

ANTI-BULLYING POLICY

REVISED AND UPDATED JUNE, 2019

respect

openness

fairness



Argyll and Bute Anti-Bullying Policy update June, 2019

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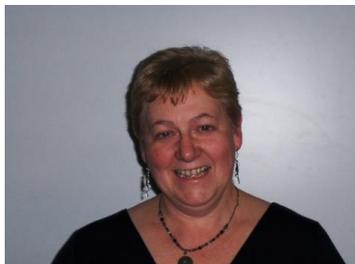
FOREWORD

In Argyll and Bute we aspire to make our area the best place in Scotland for children to grow up and for families and young people to live and work.

We believe that the best environment for our children, young people and their communities to flourish and to achieve excellence, is one that promotes inclusion, celebrates diversity, embraces equality and places the rights of children at the heart of its ethos and culture. The rights of children to be cared for and kept safe, and to have a meaningful say in their lives must underpin all of our policy and practice.

Bullying is a children's rights issue. In Argyll and Bute we remain committed to the prevention of bullying through effective programmes on wellbeing, equality and inclusion, positive role models, and healthy relationships. We believe that it is fundamental to address the detrimental impact of bullying on the mental, emotional, social and physical wellbeing of our children and young people and to remove the obstacles to learning and personal fulfilment that bullying often creates. We must also be aware that children and young people who display bullying behaviour may have underlying problems that need to be addressed.

We hope that this updated Anti-Bullying Policy will be a useful and helpful resource for Education Staff, Children and Young People, Parents and Partners. Its importance should be recognised in the context of our shared vision: 'together we realise ambition, excellence and equality for all'. ([Our Children, Their Future, p5](#))



Anne S Paterson

ANNE PATERSON

Head of Education:
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The wellbeing of our children and young people, the golden thread of Argyll and Bute's Educational Vision and Strategy, is contingent upon every individual experiencing strong and positive relationships that encourage self-respect and afford personal dignity.

BULLYING AND CHILDREN'S RIGHTS

Each child and young person in Argyll and Bute has a right to be free from fear, discrimination, intimidation, harassment and social exclusion. When a child or young person experiences bullying the following rights as enshrined in [The United Nations Convention on the Rights of the Child](#) are compromised:

- The right to 'protection against discrimination' (Article 2)
- The right to protection against all forms of violence – including physical or mental violence (Article 19)
- the right to be kept safe from harm and (Article 19)
- The right 'to be given proper care by those looking after them' (Article 19)
- The right 'to contribute meaningfully to the decisions and circumstances that affect their lives'(Article 19)
- the right 'to an opinion and for it to be listened to and taken seriously' (Article 12)

When children's voices are placed authentically at the heart of a school's ethos and curriculum, they have greater control of their lives, their rights are better served and there is greater opportunity to foster respectful relationships. Several schools in Argyll and Bute are participating in UNICEF's *Rights Respecting Schools* initiative, helping children and young people to have a greater voice and promoting positive relationships and respectful behaviour.

For bullying to diminish and for empowering, fulfilling relationships to flourish, relationships between schools and the families of our children and young people must be strong and productive. From online harassment to prejudice-based bullying, parents have the potential to contribute to meaningful change in the ethos of a school community. Argyll and Bute's [Parental Engagement Strategy 2019-2021](#) (Argyll and Bute Council, 2019), highlights the crucial role played by parents in improving the wellbeing and attainment of children and young people.

Argyll and Bute's Education Service values of *respect, openness and fairness* (p5 [Our Children, Their Future](#)) clearly set out our aspirations for the quality of our relationships at every level of our Education Service.

The commitment to reflect the diversity of Argyll and Bute's communities in all aspects of engagement and to reduce the bullying of children and young people who are from protected groups is clearly stated in Argyll and Bute Council's Equality Outcomes for Education:

Education

1. We do not tolerate bullying and harassment of people from protected groups
2. The gap in educational attainment between people with and without protected characteristics is reduced. ([Argyll and Bute Council Equality Outcomes](#), 2019 to 2023)

Argyll and Bute's policy on addressing bullying espouses [Respect for All's](#) principles and shared vision for Scotland's children and young people:

- 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 parent(s) will have the resilience to prevent and/or respond to bullying appropriately;
- every child and young person who requires help will know who can help them and what support is available; and
- adults working with children and young people will follow a consistent and effective approach in dealing with and preventing bullying from Early Learning and Childcare onwards. ([Respect For All: A National approach to bullying](#) Scottish Government, 2017 p7)

WHAT DIRECTS AND GUIDES OUR POLICY AND PRACTICE

This policy aims to support educational establishments to:

- promote respectful relationships between staff, between staff and parents staff and children and amongst children;
- enhance understanding of how to identify and deal with bullying behaviour and its impact on children and young people;
- stop any bullying behaviour as quickly as possible; and
- raise awareness and prevent bullying behaviour; and provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

Our policy is informed by the following local and national policies and guidelines:

[Argyll and Bute Parental Engagement Strategy 2019-2020](#) (Argyll and Bute Council, 2019)

[Engaging Parents and Families – a toolkit for practitioners](#) (Education Scotland March, 2019)

[Argyll and Bute Council Equality Outcomes](#), 2019 to 2023

Argyll and Bute Council [Equality and Diversity Policy \(2019 update\)](#).

[Equally Safe: Scotland's Strategy to prevent and eradicate violence against women and girls.](#) (Scottish Government, 2018)

[2019 National Improvement Framework and Improvement Plan](#) (Scottish Government)

[Our children, their mental health and wellbeing](#), Argyll and Bute Council, 2018
[Respect For All: A National approach to bullying](#) (Scottish Government, 2017)
[Mental Health Strategy 2017 to 2027](#) (The Scottish Government, March 2017)
[Getting it right for Every Child \(GIRFEC\)](#) (Scottish Government, 2008, update September 2017)
[Children and Young People's Services Plan 2017-2020](#) (Argyll and Bute Council/NHS, 2017)
[Education \(Scotland\) Act](#) (Scottish Government 2016)
[Our Children, Their Future](#) Education Vision and Strategy (Argyll and Bute Community Services Education)
[Children and Young People \(Scotland\) Act](#) (Scottish Government, 2014)
[Health and Wellbeing: responsibility of all](#) (Education Scotland, 2014)
[Equalities Act, 2010](#)
[Scottish Schools \(Parental Involvement\) Act](#) (Scottish Government 2006)
[Education \(Additional Support for Learning\) \(Scotland\) Acts](#) (2004,
[Curriculum for Excellence](#) (2004)

WHO THIS POLICY IS FOR

This policy is for Heads of Establishments, Teaching and Non-Teaching Staff, School Support Staff, children and young people, parents and carers and partner agencies in Argyll and Bute's Education establishments. These include 3-18 schools and Joint Campuses, Learning Centres, primary schools, secondary schools and Early Learning and Child Care Centres.

WHAT IS (AND IS NOT) BULLYING

Respect for All defines bullying in the following way:

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

This definition avoids the labelling of children and young people as 'bullies' or 'victims', a characterisation that can leave children alienated and disempowered, and focuses instead on the behaviour and on the impact of this in an interpersonal context.

It is imperative that we support our children and young people to understand why bullying is wrong and to empower them to change their behaviour.

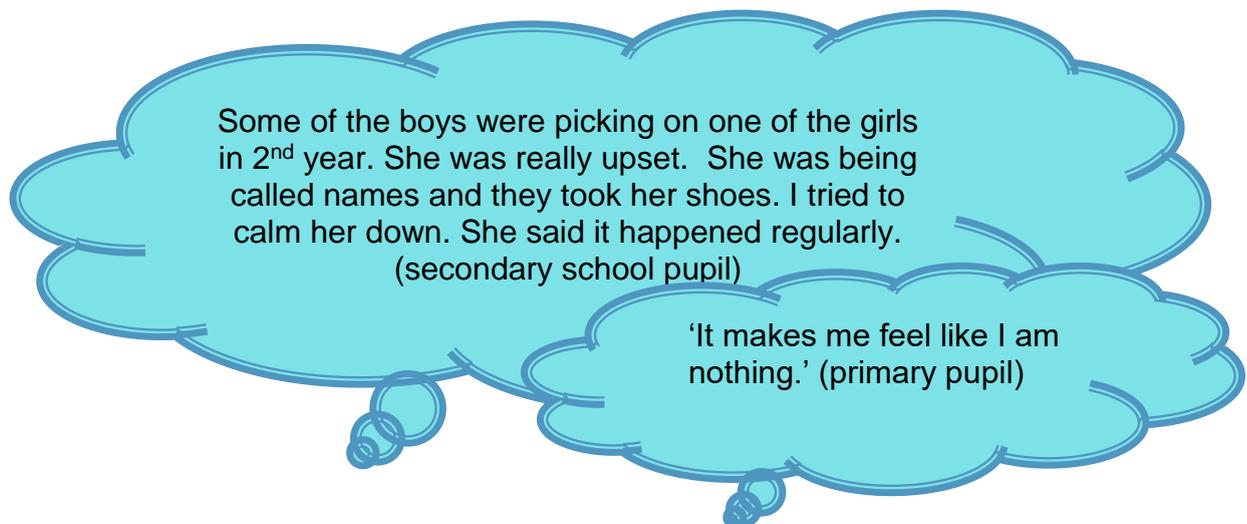
BULLYING BEHAVIOUR

We must recognise and acknowledge bullying behaviours so that they can be identified when they happen. Schools should always take this definition into account when recording incidents of bullying (see section on Recording of Incidents of bullying), communicating with children and parents (for example, avoiding labels such as 'bully' or 'victim') and agreeing strategies to address the behaviour and its impact.

The kinds of bullying behaviours that people might experience include:

- being called names, teased, threatened, undermined or humiliated;
- being hit, kicked, tripped-up, pushed or kicked;
- having your personal belongings taken, hidden or damaged;
- having your identity, be it gender identity or sexual orientation, debated or questioned by others;
- being targeted because of your identity or of what others perceive your identity to be;
- being made to feel that you are not in control of yourself or of your life;
- being socially isolated, ignored, or having rumours spread about you; and
- having abusive or demeaning photographs, messages, or images about you sent on social media, online gaming platforms or phone.

Most of the kind of behaviour described above can take place both face-to-face and on-line.



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

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, gaming and through social networking sites.

IMPACT

The [Respect for All's](#) definition (see above) refers to the impact that bullying might have on a person's sense of 'agency' or control over their own life. This includes their potential for self-management and their ability to take action and make decisions. Power is effectively taken away from the individual by the bullying behaviour of others. Sometimes, the bullying behaviour of others can lead a child or young person to develop ways of coping and of reacting to the circumstance that are damaging to themselves and to others.

A child or young person who is being bullied might experience trauma and distress and the impact on their emotional, mental, physical and social wellbeing can affect their learning, their relationships, their aspirations for the future and their family life. Bullying is a behaviour that leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

The impact that an incident has on a child or young person is more important than whether it is classified as bullying.

ONLINE BULLYING

Online bullying or 'cyberbullying' should not be treated differently from face-to-face bullying. In both instances the core issue is that of communication and relationships. Many of the bullying behaviours that occur face-to-face can also happen online and it is important to note that online bullying rarely exists in isolation. For example, a child or young person can be called names, harassed, threatened or have rumours spread about them in person and online. Online bullying will be considered as seriously as any other form of bullying. It is best prevented when addressed as part of our comprehensive anti-bullying approach, not as a separate area of work or policy.

For advice and guidance on online safety, Argyll and Bute Council recommends:

- [thinkuknow](#) See description under 'Resources' below
- [Bullying UK](#) See description under 'Resources' below
- [Guidance on Developing Policies to Promote the Safe and Responsible use of Mobile Technology in Schools](#) (Scottish Government, November 2013)
- [360 Degree Safe e-safety self-review tool](#) An online tool that helps schools in their evaluation of the impact of anti-bullying policy and practices.
- Education Scotland's [Technologies Experiences & Outcomes and Benchmarks](#) (revised March, 2017 to include an explicit strand related to digital literacy incorporating cyber resilience and internet safety).
- [Internet Matters](#) A very useful site for parents and carers, offering advice on how to keep their children safe online.

WHEN IT'S NOT BULLYING

In their lives children and young people occasionally disagree or argue with each other. It is crucial that adults and children are aware of how relationships work and of their own influence on these interpersonal interactions. Schools and parents should work together to support children as they experience challenges and changes in their relationships with others, to develop respect and empathy for others and to build the resilience needed to get through difficulties.

It is important that children and young people are given the opportunities to explore the topic of relationships in an age-appropriate way (for example in Personal and Social Education), that they are encouraged to talk to someone whom they trust about their feelings and that school staff are able to take early, preventative action in collaboration with parents should problems in relationships begin to escalate.

When dealing with incidents of actual, attempted or suspected bullying we must be careful to focus on the behaviour of and impact on children and young people and to offer support.

WHEN BULLYING IS A CRIME

Sometimes bullying becomes a legal issue and it is important to distinguish between bullying and a criminal offence such as hate crime or gender-based violence. For example, inappropriate touching may not be bullying but rather sexual assault or gender-based violence. Similarly, intimidation of someone who belongs to one of the protected characteristics can be a Hate Crime. The distribution of sexual images online to harass or intimidate also goes beyond bullying to criminality. If there is any doubt about whether an incident constitutes assault or abuse or any other crime, schools should consult with their Police Scotland Youth Engagement officer, local police liaison officer or with the Reporter to the Children's Panel.

For more information on the definition of hate crime please see Hate Crime Scotland at <https://www.hatecrimescotland.org/what-is-hate-crime/>.

PREJUDICE-BASED BULLYING AND PROTECTED CHARACTERISTICS

Bullying behaviour may arise from prejudice relating to perceived or actual differences between people leading to dislike and hatred of individuals and groups and to behaviour and language that is racist, sexist, homophobic, biphobic, transphobic or discriminatory with regards to a person's beliefs, disability, relationship status or other aspects of their identity or perceived identity.

The Equality Act, 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are:

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation.

Please note that the characteristics of age and marriage and civil partnerships do not apply in schools.

It is important to recognise that some characteristics not covered by the Equalities Act 2010 can also be subject to prejudice-based bullying as they relate to perceived or actual differences, such as children and young people who are care-experienced, are economically disadvantaged or who are Young Carers.

There is a full explanation of these protected characteristics in Appendix 2.

STRATEGIES TO PREVENT AND RESPOND TO BULLYING

Respect everyone, even if you don't see eye to eye with that person. Don't judge someone by the way they look, get to know the person first. Try to be nice to everyone even if you're having a hard day. (primary school pupil)

Parents and school should have regular conversations with children about the harmful effects of bullying and what to do if you are being bullied yourself. (primary pupil)

Teach young people about relationships and what to be aware of. (secondary school pupil)

PREVENTION AND EARLY INTERVENTION

In Argyll and Bute, we are committed to preventing bullying behaviour in our schools primarily by creating in every sector and at every level of our organisation, an ethos founded upon [Our Children, Their Future](#)'s values of respect, openness and fairness.

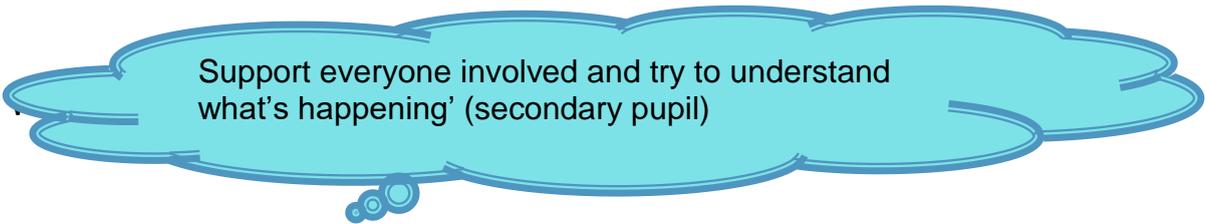
This includes a commitment to demonstrating these values between adults (such as teachers, parents, support staff, partner agencies), between adults and children and between children and their peers. We encourage strong school leadership, inclusive and supportive learning environments, anti-racist and multi-cultural education, inclusive policies, dynamic partnerships and effective training. All adults working with children and young people should model our core values and proactively promote positive relationships and behaviour in the classroom, corridors, playground and in the wider learning community. Prejudicial and discriminatory language and behaviour should always be challenged. All staff should be aware of Health and Wellbeing as a 'responsibility for all' and GIRFEC outcomes should be embedded across the curriculum so that our children and young people are aware of the ways in which their learning experience can contribute to them being safe, happy, achieving, nurtured, active, respected, responsible and included (see Argyll and Bute's Information on GIRFEC on The Hub at <https://www.argyll-bute.gov.uk/girfec>).

Ensuring that we intervene at the earliest possible stage to support children who have been identified as experiencing psychological, emotional or social problems that have a detrimental impact on their social and communication skills is essential to promoting good mental health and wellbeing and thereby positive relationships. Placing health and wellbeing, particularly mental health, at the heart of the curriculum (see [Our children, their mental health and wellbeing](#), Argyll and Bute Council, 2018) underpins the promotion of positive relationships.

Other proactive strategies might include:

- effective Equality and Diversity, anti-racist and multicultural education;
- resilience-building programmes;
- anti-bullying days/weeks taking on board issues that are raised in school, locally or nationally and events such as World Aids Day, Learning Disability Week, LGBT History Month, Dyslexia awareness week, International Women's Day, Islam Awareness Week and Holocaust Memorial Day;
- building teacher skills through effective staff training (see Appendix 2);
- ensuring effective policy and practice to engage and involve parents ([Argyll and Bute Parental Engagement Strategy 2019-2020](#));
- promoting whole-school awareness of impact of [Adverse Childhood Experiences](#) (ACES);
- assemblies;
- use of peer support with mixed age groups;

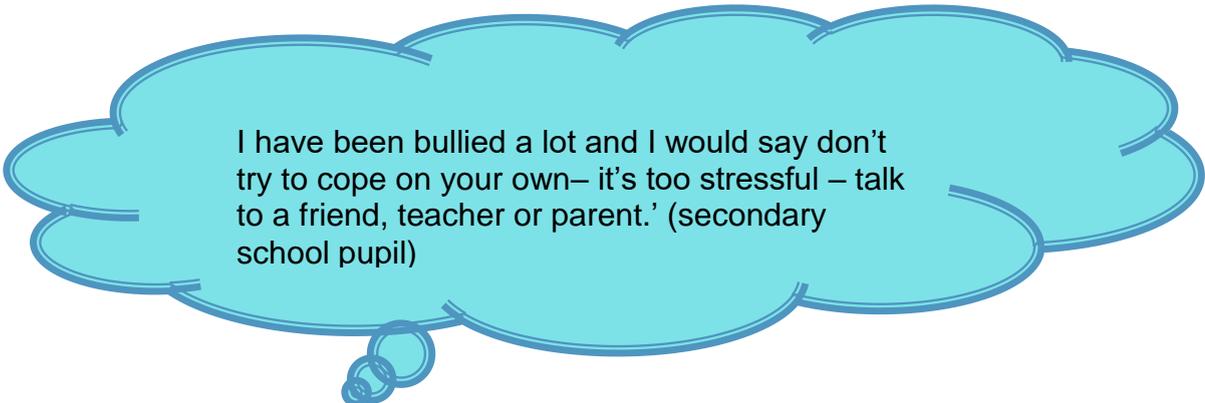
- Curriculum for Excellence – delivery of Health and Wellbeing experiences and outcomes;
- [Nurture groups](#) and nurture principles;
- Pupil Equity Fund (PEF) initiatives;
- Young Carer groups;
- emotional support ‘drop-ins’, school counsellors;
- LGBTQ+ youth groups (see Appendix 2);
- [Rights Respecting Schools Award](#);
- [LGBT Youth Scotland Charter](#);
- quiet or ‘chill-out’ areas in schools;
- mindfulness programmes;
- summer school or structured holiday activities run by partner agencies (such as Youth Services or Third Sector);
- playground buddies, playground supervision;
- lunchtime, extra- and co-curricular groups clubs and activities;
- family and community learning;
- TESSA sexual health and relationships awareness programmes;
- copies of anti-bullying policy promoted in school and on school social media;
- partnership working with parents, outside agencies and the local community;
- Internet safety programmes for children and young people, and parents;
- restorative and mediation processes embedded in schools to ensure that interpersonal difficulties are addressed before escalation; and
- other resources (see Appendix 2)



Support everyone involved and try to understand what's happening' (secondary pupil)

Establishments will ensure that, where appropriate and in accordance with the rights, needs and wishes of the child or young person, parents or carers are informed and will actively seek their support in implementing a resolution to the bullying incident.

Bullying behaviour can compromise the rights of a child or young person. Therefore it is vital that in Argyll and Bute we work with our children and young people, colleagues, families and partners to ensure that there is a swift and effective response to prevent escalation and further distress.



I have been bullied a lot and I would say don't try to cope on your own– it's too stressful – talk to a friend, teacher or parent.' (secondary school pupil)

Heads of Establishments must ensure that those who have experienced bullying behaviour understand that their concerns are being taken seriously, that their right to privacy will be respected, and that there will be a prompt investigation. In particular, children and young people who are LGBTQ might be afraid that they will be 'outed' to their parents and family. Heads of Establishment must ensure that the child is at the centre of decisions that affect them, and that all children are aware that, unless there is a child protection or wellbeing concern, their right to confidentiality will be respected.

Moreover, we must support those children and young people who demonstrate bullying behaviour through a range of actions including, where appropriate and in accordance with the rights of the child, the involvement of parents, restorative approaches or mediation (to repair a relationship), setting clear expectations about behaviour, challenging prejudice and offering opportunities to understand the impact of their behaviour on other people and to make amends, developing alternative ways to respond to interpersonal problems or to express negative feelings, and providing opportunities to learn and to change their behaviour.

Examples of good practice include:

- being listened to
- mediation and restorative or 'solution-oriented' approaches
- peer support
- playground buddies
- circle time
- support for resilience skills

- counselling for the child or young person who has experienced bullying and for the child or young person who has displayed bullying behaviour
- involvement of specialist partner agencies

Teach them why people are hurt by the words they might say. (secondary school pupil)

When a child or young person displays bullying behaviour, Heads of Establishment should ensure that staff work with that child or young person, their parents and specialist support services to identify the underlying causes of the behaviour and to take effective steps to address these issues. These steps might involve the school's Educational Psychologist, Tier 2 Primary Health Worker, CAMHS or Children and Families Social Work Services. The child or young person, parents, teachers and partners could also work together to improve outcomes using the GIRFEC Child's Planning process.

It is important that when dealing with children and young people involved in incidents of bullying, the guiding principles of [Included, Engaged and Involved part 2](#): preventing and managing school exclusions (Scottish Government, 2017) are applied and that we ensure that children and young people remain fully included, engaged and involved in their education.

EXPECTATIONS AND RESPONSIBILITIES

ESTABLISHMENTS

Every educational establishment will update their own anti-bullying policy in consultation with their staff, children and young people, parents/carers and partners by the end of session 2019/20. Each policy will be developed in line with this Authority policy (2019) and will outline the establishment's procedures for responding to bullying. Further help is on developing policy and consultation is available from *respectme's* [Policy through to Practice – Getting it Right](#).

Each educational establishment will implement, monitor and review their anti-bullying policy in line with the authority's policy (2019). They will consult with staff, parents, children and young people 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 website, facebook or twitter sites
- the establishment's handbook
- public and parent meetings

- special anti-bullying initiatives, e.g. annual national anti-bullying week in November
- 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.

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:

- relationships/communication policies (for example on the use of mobile devices in establishments (and what will happen if they are misused);
- the wider curriculum (not restricted to Health and Wellbeing curriculum) and GIRFEC practices;
- assemblies;
- classroom practice, e.g. circle time;
- leaflets/posters – various sources;
- induction and transition programmes;
- family workshops/family learning;
- staff in-service/training programmes; and
- internet safety training for children, young people, parents/carers, staff.

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

	<p>updating or any other modification of process, they should bring it to the attention of the senior leadership.</p> <p>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 Argyll and Bute Council's Dignity at Work: Eliminating Workplace Bullying and Harassment Policy and Procedure. (The Hub, 2016)</p> <p>Members of staff should also follow the guidance of Argyll and Bute Council's Equality and Diversity Policy (2019 update).</p> <p>All staff members within the establishment are expected to adhere to their anti-bullying policy record, follow up and communicate on all issues pertaining to bullying incidents amongst children and young people and lead on anti-bullying prevention measures when it is safe for them to do so.</p>
<p>CHILDREN AND YOUNG PEOPLE</p>	<p>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. When it is safe for them to do so.</p> <p>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.</p> <p>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.</p> <p>Children and young people are expected to work constructively as part of any restorative practice, when appropriate, whether directly or indirectly involved as members of the establishment's community.</p>

PARENTS AND 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 may also report concerns directly to the establishment.

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.

PARTNERS

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

Coherent and consistent recording of incidents of bullying enables Argyll and Bute Council to gather reliable data that helps us to monitor the rate and nature of bullying (particularly with regard to protected characteristics). This in turn ensures that our policies and practice are regularly evaluated and reviewed, that appropriate support is provided in the form of strategic planning to address underlying issues (such as that of prejudice or local trends), that training is focused, that resources are targeted and that any advice is well informed.

Argyll and Bute Council is therefore committed to full implementation by August, 2019 of the recommendations of the Recording and Monitoring Working Group that was established following the publication of 'Respect for All'.

For more information on the recording of incidents of bullying, please see [Respect for All: Supplementary Guidance on Recording and Monitoring of Bullying incidents in Schools](#).

Incidents of bullying should be recorded in the updated Bullying and Equalities module in SEEMIS, the school management information system that we use. The system ensures that schools record:

- details of any protected characteristics (see appendix 2) or any other form of bullying
- the nature of the incident
- where the bullying takes place
- how children and young people have been supported and how the incident has been resolved.

For individual schools the benefit of this system is that enables them to:

- monitor patterns over time
- evaluate the success of interventions
- develop effective means of addressing underlying issues
- respond appropriately to incidents as they arise
- support children and young people in an informed way
- ensure that children's rights are respected, that we listen to their experiences and take their concerns seriously
- address any underlying prejudice or other negative attitudes reported in an incident of bullying

- consolidate means of recording (records in the Bullying and Equality module automatically log a pastoral note for each pupil) thereby ensuring that we have comprehensive information to support our children and young people

The updated Bullying and Equalities module also makes it no longer necessary for schools to submit paper or digital returns for bullying, anti-social behaviour or racism.

Instructions on how to enter details can be found in Argyll and Bute's Guidance on Violence and anti-social behaviour (against school staff), bullying and racist incidents recording manual (August, 2018). This is summarised in Appendix 3.

THE VIEWS OF CHILDREN AND YOUNG PEOPLE

The following comments from children and young people in four Argyll and Bute secondary schools and thirteen primary schools were collated through class discussion and individual responses in May/June 2019. The comments here represent the most commonly expressed views.

The kinds of bullying behaviour that children and young people have seen or been involved in

'name calling'; 'spreading rumours'; 'gossiping'; 'ganging up on people'; 'mean and nasty comments online'; 'sneaky looks'; 'hitting, hair pulling'; 'saying 'that's gay' about things'; 'being laughed at'; 'throwing objects'; 'gay people get discriminated a lot'; 'homophobic'; 'weight'; 'height'; 'sexist, racist and disablist'; 'talking behind back, staring, name calling, hitting, hair pulling, telling lies about someone to get them into trouble, verbal bullying, making fun of someone, cyber bullying on Xbox'; 'offensive jokes'; 'being left out of games'; 'making fun of someone's looks'; 'nasty comments about people with additional support needs'; 'sexism against girls'; 'making people depressed'; 'sexual bullying'; 'controlling'; 'swears'; 'peer-pressure to say you like someone'; 'rude gestures'; 'making fun of health condition – diabetes, cerebral palsy'; 'Yolo chat app – anonymous comments being left online about people'.

How children and young people believe they can model respectful relationships

'be polite to everyone'; 'help others and ask if they are ok'; 'let people play and chat with you'; 'always include people'; 'don't tell private secrets'; 'help people if they fall'; 'be kind and allow others to do their own thing'; 'don't judge and think before you speak'; 'ask people to play if they are on their own'; 'if someone is making fun of someone, stand up to them and show them that you care'; 'listen to people, be kind, not snapping at others, always keeping your hands to yourself'; 'use respectful language'; 'if someone is mean to you, just be the bigger person and treat them better than they do you'; 'you could be more self-aware and

understanding'; 'even if you don't like the person, still respect them'; 'having good manners'.

What children and young people think someone who is being bullied should do

'tell the teacher, parents, friends'; 'tell an older brother or sister'; 'I think you should tell someone you trust and always tell someone sooner'; 'stand up for themselves and say it's not kind and you should be more respectful to people'; 'try not to react'; 'walk away'; 'contact Childline'; 'stay in groups'; 'report them online'; 'write your feelings down'; 'don't be scared to talk'; 'screenshot it (if it is on a phone or device)'; 'don't bully them back'; 'try to calm down and get the facts sorted in your head'; 'try to keep the anger in as you could get into trouble yourself'; 'avoid going to the same places as the bully'; 'block them online'; 'people should also try to be resilient as well though, and stick up for themselves'.

What they think the school should do about bullying behaviour

'ask to speak to parents'; 'bring in parents of both parties'; 'don't brush over it'; 'use traffic light system'; 'keep someone in at playtime'; 'exclude them'; 'encourage them to do something nice for the person they have bullied'; 'contact the police if it is something serious'; 'tell them to stay away from each other'; 'take away privileges'; 'talk with the Head Teacher'; 'deal with it properly and quickly before it gets out of hand'; 'have a set policy'; 'try to think why people are bullying and focus on where it is coming from e.g. maybe the person is upset and taking it out on others'; 'keep people in separate groups'; 'speak to them about why they do it and what's the point because this will put them on the spot'.

What they think parents and carers should do to help

'go into the school to talk to teachers'; 'emotional support'; 'talk about it'; 'support their child through these hard times'; 'talk to their kids about how bad bullying is and if it happens to them tell an adult and not bottle it up'; 'tell their child to stay away from the bully and also tell the teacher'; 'talk to them more'; 'parents/carers should NOT post on social media about the situation as it does not help the situation and can make things much worse'; 'check up on their child'; 'if it's in school tell the teacher or the child's friends to watch out for them'; 'keep the child positive, don't let them believe what is being said'; 'keep communication'; 'give consequences to their children who are bullying others'; 'ground them'; 'keep an eye out and listen to what the children have to say'; 'if bullying is happening online, use parent controls, block any people who use threatening language or call you names'.

How children and young people think bullying behaviour can be prevented

'do some learning about what to do if you are being bullied'; 'have a school monitor/playground monitor, buddies in the playground'; 'checking all nooks and

crannies in the playground'; 'Golden Rule'; 'make everyone equal (uniform, no wealth difference or looks) so there is no excuse for bullying'; 'discussions in class to talk about feelings to prevent bullying'; 'clubs so people can meet others with same interests'; 'more circle time'; 'school should have an assembly every month to talk about it'; 'this can be hard to do, but schools could help children be more confident'.

STAFF DEVELOPMENT AND TRAINING

Staff Development, delivered by *respectme*, will be available to all establishments in the 2019-20 session.

EQUALITY IMPACT ASSESSMENT

This policy is in accordance with the Authority's Equality and Diversity Policy (2019 update). It supports the Council in its duty to eliminate discrimination, treat people fairly and with respect and promote good relations between diverse groups. This policy will also be subject to a [Child Rights and Wellbeing Impact Assessment \(CRWIA\)](#).

POLICY REVIEW

This policy will be reviewed during the session 2022-2023

APPENDIX 1: WHAT IS PREJUDICE-BASED BULLYING?

The following explanations of Prejudice-based bullying are from Appendix 2 of [Respect For All: A National approach to bullying](#) (Scottish Government 2017).

Additional Support Needs: These can arise for any reason and be of short or long-term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors, and therefore may relate to a protected characteristic. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

Age: Age is a protected characteristic although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings. For example, in workplaces, further and higher education and in wider society.

Asylum Seekers and Refugees: Children and Young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Stigma, due to lack of knowledge and, given that race is a protected characteristic, understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

Body Image and Physical Appearance: This can be hugely important to children and young people with bullying because of body image having the potential to negatively impact on their wellbeing. In some cases, body image and physical appearance may relate to a protected characteristic, such as race or disability.

Disability: Disability is a Protected Characteristic. People who bully others may see disabled children and young people as being less able to defend themselves and less able to tell an adult about the bullying. The language and behaviour used may be a result of a lack of understanding about the nature of a person's disability. Increased understanding about disability and the impact it can have can help reduce bullying.

Gender Identity and Transphobic Bullying: The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self is being male, female, neither or aspects of both. Gender reassignment is a protected characteristic. Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying.

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This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e. a parent, relative or other significant figure. The term 'gender reassignment' is a

protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment.

Gypsy/Travellers: Children and young people who are Gypsy/Travellers may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Perceived risks about bullying and given that race is a protected characteristic parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and young people can therefore also experience homophobic bullying. Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

Intersectionality: Understanding the different and unequal social and economic outcomes for particular groups, based on intersections between race, ethnicity, class, gender, sexual orientation, disability, and age. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and a resultant inequality in attainment and wellbeing.

Care experienced Children and Young People: Care experienced children and young people can be particularly vulnerable to bullying. Children can face bullying behaviour simply because they are care-experienced and seen in some way as 'different'. Children who are looked after away from home can also experience bullying behaviour in their residential care home, at school and in their community. Care-experienced children and young people may not always have a stable support network to turn to when experiencing bullying. For some children forming positive relationships with peers and adults can be more difficult due to their early childhood adversity. Developing trusting and supportive relationships between children and practitioners is required to address bullying of all forms and in all settings.

Marriage/Civil Partnership: Marriage and civil partnership is a protected characteristic. Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also

affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

Racism and Race: Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion or Belief: Religion or belief is a protected characteristic. Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have a religion or belief as well as those who do not, are protected under the Equality Act 2010.

Sectarianism: Most people understandably associate sectarianism with religion, which is a protected characteristic. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and Gender: Sex, sexual orientation and gender reassignment are all protected characteristics. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour – suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are perceived not to 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 lead to bullying because of the prejudice towards their perceived difference.

Socio-economic Prejudice: Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/ social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc can become widespread through those considering themselves to be in the dominant socioeconomic group. Bullying of children who endure parental substance misuse can also be prevalent.

Young Carers: The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

TRAINING

- [respectme](#) Scotland's anti-bullying service, offering training, education resources, policies and guidelines to help raise awareness of and to reduce bullying behaviour in schools.
- [CEOP programmes](#) Offers training and materials on keeping children safe online, particularly from sexual abuse and exploitation. The *Thinkuknow* introduction course is free but the *CEOP Ambassadors* course is not.
- [Nurture Group Training](#) *Nurtureuk* provides guidelines to schools on establishing nurture groups and training for staff.
- [Stonewall Scotland](#) A large and well established charity that offers training and resources to support schools in addressing homophobia, biphobia and transphobia. Most resources at present can only be accessed if you pay for membership.
- [Show Racism the Red Card](#) This organisation provides training, workshops and information to raise awareness amongst adults, children and young people about racism.
- [Scottish Mental Health First Aid](#) is a 12- hour training programme for teachers that offers basic general information about mental health problems. This is currently being delivered in some Argyll and Bute schools by NHS Highland.
- [Waverley Care](#) Scotland's HIV and Hepatitis C Charity. The Charity also offers training for teachers, workshops for children, young people and parents on Sexual Health and Equality and Diversity. There is also individual support for young people who are, or who think they might be LGBTQ+. They also provide 'Tartan Ribbon' resources and support and information for World Aids Day.
- [Time for Inclusive Education](#) (TIE). This is a Scottish Charity that provides resources (such as *Moments* and *Icons* related to LGBT History Month), training for staff and partner agencies, delivers assemblies promoting LGBT-Equality awareness and offers workshops to schools.
- [Mentors in Violence Protection Scotland](#) (MVP) offers training to young people and resources in gender-based violence, sexual harassment and bullying.

RESOURCES

- The [respectme site](#) provides a wide range of resources that guide policy and provide educational materials for schools. These include:

[Addressing Inclusion: effectively challenging homophobia, biphobia and transphobia](#) (*respectme* LGBT Youth Scotland, Smarter Scotland). Very comprehensive document with useful links to support schools in tackling homophobia, biphobia and transphobia.

[Addressing Inclusion: effectively challenging racism in schools](#) (*respectme*, CRER, Scottish Government). Very comprehensive document with useful links to support schools in tackling racism.

[Bullying: what are my options](#) (*respectme*)
Provides a short film from *respectme* that highlights for children and young people what they can do if they are being bullied. See also the [leaflet](#) of the same name from *respectme*.

[Bullying...a guide for parents and carers](#) (*respectme*, 2016). Provides parents with a definition of bullying and offers many tips on how to support their children.

- [Time for Inclusive Education](#) (TIE). See previous explanation.
- [Supporting Transgender young people](#) (LGBT Youth Scotland 2017). This document provides information to schools to help them support transgender children and young people and to reduce the incidence of transphobic bullying.
- [Show Racism the Red Card](#) See explanation above.
- [SeeMe](#) Their '*What's on your mind?*' pack is designed to help teachers and young people to learn about mental health and to develop skills and confidence to tackle stigma and discrimination.
- [Education Scotland](#) Their Anti-bullying pages contain some of the main policies and guidelines to support schools in promoting positive relationships and tackling bullying.
- [Promoting Alternative Thinking Strategies \(PATHS\)](#) This is a whole-school, curricular pre-school and primary level programme that aims to develop emotional literacy and social problem solving skills.

- [Visibility Matters](#). From this organisation you can purchase packs (*Celebrating the 'L' in 'LGBT and Talking Transgender*) which promote LGBT equality and raise awareness to help prevent homophobic, biphobic and transphobic bullying.
- [Waverley Care](#) See previous explanation
- [Living Life to the Full](#), [FRIENDS for Life](#), [The Decider life skills Good2Go](#) These provide training and other resources based on Cognitive Behaviour Therapy (CBT).
- [Samaritans](#) A long-established Charity that provides mental health and resilience support to schools throughout the UK through prevention services, lesson plans and school talks. Their *Deal* resources for use by teachers for young people 14+ are free to download.
- [Zero Tolerance](#) The aim of this Scottish Charity is to raise awareness of gender inequality and violence against women.
- [Scottish Traveller Education Programme](#) (STEP) This site provides resources, toolkits and information to support new approaches to learning for the children, young people and families of the traveller families and communities.
- [Sense over Sectarianism](#) This website has been created by YouthLink Scotland to support action against sectarianism.

SETTING UP LGBTI+ YOUTH GROUPS IN SCHOOLS

- [Student Voice: Setting up a student LGBT group in secondary schools and colleges \(Stonewall Scotland\)](#)
- [Celebrating Diversity Through Pupil Voice \(A guide for Primary schools\) \(Stonewall Scotland\)](#)
- [Developing a gender and social orientation alliance](#) (LGBT Youth Scotland)

SUPPORT FOR CHILDREN, YOUNG PEOPLE AND PARENTS

- [Childline](#). This organisation offers a helpline (0800 11 11) Bullying Line (0800 44 11 11) for children and young people. They also offer training and other resources for schools.
- [Cool2Talk](#) Offers a confidential one-to-one online service for children and young people.
- [Bullying - What are my Options?](#) See previous explanation.
- [Internet Matters](#) a guide for parents on supporting their children to keep safe online.
- Samaritans (08457 90 90 90). See explanation above.
- [LGBT Youth Scotland](#) This organisation provides a comprehensive range of resources, policies and guidelines which can be downloaded for free as well as the *LGBT Youth Charter* (which is not free). Their aim is to make Scotland 'the best place to grow up for LGBTI young people'.
- [Parents Enquiry Scotland](#) This is an organisation that provides support and information for parents of LGBTI children and young people.
- [Stonewall Scotland](#) See explanation above.
- Parentline: 08000 28 22 23
- [Bullying...a guide for parents and carers](#) (*respectme*, 2016)
- [CHILDREN 1st](#) This organisation runs ChildLine Scotland and works with Scotland's vulnerable children and young people to improve outcomes in their lives.
- [Bullying UK](#) (0808 800 8222). This organisation provides helpful information on online bullying.
- [Enquire](#) This organisation offers support and advice for parents, children and young people, raising awareness of their rights to support for their learning needs. They also offer an advocacy service for children 12 to 15. They can be contacted through their website or by telephone:0845 123 2303.

APPENDIX 3: GUIDANCE ON VIOLENCE AND ANTI-SOCIAL BEHAVIOUR (AGAINST SCHOOL STAFF), BULLYING AND RACIST INCIDENTS RECORDING MANUAL

SCOTTISH GOVERNMENT GUIDANCE

The anti-bullying guidance; Respect for All was published by Scottish Government on 15th November 2017. The guidance can be found on: <http://www.gov.scot/RespectforAll>

Changes to drop down and field have been amended in the August 2018 SEEMiS roll out 415 to comply with the Scottish Government guidance.

VIOLENCE AND ANTI-SOCIAL BEHAVIOUR (AGAINST SCHOOL STAFF), BULLYING AND RACISM INCIDENTS OVERVIEW

The Bullying and Equalities menu enables schools to enter and maintain details of any incident of discrimination reported to them. The school can enter details of the incident, the nature of the incident and motivations. It also enables them to monitor, review and record any actions progressed. The form can be completed at relevant stages throughout this process.

Updated March 2019

Please only enter incidents that have been investigated and found to be true. This is important as it will automatically log a pastoral note for each pupil involved but the note remains even if the outcome is 'unfounded'.

As reports can be generated through SEEMiS there will be no requirement for schools to email/post paper copies of the following forms:

1. Bullying Incident form
2. Violence and Anti-Social Behaviour against Staff - Appendix 2a – Incident Report Form and the termly returns (currently part of Management Circular 3.08 which is being updated to reflect this change)
3. PERS100s in relation **only** to incidents of bullying and violence (please see guidance below on Page 6)
4. Incidents of Racism – both the reporting form and the annual return

Schools should add incidents as they happen provided they have been investigated and found to be true, however a reminder will be issued at least 2 weeks prior to a collection being taken, unless the information is for an FOI in which case the turnaround time will be shorter.

BENEFITS/ADDITIONAL FUNCTIONALITY

- Ability to report on all incidents, by pupil and by staff
- Ability to report on school by school basis
- Incidents will be recorded as a linked Latest Pastoral Note for all pupils involved
- Incidents will be shown in Planning for Pupils | Plan Manager | Summary to aide pupil assessment and in the Wellbeing Application following roll out of that application

HOW TO ENTER A VIOLENT AND ANTI-SOCIAL BEHAVIOUR (AGAINST SCHOOL STAFF), BULLYING AND RACISM INCIDENT

MAINTAIN INCIDENT

The Bullying and Equalities menu enables schools to enter and maintain details of any incident of discrimination reported to them. The school can enter details of the incident, the nature of the incident and motivations. It also enables them to monitor, review and record any actions progressed. The form can be completed at relevant stages throughout this process, however all mandatory fields must be completed before saving.

ADDING A NEW INCIDENT

- Application
- Management
- Bullying and Equalities
- Maintain Incident

BASIC INFO

1. Click the ellipsis button to the right of **Reported To**, filter to select appropriate member of staff
2. Click **OK**
3. Click the ellipsis button to the right of **Incident Owner**, filter to select appropriate member of staff. This could be the Anti-Bullying Co-ordinator, Head of House or Head Teacher
4. Click **OK**
5. To change this information, repeat the above steps

NOTE: Only those members of staff who have been given access to **Confidential Notes** in the **Responsibility Tab** under **Edit Data Settings** will be displayed. School Clerical staff should be able to amend this as necessary

NOTE: Click the  in each text field to display help on the information required for that field. Hover the mouse pointer over this symbol to display the characters available and characters space left this field. The green bar at the bottom of this field will increase in length as you enter text. Once this bar reaches the right hand side of the box the maximum number of characters has been reached.

6. Update **Addressed By** in the same way
7. Select the **Incident Location** from the dropdown list and click the add button. You can now choose more than one location. 'In Class' means in the classroom; 'In School' means in the school building and 'School Grounds' means anywhere on school property but not in class or the building.
8. Select **Incident Date** and **Incident Time**
9. The field **Reported By** is a free text field. Details of who reported the incident can be entered here.

NB: You should enter the date the incident was reported in this field. Do not name the person who reported the incident unless it is a staff member e.g. “a member of the local community reported on 15.08.16 that...”

ALLEGED INCIDENT

Please note that only incidents that have been investigated and found to be true should be entered into the Bullying and Equalities module. All mandatory fields must be completed for Alleged Incident and are shown with a red border.

1. Click **Add Pupil** in the **Person(s) Experiencing** field
2. Filter to select the appropriate pupil, click **OK**. Repeat as necessary.
3. If required repeat the above steps for any staff members to be added to the **Person(s) Experiencing** area
4. Pupil and staff can be added to the **Person(s) Displaying** field in the same way
5. Pupil or staff names added to the above fields can be removed by selecting name to be removed and clicking **Remove Pupil** or **Remove Staff** button
6. Other people involved in the incident can be added by entering their details in the appropriate free text fields e.g. this could be used for joint campuses or where a member of the community is involved.

NB: Do NOT identify people by name in the **Other Person(s) Experiencing** field

The screenshot shows the 'Alleged Incident' form. It has two main sections: 'Person(s) Experiencing' and 'Person(s) Displaying'. Each section has a table for adding pupils (Forename, Surname, Age, Stage) and a table for adding staff (Title, Forename, Surname). Below each table are 'Add Pupil' and 'Remove Pupil' buttons, and 'Add Staff' and 'Remove Staff' buttons. At the bottom of each section are free text fields for 'Other Person(s) Experiencing' and 'Other Person(s) Displaying'. The entire form is enclosed in a red border.

Nature of Incident

1. Select the relevant 'Nature of Incident' option from the drop down list, Click **Add**
- NOTE:** When in the dropdown hovering over an item can provide relevant examples
2. If you select **Other** from the pick list of options provided, the details must be entered in the appropriate text field on the right of the screen
 3. To remove an item added in error, select the item then click **Remove**
 4. The **Perceived Reason(s) for Bullying** field can be completed in the same way for all parties

5. Enter the relevant details of the incident in the **Incident Detail** text field. This field is now mandatory.

NB: If you are entering an incident of violence then you must add detail of the weapon and whether it was improvised.

Paper PERS100s should now not be completed when they are in relation to incidents of violence as these reports will be picked up by the Education Service centrally from SEEMiS.

Please ensure you complete the Action Progressed> Action Procedures section detailed below but then copy and paste the text into the Incident detail section.

6. Click **SAVE**

The drop down options in Nature of Incident have been revised and added to SEEMiS in August 2018. This now meets the requirements by Scottish Government. Similarly the options in Perceived Reason(s) for Bullying have been amended.

The screenshot displays a web form titled "Nature of Incident". It features two main sections: "Nature of Incident" and "Perceived Reason(s) for Bullying".

- Nature of Incident:** This section includes a "Select" dropdown menu, an "Add" button, a large empty text area (highlighted with a red border), and a "Remove" button.
- Perceived Reason(s) for Bullying:** This section includes a "Select" dropdown menu, an "Add" button, a large empty text area (highlighted with a red border), and a "Remove" button.
- Incident Detail:** A large empty text area (highlighted with a red border) is located to the right of the other sections, intended for pasting the text from the "Action Progressed" section.

The form is enclosed in a blue border, and a small blue question mark icon is visible in the bottom right corner of the "Incident Detail" area.

Monitor/Review

The Monitor/Review field can be completed at the appropriate stage.

1. Filter and select the incident to be monitored or reviewed
2. The pick list of staff in the **Reviewer** field will only show those staff who have access to Confidential Notes
3. Enter the **Due** date when appropriate
4. Enter **Complete** date when appropriate
5. The fields are then split into two areas, **Person(s) Experiencing** and **Person(s) Displaying**
6. Select the appropriate option from the pick list provided for each field
7. Click **SAVE**

The screenshot shows a web form titled "Monitor/Review". At the top, there is a "Reviewer" field with a dropdown arrow and a "Due" field with a date picker set to "<No Date>" and a "Complete" field with a date picker set to "<No Date>". Below these are two columns: "Person(s) Experiencing" and "Person(s) Displaying". Each column contains three questions: "Do they feel their concerns were listened to?", "Do they feel satisfied with the outcome?", and "Parent/Carer are satisfied with the outcome?". Each question has a dropdown menu with a small circle icon.

Action Progressed

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

NB: You must record detail of any exclusion and agency involvement in this section e.g. Police called and pupil excluded. However please note that this only records that an exclusion has been a consequence. You will still need to enter the details of the exclusion as per policy.

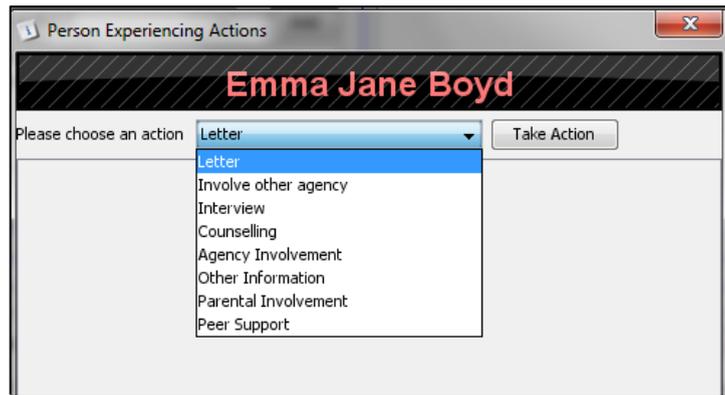
1. Enter the relevant details of the action progressed in the **Investigative Procedures** text box
2. Select the appropriate option from the **Investigation Conclusion** drop down list
3. Click the **NONE** button next to the pupil name in the **Person(s) Experiencing** and **Person(s) Displaying** fields

The screenshot shows a web form titled "Action Progressed". It has a large text area for "Action Procedures" containing the text "Actions taken after investigation and discussion with parents". Below this is an "Incident Conclusion" dropdown menu set to "Resolved". At the bottom, there are two tables: "Persons Experiencing" and "Persons Displaying". Each table has columns for "Forename", "Surname", and "Action".

Forename	Surname	Action
Emma Jane	Boyd	None

Forename	Surname	Action
Graeme	Cofle	None
Nieran Travis	Gallagher	None
Scott	Keenan	None

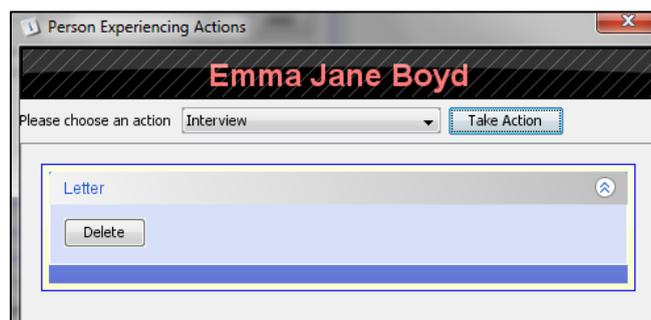
4. A **Person Experiencing Actions** or **Person Displaying Actions** box will now appear



5. Select the appropriate option from the drop down list, click **TAKE ACTION**
6. Where applicable tick that the action that has been taken and enter any notes as necessary. If you need to add that the Police were called choose **Agency Involvement** and tick the **Other Agency Involvement** check box and type Police in the box
7. Click **SAVE**
8. Click **CLOSE** when all actions have been added

Delete an Action

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



Maintain an existing Incident

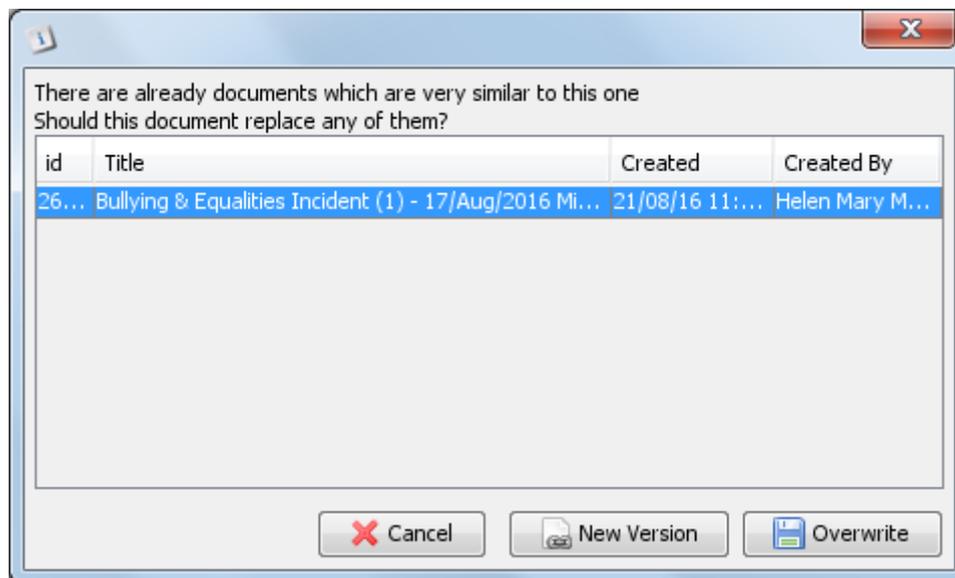
This facility also enables the user to update or amend an existing incident.

- Application
- Management
- Bullying and Equalities
- Maintain Incident

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

Options when Saving Incident

When you save a document that has already been saved you may get the pop up screen as shown below. The module has recognised that a similar document has already been stored. If you choose to **Overwrite** the document only the one document you have just saved will be stored. If you choose **New Version** previous stored versions will remain with your new document saved as the latest version.



NOTE: Any Bullying and Equalities incident information stored can be viewed in various areas within Click+Go; Pupil Profile and Latest Pastoral Notes. The stored documents can only be accessed by those members of staff who have access to the document management profile.

If you do not have access to the stored information please contact seemis@argyll-bute.gov.uk or phone 01369 708578. INCIDENT REPORTS

Incident Reports displays the full detail of an incident.

- Application
- Management
- Bullying & Equalities
- Incident Reports

1. Filter by date or ID if required
2. Click **NEW LIST**
3. Select the appropriate incident
4. Click **FULL DETAIL REPORT**
5. Click **BACK** to return to previous screen

Example of a Full Detail Report

Full Incident Report		13:22 Wed 15/Oct/14		
Incident 1. Incident Date: 15/10/14 Owner: Mrs H Hastie				
Incident Types	Verbal - Incident Detail: [Additional Detail here related to the incident]			
Characteristics	Economic Circumstances, Family circumstances			
Reported To	Mr R Barlow			
Reported By	Sarah Smith			
Addressed By	Mr R Barlow			
Incident Location	In Class			
Review	Mrs Heather Hastie (review date: 31/10/14)			
Conclusion	Resolved			
Action Procedures	Actions taken after investigation and discussion with parents			
People Involved in the Incident				
	Name	DoB	Stage	Actions Taken
Person Experiencing	Emma Boyd	10/10/02	S1	Letter
Person Displaying	Graeme Coyle	02/03/02	S1	Exclusion, Interview, Parental Involvement
Person Displaying	Kieran Gallagher	22/12/02	S1	Interview, Letter
Person Displaying	Scott Keenan	26/05/02	S1	Exclusion, Interview, Letter

PUPIL INCIDENT REPORTS

Pupil Incident Reports enables the user to produce a condensed or full detailed report on incidents where discrimination, involving the specified pupil, has been alleged against a pupil. These reports are available in PDF format.

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

1. Filter as required to search for the appropriate student
2. Click **CONDENSED REPORT** or **FULL DETAIL REPORT** to generate the PDF
3. Click the **BACK** button at bottom right of the screen to return to previous screen

Example of a Condensed Report

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

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

Example of a Detailed Report

Full Pupil Incident Report				13:33 Wed 15/Oct/14	
Emma Boyd DoB: 10/10/02 Reg. Class: 1.1					
Person Experiencing	Incident Date: 15/10/14 Owner: Mrs H Hastie				
	Incident Types	Verbal - Incident Detail: [Additional Detail here related to the incident]			
	Characteristics	Economic Circumstances, Family circumstances			
	Others Involved in the Incident		Name	DoB	Stage
		Person Displaying	Graeme Coyle	02/03/02	S1
		Person Displaying	Kieran Gallagher	22/12/02	S1
	Person Displaying	Scott Keenan	26/05/02	S1	
	Reported To	Mr R Barlow			
	Reported By	Sarah Smith			
	Addressed By	Mr R Barlow			
	Incident Location	In Class			
	Review	Mrs Heather Hastie (review date: 31/10/14)			
Actions Taken	Letter				
Conclusion	Resolved				
Action Procedures	Actions taken after investigation and discussion with parents				

STAFF INCIDENT REPORTS

Staff reports can be produced for staff responsible for an incident or staff involved in an incident. These reports can then be produced in condensed or full detailed report format.

- Application
- Management
- Bullying and Equalities
- Staff Incident Reports

1. Select either the **Staff Responsible** or **Staff Involved** tab
2. Filter to select the appropriate member of staff
3. Click **CONDENSED REPORT** or **FULL DETAILED REPORT**
4. Click the **BACK** button at bottom right of screen to return to previous screen

Example of a Condensed Report

Managing Staff		Condensed Staff Incident Report				14:00 Wed 15/Oct/14
Mr Ross James Barlow NI: NI032029T						
Addressed By - # 1	Date	Owner	Conclusion	Incident Types	Characteristics	
Mrs H Hastie	15/10/14	Mrs H Hastie	Resolved	Verbal - Incident Detail: [Additional Detail here related to the incident]	Economic Circumstances, Family circumstances	
Mrs Heather Hastie NI: NI032027T						
Owner - # 2	Date	Owner	Conclusion	Incident Types	Characteristics	
Mrs H Hastie	06/10/14	Mrs H Hastie	Resolved	Damage to Property - Incident Detail: [Ms Dobbie was out in a local pub with family and saw the students in question drinking alcohol and explained to bar staff that they were underage, as the students were leaving they took her handbag and ran off with it.]	Substance Misuse - Alcohol	
Owner - # 1	Date	Owner	Conclusion	Incident Types	Characteristics	
Mrs H Hastie	15/10/14	Mrs H Hastie	Resolved	Verbal - Incident Detail: [Additional Detail here related to the incident]	Economic Circumstances, Family circumstances	
Miss Helen Mary Madsen NI: NI032058T						
Reported To - # 2	Date	Owner	Conclusion	Incident Types	Characteristics	
Mrs H Hastie	06/10/14	Mrs H Hastie	Resolved	Damage to Property - Incident Detail: [Ms Dobbie was out in a local pub with family and saw the students in question drinking alcohol and explained to bar staff that they were underage, as the students were leaving they took her handbag and ran off with it.]	Substance Misuse - Alcohol	

Example of a Detailed Report

Full Incident Report					13:59 Wed 15/Oct/14
Incident 2. Incident Date: 06/10/14 Owner: Mrs H Hastie					
Incident Types	Damage to Property - Incident Detail: [Ms Dobbie was out in a local pub with family and saw the students in question drinking alcohol and explained to bar staff that they were underage, as the students were leaving they took her handbag and ran off with it.]				
Characteristics	Substance Misuse - Alcohol				
Reported To	Miss H Madsen				
Reported By	Family member of staff member				
Addressed By	Mrs H Hastie				
Incident Location	In the Community				
Review	Mrs Heather Hastie				
Conclusion	Resolved				
Action Procedures	Ms Dobbie did not initially want the Police involved if they students would return her bag with all the contents. This has been agreed with the parents				
People Involved in the Incident					
	Name	DoB	Stage	Actions Taken	
Person Experiencing	Ms Candice Elizabeth Dobbie				
Person Displaying	Taylor Adam	09/03/99	S4	[None]	
Person Displaying	Hannah Clark	13/10/99	S4	[None]	

