



## **Approaches to Anti-Bullying and Prejudice for Children and Young People**

Within this policy Newbattle have consulted with stakeholders (parent/carer, staff, pupils, LGBT Youth Scotland, Respect Me, Midlothian Council). We plan to continue our consultation wider. This document has been taken from Midlothian Draft Policy Guidelines August 2018 and accounts for our two previous policies of Anti-bullying and Equalities policies. We will annually ensure that stakeholders are made aware of this document and how they can take ownership.

### **Our School Values and Beliefs**

All pupils and staff have the right to feel happy, safe, cared, nurtured and included.

Our shared values of mutual respect between staff and pupils, high expectations of success within a caring and supportive environment form the basis of our positive school ethos. Within our wider school community, we promote tolerance and understanding of one another and value diversity.

We are committed to advancing equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination

We recognise the effects that bullying and discrimination can have on pupils' feelings of worth, on their school work and in the community. We actively foster good relations between diverse groups and individuals.

### **1. POLICY STATEMENT**

#### **1.1 Purpose of the Policy**

The purpose of the policy is to provide guidance to schools and communities to support the implementation of a consistent and coherent approach to anti-bullying. This includes addressing prejudice-based bullying and online bullying or 'cyber bullying'.

#### **1.2 Scope**

The policy covers children and young people in Newbattle High School and all in Midlothian Council Education Services. Wherever relevant and possible, the policy extends to protection and prevention outwith establishments, particularly in relation to online bullying and early intervention to reduce hate crimes. It is the responsibility of all those in the school community to work within the policy.

#### **1.3 Principles**

Bullying is a breach of children's rights under several articles of the U.N. Convention on the Rights of the Child (UNCRC). All principles and procedures are in accordance with the requirements outlined in the Equality Act 2010 and Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017. Midlothian Council is committed to reflecting the principles of Getting It Right for Every Child (GIRFEC) and Curriculum for Excellence by focussing upon children and young people's health and wellbeing to ensure successful learning, attainment and achievement. To that end, Newbattle High School have also taken into account the principles underpinning the Midlothian Council Corporate Equality Framework and Midlothian Equality Plan 2017-2021.

The principles that underpin the policy are:

- All forms of bullying behaviours are unacceptable and must be addressed quickly.
- All relationships and behaviours within a school community will be based upon mutual respect and trust.
- All members of the school community are committed to promoting and role modelling positive relationships and positive behaviours to ensure fairness, respect, equality and inclusion.
- 'Children have the right to be protected from all forms of physical or mental violence, injury or abuse.' (UNCRC Article 19).
- Leaders develop a positive ethos and culture and ensure the highest standards expectations are shared within all school communities to ensure excellence and equity for all.

#### 1.4 Shared Vision

Midlothian Council is committed to providing a safe, supportive environment for all people in its educational establishments.

#### 1.5 Roles and Responsibilities

Addressing bullying behaviours and prejudice is the responsibility of all staff and partners.

The Authority has the responsibility to:

- Support schools to implement the council policy and create their own anti-bullying policy.
- Provide training and support to address all forms of bullying behaviour.
- Record, monitor and report incidents of bullying.
- Ensure schools review and update their anti-bullying policies and guidance regularly.
- Keep abreast of advances in technology to provide advice on online bullying.
- Provide support and guidance to school staff.
- Work with partner agencies to support the prevention and reduction of bullying incidents.
- Consult with stakeholders about the effectiveness and further development of the policy.

Schools and Establishments have the responsibility to:

- Develop and regularly review an anti-bullying policy.
- Develop practices that promote fairness, inclusion and respect and challenge prejudice-based bullying.
- Be pro-active and treat all allegations seriously using a respectful and proportionate approach to address concerns.
- Ensure appropriate procedures are in place to address, record, review and monitor all form of bullying behaviours quickly.
- Develop a positive ethos and culture within the school community.
- Develop digital citizenship as an integral part of positive relationships and behaviour policies.
- Provide effective communication to ensure that parents and the wider community are provided with information on what to do if a bullying incident occurs.
- Ensure opportunities exist to promote children's rights, equality and diversity.
- Refer incidents through Child Protection procedures or to the Police if appropriate.
- Provide appropriate support to all those involved in bullying incidents and treat everyone with respect at all times.

Children and Young People have the responsibility to:

- Treat everyone with respect and not engage in bullying behaviour.
- Report all incidents of bullying behaviours.
- Support each other and seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school.

Parents have the responsibility to:

- Be aware of anti-bullying policy and procedures.
- Support and encourage positive relationships amongst all members of the school community.
- Share concerns about their child as quickly as possible.
- Work in partnership with the school and local authority.

## **2. POLICY GUIDELINES**

### **2.1 What is 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, 2015)

Bullying behaviour impacts on children and young people's wellbeing and can undermine an individual or group. It can affect individuals, families and relationships as well as education and participation. Bullying is not a typical part of growing up.

Bullying behaviours can include:

- Name calling, teasing, put downs and threats.
- Hitting, tripping, pushing and kicking.
- Stealing, throwing or damaging belongings.
- Ignoring, leaving out others, spreading rumours.
- Sending abusive messages, pictures or images through social media eg MSN Messenger, Snapchat, Twitter and Instagram.
- Making people feel that they are not in control of themselves.
- Targeting others because of perceived differences.

This list is not exhaustive and it is acknowledged that other forms of behaviours may be identified as bullying.

### **2.2 Prejudice-based bullying**

Bullying behaviour that relates to actual or perceived differences may be as a result of prejudice. The Equalities Act 2010 identifies 9 protected characteristics in relation to prejudice-based bullying. These are:

- Age (not schools).
- Disability.
- Gender reassignment.
- Marriage and civil partnership (not schools).
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.
- Midlothian and Newbattle High School voluntarily recognise socio economic disadvantage also as a protected characteristic

- Newbattle High School acknowledge that 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 which may include Additional Support Needs, Asylum Seekers and Refugees, Body image and Physical Appearance, Looked After Children and Young People, Young Carers, and Mental Health.

### 2.3 Online bullying

Online or 'cyber bullying' should be taken as seriously as any other forms of bullying. This should be addressed consistently as part of a school or establishment's coherent approach to anti-bullying.

All complaints and allegations made by children and young people about being bullied must be taken seriously and should be addressed immediately. Midlothian Council is fully committed to challenge all forms of bullying behaviours including prejudice-based bullying.

### 2.4 Labelling

In order to affect change, the focus with children and young people should always be on behaviour and the impact it had. This will help them to understand what they did, why it was wrong and what you expect from them instead. This allows you to state clearly the behaviour that needs to change and reinforce the behaviour you would like to see instead. Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in supporting them to change behaviour or to recover from the impacts of bullying.

Adults addressing bullying behaviours will distinguish between a person and their behaviour. All people involved should be treated with respect. A focus upon the behaviour that is problematic will ensure a solution focused approach.

### 2.5 School Anti-bullying Policies

The most successful way to address bullying and prejudice is to create a positive school ethos and culture where relationships and behaviours are based upon mutual trust and respect. Children and young people have a right to be included and consulted. Our Anti-Bullying policy is a whole school approach where the issue of bullying is brought out into the open and the we give a clear lead in how to deal with all forms of bullying behaviours.

We ensure the following key elements:

- A statement opposing bullying that reflects the values of the school including an explicit commitment to challenging prejudice-based bullying.
- A definition of bullying that creates a shared understanding of what bullying behaviour is.
- A clear statement that bullying is a breach of a number of Children's Rights (UNCRC).
- An explicit commitment to challenge all types of prejudice-based bullying and language – referencing the Equality Act 2010 and each of the protected characteristics.
- Expectations or codes of behaviour, and responsibilities for all staff/volunteers and children and young people.
- A clear commitment to promoting and role modelling positive relationships and positive behaviour.
- A range of strategies that will be used to prevent and respond to bullying.
- Clarity on how and how often the school will communicate its anti-bullying policy. There should also be a clear statement outlining the school's anti-bullying procedures and policy in the School Handbook.
- Information to children and young people on bullying is age and stage appropriate.
- The development of a positive school ethos that encourages the whole school community to work in partnership to promote children and young people's health and wellbeing.
- Contribution to the development of the four capacities; successful learners, effective contributors, confident individuals and responsible citizens.

- Evidence of how children and young people, and parents and carers have been included and consulted.
- Opportunities for staff training (CLPL) and how volunteers will be developed and trained.
- Clear guidance for reporting incidents including referral procedures, reporting and recording methods for staff, parents and pupils.
- Effective support for children and young people including the person on the receiving end of the bullying behaviour and the person displaying bullying behaviour.
- Pupils with additional support needs and vulnerable pupils should be supported. Individual needs and circumstances must be taken into account when deciding upon the approach to resolving bullying incidents.
- The recording and monitoring strategies that will be used for management purposes.
- A senior member of staff identified to manage and co-ordinate anti-bullying procedures.
- How wellbeing concerns relating to bullying will be shared and recorded.
- How parents will be informed.
- How and how often the policy will be evaluated and reviewed with children and young people, parents and carers and staff (ideally every three years).

## 2.6 Prevention

Promoting trusting and respectful relationships, restoring relationships where appropriate and responding to all forms of bullying and prejudice will develop better relationships, better learning and better behaviour and help to prevent bullying behaviour.

### Prevention

- Establish an overarching ethos that makes it clear that bullying is never acceptable.
- Provide anti-bullying learning opportunities for staff, parents, pupils and the wider community.
- Promote acceptable online and mobile technologies behaviour.
- Recognise and implement Children's Rights.
- Create inclusive and supportive learning environments including visual reminders and prompts.
- Nurturing Approaches.
- Mentor and Peer Support eg Buddies, Mentors in Violence Prevention.
- School programmes such as assemblies, promotional screens, PSE programmes and Human Utopia

Embedding with the curriculum – HIGHLAND e.g.?

## 2.7 Intervention

All bullying incidents should be considered on an individual basis in order to identify an effective intervention and restore positive relationships. Particular awareness of additional support needs and vulnerable children must be taken into consideration. Intervention and support should include the person who is on the receiving end of the bullying behaviour, the person displaying the bullying behaviour and the bystanders.

Methods of intervention can include:

- Restorative Approaches.
- Peer mediation
- Solution focused approaches.
- Circle Time
- Consequences identified in school behaviour policies / class charters.

## What we do when Bullying/Prejudice

A young person may not be engaging consciously in displaying bullying behaviour, but its impact is still felt and this is taken seriously. The level of awareness of a young person who is displaying bullying is a significant factor in how it is dealt with.

Pupils who experience bullying or discrimination will be listened to and supported.

Pupils who display in bullying behaviour or discrimination will be treated fairly and consistently using a range of measures.

### **Some examples of our strategies are:-**

- Restorative practices, including acknowledging grievances
- Involvement of parent/carer where appropriate
- Peer mentoring and mediation
- Counselling
- Involvement of other agencies and partners in health, police and voluntary sector
- De-escalation strategies
- Physical separation of person/people displaying bullying, where necessary and possible
- Support base, safe room where feasible
- Sanctions, including loss of privileges
- Assessment of additional support needs for person experiencing bullying or person displaying bullying
- Referral to specific support service, such as Educational Psychologist, Home School Practitioner Officer, Social Work service or Child and Adolescent Mental Health Service
- In extreme cases, Child Protection procedures will be considered
- Exclusion from school is not itself a sanction or punishment for displaying bullying behaviour but will be used as a last resort if it is the only way to ensure the safety and security of our pupils within school.
- Involvement with our school community police officer.

### **Our support to pupils who are experiencing bullying or discriminated against**

- They are reassured that they do not deserve this and it is not their fault
- We assure them that it was right to report the incident
- We encourage them to talk about how they feel and try to ascertain the extent of the problem
- We engage them in making choices about how the matter may be resolved
- We discuss strategies for being safe and staying safe
- We ask them to report immediately any further incidents to us
- We affirm that it can be stopped and that we will persist with intervention until it does.

### **Our work with pupils who display bullying to others**

- We interview the pupil (or pupils) involved in displaying bullying separately
- We listen to their version of events and talk to anyone who may have witnessed the bullying
- We reinforce the message that bullying is not acceptable, and that we expect it to stop
- We seek a commitment to this end
- We affirm that it is right for pupils to let us know when they are being bullied
- We consider sanctions under our school's policy
- We advise pupils responsible for displaying bullying that we check to ensure that bullying stops

- We ensure that those involved know that we have done so
- When bullying occurs, we contact the parent/carers of the pupils involved at an early stage
- We follow up after incidents to check that the bullying has not started again
- We work with pupils who have been involved in bullying others to ascertain the sort of support that they need.

## 2.8 Reporting and Recording Incidents

Reporting and recording instances of bullying is essential to allow schools to ensure that appropriate responses and interventions take place. Schools should provide clear systems and procedures for addressing and recording bullying incidents and should include the use of SEEMIS Bullying and Equalities Module. A senior member of staff should be identified as the Anti-bullying Co-ordinator responsible for the recording and monitoring of bullying incidents.

Recording systems must include:

- Children and young people involved; staff and other adults.
- Where and when bullying has taken place.
- Type of bullying experienced eg threats, name calling.
- Prejudice-based bullying incidents and which protected characteristics they relate to.
- Additional support needs, vulnerabilities or wellbeing concerns.
- Actions taken including resolution.

For further information, please see the supplementary guidance *Recording and monitoring of bullying incidents in schools*, which sets out a consistent and uniform approach to the recording and monitoring of bullying incidents.

<https://www.gov.scot/publications/supplementary-guidance-recording-monitoring-bullying-incidents-schools/pages/2/>

## 2.9 Monitoring and Review

Monitoring bullying incidents is essential and can help schools and establishments to identify recurring patterns and encourage early intervention. This can also enable training needs to be identified for all those working with children and young people.

Newbattle monitor the Anti-bully/prejudice log annually at least two points in the year which help inform trends, training etc as part of our quality assurance framework.

Approaches to monitoring and recording should take account of children and young people's rights outlined in the UNCRC. Including:

- Article 12: Children and Young People have the right to an opinion and for it to be listened to and taken seriously.
- Article 16: Children and Young People have the right to a private life.

Schools should adhere to the General Data Protection Regulations.

Review of this Council Anti-bullying and Prejudice policy will take place alongside reviews of school and establishment policies every three years in consultation with the wider community including parents, carers and children and young people.

A useful list of resources can be found on appendix 2.

**Midlothian Council ANTI-BULLYING AND PREJUDICE INCIDENT REPORT  
DETAILS OF ALLEGED INCIDENT**

Appendix 1

Please complete and \*\*\*\*\* eg retention/send to M.Hume

<b>School / Establishment Name:</b>	
<b>Child / Young Person on receiving end of bullying behaviour:</b>	
<b>Name:</b>	<b>D.O.B:</b>
<b>Class:</b>	<b>Stage:</b>
<b>Incident Date:</b>	<b>Time:</b>
<b>Location:</b>	
<b>Bullying Behaviour (highlight all that apply):</b>	
Name calling, teased, put down or threatened	Hit, tripped, pushed or kicked
Belongings taken or damaged	Being ignored
Spreading rumours	Abusive messages online/phone/gaming/social media
Targeted because who of they are/perceived to be	Other: please specify
<b>Characteristics covered by Legislation:</b>	
Actual or perceived Sexual orientation (e.g. homophobic, bi-phobic)	Asylum seekers or refugee status
Disability	Gypsy/travellers
Pregnancy and maternity	Race and racism including culture
Religion or belief	Sectarianism
Sexism and gender	Gender identity or trans identity
<b>Other Characteristics:</b>	
Additional support needs	Body Image and physical appearance
Looked after children and young people	Marriage/civil partnership of parents/carers or other family members
Mental health	Not known
Other: please specify	Socio-economic prejudice
Young carer	
<b>Incident Reported by:</b>	<b>Adult addressing the incident:</b>
<b>Date Reported:</b>	
<b>Name and stage of children / young people displaying bullying behaviour:</b>	
<b>Name(s):</b>	<b>Stage:</b>
<b>Incident Details (include words /actions used and names of bystanders):</b>	
<b>Views of the child / young person on receiving end of bullying behaviour (in own words):</b>	
<b>Was the situation resolved?</b>	Yes / No
<b>Did the child / young person feel listened to?</b>	Yes / No
<b>Did the child / young person feel that their concerns were responded to appropriately?</b>	Yes / No
<b>Child Young Person's View of the Outcome:</b>	



<b>Action taken and support given to resolve the situation (include review / monitoring):</b>		
<b>Reporting and Recording:</b>	<b>Parents and Carers: Method:</b>	<b>Date:</b>
	<b>SEEMIS: Yes / No</b>	

**Useful Websites / Resources**

**Appendix 2**

[www.respectme.org.uk/](http://www.respectme.org.uk/)

[www.unicef.org.uk/what-we-do/un-convention-child-rights](http://www.unicef.org.uk/what-we-do/un-convention-child-rights)

[www.gov.scot/Publications/2017/11/6766/downloads#res-1](http://www.gov.scot/Publications/2017/11/6766/downloads#res-1) (Respect for All)

[www.curriculumforexcellencescotland.gov.uk](http://www.curriculumforexcellencescotland.gov.uk)

[www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/)

[www.educationscotland.gov.uk/parentzone/](http://www.educationscotland.gov.uk/parentzone/)

Supporting Transgender Young People - Guidance for schools in Scotland

<https://education.gov.scot/improvement/learning-resources/Supporting%20transgender%20young%20people%20-%20Guidance%20for%20schools%20in%20Scotland>

Appendix 6 – Resources

How good is our school? Promoting Race Equality (HMle 2004)

- **LINK HERE**

How Good is our School? Taking a closer look at Inclusion and Equality – meeting the needs of Gypsies and Travellers (HMle 2005)

Count Us In: Promoting understanding and combating sectarianism, Education Scotland (2007)

Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland. Education Scotland 2013  
 Education Scotland: Inclusion and equality  
 Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland  
 EHRC Schools Technical Guidance - Scotland  
 EHRC Reasonable adjustments for disabled pupils Scotland  
 EHRC Teaching resources - secondary  
 EHRC Teaching resources - primary  
 Together Scotland  
 Scottish Alliance for Children's Rights  
 Children's Rights Alliance (England) and Resources for young people:  
 Equality Matters for Children  
 Holocaust Memorial Day  
 Scottish Travellers Education Programme  
 Sense Over Sectarianism  
 Show Racism the Red Card  
 Stonewall  
 Children in Scotland  
 Centre for Research in Education  
 Inclusion and Diversity  
 Centre for Studies on Inclusive Education  
 Cbeebies: The Equality Act and disabled children in school or nursery  
 For Scotland's Disabled Children (FSDC)  
 Education Scotland resources  
 Inclusion and Equality in CLD  
 Inclusion and equality  
 Respect Me  
 Understanding of the United Nations Convention on the Rights of the Child (UNCRC):  
<http://www.educationscotland.gov.uk/resources/r/childrensrightsresource.asp>  
 A Fairer Highland Equality Plan 2012 – 2017  
 Working Towards a Fairer Highland  
 Mainstreaming Equality Report

