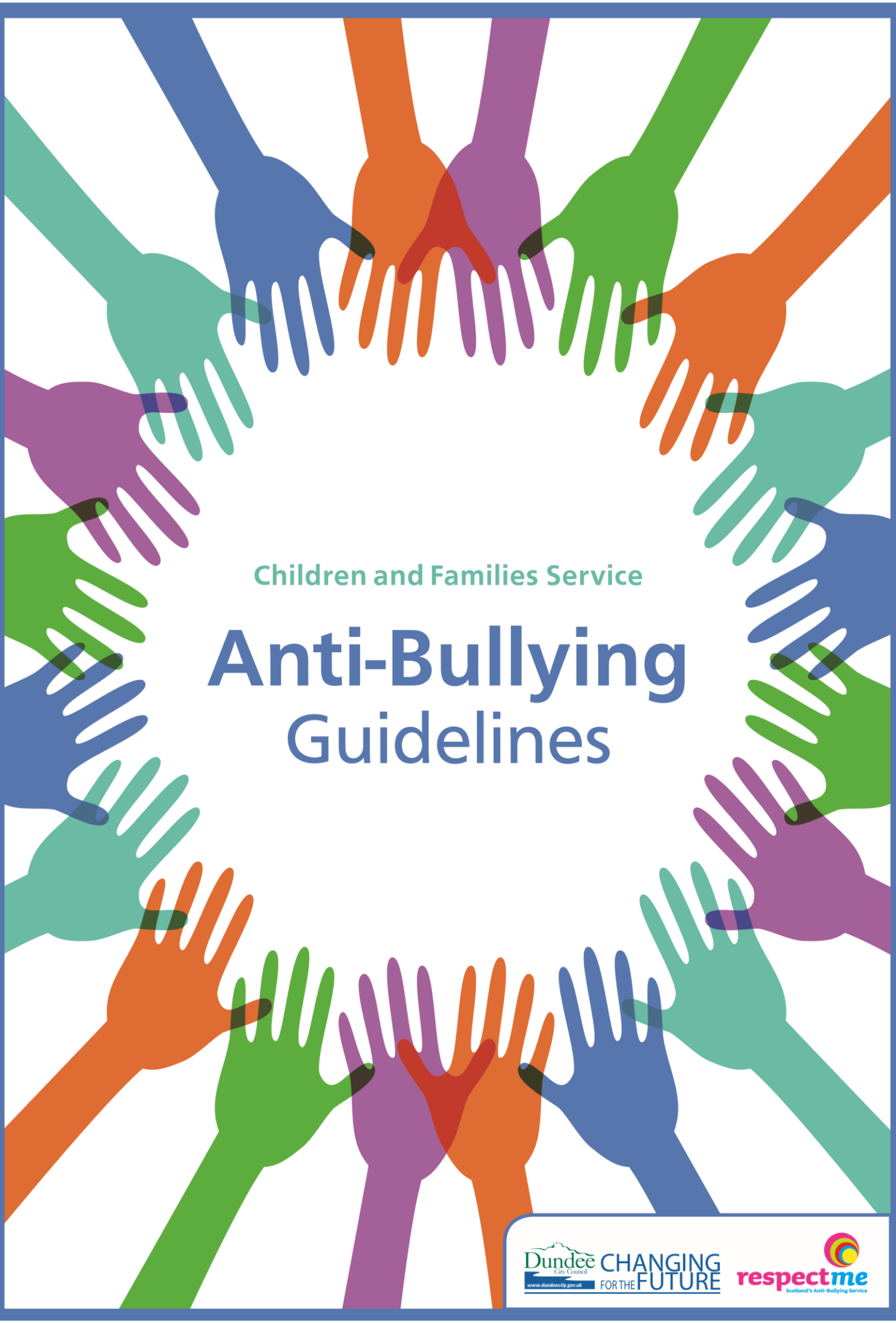
Craigowl Primary School

Anti-bullying Concern

Please complete and return to anti-bullying coordinator.

Name of Child	
Class	
Summary of Concern:	
Signed:	

Appendix 2



Children and Families Service

Anti-Bullying Guidelines

Dundee City Council www.dundeecity.gov.uk CHANGING FOR THE FUTURE

respectme Scotland's Anti-Bullying Service

Dundee City Council – Children and Families Service

Anti-Bullying Guidelines city1.pdf

Anti-Bullying Guidelines

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Overview

Children and Families Service Health and Wellbeing Strategy and Action group's vision is:

Children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for physical, social, emotional and mental wellbeing now and in the future.

Mental and Emotional Wellbeing is at the core of supporting children and young people to have the best start and succeed in life. The United Nations Convention on the Rights of the Child 1989 (UNCRC) is deeply rooted in anti-bullying approaches and is threaded throughout the four core areas within UNCRC:

- Survival Rights
- Development Rights
- Protection Rights
- Participation Rights

Repectme is the national service for anti-bullying and ensure that anti-bullying remains a high priority for Scottish government. Respectme have supported in the review and development of these guidelines.

It's every child's right not to be bullied. Children's rights are unique in that many of them, although designed for safety and protection of children, have to be provided for by adults and the government.

Respect For All, 2017

These guidelines are underpinned by The Education (Additional Support for Learning) (Scotland) Act 2004, amended 2009, 2018, the principles of Getting It Right For Every Child (2006), The Equality Act (2010) and The Children and Young People's Act (2014).

Children and Families Service want the differences and unique qualities of our children and young people to be celebrated. Anti-bullying strategies are key to ensuring this happens across all establishments. We strive to ensure that all relationships within a learning community are nurturing and based on an environment and culture which supports all of the Wellbeing Indicators.

Dundee City Council have included the reduction of bullying incidents as a key priority in the Mainstreaming Equalities Action Plan.

Purpose

These guidelines are designed to provide all staff and partners, children and young people, parents and carers in Dundee with a consistent, coordinated and cohesive approach to dealing with incidents of bullying. The document aims to support school communities with the development of an anti-bullying policy for their establishment to create a positive ethos and culture which reflects their needs and learning community.

The 'Policy through to Practice – Getting it Right' document from Respectme will also aid in this process.

http://respectme.org.uk/wp-content/uploads/2017/11/Policy-throught-tohttp://respectme.org.uk/wp-content/uploads/2017/11/Policy-throught-to-Practice-2017.pdfPractice-2017.pdf

Who is this document for?

Children and young people, staff in Children and Families Service, parents and carers, partner organisations working within school settings and the wider school community may use this document

Staff who require support should refer to Dundee City Council's Personal Harassment Policy.

Consultation

Through consultation with Children and Young People, staff, parents and carers, and partner organisations the following key themes were highlighted;

- Education and Prevention
- Communication
- Support
- Recording

For further information please see Appendix 1.

The themes highlighted have formed the basis of this guidance and will be used to develop meaningful policy at establishment level.

What do we mean by Bullying?

Definition of bullying…

> *Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. 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.*
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> Respect For All, 2017

Bullying Behaviour can include, but is not restricted to:

- Being called names, teased, put down or threatened face to face or 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)

Respect Me, 2017

The impact of bullying behaviour may be felt after an isolated incident or over a prolonged period of time. Both types of incident must be supported and dealt with looking at the impact of the behaviour as well as the behaviour itself.

Prejudice based Bullying

Prejudice may be an underlying cause of bullying behaviour related to an actual or perceived difference. These types of behaviour may become racism, sexism, homophobia, biphobia, transphobia or prejudice and discrimination towards faith or disability. Prejudice based bullying can be based on any characteristics unique to an individual's actual or perceived identity. It is important that any underlying causes be identified, analysed and supported so that specific interventions may be targeted in response.

Protected Characteristics as stated in Equality Act (2010)

- Gender Reassignment
- Pregnancy and Maternity

- Disability
- Race
- Religious beliefs
- Sex
- Sexual Orientation
- Age
- Marriage or civil partnership

Although age and marriage or civil partnership are not directly relevant in schools, they are legally protected characteristics.

In addition to the protected characteristics there are other aspects of prejudice which should be highlighted:

- Socio-economic circumstances
- Care experienced children and young people
- Young carers
- Body image

The use of inappropriate language around any of these areas must also be challenged to support an inclusive environment and ethos.

Please see Appendix 2 for further support.

Online/Cyber Bullying

Online Bullying should be treated in the same way and as seriously as face to face bullying. The behaviours and impact whether online or in person must be addressed as part of the anti-bullying approach and not as a separate piece of work or policy.

It should however be noted that online bullying can follow a child or young person regardless of where they are. This may sometimes lead to the child or young person feeling like there is no escape from the bullying behaviour.

Further support and materials for schools can be found:

Guidance on Developing Policies to Promote the Safe and Responsible use of Mobile Technology in Schools

https://beta.gov.scot/publications/guidance-developing-policies-promotehttps://beta.gov.scot/publications/guidance-developing-policies-promote-safe-responsible-use-mobile-technology-schools/safe-responsible-use-mobile-technology-schools/

Expectations and Responsibilities

An anti-bullying culture and successful interventions in incidents of bullying behaviour can only be achieved by working together. All stakeholders hold key roles and a responsibility to work together to achieve best outcomes for our children and young people.

Children and Families Service will:

- Provide guidance and support on anti-bullying policy.
- Children and Families Service Senior Management Team will monitor and review recorded bullying incidents. Data, captured by SEEMiS, will be analysed across the authority annually to inform support, guidance and interventions. Information will be reported through the Equalities mainstreaming report to the Equalities steering group.
- Share examples of local good practice.
- Provide training and development to promote fair, nurturing and inclusive learning environments.

Learning Establishments are asked to:

- Create an anti-bullying policy, consulting with all relevant stakeholders, in line with these guidelines.
- Provide a learning environment which supports 'Getting It Right For Every Child' (GIRFEC), one in which bullying behaviour is not acceptable.
- Record on SEEMiS perceived bullying behaviour and the outcomes of investigations when they are raised with a member of school staff.
- Respond to any trends or issues identified through the recording of bullying behaviour – through curriculum or specific interventions.
- Analyse recorded data termly.
- Communicate education and prevention strategies on anti-bullying as well as interventions in incidents with parents.
- Ensure all staff, parents and carers, partners and pupils have a shared understanding of bullying behaviour and a shared responsibility to respond to any unacceptable behaviour in an appropriate way.
- Have a nominated member of staff to act as the Anti-Bullying Coordinator.
- Work with children, young people and parents and carers to find positive solutions to make things better, including restorative approaches.
- All staff should model positive relationships with staff, children and young people, parents and carers.

Parents/Carers are asked to:

- Communicate with the learning establishments your child's needs and developments in a positive manner.
- Work in partnership with learning establishments to find a positive solution.
- Be aware of anti-bullying policy.
- Inform learning establishment of any concerns or incidents.
- Model positive relationships with children, young people and staff.
- Encourage children and young people to attend school regularly throughout any investigations and interventions.

Children and young people are asked to:

- Work with one another, staff and parents and carers to create a safe, respectful, inclusive learning environment for everyone.
- Report any incidents of bullying behaviour which you witness or are directly affected by.
- Work together to be part of the solution to any bullying behaviour.

Creating your policy



Your policy creation should involve all stakeholders – children and young people, staff, parents and carers and partners.

All policies should be built round the four components as shown above – Education and Prevention, Communication, Support and Recording and Monitoring.

Education and Prevention

Curricular Links

Anti-bullying themes around bullying, respect and inclusion should be taught as part of the Health and Wellbeing curriculum, through Interdisciplinary Learning
(IDL) opportunities and through the Ethos and Life of the school as a community.

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place.

Health and wellbeing: Principles and Practice Paper, 2009

Anti-bullying should be a planned element of every year group's PSE programme in addition to IDL. This will provide opportunity to revisit and provide breadth, application and challenge in learning through areas such as Literacy, Digital Literacy, RME, Expressive Arts, Social Subjects etc… A resource list can be found in Appendix 3.

Education must also look to equip children and young people with the skills to deal with bullying behaviour if incidents do occur. Advice from Respect Me on how children and young people may deal with bullying behaviour can be found in Appendix 4.

The Ethos and Life of the School should promote a culture of fairness, equality and inclusion. Suggested programmes and approaches to support schools to achieve this can be found in Appendix 5.

Communication

Consideration should be given to how the preventative strategies and ongoing learning on anti-bullying will be shared with parents, staff, pupils and partners. E.g. curricular events, posters, leaflets, website, school app, assemblies, sharing events etc…

In addition to this the policy should give clear guidance on what will happen in the event of bullying behaviour and how this will be communicated.

A key area through consultation was the reluctance of pupils to report incidents. Your establishment should consider how this can be made easier for your pupils, staff and parents. This may be different for individual establishments however this must be shared clearly with your learning community.

Support

It is important to remember that both individuals and groups may be affected by bullying behaviour and that support may have to involve more than those directly affected.

During consultation both parents and young people were very clear that all parties involved in bullying incidents should be supported – those displaying the bullying behaviour and those affected by it.

Support to overcome situations of bullying behaviour or to change behaviour may be given through;

Personal support, counselling, peer support, solution oriented approaches/restorative approaches, shared concern approach, mediation, peer mediation, work with partner agencies, involvement of parents, consequences related to individual establishment's behaviour policy.

Recording and Monitoring

Alleged bullying behaviour should be recorded on the Bullying and Equalities module within SEEMiS. Please see Appendix 6 for a further guide.

- Why

  Bullying incidents and behaviours may be the result of prejudice. It is important to record all incidents to understand any underlying causes which must be addressed in addition to responding to any incidents. This data may support the self-evaluation process using How Good Is Our School 4 Q.I. 2.1 and 3.1.

  Scottish Government issued guidelines on the recording and monitoring of bullying incidents (Sept, 2018) in response to the publication of 'Respect for All; The National Approach to Anti-Bullying for Scotland's Children and Young People'. The purpose of the guidelines was to develop a consistent approach across schools, Local Authorities and the country in the recording and monitoring process. The Bullying and Equalities Module within SEEMIS has been identified nationally as the most appropriate tool to record and monitor bullying incidents. This tool will support the collection of data at school and Local Authority level to inform improvements and shape policy and practice.

  For further details please refer to https://www.gov.scot/publications/supplementary-guidance-recordinghttps://www.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/pages/6/monitoring-bullying-incidents-schools/pages/6/

- When

  An incident should be logged on SEEMIS as soon as possible – within three days. An investigation will follow and SEEMIS updated through the process. Once the investigation is complete the incident will be closed off on the system but support may be ongoing.

- What

Central to the recording of the incident is the impact on the school environment and the child or young person's Health and Wellbeing or Learning.

During investigation consideration should be given to:

- The behaviour ○ The impact
- What the child or young person wants ○ What staff need to do ○ Evidence of any prejudice

Information recorded should be concise and must include:

- Who is involved – children and young people and staff
- Where and when the incident has taken place – this may be within or out with the school, on social media
- Type of bullying – behaviour
- Underlying prejudice taking into consideration protected characteristics ○ Impact of the incident – use of SHANARRI
- Support and interventions in place, including resolution

 Confidentiality

Children and young people have the right to privacy and information should not be disclosed to others without consent to do so, unless there are concerns around Child Protection.

When and how information is shared with parents should be age and stage appropriate and with the consent of the child or young person involved.

Monitoring

Data gathered will be used at both school and Local Authority level.

Data on reported incidents of bullying will be monitored and analysed regularly at school level by Senior Leadership Team – at least once a term. The data gathered will inform interventions in place and any further support needed. In particular, data on protected characteristics should be taken into consideration to inform Education and Prevention strategies. Data and planning of interventions and impact can be reflected as part of School Improvement Planning and evaluation under Q.I. 3.1 Ensuring Wellbeing, Equality and Inclusion.

Data from across the Local Authority will be monitored termly by Children and Families Senior Management Team. The number of incidents, type, location, year group, the timing of incidents and any changes over time will be considered. The local context and any other relevant information will also be used. Further support, training or interventions may then be looked at across the authority.

CLPL

A member of staff from all schools must attend anti-bullying training. The trained member of staff will then lead the policy review in their learning establishment.

At school level there is a requirement of a whole school awareness on bullying, sharing the responsibilities of all stakeholders and whole school approaches to promoting a respectful, inclusive environment for all.

Sharing events with parents and pupils is an important element in all policies and should be given priority when looking at the calendar of school events.

Action required

- Consultation with your school community on anti-bullying approaches and procedures.
- Ensure you have a planned, progressive approach to Anti-bullying through school PSE programme.
- Create policy and procedures for your establishment in line with this guidance – including Education and Prevention, Communication, Support, Recording and Monitoring.
- Share the procedures with your school community along with their roles in the process.
- Continue to revisit anti-bullying regularly.
- Participate in Anti-bullying training.
- Contact support team for further support or advice.

Appendix 1

Consultation

Through consultation stakeholders asked for the following;

Staff – clear guidelines on what to do when bullying behaviour occurs, simplified recording procedures, more focus on prevention, shared understanding from parents, children and young people and staff on what bullying is, working together to support the needs of the child or young person, the needs of the child or young person should come first and a solution found to make things better.

Parents – to be more aware of the prevention work that goes on, more knowledge on policies and procedures – parent friendly, consistent approaches taken when dealing with bullying behaviour, more support available for the person impacted by the bullying behaviour, children and young people's views taken into account when looking for a solution, resilience to be built in children and young people, staff to recognise bullying behaviour when it happens and the confidence that problems will be dealt with in a timely manner.

Children and Young People – make it easier to tell when bullying behaviour happens, be part of the solution, be listened to, have a safe place to go to get away from bullying behaviour, provide help and support for the person displaying the bullying behaviour and for the person impacted by the behaviour, use online support and spaces to get help and advice.

Partner Organisations – Bullying is more widespread than is reported by children and young people, find ways to make it easier to tell or easier to address bullying behaviour through the ethos and culture of an organisation. Encourage everyone to play a role in the prevention and in addressing bullying behaviour.

Appendix 2

For further detail on prejudice based bullying http://respectme.org.uk/bullying/prejudice-based-bullying/

Appendix 3

Resources www.respectme.org.uk

www.childline.org.uk

www.moodcafe.co.uk www.anti-

bullyingalliance.org.uk www.nspcc.org.uk

https://www.theredcard.org/scotland www.itv.com/thismorning/be-kind

http://ilovedaisychain.com/

https://www.youtube.com/watch?v=1ej-HvzH05c

LITERACY LINKS

3 -7 AGE RANGE

Books to celebrate friendship

http://scottishbooktrust.com/reading/book-lists/21-books-that-celebratehttp://scottishbooktrust.com/reading/book-lists/21-books-that-celebrate-friendship-3-7friendship-3-7

Books to encourage sharing

http://scottishbooktrust.com/reading/book-lists/10-books-to-encouragehttp://scottishbooktrust.com/reading/book-lists/10-books-to-encourage-sharing-3-7sharing-3-7

Picture books to celebrate LGBT history month

http://scottishbooktrust.com/reading/book-lists/picture-books-to-celebratehttp://scottishbooktrust.com/reading/book-lists/picture-books-to-celebrate-lgbt-history-month-3-7lgbt-history-month-3-7 Books about feelings

http://scottishbooktrust.com/reading/book-lists/16-books-about-feelings-3-7

Picture books that challenge Gender Expectations

http://scottishbooktrust.com/reading/book-lists/15-picture-books-thathttp://scottishbooktrust.com/reading/book-lists/15-picture-books-that-challenge-gender-expectations-3-7challenge-gender-expectations-3-7 Fantastic Families

http://scottishbooktrust.com/reading/book-lists/10-fantastic-families-3-7 Books about refugees and migration

http://scottishbooktrust.com/reading/book-lists/9-books-about-refugees-andhttp://scottishbooktrust.com/reading/book-lists/9-books-about-refugees-and-migration-3-7migration-3-7

Illuminating inclusive books

http://scottishbooktrust.com/reading/book-lists/12-illuminating-inclusivehttp://scottishbooktrust.com/reading/book-lists/12-illuminating-inclusive-books-3-7books-3-7

Books about conflict resolution

http://scottishbooktrust.com/reading/book-lists/12-books-about-conflicthttp://scottishbooktrust.com/reading/book-lists/12-books-about-conflict-resolution-3-7resolution-3-7

Books about being unique

http://scottishbooktrust.com/reading/book-lists/11-books-about-beinghttp://scottishbooktrust.com/reading/book-lists/11-books-about-being-unique-3-7unique-3-7

Multicultural Stories for Children

http://scottishbooktrust.com/reading/book-lists/10-multicultural-stories-forhttp://scottishbooktrust.com/reading/book-lists/10-multicultural-stories-for-children-3-7children-3-7

8 – 11 AGE RANGE Everyday Heroes

http://scottishbooktrust.com/reading/book-lists/17-everyday-heroes-8-11 Unusual, Remarkable children

http://scottishbooktrust.com/reading/book-lists/11-unusual-remarkablehttp://scottishbooktrust.com/reading/book-lists/11-unusual-remarkable-children-8-11children-8-11

Kids Facing Difficult changes

http://scottishbooktrust.com/reading/book-lists/12-kids-facing-difficulthttp://scottishbooktrust.com/reading/book-lists/12-kids-facing-difficult-changes-8-11changes-8-11

Kids dealing with additional needs

http://scottishbooktrust.com/reading/book-lists/12-novels-about-kids-dealinghttp://scottishbooktrust.com/reading/book-lists/12-novels-about-kids-dealing-with-additional-needs-8-11with-additional-needs-8-11 Inspiring Inclusive books

http://scottishbooktrust.com/reading/book-lists/12-inspiring-inclusive-bookshttp://scottishbooktrust.com/reading/book-lists/12-inspiring-inclusive-books-8-118-11

Empowering books for girls

http://scottishbooktrust.com/reading/book-lists/32-empowering-books-forhttp://scottishbooktrust.com/reading/book-lists/32-empowering-books-for-girls-8-11girls-8-11

Books about Bullies

http://scottishbooktrust.com/reading/book-lists/10-books-about-bullies-8-11

TEENS

Teen books featuring LGBT Characters and Experiences

http://scottishbooktrust.com/reading/book-lists/13-teen-books-featuring-lgbthttp://scottishbooktrust.com/reading/book-lists/13-teen-books-featuring-lgbt-characters-and-experiencescharacters-and-experiences

Teen books facing Outsiders and Misfits

http://scottishbooktrust.com/reading/book-lists/17-teen-books-featuringhttp://scottishbooktrust.com/reading/book-lists/17-teen-books-featuring-outsiders-and-misfitsoutsiders-and-misfits

Teen books about conflict resolution

http://scottishbooktrust.com/reading/book-lists/11-teen-books-abouthttp://scottishbooktrust.com/reading/book-lists/11-teen-books-about-conflict-resolutionconflict-resolution Teen novels about Bullying

http://scottishbooktrust.com/reading/book-lists/11-teen-novels-abouthttp://scottishbooktrust.com/reading/book-lists/11-teen-novels-about-bullyingbullying

Books about prejudice

http://scottishbooktrust.com/reading/book-lists/10-books-about-prejudice **Digital Literacy**

www.thinkuknow.co.uk www.nspcc.org.uk

https://education.gov.scot/parentzone/my-child/Internet%20safety

https://www.saferinternet.org.uk/online-safety-live-resources-area-scotland

Appendix 4

Possible strategies and support for children and young people. These are suggestions, age and stage appropriate strategies should be shared.

Tell and adult – consideration should be given on how this can be made easier or more accessible for children and young people. Feedback tells us that children and young people are reluctant to share their feelings for fear or repercussions, not being believed or worried they are overreacting to a situation. Are children and young people clear on who can help them if they are affected by or witness to bullying behaviour.

Share feelings about the situation – Talking about challenges helps our mental and emotional wellbeing. Systems in place such as buddy or mentoring schemes can help support this. Children and young people may also access phone or online support. Research tells us the impact having a trusted adult can make to children and young people with 4 or more ACEs. This evidence may also be a consideration when looking at the culture of support in your establishment.

Ignore/Walk away/pretend it doesn't bother you – This can be a good strategy for some people however it doesn't work for everyone and should not be your only strategy or an alternative to talking to someone to resolve the issue.

Block/report users online – If bullying is happening online make sure you know how to keep yourself safe with privacy settings. Use the site's mechanisms to block or delete anyone you feel is behaving towards you in a way which you are uncomfortable with.

Keep a diary of what happens – Writing your feelings down can help some people process them. It can also be useful to keep a record of what has happened and the impact is has had on you when you talk to someone about dealing with the bullying behaviour.

Ask them to stop – Sometimes the person whose behaviour is impacting on you may not know. 'Banter' is not an excuse for bullying behaviour and should still be addressed if it is impacting on others. This strategy takes confidence and the support of the environment and others around. If you do not feel comfortable or are concerned t may make things worse you should look for another strategy you feel comfortable with.

More ideas and examples can be found https://respectme.org.uk/page-3/page-4/

Appendix 5

Nurture Framework

Restorative Schools

Rights Respecting Schools

Peer mediation

Mentors in Violence Prevention

Resilience building approaches

LGBT charter mark

Shared concern approach

Show Racism the Red Card

Appendix 6

SEEMiS group Bullying and Equalities Update Release August 2018

SEEMiSGroup

Enabling Digital Information for Education

Revised Date: 20/08/2018

Bullying & Equalities Update Release August 2018

This Technical Guidance should be read in conjunction with the 'Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools' https://beta.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/

The Bullying & Equalities module is used to enter and maintain details of any incidents reported to the school.
The nature of the incident along with motivations and actions taken can also be recorded.

Manual

Revision History

Version	Date	Comments	Name
1	08/08/2011	Initial Release	
1.1	04/11/2014	Name Change to B&E from ADM	R Downie
1.2	06/10/2017	Revised layout to match current house style	R Downie
1.3	10/07/2018	Changes as per PF00047	N Faccenda
1.4	16/07/2018	Reviewed and aligned with agreed approach	P McCurrach
1.5	01/08/2018	Further review of document	L Park
1.6	09/08/2018	Updated for SG guidance	R Downie
1.7	13/08/18	Reviewed for release to SG guidance	P McCurrach
1.8	13/08/18	First amendment from SG	P McCurrach
1.9	16/08/18	Updated to include SG guidance	C Naismith
2	20/08/2018	Published	R Downie

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Basic Info 2
Alleged Incident 3

Nature of Incident 4
Perceived Reason(s) for Bullying – Select (formerly Characteristics) .....
5
Action Progressed 6
Delete an Action..... 7
Monitor/Review 8
Maintain an existing Incident 9
Pupil Incident Reports 10
Incident Reports 11
Frequently Asked Questions 12

Maintain Incident

The purpose of the Bullying & Equalities menu within the Click+Go application is to enter and maintain details of any alleged incidents that are reported to the school. The nature of the incident and motivations are recorded along with actions taken.

Government

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that manifests as racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. It can also be based on characteristics unique to a child or young person's identity or circumstance. There is therefore a need to address the root cause of prejudice as well as respond to incidents as they arise.

- Application
- Management
- Bullying & Equalities
- Maintain Incident

To enter a new incident, complete the on screen form or edit/update an existing incident using the magnifying glass icon at the top left hand side of the screen. All fields outlined in red are mandatory and must be completed before the incident can be saved.

Text Fields

A blue question mark will show within the free text fields. By clicking on this symbol further information will be displayed regarding the type of information which may be required. When working in a text box, hover the mouse pointer over this symbol to display the characters available and character space left. The green bar shown at the bottom of each text box will increase in length to indicate the number of characters entered versus the number of characters available.

There is also an option of a spell check by right clicking the mouse when the pointer is over the text box.

Basic Info

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The Reported To and Addressed By list displays all staff records held within the establishment.

The Incident Owner list displays all staff that have the Confidential Notes ticked within the Responsibility tab of Data Utilities > Access Control > Edit Data Settings.
Staff can be selected by clicking the ellipsis button to the right of the field.



Incident Location: Click on the drop down arrow to select a relevant Location, then click Add. Multiple items can be added if required by repeating these steps.

The Incident Location displays the following options:

Current Categories:

Changing Rooms
Corridor
In Class
In School
In the Community
Lunch Hall
Online / phone / gaming
Playground
School Grounds
School Transport
Toilets

To remove an item, click to select from the added list then click Remove.

Although it is not mandatory, an Incident Date and Time can be entered.
Click the calendar icon to add the Incident Date.
Clicking on the blue clock icon will display times at 15 minute intervals with the option of clicking on the AM opening to change it to PM as required. If the time to be entered is not available, it is possible to enter the time manually. To delete the time, click the button on the left hand side shown with a dot.

Alleged Incident

Alleged Incidents are recorded within two sections, Person(s) Experiencing, and Person(s) Displaying. Within each section, shown by the red borders, at least one of the fields requires to be completed, Pupil.[1] Multiple pupils can be added if required by holding the Ctrl key.

An ellipsis button is shown to the left of the pupils that have been added. This will display a preview of any previously saved incidents.

Note [1] – while staff and other can be selected it is recommended by XXX that the application is only used to record pupil incidents .

Government Guidance

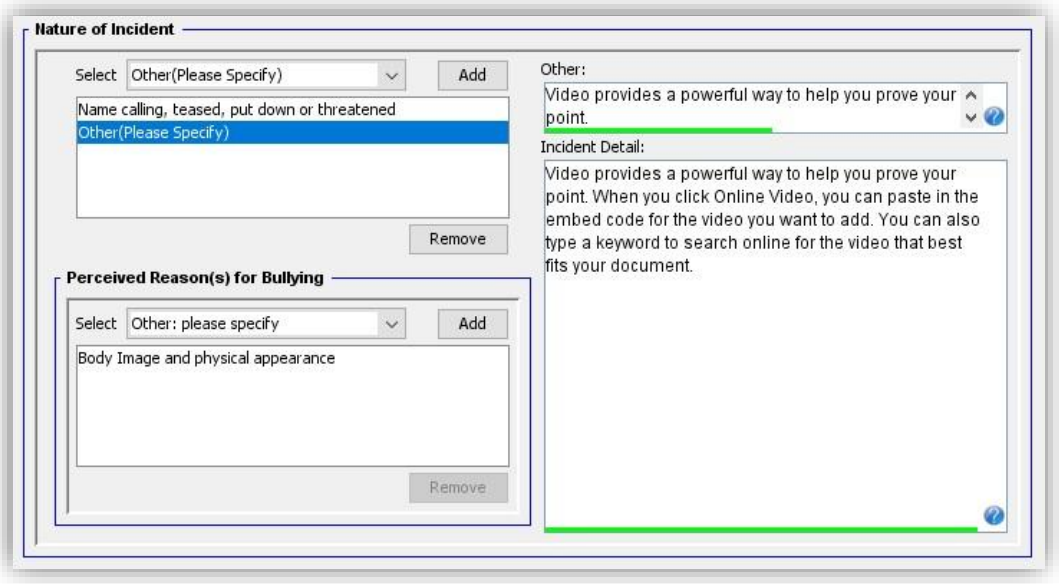
Recording and monitoring of bullying incidents is essential and can provide valuable information on the scope and scale of the issue in order to guide improvements in policy and practice and inform antibullying interventions. In addition, the data can help identify numeric trends, specific issues around equality and diversity and other relevant data/patterns which may help schools and local authorities to address bullying incidents efficiently.

Nature of Incident

Click the drop down arrow to add the Nature of Incident, select the relevant item then click Add. Multiple items can be added if required.

To remove an item, click to select from the added list then click Remove.

If ‘Other’ is selected from the list and added to the incident, an additional ‘Other’ text box will be displayed to enable details of the 'Other' incident to be recorded.



Nature of Incident – SelectCategory
Abusive messages online/phone/gaming/social media
Being ignored
Belongings taken or damaged
Hit, tripped, pushed or kicked
Name calling, teased, put down or threatened
Spreading rumours
Targeted because who of they are / perceived to be
Other: please specify

Perceived Reason(s) for Bullying – Select (formerly Characteristics)

Click the drop down arrow to add the Perceived Reason(s) for Bullying, select the relevant item then click Add. Multiple items can be added if required.

To remove an item, click to select from the added list then click Remove.

If ‘Other’ is selected from the list and added to the incident, an additional Other text box will be displayed to enable details of the 'Other' incident to be recorded.

Category
Actual or perceived Sexual orientation (e.g. homophobic, bi-phobic)
Additional support needs

Asylum seekers or refugee status
Body Image and physical appearance
Care Experience
Disability
Gender identity or Trans identity
Gypsy/travellers
Marriage/civil partnership of parents/carers or other family members
Mental health
Not known
Other: please specify
Pregnancy and maternity
Race and racism including culture
Religion or belief
Sectarianism
Sexism and gender
Socio-economic prejudice
Young carer



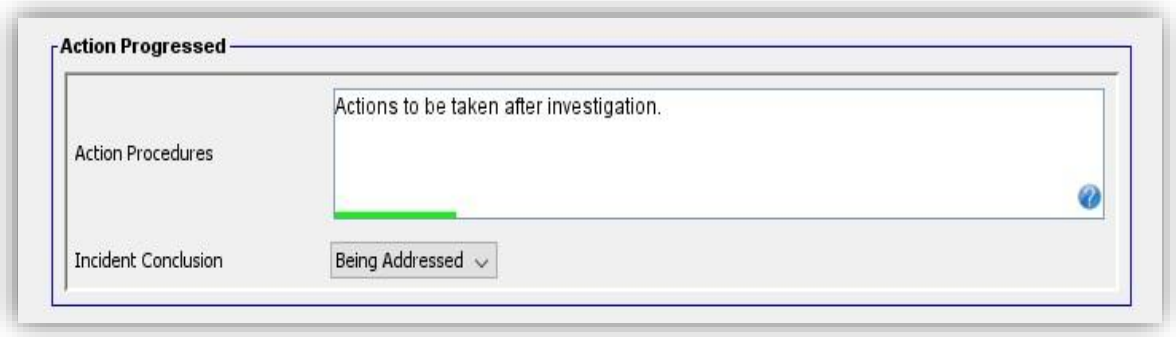
Bullying behaviour may be a result of prejudice that relates to a perceived and actual difference. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia, transphobia or prejudice and discrimination towards disability or faith. Prejudice based bullying can be based on any characteristics unique to an individual's actual or perceived identity or circumstances such as their appearance or socio-economic background.

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Action Progressed

Details of the investigative process carried out, as well as the conclusion, can be entered for the incident.

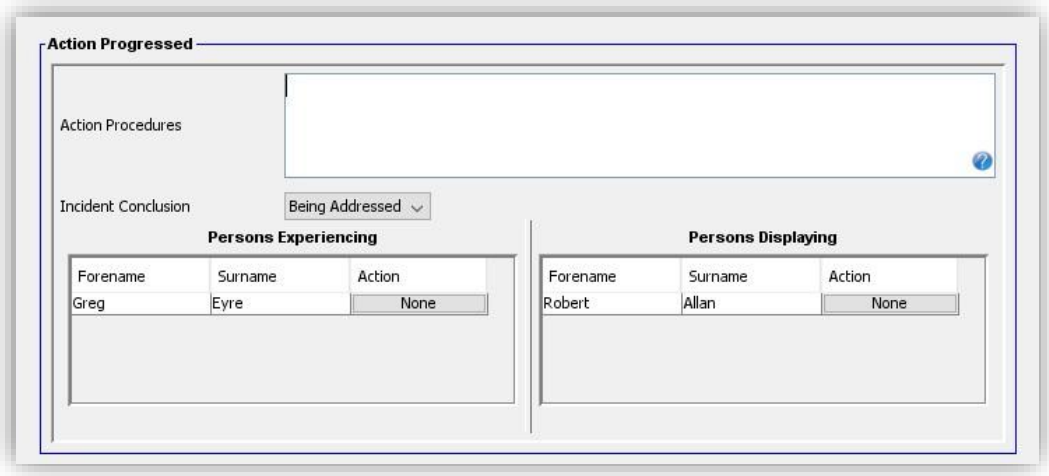
1. Enter the relevant details of the action progressed in the **Action Procedures** text box
2. Select the appropriate option from the **Incident Conclusion** drop down list



Government Guidance

It is important that the appropriate support is put in place for all children and young people involved in a bullying incident. This may be through pastoral support and could include counselling, peer support, solution oriented approaches/restorative approaches.

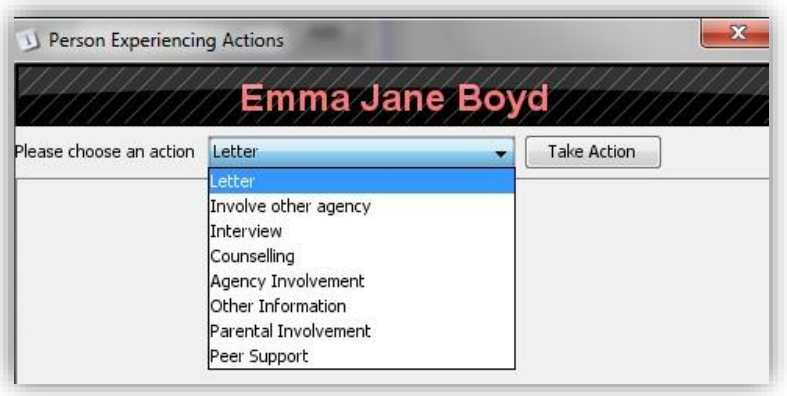
Once Saved, the Action Progressed area will display the Persons Experiencing and Persons Displaying.



1. An action can be added by clicking the **NONE** button next to the name of the **Persons Experiencing** and **Persons Displaying** fields

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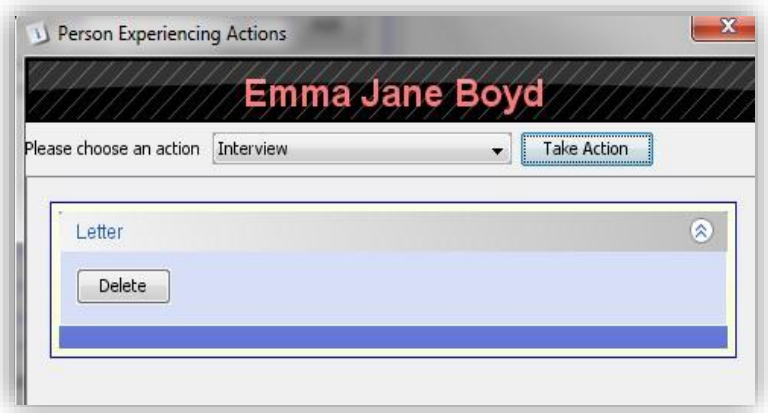
2. A **Person Experiencing Actions** or **Person Displaying Actions** box will now appear



3. Select the appropriate option from the drop down list, click **TAKE ACTION**
4. Where applicable, tick that the action has been taken and enter any notes as necessary.
5. Click **SAVE**
6. Click **CLOSE** when all actions have been added

Delete an Action

1. To delete an action, click the button under Action to view the actions assigned to the individual
2. The action(s) assigned will now be listed, click the double arrows to expand the action, this will display the delete button
3. Click **DELETE** to remove the action
4. Click **CLOSE**



Monitor/Review

The Reviewer list displays staff that have the Confidential Notes ticked within the Responsibility tab of Data Utilities > Access Control > Edit Data Settings.

There are 4 questions intended for the Person(s) Experiencing and the Person(s) Displaying. The responses available are Yes, No and N/A. To remove the selection, click the button on the left hand side shown with a dot.



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Maintain an existing Incident

This enables the user to update or amend an existing incident.

- Application
- Management
- Bullying & Equalities
- Maintain Incident

1. Click the magnifying glass at the top left of the screen
2. Filter if required by Date, ID, Staff or Pupil
3. Click **NEW LIST**
4. Click select to view the incident
5. Click to the right of the screen or double click the incident to close the filter screen
6. Make the necessary changes
7. Click **SAVE**

✓**Tip:** Any Bullying & Equalities incident information stored can be viewed in various areas within Click+Go; Pupil Profile, Pastoral Notes and Latest Pastoral Notes, and Wellbeing. Those members of staff who have access to the document management profile can only access the stored documents.



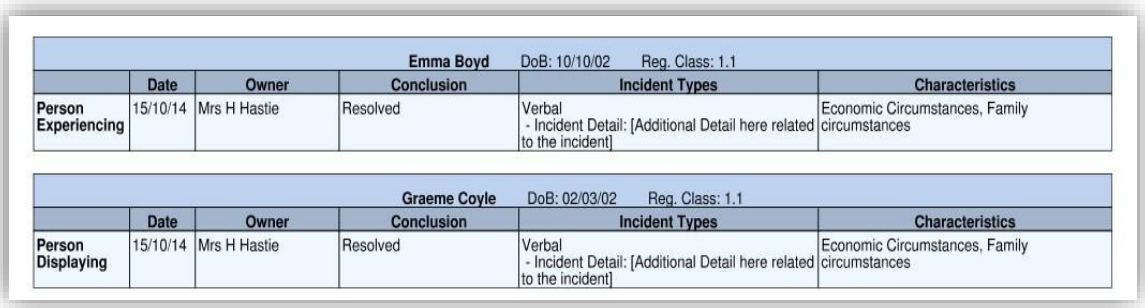
Data monitoring locally will support the improvement of targeted support and interventions that can be applied in a focussed, responsive way, recognising the unique nuances of geography and demographics.

Pupil Incident Reports

It is possible to produce a Condensed or Full Detailed Report of Bullying & Equalities incidents entered in Click+Go for the selected pupil. These reports are available in PDF format.

- Application
- Management
- Bullying & Equalities
- Pupil Incident Reports

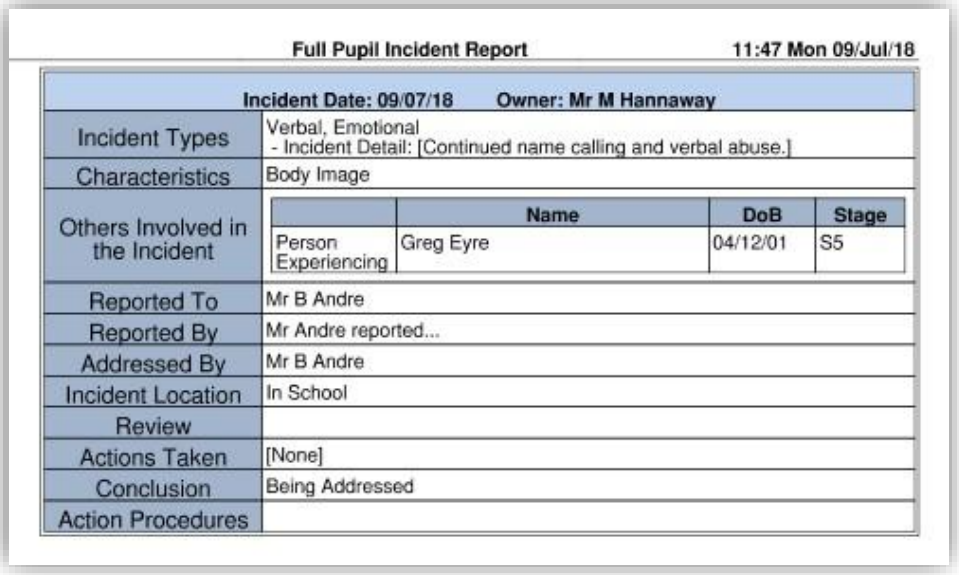
Example of a Condensed Report



Emma Boyd DoB: 10/10/02 Reg. Class: 1.1					
	Date	Owner	Conclusion	Incident Types	Characteristics
Person Experiencing	15/10/14	Mrs H Hastie	Resolved	Verbal - Incident Detail: [Additional Detail here related to the incident]	Economic Circumstances, Family circumstances

Graeme Coyle DoB: 02/03/02 Reg. Class: 1.1					
	Date	Owner	Conclusion	Incident Types	Characteristics
Person Displaying	15/10/14	Mrs H Hastie	Resolved	Verbal - Incident Detail: [Additional Detail here related to the incident]	Economic Circumstances, Family circumstances

Example of a Detailed Report



Full Pupil Incident Report 11:47 Mon 09/Jul/18

Incident Date: 09/07/18 Owner: Mr M Hannaway	
Incident Types	Verbal, Emotional - Incident Detail: [Continued name calling and verbal abuse.]
Characteristics	Body Image
Others Involved in the Incident	Person Experiencing: Greg Eyre, DoB 04/12/01, Stage S5
Reported To	Mr B Andre
Reported By	Mr Andre reported...
Addressed By	Mr B Andre
Incident Location	In School
Review	
Actions Taken	[None]
Conclusion	Being Addressed
Action Procedures	

The report can be printed using the icon at the top left of the screen; a description of the icons will be displayed by hovering the mouse pointer over them.

When the report has been previewed, the Back button can be used to return to the previous screen.

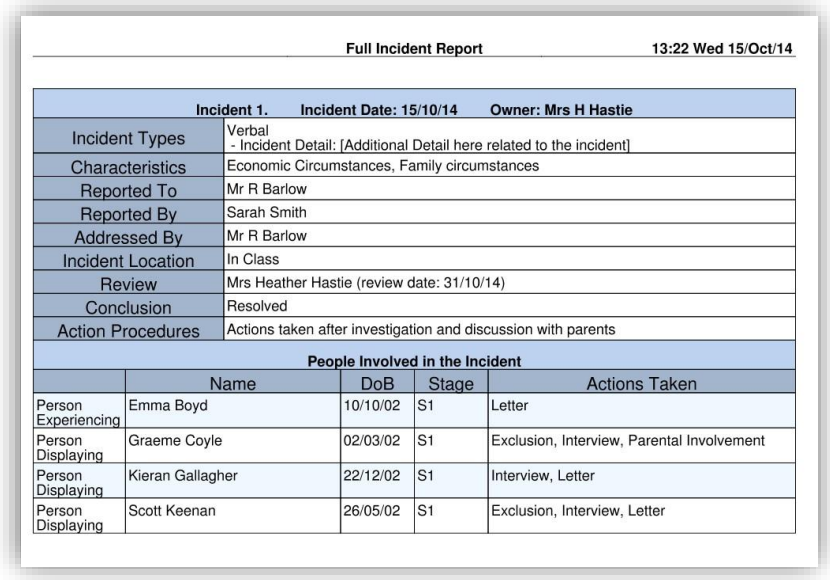
Incident Reports

This will display full details of the incidents including People involved in the incident that have been entered through the Maintain Incident screen with the option to print if required.

- Application
- Management
- Bullying & Equalities

➢ Incident Reports

Example of a Full Detail Report



Full Incident Report 13:22 Wed 15/Oct/14

Incident 1.	Incident Date: 15/10/14	Owner: Mrs H Hastie
Incident Types	Verbal - Incident Detail: [Additional Detail here related to the incident]	
Characteristics	Economic Circumstances, Family circumstances	
Reported To	Mr R Barlow	
Reported By	Sarah Smith	
Addressed By	Mr R Barlow	
Incident Location	In Class	
Review	Mrs Heather Hastie (review date: 31/10/14)	
Conclusion	Resolved	
Action Procedures	Actions taken after investigation and discussion with parents	

People Involved in the Incident

	Name	DoB	Stage	Actions Taken
Person Experiencing	Emma Boyd	10/10/02	S1	Letter
Person Displaying	Graeme Coyle	02/03/02	S1	Exclusion, Interview, Parental Involvement
Person Displaying	Kieran Gallagher	22/12/02	S1	Interview, Letter
Person Displaying	Scott Keenan	26/05/02	S1	Exclusion, Interview, Letter

Frequently Asked Questions

Q1 - Is there a way for Bullying & Equalities information to pull through to Pastoral Notes?

A - When an incident has been saved, a Pastoral Note will automatically be created against the person(s) experiencing and person(s) displaying. It will not show full details of the incident as staff members who can access Pastoral Notes may not have access to Bullying & Equalities. If a note has not been created automatically, it may be that the Incident Conclusion was changed to Unfounded before it was saved, in this case a note would not be created.

Q2 – Is it possible to delete an incident recorded in the Bullying & Equalities area?

A - There is not a way to delete the incidents recorded - there are options to log the investigation as Not Resolved, Resolved or Unfounded. If they were recorded incorrectly, you may wish to mark these as unfounded but they would still be recorded against the pupil.

Q3 – We are getting an error when trying to save an incident within the Maintain Incident screen. The incident does seem to save, what caused the error?

A - When an incident is saved, a document version of it is also saved in the document manager. The error is indicating that the incident will save, and will save a version of the document in the document store, but the user will not be able to view it as they do not have a document management profile assigned. A document management profile can be set up in Data Utilities > Access Control > Edit User Profiles, it can include the category 'Bullying Incident'. It can be assigned to the user through Data Utilities > Access Control > Assign User Profiles.

Q4 - In the Monitor/Review section within Maintain Incident, it does not seem to allow a date in the past to be entered for the ‘Due’ and ‘Complete’ dates, is this correct?

A - This is working correctly; it would not be expected that this information would be entered retrospectively.

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For more information:

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