



# Pebbles

EDUCATION

## Anti-Bullying Policy

March 2023

For admission to

Pebbles Education



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## 1. Introduction

Bullying behaviour is recognised as a universal problem in today's society and one which exists in schools, educational establishments and organisations. There are many different definitions of the word bullying but it is always an abuse of power or strength.

All children and young people have the right to be protected from intimidation and the fear of bullying behaviour in any of its forms. In order to address issues of bullying behaviour, Pebbles Education has produced an Anti-Bullying Policy.

The purpose of policy and practice is to promote positive relationships, to reduce the number of bullying behaviour incidents and to provide a consistent approach to dealing with incidents of bullying behaviour.

## 2. Monitoring and Evaluation

Anti-Bullying Policy and procedures for logging incidents will be monitored and evaluated by the Head of Education.

## 3. Identifying Bullying Behaviour

Bullying behaviour is being hurtful to others, either physically, verbally or indirectly (such as ignoring them). Bullying behaviour is not fixed in one place, nor is it gender specific, or confined to a particular age group. A child or young person can be intimidated or threatened to keep quiet about what is happening and bullying behaviour works through fear and manipulation. It is important that all carers and staff look out for signs of bullying behaviour. Children and young people who are being bullied should be encouraged to report these incidents.

Carers should work with the school to address any incidents if they occur.

Sending abusive or bullying text messages or e-mails are newer methods of bullying behaviour, but these replace or add to older forms of bullying behaviour such as note-passing, graffiti, abusive phone calls, name calling, physical violence, ignoring, stealing or damaging belongings, and demanding money or possessions. The outcomes of bullying behaviour can manifest themselves in a range of social and emotional consequences whether intentional or unintentional.

Cyberbullying is the term used to define bullying behaviour that takes place via mobile phones or over the internet, through e-mails, instant messaging and social networking sites. Text, messages or images are sent or posted on websites, which can hurt, intimidate or embarrass another person. Cyberbullying is not carried out face to face and people often don't know the identity of the person targeting them. It can often take place in an environment where there is little or no adult supervision. Cyberbullying is similar to other forms of bullying behaviour and the impact can be just as devastating. Schools, establishments and organisations should respond to cyberbullying in the same way as they would to more traditional forms of bullying behaviour.

There isn't any one single type of behaviour that defines bullying and it can come in many different forms. These include:

- Being called names, teased, put down or threatened
- Being hit, tripped or kicked
- Having belongings stolen or damaged
- Being ignored, left out or having rumours spread about them
- Receiving abusive text messages or emails
- Bullying behaviour via social networking sites
- Being targeted for who you are or who you are perceived to be

Examples of things to look out for:

- Obvious physical signs of being hurt
- Damage to personal belongings
- Unwillingness to go to school/absence from school
- Changes in behaviour, mood or attitude towards learning
- Child or young person being more “clingy” or emotional than normal
- Changes in eating or sleeping patterns
- Signs of stress, anxiety, nervousness
- Pretending to be ill or becoming ill
- Bed wetting
- Self harm
- Change in normal behaviour to fit in with others
- Unwilling to go out/socialise
- Complaints about headaches, stomach aches or other pains
- Child becoming withdrawn

(Information taken from [Scotland's Anti-Bullying Service](https://www.respectme.org.uk), respectme website at [www.respectme.org.uk](https://www.respectme.org.uk))

It should be noted that the above cannot be solely linked to bullying. They could also be related to other underlying medical or social issues.

## 4. Prejudice Based Bullying Behaviour

When bullying behaviour focuses on a part of someone's identity, such as their ethnic origin, religion, gender or sexual orientation, this is classed as prejudice based bullying behaviour. Under the Equality Act 2010, Pebbles Education has an obligation to address prejudice based bullying behaviour and failure to do so may be discrimination. The Act created nine protected characteristics:

- Age
- Disability
- Marital Status
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Transgender status

Pebbles Education is required to keep a record of all such incidents and they must be reported.

Examples of prejudice based bullying behaviour include:

- **Homophobic bullying** - is not only directed towards young people who identify as being lesbian, gay, bisexual or transgender (LGBT) or young people who are exploring their sexuality. It can be directed at young people who are perceived to be different for not conforming to strict gender norms - for example, a boy who doesn't like football - or a girl judged to have a 'male' fashion sense.
- **Racist bullying** – this is not just related to skin colour but also to ethnic or national origins, real or perceived. Groups who are particularly vulnerable include Gypsy Travellers, refugees, minority ethnic groups and recently arrived immigrants from Eastern Europe.
- **Sexist and gender based bullying** – this can happen to boys as well as girls and usually involves gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour. It can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying behaviour.
- **Disability related bullying** - is used to describe the bullying behaviour towards someone based on their physical, mental or learning disabilities or perceived disability.
- **Religion or belief bullying** – is based on religion and is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief and includes sectarianism. Individuals may also experience bullying behaviour because they don't hold a particular faith or because of their philosophical beliefs that shape their view of the world.

The above is not an exhaustive list but it should be noted that some of these can be regarded as hate crimes which are taken seriously by the police and could be subject to prosecution.

## 5. Impact of Bullying Behaviour

Pebbles Education acknowledges that bullying behaviour can cause a great deal of distress and have an adverse effect on an individual's general health and well being, on wider peer groups and can cause personal upset. Bullying behaviour can also make it difficult to engage with education. Learning may also be affected and this can potentially extend through to adult life.

Bullying behaviour is a problem which all schools, educational establishments and organisations face. It is multi-faceted and the child's needs should be assessed using the GIRFEC well-being indicators:

- safe
- healthy
- active
- nurtured
- achieving
- respected
- responsible
- included

Those who exhibit bullying behaviour or are on the receiving end of bullying behaviour, may as a result experience barriers towards their learning and require additional support to overcome these barriers in line with the Additional Support for Learning Acts 2004 and 2009.

## **6. Dealing with Incidents of Bullying Behaviour**

All staff at Pebbles Education have a responsibility to challenge and address bullying behaviour. Whilst the procedures contained in Appendix 1 should be followed when handling incidents of bullying behaviour, it is recognised that some arrangements and methods of dealing with bullying behaviour may be tailored to meet individual needs.

Partnerships between schools, carers, children and young people themselves will also help to support and successfully implement this Anti-Bullying Policy.

Reference should also be made to Getting it Right for Every Child and the school's wellbeing tracking system to support young people emotionally and practically through a multi-agency approach.

## APPENDIX I

Everyone within Pebbles Care and Pebbles Education has a responsibility to challenge and address bullying behaviour. We have taken active steps to address issues of bullying behaviour by establishing a common framework for schools, establishments and organisations. This policy includes a clear commitment to fairness and equality of opportunity for all. Ensuring that this occurs will help us meet our obligations under:

- United Nations Convention on the Rights of the Child
- A National Approach to Anti-Bullying for Scotland's Children and Young People
- Equality Act 2010
- Getting it Right for Every Child
- National Guidance for Child Protection in Scotland (2010)
- Curriculum for Excellence and the continued focus on the Health & Wellbeing agenda
- Our Equality and Diversity Policy

## Roles and Responsibilities

We aim to maintain good order, positive ethos, positive relationships and ensure that all children and young people feel safe in our schools. The following outlines our roles and responsibilities.

### Head of Education

- Support school and carers in implementing the Anti-Bullying Policy.
- Provide support when difficulties arise that cannot be resolved in school.
- Work in partnership with all appropriate services and agencies.

### Headteacher

Specific responsibility for ensuring the implementation and monitoring of anti-bullying procedures within their school. This includes:

- Developing positive and pro-active anti-bullying strategies including an ethos whereby all members of the school community take responsibility for deterring, reporting and challenging bullying behaviour.
- Ensuring staff are alert to and respond to behaviours which amount to bullying behaviour in circumstances where the person being bullied is unlikely to take the steps of reporting it.
- Ensuring ongoing communication with all parties.
- Ensuring that bullying behaviour incidents are handled timeously and appropriately.
- Identifying a named member of staff to record and monitor bullying behaviour incidents.
- Working towards reducing incidents of bullying behaviour.
- Identifying training needs of all staff.
- Ensuring that all parties including the person experiencing bullying behaviour and the person displaying bullying behaviour, receive appropriate support from staff or relevant services and agencies.
- Working with other services and agencies to address bullying behaviour incidents that originate in the wider community. Partner Organisations

### Staff

All staff:

- Share responsibility for the implementation of the Anti-Bullying Policy.
- Should ensure that all concerns and incidents regarding bullying behaviour and/or hurtful behaviour are investigated and recorded when it is observed or reported, using the correct procedures as identified in their school, establishment or organisation's policy.
- Should also ensure that children and young people's rights, responsibilities and respectful values are embedded into day-to-day experiences.

### Pupils

We expect that all pupils will be encouraged and enabled to accept their responsibility in ensuring that their school's policy is effective. Pupils:

- Should be aware that bullying behaviour is never acceptable.
- Should be encouraged to report any concerns or experiences of bullying behaviour to someone eg a member of school staff or their parents/carers.
- Must ensure that they are not behaving in a way which could make others feel unsafe, disrespected or worried.
- Must work in partnership with their school to resolve any issues that arise.

### Carers

All parents/carers want to protect their child(ren) from bullying behaviour no matter whether their child is being bullied or is the person displaying bullying behaviour. Parents:

- Must ensure that concerns or issues with bullying behaviour are reported to their child's school as quickly as possible.
- Should endeavour to work in partnership with their child's school to resolve any issues.
- Should allow an agreed period of time (where appropriate) for the school to implement strategies for resolving any incidents.

## **Procedures for Handling Incidents of Bullying Behaviour**

All staff should endeavour to create and maintain an open, positive and supportive environment where children and young people feel safe, secure and able to discuss sensitive issues such as bullying behaviour. It is essential that adults model behaviour which promotes health and wellbeing, that they understand GIRFEC, equality principles and Anti-Bullying and Child Protection Policies. Where incidents do occur, schools should follow the procedures outlined below.

All concerns raised about incidents of bullying behaviour should be listened to, thoroughly investigated and recorded in a way that ensures:

- Specific action will be taken to address the issues and all parties involved will be informed.
- Supporting evidence is gathered, evaluated and any necessary actions taken.
- Carers are involved, where appropriate, in taking account of the wishes of the individual child or young person.
- Appropriate support is offered at all stages to all parties involved.
- The needs and views of both the person being bullied and the person displaying bullying behaviour are addressed.
- Review of progress is carried out.
- If a criminal offence may have taken place, it might be appropriate to involve the police.

Staff should try to deal promptly, effectively and sensitively with every incident of bullying behaviour and to try to resolve incidents for the benefit of all parties involved. All incidents of bullying behaviour must be considered in light of Pebbles Education's policy and procedures for Child Protection.

### **Restorative Approaches**

The adoption of Restorative Approaches is a more effective response than traditional punishments. Pupils accept responsibility for their actions, recognise the harm done and undertake restorative responses with the help of adults who facilitate the process.

Successful adoption of Restorative Approaches can change the emotional atmosphere in a school and lead to significantly more positive general relationships between pupils and between pupils and staff. The use of Peer Mediation approaches provides a solid, restorative foundation to the management of inter-pupil relationships. Pupils are supported to find restorative responses to harmful actions.

There are times that consequences are appropriate and the Head Teacher will decide these based on the circumstances. Exclusions can only be carried out when incidents fall within the legislative criteria and should be regarded as a last resort.

The Head Teacher will decide on an appropriate timescale to review incidents of bullying behaviour and to check that issues have been resolved and that all pupils involved are happy and progressing well.

### **Recording of incidents**

Pebbles Education has a consistent process in place to record and monitor bullying incidents/behaviour. The school will make a decision on the level and severity of bullying incidents/behaviour for recording and monitoring purposes. Lower level incidents are recorded in the school's Bullying Log. In addition to this form AB1 provided in Appendix 2 should be used and a copy placed in the child's confidential file.

In the event that the incident is prejudice based, staff should record this in the Race and Prejudice file and a copy placed in the child's confidential file.

Where an incident has resulted in an injury to a child and they require medical attention or first aid, staff must record this in the Accident and Injury Log.

## Bullying Behaviour/Harassment of Staff/by Staff

All staff are entitled to work in an environment which is free from bullying behaviour and harassment. Any employee who feels that they are being bullied or harassed by another member of staff should in the first instance discuss this with their Line Manager. Any alleged bullying behaviour by staff will be investigated through Pebbles Care's normal disciplinary procedures (eg Disciplinary and Grievance Policy) and any recommendations adhered to.

The school can speak to any parent or pupil who may be the author of complaints or comments (eg on Facebook) to address any issues. Schools should highlight to parents/carers that any events which do arise, should be discussed in the first instance with the Headteacher. There is also an expectation that all members of staff are treated in a respectful way arising from their role at work.

Where a complaint or comment does not require the police to be contacted, or where it doesn't originate from the carers or anyone who has a connection with the school, then caution should be taken in addressing these. Members of the public are entitled to express their opinion and a person who makes comments may not necessarily be breaking any law.

Bullying behaviour and harassment of staff can include incidents of cyberbullying. Where comments are made of a threatening or abusive nature about any member of staff, then the police should be contacted. There is an offence in the Criminal Justice and Licensing (Scotland) Act 2010, section 38 which states that a person commits an offence if:

- they behave in a threatening or abusive manner
- this would likely cause a reasonable person to suffer fear and alarm
- the person intends to cause fear and alarm or is reckless as to whether the behaviour would cause fear and alarm.

The behaviour includes things said as well as otherwise communicated (eg Facebook or text messages) and can be a single act or a course of conduct.

## APPENDIX II

### Report of Bullying Incident

|              |  |
|--------------|--|
| Name:        |  |
| DOB:         |  |
| Home:        |  |
| Key Teacher: |  |

| Name and details of others involved |  |
|-------------------------------------|--|
| Name:                               |  |
| DOB:                                |  |
| Home:                               |  |
| Key Teacher:                        |  |
| Name:                               |  |
| DOB:                                |  |
| Home:                               |  |
| Key Teacher:                        |  |
| Name:                               |  |
| DOB:                                |  |
| Home:                               |  |
| Key Teacher:                        |  |
| Name:                               |  |
| DOB:                                |  |
| Home:                               |  |
| Key Teacher:                        |  |

|                                  |  |
|----------------------------------|--|
| Reported by (sign and date):     |  |
| Investigated by (sign and date): |  |

|                       |  |
|-----------------------|--|
| Nature of incident:   |  |
| Date of incident:     |  |
| Location of incident: |  |

Summary of incident and investigation, including notes of interview with complainant:

Notes of interview with other(s) involved:

Details of any previous history and any additional information (a copy of the documentation should be filed in both the complainant's confidential file and the confidential file of anyone else involved):

**Action**

Complainant:

| Action (not all mandatory – HT to decide appropriate actions) | (tick) |
|---|--------|
| Carer contacted   |        |
| Meeting called with carer                                     |        |
| Support offered e.g. restorative conversation                 |        |
| Separation from other parties within school                   |        |
| Close supervision   |        |
| Monitor closely/set targets                                   |        |
| Further meetings  |        |
| Prejudice log also updated                                    |        |

### Others involved

Name:

| Action (not all mandatory – HT to decide appropriate actions) | (tick) |
|---|--------|
| Carer contacted   |        |
| Meeting called with carer                                     |        |
| Support offered e.g. restorative conversation                 |        |
| Separation from other parties within school                   |        |
| Close supervision   |        |
| Monitor closely/set targets                                   |        |
| Further meetings  |        |
| Prejudice log also updated                                    |        |

Name:

| Action (not all mandatory – HT to decide appropriate actions) | (tick) |
|---|--------|
| Carer contacted   |        |
| Meeting called with carer                                     |        |
| Support offered e.g. restorative conversation                 |        |
| Separation from other parties within school                   |        |
| Close supervision   |        |
| Monitor closely/set targets                                   |        |
| Further meetings  |        |
| Prejudice log also updated                                    |        |

Name:

| Action (not all mandatory – HT to decide appropriate actions) | (tick) |
|---|--------|
| Carer contacted   |        |
| Meeting called with carer                                     |        |
| Support offered e.g. restorative conversation                 |        |
| Separation from other parties within school                   |        |
| Close supervision   |        |
| Monitor closely/set targets                                   |        |
| Further meetings  |        |

|                            |  |
|----------------------------|--|
| Prejudice log also updated |  |
|----------------------------|--|

Name:

| Action (not all mandatory – HT to decide appropriate actions) | (tick) |
|---|--------|
| Carer contacted   |        |
| Meeting called with carer                                     |        |
| Support offered e.g. restorative conversation                 |        |
| Separation from other parties within school                   |        |
| Close supervision   |        |
| Monitor closely/set targets                                   |        |
| Further meetings  |        |
| Prejudice log also updated                                    |        |

### Review comments/further action

## APPENDIX III

### Additional Information

#### Scotland's Commissioner for Children and Young People (SCCYP)

The role of the Commissioner is to promote and safeguard the rights of children and young people in Scotland. One of the ways that this is carried out is through the Commissioner's website. This is primarily aimed at engaging with children and young people in order to raise awareness of the United Nations Convention on the Rights of the Child (UNCRC) and to give information about the role of the Commissioner and his work. Further information can be obtained at:

<http://www.sccyp.org.uk>

#### Useful contacts

**respectme** - Scotland's Anti-Bullying Service

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

[www.kidshealth.org](http://www.kidshealth.org)

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

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

[www.bullying.co.uk](http://www.bullying.co.uk)

[www.bbcllc.com](http://www.bbcllc.com)

[www.britkid.org](http://www.britkid.org)

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

[www.safechild.org](http://www.safechild.org)

<http://www.ethosnet.co.uk>

[www.scre.ac.uk](http://www.scre.ac.uk)

[www.handsonscotland.co.uk](http://www.handsonscotland.co.uk)

[www.digizen.org](http://www.digizen.org)

<http://www.childnet.com>

[www.stoptextbully.com](http://www.stoptextbully.com)

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

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

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

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

#### **Parentline Scotland**

[www.children1st.org.uk/parentline](http://www.children1st.org.uk/parentline)

0808 800 2222

#### **Childline**

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

0800 44 1111