Argyll and Bute Council
Community Services: Education

Anti-Bullying Policy

September 2013 (Updated June 2014)

ARGYLL AND BUTE COUNCIL

Community Services: Education

Anti-Bullying Policy

Foreword

Children and young people who feel cared for and valued are much more likely to be successful learners, confident individuals, responsible citizens and effective contributors. In Argyll and Bute we want our children and young people to feel safe and secure and able to build positive relationships with their peers and with adults. To do this we must provide supportive environments that promote mutual respect. Bullying behaviour can seriously affect this. Bullying does not build character – trust, acceptance and mutual respect build character. We must all be positive role models in the truest sense and all of our educational establishments should seek to prevent bullying behaviour.

Argyll and Bute Council recommends this policy to every establishment so that strategies can be implemented effectively to support all our children and young people.

Carol Evans
Head of Education

Contents

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

1

1. Policy Statement

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

2

Argyll and Bute Council is committed to providing a safe and supportive environment for all people in its educational establishments and promoting a culture where bullying is recognised as being unacceptable.

Bullying behaviour is not and should never be an inevitable part of school life or a necessary part of growing up.

> *"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."*
>
> The United Nations Convention on the Rights of the Child, Article 19
>
> *"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents and carers, will have the resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards."*
>
> A National Approach to Anti-Bullying for Scotland's Children and Young People, 2010

This policy aims to support educational establishments to:

- promote respectful relationships between staff, between staff and parents, staff and children and amongst children;
- stop any bullying as quickly as possible;
- raise awareness and prevent bullying behaviour;
- provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

This policy fits alongside the following national policies and legislation:

Curriculum for Excellence (2004) is the framework used to meet the needs of all learners aged 3-18 years, to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. Under Curriculum for Excellence, Health and Wellbeing is the responsibility of **all** staff within a learning community. See Appendix 1 for links to the Health and Wellbeing curriculum.

The Education (Additional Support for Learning) (Scotland) Act (2004, amended 2009) requires local authorities to reduce barriers to learning which can include bullying behaviour.

The Equality Act (2010) strengthened the law to promote equality, and provides a framework to tackle disadvantage and discrimination, including bullying of protected characteristics - age,

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

3

disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Children and Young People's (Scotland) Bill (2013) currently going through Scottish Parliament has the following aims: to make provision about the rights of children and young people; to make provision about investigations by the Commissioner for Children and Young People in Scotland; to make provision for and about the provision of services and support for or in relation to children and young people; to make provision for an adoption register; to make provision about children's hearings, detention in secure accommodation and consultation on certain proposals in relation to schools; and for connected purposes.

Getting it Right for Every Child (2008) highlights a number of wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Argyll and Bute Council: Equality and Diversity Policy 2013-15 highlights the Council's framework to tackle disadvantage and discrimination as per the Equality Act above.

2.   **Definition of Bullying**

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

It is important to recognise and acknowledge bullying behaviours so that it can be identified when it happens.

Bullying behaviours can include:

- name calling, teasing, putting down or threatening and intimidating by racist, homophobic or sexist remarks
- hitting, tripping, pushing, kicking
- taking and damaging belongings
- ignoring, excluding, spreading rumours
- sending abusive messages electronically, e.g. via text, emails or social networking sites
- making people feel like they are being bullied or fearful of being bullied
- targeting someone because of who they are or who they are perceived to be.

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

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

4

These behaviours can take place anywhere (schools, home, community, etc.) but bullying also occurs in the virtual world which children and young people access through mobile phones and the internet and through social networking sites.

As communication can happen anywhere and at any time, often unsupervised, cyber bullying can be very pervasive and difficult to handle. However in essence the bullying behaviour is the same as other forms of bullying and requires similar prevention and treatment.

For advice and guidance on cyberbullying, Argyll and Bute Council strongly recommends that establishments refer to the 'respect*me*' pamphlet, 'Cyberbullying…Are you switched on?' This is available free of charge from respect*me* in pamphlet format and can also be downloaded via http://www.respectme.org.uk/publications.html (see Publications for Adults).

It is crucial to take into account the impact that bullying behaviour has on a child or young person. The impact an incident has on a child or young person is more important than whether it is classified as bullying. Bullying is a behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

3.   Prejudice- based Bullying

Bullying behaviour may be related to prejudice-based attitudes and behaviours which may compound other differences or difficulties in a child or young person's life. These include:

3.1 Homophobic Bullying
Homophobic bullying behaviour is mainly directed towards young people who have identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

3.2 Racist Bullying
Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children and young people from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

5

3.3 Disablist bullying

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied.

People who display bullying behaviour may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour.

Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.

Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all. This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that the outward signs of bullying – a change in behaviour, low mood, dishevelled clothing or bruises - may not be picked up by adults as an indicator of bullying behaviour.

3.4 Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.

Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

3.5 Bullying: Sectarianism Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance. As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

3.6 Sexism and Gender

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

6

target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

3.7 Bullying and Looked after & Accommodated Children and Young People
Children and young people who are looked after and accommodated (LAAC) by the local authority are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements which can make forming friendships difficult, poor relationships skills stemming from attachment difficulties, inappropriate reactions to situations as a result of learned behaviours, a reluctance to make friends, low self-esteem, lack of role models and a heightened sense of the need to preserve privacy.
Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are looked after.

3.8 Bullying and Young Carers
The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

4. Expectations

4.1 Establishments
Every educational establishment will develop their own anti–bullying policy in consultation with their staff, children and young people, parents/carers and partners by the end of session 2013/14. Each policy will be developed in line with this Authority policy (2013) and will outline the establishment's procedures for tackling bullying. Further help is available on:
http://www.respectme.org.uk/important.html

Each educational establishment will implement, monitor and review their anti-bullying policy in line with the authority's policy (2013). They will consult with staff, parents and other users in the preparation, further development, monitoring and review of their policy.

Copies of the policy should be made available to parents/carers and all users of the policy and the content should be communicated via:

- the establishment's handbook
- public and parent meetings
- special anti-bullying initiatives, e.g. annual national anti-bullying week in November
- the establishment's website
- notice boards.

Establishments will ensure that their anti-bullying policy makes it clear to whom any incidents of bullying should be reported by children and young people and parents/carers.

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

7

Establishments will ensure that staff, children and young people and parents/ carers are conversant with the requirements of their anti-bullying policy and that its terms and implications are discussed on a regular basis by various means and in relation to each establishment's own ethos in terms of vision and values. This can be delivered via:

- code of conduct re use of mobile devices in establishments (and what will happen if they are misused)
- the wider curriculum (not restricted to Health and Wellbeing curriculum)
- assemblies
- class practice, e.g. circle time
- leaflets/posters – various sources
- induction and transition programmes
- family workshops/education sessions
- staff in-service/training programmes
- internet safety training for children, young people, parents/carers, staff

4.2   Staff

It is expected as an overarching principle that all staff members will be aware of the establishment's anti-bullying policy and that they will actively work to implement, monitor and review the school's policy.

It is essential that all staff model behaviour which promotes health and wellbeing and understand anti-discriminatory, anti-bullying and child protection policies.

All staff should establish respectful and supportive relationships with children and young people, parents and each other based on the ethos of that establishment and which models the expectations of the establishment's anti-bullying policy.

Where staff feel there are any aspects of the anti-bullying policy that do not fully address issues arising from the behaviours of any member of the educational establishment's community, or that the policy needs updating or any other modification of process, they should bring it to the attention of the senior leadership.

Any staff member who feels bullied by any other member of the establishment's community should be encouraged and supported to report the matter to appropriate senior staff/member of the Authority's Education Management Team for action in line with the establishment's anti-bullying policy.

Members of staff should follow Argyll and Bute Council's Code of Practice and Procedure for dealing with harassment or victimisation by other Council employees:

http://intranet.argyll-bute.gov.uk/my-hr/equality-and-diversity

All staff members within the establishment are expected to adhere to the anti-bullying policy and carefully record, follow up and communicate on all issues pertaining to bullying incidents and lead on anti-bullying prevention measures.

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

8

4.3 Children and young people

It is expected as an overarching principle that all children and young people will be aware of the school's anti-bullying policy and that they will actively support work to implement, monitor and review the school's policy. In addition they should know that they can talk to any adult within the establishment with their concerns.

Children and young people should take the opportunity arising from any consultation process to ensure that their voice is reflected in their establishment's anti-bullying policy.

It is important that children and young people understand it is the responsibility of all to support each other. They should be actively encouraged to report any bullying incidents, whether directly involved or as a bystander, to a member of staff/senior student/ other responsible adult/parent.

Children and young people are expected to work constructively as part of any restorative practice both when directly or indirectly involved as members of the establishment's community.

4.4 Parents / Carers

It is expected as an overarching principle that all parents/carers will be aware of the establishment's anti-bullying policy and that they will actively support work to implement, monitor and review the establishment's policy. In addition they should know who they can talk to and what they can expect if bullying occurs.

Parents/Carers should take the opportunity arising from any consultation process to ensure that their voice is reflected in the establishment's anti-bullying policy.

Parents/Carers should encourage and support their child to report any incidents of bullying involving themselves or others to the appropriate member of the establishment's community.

Parents/Carers should work constructively with the establishment where their child is involved in any incident, supporting the anti-bullying practices, including restorative practices and reinforcing the principles and ethos behind the establishment's policy.

Parents/Carers should model respectful relationships with members of the establishment's community. They should not encourage their child to take matters into their own hand or become directly involved in any way that causes the issues to escalate or cause conflict between members of the wider school community.

Parents/Carers should report any incidents where they feel bullied by any other member of the establishment's community directly to the senior leadership of the establishment or member of the Authority's Education Management Team so the issue may be addressed.

4.5 Partners

It is the expectation of the Council that all partners who work with each establishment e.g. NHS, Social Services, Police, Voluntary Sector, etc. will embrace the spirit of this policy and

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

9

work to prevent and reduce bullying and prejudice among children and young people from the early years and beyond school age. Partners should be invited to contribute to the development of each establishment's policy.

5. Prevention of Bullying

Within this policy all members of staff require to be clear of their role in preventing bullying and in dealing with instances of bullying. The knowledge and skills required will be delivered through in-service training, either within educational establishments or by outside agencies or CPD opportunities.

Pro-active strategies to help decrease the incidence of bullying include the following:

- anti-bullying days/weeks taking on board issues that are raised in school, locally or nationally
- assemblies
- use of buddies, with mixed age groups, peer support
- Curriculum for Excellence – delivery of Health and Wellbeing experiences and outcomes (see Appendix 1)
- use of programmes such as "Fun Friends", "Friends for Life" with psychological services team
- playground buddies, playground supervision
- lunchtime clubs
- use of leaflets and posters either 'school made' or commercially produced from, for example, respect*me*, Childline, CEOP, Parentline, etc. (see Appendix 2)
- workshops for the school community
- copies of anti-bullying policy displayed
- partnership working with parents, outside agencies and the local community.
- internet safety programmes for children and young people, parents/carers

6. Action

Heads of Establishments will ensure that those who have experienced bullying behaviour will receive appropriate support and protection.

Examples of good practice include:

- being listened to
- mediation/restorative practice
- peer support
- playground buddies
- circle time
- involvement of specialist partner agencies

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

10

- counselling

When a child or young person has been involved in bullying behaviour Heads of Establishments will ensure that parents or carers are informed in consultation with their child or young person and will actively seek their support in implementing a resolution to the bullying incident.

Heads of Establishments will help those who engage in bullying behaviour to understand the impact of their behaviour and support them to change it.

7.   Recording and monitoring

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

Monitoring bullying incidents can provide information on recurring patterns, including:

- involvement of particular children and young people, staff or other adults
- where and when bullying takes place
- aspects of prejudice or discrimination underlying bullying
- action taken or resolution at an individual or organisational level
- consideration of personal or additional support needs

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 will get blown out of proportion and make matters worse.   It is important to stress that members of staff are approachable and pupils can trust them.   The message conveyed should be, "Anyone with a concern about bullying will be listened to and taken seriously."

Incidents of bullying must be recorded systematically within education establishments 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.

A standard proforma is also used in all establishments (see Appendix 3).   Records must be kept up to date within educational establishments using this proforma and this information will be collated centrally at the end of each session. As SEEMiS develops it is hoped that this information will recorded electronically which will facilitate collation.

The above guidance is provided in the knowledge that heads of establishments have in place an effective statement on anti-bullying and appropriate strategies for implementing their policy.

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

11

8. **Management and coordination**

All establishments will identify a senior member of staff whose responsibility it will be to oversee the policy and its implementation, responses to and recording of incidents, and the development of a positive ethos.

Establishments will involve staff, children and young people and parents/carers when developing and evaluating the effectiveness of their establishment's anti-bullying policy.

9. **Policy development**

Thanks to the following, who assisted in the review of this policy:

Elsie Bezuidenhout, Educational Psychologist
Craig Biddick, Head Teacher, Tobermory High School
Gillian Biennier, Principal Teacher Pupil Support, Hermitage Academy
Sylvia Clark, Head Teacher, Dunoon PS
Catherine Dobbie, Education Support Officer
Lorraine Glass, Partnership Manager, respect*me*
Morag McGinlay, Student Adviser
Others – during period of consultation

10. **Equality Impact Assessment**

This policy is in accordance with Argyll and Bute Council's Equalities and Diversity Policy. It supports the Council in its duty to eliminate discrimination, treat people fairly and with respect and promote good relations between diverse groups.

11. **Policy review**

This policy will be reviewed during session 2016-2017.

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

12

Links to Curriculum for Excellence

Within Curriculum for Excellence, Health & Wellbeing is a core element and is regarded, alongside Literacy and Numeracy, as being the 'responsibility of all'.

Each child and young person can expect their learning environment to support them to:

- develop their self-awareness, self- worth and respect for others;
- meet challenges, manage change and build relationships;
- experience personal achievement and build resilience and confidence;
- understand and develop their physical, mental and spiritual wellbeing and social skills;
- understand that adults in the school community have a responsibility to look after them, listen to their concerns and involve others where necessary;
- assess and manage risk and understand the impact of risk-taking behaviour;
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Within Curriculum for Excellence there are specific Health & Wellbeing outcomes which children and young people would expect to achieve as part of their learning experience. Those of key relevance to the implementation of this policy and provide learning opportunities for children and young people to understand the purpose and implications of this policy are listed below.

Mental & Emotional Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. **HWB (0-4)-05a**

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB (0-4) – 06a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB (0-4) – 07a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB (0-4) – 08a**

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

13

Social wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB (0-4) – 09a**

Physical wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB (0-4) – 16a**

Relationships

I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB(0-1)–44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB(0-1) – 44b**

I am aware that positive friendships and relationships can promote health and the health and wellbeing in others. **HWB2 –44b**

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. **HWB (3-4) – 44b**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB (0-4) – 45b**

I recognise that we have similarities and differences but are all unique.
HWB (0-4) – 47a

Technology

I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others. **TCH (1-2) – 08a**

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

14

Support and Resources

Child Exploitation and Online Protection Centre (CEOP)
http://www.thinkuknow.co.uk

> The CEOP website provides information and advice on keeping children and young people safe online. It hosts '*Thinkuknow*' which has interactive programmes for children and young people, parents/carers and those working with children and young people on this topic.

ChildLine
http://www.childline.org.uk/Pages/default.aspx

> CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a 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.

Enable Scotland
http://www.enable.org.uk

> Enable Scotland is a charity run by its members campaigning for a better life for children and adults with learning disabilities and to support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland, in partnership with respect*me*, have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (**http://www.enable.org.uk/campaigns/current-campaigns/Pages/Speak-Up-Anti-Bullying-campaign.aspx**). Enable Scotland also provides training on disability awareness.

Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Scotland
http://www.lgbtyouth.org.uk

> LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

15

Scotland has also developed resources and support including the 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 toolkit aims to increase awareness of the needs of LGBT young people in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying; priorities which were identified in research with schools.

ParentLine
http://www.children1st.org.uk/parentline

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

Respectme
http://www.respectme.org.uk/

Respect*me* is the Scottish Government funded anti-bullying service. Their highly interactive website provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. Respect*me* develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include *Cyberbullying…Are you switched on?, Bullying…What can I do? -* a leaflet for children and young people jointly developed with ChildLine, and *Bullying…You can make a difference*, for parents and carers.

The Scottish Association for Mental Health (SAMH)
http://www.samh.org.uk

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities. SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. SAMH also Chair the management partnership for *See Me*, Scotland's anti-stigma campaign.

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

16

Scottish Traveller Education Programme (STEP)
http://www.step.education.ed.ac.uk

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's travelling families to access education and web links for children and young people to a range of different websites, providing information and contacts with travellers and people working with them to support their cultures and life-styles. STEP's remit includes supporting developments in inclusive educational approaches for Scotland's Travelling Communities and to address racism, harassment and bullying.

Show Racism the Red Card
http://theredcardscotland.org

Show Racism the Red Card is an anti-racist educational charity. They aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. They achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports. Show Racism the Red Card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

Stonewall Scotland
http://www.stonewallscotland.org.uk/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. These include research reports on teachers' and children and young people's experiences and guides for staff such as 'Challenging Homophobic Language', 'Supporting LGB Young people' and 'Including Different Families'.

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
Working together to achieve the best for children, young people and their families

17

ARGYLL AND BUTE COUNCIL
COMMUNITY SERVICES: EDUCATION

BULLYING INCIDENT RECORDING FORM

Please ensure all sections are fully completed.

Section 1	
Name of School:	

Section 2			
Date incident occurred:		Date incident reported:	

Section 3 - Details of those displaying bullying behaviour

Pupil Name	Class/Year	Gender	Ethnicity	ASN (y/n)

Section 4 - Details of those experiencing bullying behaviour

Pupil Name	Class/Year	Gender	Ethnicity	ASN (y/n)

Section 5 - Type / nature of the incident (please tick at least one box)

Cyber-bullying	e.g. malicious use of text messages, phone calls, social media, use of picture/video clips on a mobile phone	
Incitement	e.g. encouraging others to bully, behave in a racist, sexist or discriminatory manner, wear discriminatory insignia.	
Intimidation	e.g. frightening or making threats	
Isolation / Social	e.g. shunning, rejecting, leaving out of activities/groups, etc.	
Physical	e.g. pushing, shoving, fighting, tripping-up, etc.	
Property damage	e.g. theft of bags, clothes, money, tearing clothes, ripping books, defacing property, etc.	
Verbal	e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments, etc.	
Written	e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings	
Other - please specify		

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18

Section 6 – Influencing factors (you may tick more than one box)			
Body image/Physical appearance		Looked after status	
Class/Socio-economic status		Race/Culture	
Disability		Religious beliefs	
Gender		Sexual orientation	
Unknown		Other (please specify):	

Section 7 - When did the incident occur?			
Before School		Morning Interval	
After School		Lunch Break	
During Class		Various	
Between Classes			

Section 8 - Where did the incident occur?			
In school building (please specify)		Outwith school premises	
In school grounds		On school bus/transport	
Various			

Section 9 - Investigative procedures carried out	
Incident investigated	
Interview with pupils involved	
Meeting with parents of those experiencing bullying behaviour	
Meeting with parents of those displaying bullying behaviour	
Other (please specify):	

Section 10 – Disciplinary action taken
Please specify if exclusion was necessary or if Police were called, etc.

Section 11 - Action taken to support those experiencing bullying behaviour
Please specify (e.g. support from staff, peer support, buddying, external agency involvement, resolution with those displaying bullying behaviour).

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19

Section 12 - Was any restorative/preventative work carried out?			
Whole school		Individual	
Whole class		Other (please specify):	
Group work			

Section 13	
Today's date	
Name of staff-member who initially dealt with/reported the incident	
Name of Anti-Bullying Co-ordinator (if applicable)	
Signature of SMT/SLT	

In December and June of each academic year, copies of Bullying Incident Recording Forms should be submitted for central collation to Suzanne Harper via suzanne.harper@argyll-bute.gov.uk or by post to Community Services: Education, Argyll House, Alexandra Parade, Dunoon, Argyll, PA23 8NY. Should you have any queries regarding the completion or submission of this form, please contact Suzanne Harper on 01369 708527.

Argyll and Bute Council Community Services: Education   Anti-Bullying Policy September 2013
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20