

# Highland Care and Learning Service

## Positive Relationships and Bullying Prevention Policy and Guidance



This is a live document that will be updated as new resources are developed so please access the electronic version in the Highland GLOW Equality, Diversity and Children's Rights Site which is accessed via the For Highland's Children tile.

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# Foreword

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start in life. This involves enabling all young people to become: successful learners, confident individuals, effective contributors and responsible citizens. The Highland Practice Model's wellbeing indicators state that in order to do well, now and in the future, children and young people need to be safe, included, responsible, respected, active, nurtured, achieving, and healthy. However bullying behaviour can have a negative impact on all those indicators for both the young person participating in bullying behaviour and those experiencing it.

Bullying can exist in all schools and we recognise the detrimental impact it has on children and young people's lives. We have the responsibility to challenge behaviour and attitudes which lead to bullying before incidents arise. When incidents do arise, it is important there are proper procedures in place to ensure the appropriate action is taken.

The purpose of this policy and guidance is to ensure a consistent approach across Highland to:

- ♦ Assist schools in establishing and maintaining a safe and emotionally literate environment, free from threats or fear or harassment, in order that each pupil may be able to achieve their full potential: as a successful learner, a responsible citizen, an effective contributor and a confident individual.
- ♦ Provide schools with a structure which will help them in their efforts to manage, systematically, incidents of bullying whether or not it is prejudice based.
- ♦ Enable school communities to become emotionally literate and build positive relationships within and out with school.
- ♦ Assist schools in fulfilling their obligations under the relevant legislation to pupils, parents/ carers and staff.



**Many thanks to the Misty Isle Youth Forum who prompted and led the update of the policy and guidance, and gave other young people across Highland an opportunity for their voices to be heard.**

# What do we mean by bullying behaviour?<sup>1</sup>

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 can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- ♦ Being called names, teased, put down or threatened face to face and/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
- ♦ Being targeted because of who you are or who you are perceived to be (face to face and/or online)

During our YP consultation they said: *"Bullying must always be taken seriously as it effects every part of a young person's life."*

Bullying can occur for no apparent reason or it can be based on prejudices. It can be subtle or it can be obvious, and it can cause short-term suffering or it can have long-term effects. Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if the behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it.

The young person who is participating in bullying behaviour may not recognise that their behaviour is perceived as bullying. It is important to note that if another young person feels that they have experienced bullying behaviour then those behaviours should be investigated as bullying behaviours. In some cases it may be that the realisation of the impact of their behaviour may go some way to address the issue.



Illustration: Alex Leonard, Children & Young People's Commissioner Scotland

<sup>1</sup> A National Approach to Anti-Bullying for Scotland's Children and Young People, 2017 <https://respectme.org.uk/bullying/what-is-bullying/>

## Prejudice-based bullying

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

Research shows that anti-bullying work that clearly addresses the particular needs of vulnerable or minority groups can be very effective. We need to create environments where diversity is celebrated and name calling and comments based on prejudice are challenged. The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

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

\*Age and marriage and civil partnership are not protected characteristics for the schools provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

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. In addition to the Protected Characteristics covered by the Act, there is an expectation that other groups will be considered, for example:

- Additional Support Needs;
- Asylum Seekers and Refugees;
- Body Image and Physical appearance;
- Gypsy/Travellers;
- Care Experienced Children and Young People;
- Young Carers;
- Socio-economic Prejudice

Full definitions of all prejudice-based bullying can be found here: <https://respectme.org.uk/bullying/prejudice-based-bullying/>



You shouldn't be treated badly because you seem different

U.N. Convention on the Rights of the Child: Article 2

CHILDREN & YOUNG PEOPLE'S  
Commissioner  
Scotland



## Children's Rights

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

The United Nations Convention on the Rights of the Child (UNCRC) was approved by the UK in 1991. It aims to recognise the rights of all children (up to age 18) and ensure that children grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity.

Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions taken into account; to get and share information; and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others, respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, and they have the right to be protected from being hurt, mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect others; human rights; and, their own and other cultures.

*This Policy is closely linked to the Highland Equality, Diversity Policy/Toolkit which can be found in the Highland GLOW Equality, Diversity and Children's Rights site.*



## Expectation and Responsibilities

Your Role	What is expected of you
The Highland Council	<ul style="list-style-type: none"> <li>• Provide up to date guidance on best practice and effective prevention of bullying</li> <li>• Gather, maintain and report Highland-wide data on bullying levels and types</li> <li>• Provide training and professional development opportunities and resources for all staff working in schools</li> <li>• Through Quality Improvement Officers, and other systems, support schools to identify, address and reduce bullying</li> <li>• Communicate high expectations of bullying awareness and preventions to contractors and other organisations providing commissioned services for children and young people</li> <li>• Engage with Highland Youth Voice and other relevant organisations to ensure the voices of children and young people are heard and taken account of</li> <li>• Maintain prejudice-based bullying as a standing agenda item for the Equality Group and other relevant forums</li> </ul>
Schools and other educational establishments	<ul style="list-style-type: none"> <li>• Ensure their school or establishment has clear policies on both preventing and addressing bullying that reflect Highland Council guidance in school and in the wider community</li> <li>• Ensure that staff, pupils and parents and carers are consulted on, and familiar with, relevant contents of these policies, and are as active partners in consistently reducing bullying and its impact</li> <li>• Put in place, and monitor the effectiveness of, evidence-based whole school and classroom level prevention measures</li> <li>• At least annually audit, sample or otherwise consult with young people and staff about bullying incidence, impacts and effectiveness of staff responses. For example use the online bullying survey - ask the Health Development Officer for this survey.</li> <li>• Record all incidents according to guidance, including actions taken</li> <li>• Respond, or ensure that relevant staff respond, promptly and appropriately to all alleged incidents according to response guidelines</li> <li>• Liaise as necessary with other agencies and services to address needs of individuals, groups or populations according to the Highland Practice Model</li> <li>• Ensure all staff have regular and up-to-date (at least every three years, and within their first year for staff new to the council) training and professional development about bullying, including aspects specific to protected characteristics under the Equality Act. For example the Highland Council's Equality and Diversity training, or specific training can be provided on request.</li> </ul>

## Expectation and Responsibilities

Your Role	What is expected of you
Schools and other educational establishment cont.	<ul style="list-style-type: none"> <li>The link for bullying prevention may be delegated to a promoted member of staff who will follow up incidents and ensure that these have been properly addressed. In a secondary school this will most likely be the pupil's Guidance Teacher. The Head Teacher must make clear to pupils and parents who is the responsible member of staff and provide information to all about how to contact them through posters and notices on display around the school, plasma screens if available, school websites and school handbooks.</li> <li>Make parent and carers aware of organisational and local anti-bullying policies</li> <li>Ensure parents are provided with information on how to raise a concern and the escalation process</li> <li>Ensure there is clear monitoring and recording procedures and everyone in the school or establishment are aware of these—monitor and review this on a regular basis</li> <li>Take action to promote positive respectful relationships, equality and diversity and children's rights</li> <li>Offer children and young people a range of ways to report bullying or to talk about any concerns they have in confidence</li> <li>Resolve incidents of bullying proactively, using a respectful, proportionate and holistic approach which takes account of the impact of the incident as well as any underlying prejudice or other negative attitudes</li> </ul>
All staff of schools and other education establishments employed by the Council:	<ul style="list-style-type: none"> <li>Adhere to and understand the school and establishment anti-bullying policy, procedures and recording and responding to incidents</li> <li>Reporting all bullying incidents to the appropriate member of staff responsible/head teacher</li> <li>Challenge behaviour and attitudes which lead to bullying and discrimination prior to incidents arising</li> <li>Implement preventive strategies, including fostering positive relationships with young people</li> <li>Undertake training or professional development about bullying, including aspects specific to protected characteristics under the Equality Act as positive role models to establish open positive and supportive relationships</li> <li>Listen and take children and young people seriously</li> <li>Engage with parents and carers</li> <li>Share concerns appropriately within your organisation/service and seek support where appropriate</li> <li>Take action to promote equality and diversity and children's rights</li> <li>Work collaboratively to help ensure bullying cannot thrive</li> <li>Treat people with respect</li> </ul>



## Expectation and Responsibilities

Your Role	What is expected of you
The Named Person	<p>Every child has a Named Person whose job already involves working with children in Universal services. They are the first point of contact for children and families and can be called upon when there is a concern about a child's or young person's wellbeing that is not easy to address. Good practice would expect that they are kept aware of any changes to a child/YP family's circumstances which may have an effect on the wellbeing of the child. They will be in a position to spot concerns at an early stage and work with families and other services.</p> <p>Where two or more services need to work together to meet a child's needs, a practitioner from one of these services will become the Lead Professional. The Named Person will know who that is.</p> <p>Information on the role of the Named Person and Lead Professional is contained in the <a href="#">Highland Practice Model</a>.</p>
Parents and carers	<ul style="list-style-type: none"> <li>• Be aware of anti-bullying policies and practice in any school/clubs/groups attended by your child or young person</li> <li>• Work collaboratively to help ensure bullying cannot thrive</li> <li>• Share concerns about their child as early as possible with appropriate teacher/practitioner/ coach</li> <li>• Engage through school Parent Forum/Parent Council or other appropriate forums to contribute to and learn about anti-bullying practice</li> <li>• Treat people with respect</li> <li>• Promote positive respectful relationships</li> <li>• Listen and take children and young people seriously</li> <li>• Sharing concerns about their child as early as possible with appropriate teacher/named person (where available)/practitioner.</li> </ul>
Children and young people	<ul style="list-style-type: none"> <li>• Treat people with respect and do not engage in bullying behaviour</li> <li>• Be aware of anti-bullying policies and practices in schools/clubs/groups attended</li> <li>• Where safe and appropriate (not dangerous), challenge bullying behaviour</li> <li>• Work collaboratively to help ensure bullying cannot thrive.</li> <li>• Share concerns with trusted adult/named person (where available).</li> </ul>

## Responding to Bullying Behaviours

Each bullying incident should be reviewed individually and a number of different practices may be adopted before finding one that is effective. We need to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn and change behaviour.

Therefore when responding to incidents or accusations of bullying the approach should be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships

Schools and other education establishments need to ensure that:

- All complaints and concerns are taken seriously and investigated promptly and consistently
- Those involved feel appropriately supported and that fairness and impartiality to all parties concerned is shown to all parties during an investigation
- Assumptions are not made which are based on previous incidents or misbehaviour
- Confidentiality is respected and knowledge of the incident is limited to those directly involved with it and with any necessary action which follows.

During our YP consultation they said: *“The young person behaving negatively should always be treated with kindness and the adults should try to understand why they have acted this way rather than punish them”.*

During our YP consultation they said: *“Sometimes YP were called out of class to discuss the incident—this sometime made it much worse. It is important to be discreet”.*

# Responding to Bullying Behaviours

## How to make decisions about when and when not to share information

It is important to remember that information is being shared based on reasoned, professional judgement. There is a clear distinction between telling key members of staff who are involved in the young person's education or care including the Named Person about a concern, and that information being made more widely known. There are situations where a child may be content with the information being shared with their Named Person but not with their parents. It is important that information holders and the Named Person consider the views of the child before reaching a decision to share further. If at any time there is any concern that the child or young person may be at risk of significant harm, it is essential that Child Protection Procedures are followed immediately.

During our YP survey and YP consultation, many young people emphasised the need for teachers and professionals to be more discreet and anonymous when dealing with bullying incidents.

## Involving parents and carers in addressing incidents

Sometimes there needs to be careful consideration as to whether involving parents is in the best interests of young people considered to be old enough and/or able to give a strong view otherwise (usually, but not always, young people over the age of 12). In these cases, staff dealing with incidents should consult children and young people before contacting parents and have due regard to their views. For example, there may be incidents where informing parents/carers may expose young people to risk of harm, or where either staff or the young person consider that likely parental reactions may make a situation **worse**.

Examples include:

- Where parents or carers may take matters into their own hands and intervene directly in ways that might escalate the situation, for example through the use of social media
- After an incident of homophobic bullying, a young person may not wish to inform parents/carers in case this prompts a discussion or reaction that they do not wish to have.

If parents/carers are not informed, then a written note must be made of this, including the reasons and any grounds for not informing (see guidance above).

Normally, however, it is entirely appropriate to involve parents/carers in addressing incidents of bullying as they can have a key role in support and future prevention. Consideration should be given as to how best to do this. Parents or carers may be understandably anxious, angry, or defensive and may need time in order to feel heard. They may wish to have a friend or relative to be with them as a support during any meetings or discussion, and should be reminded that they are entitled to this.

## Responding to Bullying Behaviours

### Involving parents and carers in addressing incidents continued...

Schools may decide that it is appropriate to communicate with home via a letter. If used, these should state that the matter has been/is being investigated and inviting the parents to contact the school. A similar letter should be posted to the parent/carers of the pupils who is involved in bullying behaviour and followed up by staff to ensure understanding when there are known to be issues with literacy. Whenever possible, the school should attempt to phone parents/carers to alert them to what has happened before sending the letter home.

The parents/carers of the young people may have formed particular views about the school's role in dealing with the incidents and which 'side' the school should take. Staff should consider the views of parents, but should be aware of the impact of these views on the young person. Opportunities should be made for each party to discuss their feelings and issues relating to the incident in a safe and confidential manner.

It is important that confidential information about pupils must not be shared with other parents. Should a school be contacted for information on a particular pupil the following suggestions are provided:

*"As this issue involved the personal circumstances of a child or young person we are unable to make any comment on this individual case".*

*"Highland Council and/or 'School' is committed to working with schools, families and other agencies to ensure that the needs of all children and young people in Highland are met and that they can achieve their full potential".*

During our YP Survey many young people said they would like to involve their parents and would often tell their parent/carers if they were being bullied. However every situation is different and careful consideration is needed as to whether involving parents is in the best interests of the young person.

## Labelling

Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Adults dealing with bullying behaviours are expected to be able to distinguish between a person and their behaviour. Any bullying behaviour must be challenged, however, all people should always be treated with respect. This does not diminish the seriousness nor impact of bullying behaviour; rather, it is an essential way of maintaining the adult's focus and response on the behaviour that is problematic.

## Recording and monitoring bullying incidents

For everyone who works with children and young people accurate recording of bullying incidents ensures that an appropriate response has taken place. All reported incidents will be taken seriously, investigated and appropriate action taken. It should be noted that this can have an adverse effect if young people will not tell an adult because they think it may make matters worse. It is important to ensure that members of staff are approachable and pupils can trust them.

Incidents of bullying must be recorded systematically and procedures must be followed. Each bullying incident must be recorded in the Pupil Personal Record and also entered on SEEMiS pastoral notes as a significant event.

All allegations of bullying **must** be investigated according to the advice given. As part of the investigation procedure, notes must avoid giving personal opinions and observations and contain:

- A factual account of what happened;
- Names of those involved (including witnesses) and what they said; and record the outcome/ action taken.
- Online bullying shouldn't be treated differently from face-to-face bullying.

Accurately recording incidents of bullying allows establishments to ensure that appropriate response and follow up has been issued. It helps the establishments to monitor the effectiveness of it's practice and can also help identify a need for training.

The establishment's recording systems must include information on:

- The children and young people involved, as well as staff or other adults
- Where and when bullying is alleged to have taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any underlying prejudice including details of any protected characteristics
- Consideration of personal or additional support needs and wellbeing concerns
- Actions taken including resolution at an individual or organisational level

Data should not be analysed in isolation. The local context, professional judgment, and other relevant information should be considered alongside the statistical evidence.

All establishments should make parents, carers, children and young people aware of their complaints procedures including any review or appeal process.

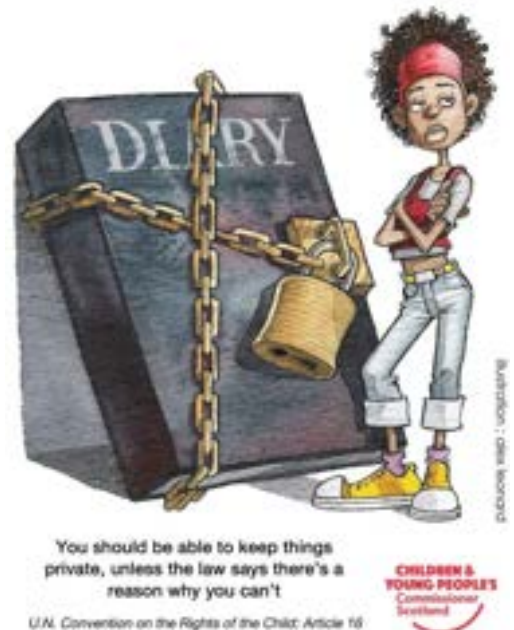
During our YP consultation they said: *"They want all teachers to be sensitive and open about different issues e.g. LGBTI, Disability, so they can pick up and challenge bullying behaviour".*

During our YP consultation they said: *"All different types of bullying behaviour should be actioned in the same way".*



## Recording and monitoring bullying incidents

Approaches to monitoring and recording should also take into consideration 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, and Article 16: Children and Young People have the right to a private life. For more information go to: [www.cypcs.org.uk](http://www.cypcs.org.uk)



For pupils with additional support needs it should be normal practice to involve appropriate support services including the relevant educational psychologist. Where other professionals, e.g. social workers, family support workers, children's service workers, have a significant role in providing education, care and support for the child, their views should be sought.

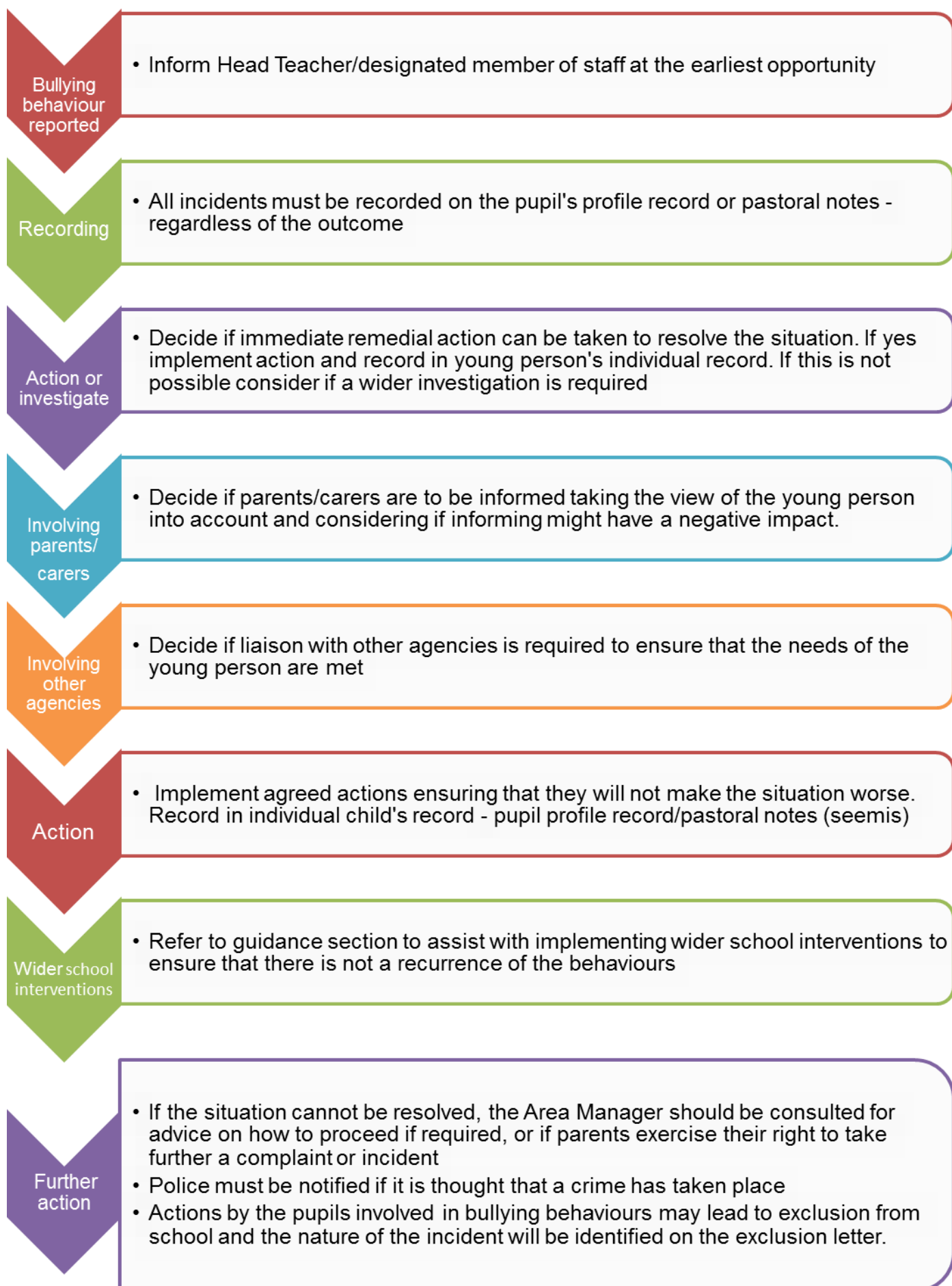
When a decision to exclude is being considered, and when planning educational provision during the period of exclusion, this **MUST** take account and be in line with the Highland Council policy on exclusion (link to Included, engaged and Involved—HC Exclusion policy), the authority's equalities duty and its duties under the additional support for learning legislation.

Consultation with Social Work Services prior to a decision about exclusion is essential for any pupils on the Child Protection Register to ensure appropriate arrangements can be made. For Looked After Children, in all cases, prior to possible exclusion, the Designated School Manager should involve the child's nominated social worker (Lead Professional) in discussion and consideration of the implications of exclusion on the home or care placement to ensure appropriate arrangements can be made.

Where the incident involves a bilingual pupil or a Gypsy/Traveller pupil, it may be helpful to make early contact with specialist support staff.

Enquiries by the media should be directed to the Highland Council Press Officer based in the Public Relations Office at Highland Council Headquarters. The Head Teacher **should not** make comment to the media without first discussing the incident with the Area Care and Learning Manager and taking advice from the Press Officer.

## Dealing with reports of bullying behaviours flowchart



# Approaches to Bullying Incidents

## Expectations and communication

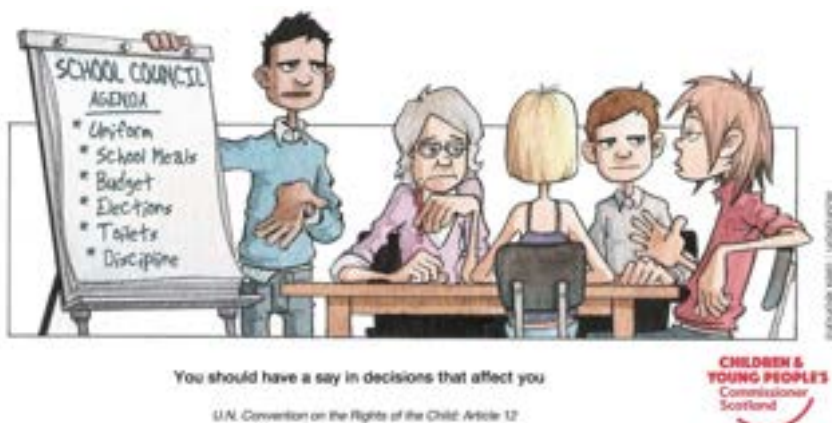
Everyone (including children and young people and their parents and carers), should have a good understanding and clear expectations of their role in developing and implementing the anti-bullying policy within their school. Schools may have developed specific evidence-based approaches to managing bullying incidents such as 'restorative' or 'solution oriented' approaches. Where this is the case, everyone within the school community (including parents) should be aware of this approach.

The anti-bullying policy and procedures should be communicated and shared to ensure that children and young people and their parents know who they can talk to, what they can expect if bullying occurs and how bullying incidents will be resolved.

Helpful approaches are:

- Circle time, peer mediation, buddying, mentoring, playground pals and playground supervision
- Mental, emotional and social health and wellbeing programmes and activities
- Restorative approaches
- Nurturing approaches and principles
- Solution Oriented Approaches
- Personal support
- Education and awareness of rights
- Developing a climate of respect, responsibility and positive relationships and a culture where bullying is unacceptable
- Pupil involvement and engagement
- Supporting and enabling parents and carers

During our YP consultation they said: "They would like to be prepared and know what action will be taken".



# Positive Relationships, Bullying Prevention Guidance

There should be a whole school approach in which children and adults work together to create an environment where bullying is not tolerated. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice will help create an environment where bullying cannot thrive. There are a range of strategies and programmes being used throughout Scotland that can improve relationships and behaviour, promote equality and challenge inequality, and develop emotional wellbeing to help prevent and address bullying. Examples of a whole school approach are given below:

<u>A whole school approach can be taken to:</u>	<u>How can we do this?</u>
<p>Enhance anti-bullying professional learning through recognised programmes such as: 'Recognising and Realising Children's Rights' 'Rights Respecting Schools Programme'</p> <p>Identify bullying behaviours</p>	<ul style="list-style-type: none"> <li>• Ensure that staff have participated in appropriate equality and diversity training—face to face CPD and/or online module on The Highland Council's online learning.</li> <li>• Use the Highland Schools Bullying Survey to identify and monitor where and what type of bullying is taking place via The Highland Council's Health Development Officer</li> </ul>
<p>Ensure that all prejudice language and bullying is challenged to send a clear message that it is unacceptable</p>	<ul style="list-style-type: none"> <li>• Always challenge inappropriate language and role model respectful and positive behaviour</li> <li>• E.g. LGBT Youth Scotland; Stonewall Scotland Champions; Show Racism the Red Card.</li> </ul>
<p>Creating inclusive and supportive learning environments</p> <p>Deliver prevention education relating to positive relationships to children and young people</p> <p>Pupil involvement and engagement</p>	<ul style="list-style-type: none"> <li>• Be aware of the risks of gender stereotyping of children and take steps to promote equality</li> <li>• Anti-racist and multicultural education</li> <li>• Equality and diversity education</li> <li>• Involvement of other agencies such as Educational Psychologist, Pupil Support Service, Positive Relationships Team.</li> <li>• Anti-bullying week, assemblies</li> </ul>
<p>Be knowledgeable about how children and young people can be supported by staff and by other agencies</p>	<ul style="list-style-type: none"> <li>• Ensure staff have a knowledge of other agencies that can support.</li> <li>• Glow/key resources p20</li> </ul>

# Positive Relationships, Bullying Prevention Guidance

Continued...

A whole school approach can be taken to:	How can we do this?
Be aware that young people may experience abuse in their own relationships	<ul style="list-style-type: none"> <li>• Nurturing Approaches</li> </ul>
Understand the links between bullying and other parts of the curriculum, e.g. relationships & sexual health, citizenship, respect.	<ul style="list-style-type: none"> <li>• Restorative Approaches</li> <li>• Solution Oriented Approaches</li> </ul>
<p>Equip young people to challenge bullying behaviour using ‘bystander’ approaches appropriately</p> <p>Mentoring and peer support</p>	<ul style="list-style-type: none"> <li>• Mentors in Violence Prevention (MVP) Training</li> <li>• Buddy support systems</li> <li>• Stonewall Scotland guidance</li> <li>• Peer educators, listeners or befriending</li> </ul>
A system which identifies vulnerable pupils and takes steps to ask for help	<ul style="list-style-type: none"> <li>• Encourage pupils to report bullying incidents using “worry” boxes,</li> <li>• The school intranet/website—online forms</li> <li>• Other “non-visible” mechanism</li> </ul>
<p>Involvement of Pupil Council</p> <p>Involvement of Parents and carers</p>	<p>Special events, or including bullying matters in other events e.g.</p> <ul style="list-style-type: none"> <li>• Drama Performances</li> <li>• Poster Campaigns</li> <li>• Newsletters / website pages</li> <li>• Handbook information, including or incorporating a “parent/pupils” version of school policies</li> <li>• Involving Pupil Council in communication</li> <li>• Parent Council</li> <li>• Parents’ meetings and workshops</li> </ul>



# Resources and Key Contacts

## Local Contacts

### Highland Council Psychological Service

Highland Council Equality and Diversity Group—Chair: Head of Additional Support Services

Highland GLOW Equality, Diversity and Children's Rights site can be accessed through the For Highland's Children tile. It contains information on all of the 'protected characteristics' of the Equality Act 2010, teaching resources and sections on bullying and children's rights

## National and other contacts and resources:

### Anti-Bullying Alliance:

The Anti-Bullying Alliance is a coalition of organisations and individuals that are united against bullying. They supporting learning and sharing best practice, and raise awareness through shared campaigns.

### Better relationships, Better learning, Better behaviour:

Better relationships, better learning, better behaviour leaflet by the Scottish Government leaflet outlining policy guidance in response to the Behaviour in Scottish Schools Research 2012.

### Bullying UK:

Helpful resources and good information on online/cyber bullying

### Changing Faces:

The charity which aims to support and represent children, young people and adults with disfigurements from a wide range of causes.

### ChildLine:

ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

### CHILDREN 1<sup>ST</sup>

CHILDREN 1<sup>ST</sup>: runs ChildLine Scotland on behalf of the NSPCC and works with Scotland's vulnerable children and young people to help change lives for the better. Bullying is addressed by their Safeguarding in Sport service, working with sports governing bodies and local authorities.

### Children in Scotland:

The national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland.

## Resources and Key Contacts

### Enable Scotland:

To help adults tackle the bullying of children and young people with learning disabilities

### Enquire:

Offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website.

### Govan Law Centre Education Law Unit:

The Education Law Unit runs the Education Law Helpline which is available to anyone who has an enquiry about any aspect of education law in Scotland. Enquiries can be made by telephone (0141 445 1955) or e-mail ([advice@edlaw.org.uk](mailto:advice@edlaw.org.uk)).

### LGBT Youth Scotland:

Aims to improve services for LGBT young people and the wider LGBT community. Toolkit for teachers: Dealing with homophobia and homophobic bullying in Scottish schools funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland.

### The Children and Young People's Commissioner Scotland

This site is for children and young people in Scotland, your parents and the adults who work with you. Here, you can learn about your rights, make your voice heard and find out who can help you live a safe and happy life.

### Scottish Out of School Care Network:

The lead independent voice for school-aged childcare in Scotland. SOSCN is working in partnership with respectme to provide anti-bullying training.

### Scottish Traveller Education Programme (STEP):

The site provides resources, tools and information promoting innovative approaches to learning. Importantly, families, young people and teachers have been involved in co-producing all the materials.

### Sense Over Sectarianism:

What is Action on Sectarianism? YouthLink Scotland has set up the first independent public website designed to challenge sectarianism in Scotland, supported by the Scottish Government.

## Resources and Key Contacts

### Stonewall Scotland:

Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources.

### Together Scotland - Scottish Alliance for Children's Rights:

Together is an alliance of Scottish children's charities that works to improve the awareness, understanding and implementation of the United Nations Convention on the Rights of the Child (UNCRC)

### Young Minds:

Charity committed to improving the wellbeing and mental health of children and young people.

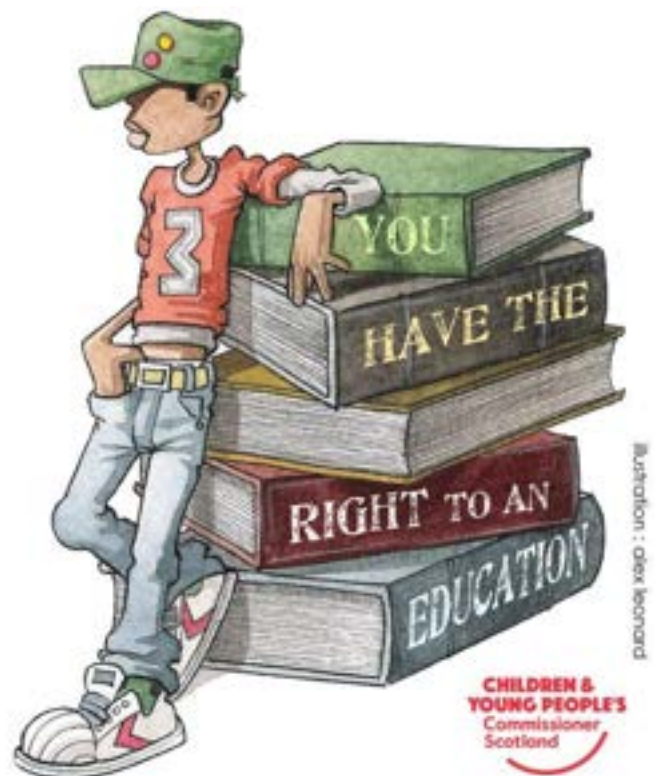
### Youth Scotland:

Contributes to anti-bullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism. <http://www.youthscotland.org.uk/>

### Zero Tolerance:

Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. <http://www.zerotolerance.org.uk/>

To request this policy in an alternative format to suit individual needs, e.g. large print, Braille, computer disc, audio tape or suitable language, please contact The Highland Council's Care and Learning Business Support team, [carelearningadmin@highland.gcsx.gov.uk](mailto:carelearningadmin@highland.gcsx.gov.uk) or 01463 702875



U.N. Convention on the Rights of the Child: Article 28