

**PERTH AND KINROSS COUNCIL****Lifelong Learning Committee – 29 May 2013****ANTI BULLYING STRATEGY****Report by Executive Director (Education and Children's Services)****PURPOSE OF REPORT**

This report describes the Anti-Bullying Strategy to be adopted by all Perth & Kinross schools and learning communities. The strategy and associated documents have been developed by a multi agency group, following a consultation day in November 2012 which involved primary and secondary pupils from a variety of schools, teachers, and parents. 'Respect Me', the Government's Anti-bullying Service, has also been involved in the development of the strategy.

The strategy describes what bullying behaviour is, the impact it has on children and young people, and the steps schools should be taking to reduce or eliminate bullying behaviour, and to develop a positive ethos of respect and responsibility within their establishments.

The strategy will be embedded within schools through training delivered to school staff by 'Respect Me'.

**1. BACKGROUND / MAIN ISSUES**

- 1.1 It is vital that Perth & Kinross schools and learning communities are safe, secure, healthy and happy places for our children and young people to attend. Getting it Right For Every Child (GIRFEC) is the responsibility of every member of our learning communities; ensuring that all children and young people are nurtured and supported to become confident individuals, effective contributors, successful learners and responsible citizens.
- 1.2 Whilst individual schools have developed their own policies and procedures for dealing with bullying, it is important that Education and Children's Services take a lead in stating clearly the authority's approach to bullying behaviour and how it can be tackled. Many other Education Services within Scottish Councils have developed their own anti bullying policies and strategies and, like Perth & Kinross, have used the expertise of 'Respect Me', the Scottish Government's Anti-Bullying Service to help them do this.

- 1.3 The Scottish Government issued the document ‘A national approach to anti-bullying for Scotland’s children and young people’ in which they state that, *“Every child and young person in Scotland should grow up free from bullying. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying.”*
- 1.4 Bullying behaviour can take many forms ranging from physical bullying through to the increasingly common ‘cyberbullying’ where social media is used as the vehicle for causing harm. In addition there can be many forms of prejudice based bullying, based on differences such as gender, religion, race, disability, and culture. It is also now clear, as the 2009 Scottish Government report states, *“There is now a much deeper understanding of the complexity of issues surrounding bullying behaviour and the dynamic nature of this social problem. We have therefore aimed to avoid labelling children as bullies or victims because these labels can constrain thinking of the problem as solely a characteristic of the individual, rather than as a problem that emerges from complex social dynamics.”*
- 1.5 To develop the anti-bullying strategy, a multi-agency working group was convened, including representatives from NHS Tayside, Tayside Police, Educational Psychology, ECS Inclusion Team, Headteachers, Educational Support Officers, and ‘Respect Me’. The working group organised a full day consultation event in November 2012 in order to gather the views of school pupils, teachers and parents on the issue of bullying. The information gathered from this day has contributed to the development of the attached strategy (Appendix 1).
- 1.6 This strategy confirms Perth & Kinross Council’s commitment to positively addressing the issue of bullying behaviour in our schools and learning communities to ensure that our children and young people can learn in an environment that is free from intimidation, harassment and fear.

## 2. PROPOSALS

- 2.1 The purpose of the anti-bullying strategy is to achieve the following:
- **Communication:** to ensure that everyone is aware of what bullying behaviour is, the impact of bullying on people’s lives, and what is being done to prevent it.
  - **Commitment:** to promote the values, principles and approaches that will help eliminate bullying behaviour within our schools and learning communities.
  - **Consistency:** to develop consistent approaches to addressing the issue of bullying across all Perth and Kinross Council schools and learning communities.

- **Clarity:** to ensure that everyone knows who to go to for help and support and what will happen when they do
- **Cooperation:** to recognise that it is everyone's responsibility to tackle bullying behaviour. By working together, we can make our schools and communities better places to live and work.
- **Capacity:** to increase the capability of our schools and learning communities in their use of positive approaches through information, training and support to reduce and prevent bullying behaviour.

2.2 In order to embed the strategy within our schools it is proposed that school staff and other professionals be provided with 'training for trainer' sessions delivered by 'Respect Me' over the course of the summer term 2013. Staff trained would be expected to cascade the training to their colleagues in schools, to ensure that staff develop the skills to recognise, respond and take action appropriately to bullying behaviour.

2.3 In order to communicate the strategy to parents and carers it is proposed that schools distribute the information leaflets (Appendix 2 & Appendix 3) describing what bullying behaviour is, what they and the school can do to prevent it, and how their child can be provided with appropriate support and help.

2.4 The strategy will be communicated to schools through awareness raising sessions at INSET days for school staff.

### 3. CONCLUSION AND RECOMMENDATION

3.1 It is important to recognise that bullying behaviour happens within many sectors of life, including our schools. It is also important for our school staff to recognise the impact that being bullied can have on children and young people and that all of us have a duty to try to prevent bullying wherever it happens. The strategy outlined in Appendix 1 will contribute to a clearer understanding of what bullying behaviour is, how to identify it, what supports can be offered, and what our responsibilities are in tackling it.

3.2 It is recommended that the Committee approves the strategy and the subsequent training stemming from the strategy.

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<b>Date 13 May 2013</b>		

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## 1. IMPLICATIONS, ASSESSMENTS, CONSULTATION AND COMMUNICATION

*The undernoted table should be completed for all reports. Where the answer is 'yes', the relevant section(s) should also be completed*

<b>Strategic Implications</b>	<b>Yes / None</b>
Community Plan / Single Outcome Agreement	<b>None</b>
Corporate Plan	<b>Yes</b>
<b>Resource Implications</b>	
Financial	<b>None</b>
Workforce	<b>Yes</b>
Asset Management (land, property, IST)	<b>None</b>
<b>Assessments</b>	
Equality Impact Assessment	<b>None</b>
Strategic Environmental Assessment	<b>None</b>
Sustainability (community, economic, environmental)	<b>None</b>
Legal and Governance	<b>None</b>
Risk	<b>None</b>
<b>Consultation</b>	
Internal	<b>Yes</b>
External	<b>Yes</b>
<b>Communication</b>	
Communications Plan	<b>Yes</b>

### 1. Strategic Implications

#### Corporate Plan

1.1 The Perth and Kinross Community Plan 2013-2023 and Perth and Kinross Council Corporate Plan 2013/2018 set out five strategic objectives:

- (i) Giving every child the best start in life;
- (ii) Developing educated, responsible and informed citizens;
- (iii) Promoting a prosperous, inclusive and sustainable economy;
- (iv) Supporting people to lead independent, healthy and active lives; and
- (v) Creating a safe and sustainable place for future generations.

This report relates to the following objectives:

- (i) Giving every child the best start in life.
- (ii) Developing educated, responsible and informed citizens

1.2 The report also links to the Education & Children's Services Policy Framework in respect of the following key policy area:

- Inclusion and Equality

## **2. Resource Implications**

### **2.1 Workforce**

'Respect Me', Scotland's Anti-Bullying Service will provide training for trainers to schools and representatives from a range of services and partners. The training will consist of a 2 day practice orientated course. Trainers will be expected to deliver the training to their organisation on behalf of Respect Me.

## **3. Consultation**

### **Internal**

- 3.1 Through the consultation day in November 2012 the views of school pupils, and teachers were sought and recorded and have contributed to the strategy. In addition ECS QIOs, Head of Service (Secondary and Inclusion), and Legal Services have been consulted on the content of the strategy.

### **External**

- 3.2 Through the consultation day in November 2012 the views of parents were sought and recorded and have contributed to the strategy. In addition representatives from Health and Police have been involved in the multi-agency group that developed the strategy.

## **4. Communication**

- 4.1 It is proposed that this strategy will be communicated to all schools and learning communities through electronic communication and through in-service training. In addition information leaflets (Appendix 2 & 3) will be made available through our schools to all parents and carers whose children attend Perth & Kinross schools.

## **2. BACKGROUND PAPERS**

The following background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (and not containing confidential or exempt information) were relied on to a material extent in preparing the above report.

"A national approach to anti-bullying for Scotland's children and young people", Scottish Government, Edinburgh, 2009

### **3. APPENDICES**

Appendix 1: Anti-bullying Strategy, Perth & Kinross Council ECS

Appendix 2: Anti-bullying Support booklet for pupils

Appendix 3: Anti-bullying Support booklet for parents/carers





**PERTH AND KINROSS COUNCIL**

**Education and Children's Services**

**ANTI-BULLYING STRATEGY**

**Introduction**

Each school is a community in which everyone has an interest in developing an atmosphere conducive to learning and personal development. As such each school is working towards reducing the number of bullying incidents by taking preventative measures.

Adults should establish open, positive and supportive relationships where children and young people feel safe, secure, listened to, and secure in their ability to discuss sensitive issues.

Perth and Kinross staff, at all levels, will work together to develop a culture of mutual respect and responsibility amongst children and young people and other adults around them.

We will further seek to prevent and tackle bullying, through the development and implementation of effective anti-bullying policies and practices

This anti-bullying strategy was produced through consultation with children and young people, parents, teachers and partners, such as health and police. Representative members of the communities this strategy may affect have had a say in how we will prevent bullying and respond to incidents of bullying behaviour in our communities.

Throughout planning for the strategy, the GIRFEC wellbeing indicators, Curriculum for Excellence and the UN Convention on the rights of the Child (UNCRC) have all been a focus as has feedback from our consultation event.

We have worked in partnership with Respect Me, Scotland's Anti-Bullying organisation, throughout the development of this strategy.



## 1. What is our anti-bullying strategy based on?

The fundamental principle upon which the approach to anti-bullying is based is enshrined in the United Nations Convention on the Rights of the Child. This states,

*Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them. (Article 19)*

In addition, the Scottish Government has confirmed that,

*“Every child and young person in Scotland should grow up free from bullying.”*  
(A national approach to anti-bullying for Scotland’s children and young people, 2009)

## 2. What are the values that underpin our anti-bullying strategy?

The values outlined in Education and Children’s Services Statement of Intent were echoed by many of our young people at the consultation event:

*“Ensure everyone is included and that everyone has the same opportunities.”*

*“Make sure everyone is treated with respect.”*

*“Everyone should be involved in tackling bullying as it’s everyone’s responsibility”*

*“As well as damaging an individual, bullying also damages the whole school community”*

*“If there was no bullying everyone would be happier and we could trust each other a lot more”*

These comments from our young people demonstrate that anti-bullying is about more than just dealing with bullying behaviour. It is about creating a positive culture and ethos within our schools and learning communities that

- Ensures openness, honesty and integrity
- Promotes respect for all, irrespective of race, gender, age, religious belief , sexuality, ability or disability
- Ensures everyone is treated fairly
- Encourages our children and young people to trust one another more
- Builds confidence and self-esteem.
- Includes everyone
- Encourages the development of a caring community of adults, children, and young people

### 3. What do we hope to achieve from this anti-bullying strategy?

- **Communication:** to ensure that everyone is aware of what bullying behaviour is, the impact of bullying on people's lives, and what is being done to prevent it.
- **Commitment:** to promote the values, principles and approaches that will help eliminate bullying behaviour within our schools and learning communities.
- **Consistency:** to develop consistent approaches to addressing the issue of bullying across all Perth and Kinross Council schools and learning communities.
- **Clarity:** to ensure that everyone knows who to go to for help and support and what will happen when they do.
- **Cooperation:** to recognise that it is everyone's responsibility to tackle bullying behaviour. By working together, we can make our schools and communities better places to live and work.
- **Capacity:** to increase the capability of our schools and learning communities in their use of positive approaches through information, training and support to reduce and prevent bullying behaviour.

### 4. What is bullying behaviour?

Children and young people, parents, and school staff of Perth and Kinross carefully considered what bullying behaviour is:

Bullying behaviour can make people feel hurt, threatened, frightened and left out. It can be verbal, physical, and emotional or involve online conduct which is unwanted and uninvited. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident.

Bullying is a combination of behaviours and the impact they have. It can be a range of behaviours including:

#### **Physical**

This may include hitting, kicking, pushing, or taking or damaging someone else's property.

#### **Verbal**

This may include spreading rumours, name calling, teasing or talking about people.

#### **Emotional**

This may include excluding someone from the group, embarrassing someone or making them feel bad for being different.

## Cyber

Cyberbullying does not take place face to face but occurs when technology is used to send messages, texts or images which hurt, humiliate, intimidate or embarrass others. Cyberbullying often involves the same type of behaviour as other bullying, for example, name calling, spreading rumours or leaving people out, but it takes place online on social networking sites, in chatrooms, during gaming or instant messaging platforms. The impact of cyberbullying is as hurtful and damaging as other forms of bullying behaviour.

Some online behaviour is illegal. If an individual sends, posts or forwards indecent, racist, sectarian, threatening or inflammatory comments or photographs, they may be committing an offence and may be subject to prosecution.

### Prejudice-based bullying

Bullying behaviour can be prejudice driven and may be based on differences such as

- Race
- Religion
- Nationality
- Culture
- Gender
- Sexual Identity
- Disability
- Additional Support Needs
- Young carers
- Care circumstances
- Appearance
- Health/medical conditions
- Economic factors

*Appendix 1* provides more detail on prejudice based bullying behaviour.

**It is important to acknowledge that not every incident is a bullying incident. Each incident should be carefully considered and handled appropriately.**

## 5. How will Bullying Behaviour be prevented?

Our aim is to build a community where bullying behaviour is unacceptable. We can achieve this by developing positive relationships which are underpinned by preventative strategies.

Effective preventative strategies must involve all members of a community in building a culture where everyone feels safe, secure and nurtured. Adults should be aware of their responsibility to be role models for children and young people and should support others in the wider community to do the same.

It is essential that we recognise that everyone matters and should be valued for who they are; it is acceptable to be different. Learning communities will be proactive in developing approaches to celebrate diversity, change attitudes and behaviour by promoting an ethos and culture of inclusion.

Understanding the impact of bullying behaviours on our health and wellbeing and on our learning and development will help us take action to prevent and manage incidents. All schools and learning communities will therefore take steps to ensure that

1. Regular staff training takes place to raise awareness and ensure that staff develop the skills to recognise, respond and take action appropriately to bullying behaviour. This includes cyberbullying which is often the same type of behaviour as other bullying, for example name calling and spreading rumours, but takes place online.
2. Teachers will plan opportunities through the curriculum to support young people to develop effective relationships, build resilience and skills for life. This will include developing self-awareness and awareness of others, responsibility taking and problem solving.
3. Schools and learning communities will take action to ensure all children and young people are fully aware of the anti-bullying strategy and of their own school policy.
4. Proactive approaches, for example Restorative Approaches and Solution Focussed Approaches may be used to support and develop a culture which aims to prevent incidents of bullying behaviour.
5. There will be clear and effective communication about acceptable standards of behaviour for all which reinforce our values and aims in relation to anti-bullying.
6. Children and young people should know who to speak to, be confident they will be listened to and taken seriously, and know that appropriate action will be taken.

*Appendix 2* provides further information on strategies for prevention that may be used in schools and learning communities.

## **6. How are schools and learning communities expected to respond to bullying behaviour?**

A strongly promoted whole school policy, which is widely understood by all members of the school community and evident in the school ethos, will help to prevent bullying behaviour. However, when bullying behaviour does take place, schools and learning communities need to respond appropriately by addressing the needs of children and young people who experience bullying behaviour as well as those who exhibit these behaviours. This should be carried out within a framework of respect, responsibility, resolution and support.

- Recognition should be given to the needs of all involved.
- Young people should be encouraged / enabled to speak up and speak out, either verbally or through the use of a 'worry box', peer supporter, circle time, circle of friends, mediation or other appropriate method.
- In each school or learning community, children and young people should know who to report any concerns to.
- Incidents of bullying behaviour, including cyberbullying, should be investigated promptly and thoroughly by an appropriate member of staff. All involved should be given the opportunity to talk and be listened to.
- The young person who has experienced bullying behaviour should be involved in the decision about the next steps the school will take.
- Where appropriate, parents will be involved.
- Feedback should be given to appropriate people.
- Both the emotional and physical effects of bullying behaviour should be considered.

Where bullying behaviour has taken place, the Incident Record Form should be completed (*Appendix 3*). It will, in the future, be possible to record this directly onto SEEMIS.

The recording of incidents of bullying behaviour is essential to allow schools and learning communities to monitor responses and the effectiveness of their anti-bullying policy and practice.

It can provide information on recurring patterns such as:-

- Involvement of particular young people, staff, or other adults
- Where and when bullying behaviour takes place
- Identification of any aspects of discrimination or prejudice
- The effectiveness of any action taken

All aspects of bullying incidents should be dealt with in a way that fosters mutual respect, individual responsibility, resolution and support. Staff must be confident that a resolution has been reached and bullying behaviour has stopped. The incident record sheet ensures that all involved are happy with the final outcomes and a review date is set to obtain reassurance of this.

In order to achieve a satisfactory resolution, schools and learning communities may use a range of strategies such as:

- Small group work / team building activities
- Peer mediation building on shared concern
- Reflection diary
- Supervision
- Restorative Approaches
- Solution Focussed Approaches
- Seek outside help /advice/involve other partners or agencies as required
- Police involvement or engagement
- Appropriate consequences should be considered as part of the resolution process

Schools and learning communities will share information as appropriate and work jointly with other agencies to ensure a coordinated and cohesive approach for the benefit of all young people.

*Appendix 4* is a flowchart that may be used as a guide for dealing with incidents of bullying behaviour.



**Bullying behaviour related to race, religion, culture or nationality**

Physical differences and different ethnic, cultural and religious backgrounds can be seen in the eyes of some to be evidence of one section of society being inferior/superior to another. A child or young person may be made to feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. This can adversely affect the lives of those from minority ethnic, gypsy traveller, refugee and those of non-Scottish backgrounds; as well as those from different cultural and religious communities.

**Bullying behaviour related to sexual identity**

Bullying behaviour related to sexual orientation is also classified as Homophobic bullying. Children or young people who are lesbian, gay or bisexual or transgender (LGBT), or are perceived to be, face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying behaviour least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child or young person may not want to report bullying if it means “coming out” to teachers and parents before they are ready to.

**Bullying behaviour related to gender**

Children and young people of both sexes can be affected by this type of bullying behaviour. It is based on the acceptability (or otherwise) of certain male and female behaviours and applies to those that do not conform. Personality traits, social activities and academic choices can influence this type of bullying behaviour. The child and young person can often be pressurised to ‘fit in’ with the crowd.

**Bullying behaviour related to disabilities or Additional Support Needs**

Whether in mainstream or specialised schools, children and young people with disabilities or ASN do not always have the levels of social confidence and robust friendship bonds that can protect against bullying behaviour. The behaviour can take any of the forms previously described, but can also include more manipulative behaviour i.e. taking advantage of their emotional, behavioural or physical difficulties.

**Bullying behaviour related to young carers or care circumstances**

Children or young people can be more vulnerable to experiencing bullying behaviour by the fact that they provide care and assistance to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers often take on practical and emotional caring responsibilities that would normally be expected of an adult. Children or young people in care are equally as vulnerable to bullying behaviour due to their unique circumstances such as adoption, living away from birth parents or having social work involvement.

**Bullying behaviour related to appearance or health/medical conditions**

Children or young people with visible health or medical conditions, such as eczema or facial disfigurement, may be more likely than their peers to become subject to bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can also result in bullying. Obvious signs of affluence (or lack of it), can also be exploited and used as a reason to exhibit bullying behaviour.

Education and awareness of Rights through

- Raising awareness of bullying behaviour with staff through training
- Teaching young people about positive relationships
- Teaching young people how to resolve conflicts amicably

Developing an inclusive and positive ethos in school through

- Encouraging tolerance and respect
- An expectation of positive behaviour and personal responsibility
- Creating a culture where bullying and discrimination is unacceptable
- Encouraging peer support / mentoring programmes
- Considering how pupils are grouped

Proactive information strategies and campaigns

- Through information technology
- Paper leaflets
- Use of assemblies
- Theme week

Enabling young people to have a voice through

- Encouraging and supporting young people to talk to an adult if they are being bullied or if they know bullying is happening
- Ensuring young people know who to talk to within the school
- Talking about behaviours and their impact on others through restorative approaches, nurturing environments and health and well-being programmes
- Building resilience in young people through programmes such as 'Bounce Back'
- Involvement in 'Rights Respecting Schools' programme
- Class discussions/ topic at assembly
- 'Worry boxes'
- Team building activities

Teach through an anti-bullying programme / solution focussed resolution

Involve Pupil council

Police Involvement or engagement

- Class discussion with community police officers or schools liaison officers
- Information and / or advice
- Discussion of consequences of bullying behaviour

## Incident Record

## Appendix 3

### Basic Information

Reported by		Incident date	
Reported to		Incident time	
Addressed by		Incident location	

### Incident

#### Person(s) Experiencing

Forename	Surname	Age	Stage

#### Person(s) Displaying

Forename	Surname	Age	Stage

#### Nature of Incident

Damage to Property		Text (SMS) or IT related	
Incitement		Verbal	
Isolation		Written	
Physical		Other	

#### Motivation

Body Image		Sexual Identity	
Care circumstances		Substance Misuse	
Disability		Economic	
Gender		Family Circumstances	
Personal Preference		Age	
Race		Gender re-assignment	
Religion		Other	

#### Incident Detail

**Action**

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**Monitor / Review**

Reviewer: \_\_\_\_\_ Due Date: \_\_\_\_\_ Completed on: \_\_\_\_\_

<b>Person(s) Experiencing</b>		<b>Person(s) Displaying</b>	
Do they feel their concerns were listened to?		Do they feel their concerns were listened to?	
Do they feel satisfied with the outcome?		Do they feel satisfied with the outcome?	
Is parent/carer satisfied with the outcome?		Is parent/carer satisfied with the outcome?	

**Incident Conclusion**

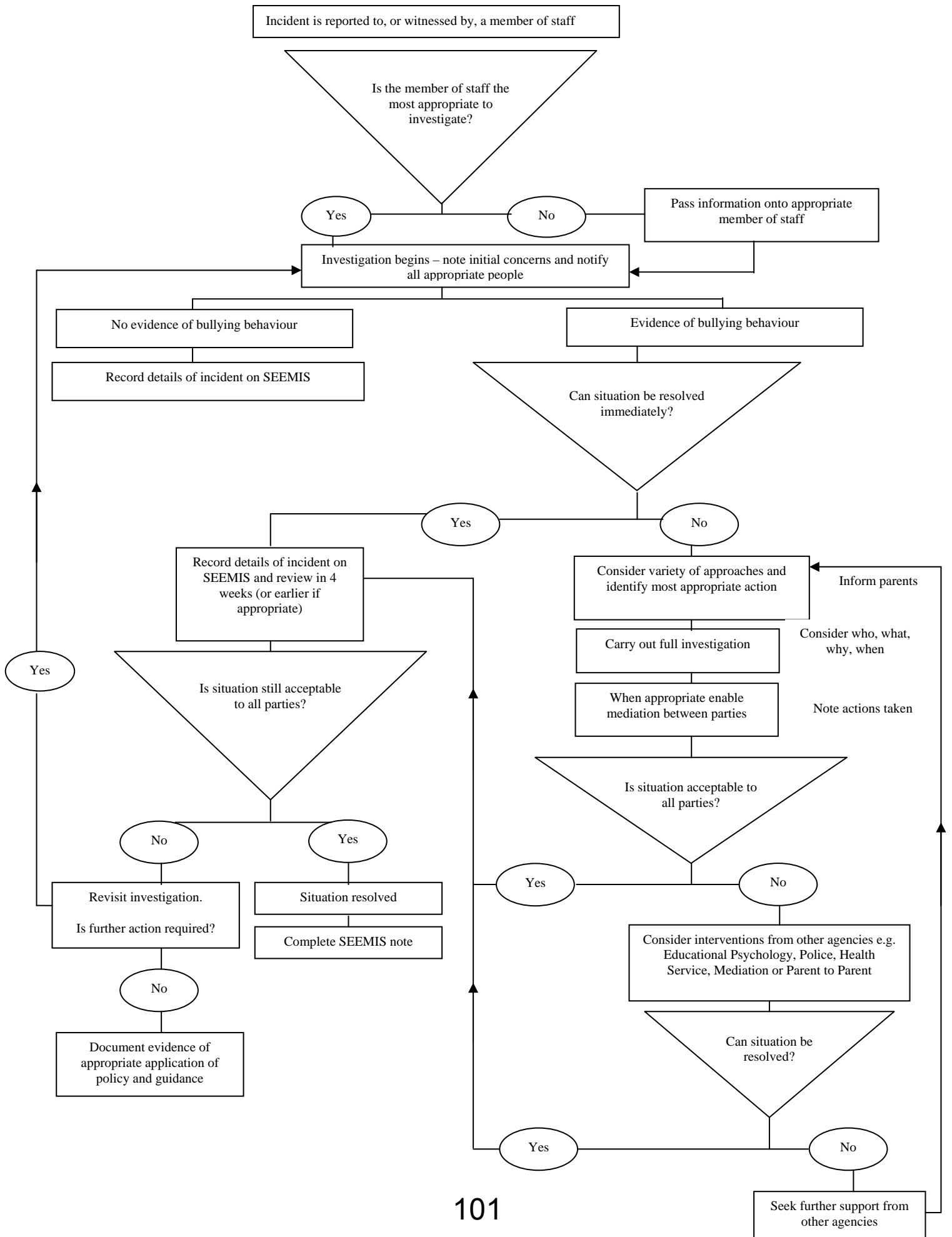
Under consideration		Resolved		Not resolved		Being addressed	
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**Entered into SEEMIS Pastoral Notes**

<b>Date</b>	<b>Recorded by</b>	<b>Recorded where</b>

# FLOWCHART

# APPENDIX 4





## **How can Restorative Approaches help me?**

Restorative approaches help to build, maintain and repair healthy relationships. Schools may use restorative approaches in a range of situations. The questions asked of the person who has caused harm are:

1. What happened?
2. What were you thinking at the time?
3. How were you, or how are you feeling?
4. Who has been affected and in what way?
5. What do you need to do to put things right?

The questions asked of those who have been harmed are:

1. What did you think when you realised what had happened?
2. How did it make you feel?
3. How did it affect people close to you?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Support agency information to be added here

# Anti-bullying Support Booklet for Pupils

## **What is bullying behaviour?**

Bullying behaviour can make people feel hurt, threatened, frightened and left out. It can be verbal, physical, emotional or involve online conduct which is unwanted and uninvited. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident.

Bullying is a combination of behaviours and the impact they have. It can be a range of behaviours including:

- **Physical**  
This may include hitting, kicking, pushing or taking someone else's property.
- **Verbal**  
This may include spreading rumours, name calling, teasing or talking about people.
- **Emotional**  
This may include excluding someone from the group, embarrassing someone or making someone feel bad for being different.
- **Cyber**  
This may include using mobile phones, social networking or email to communicate hurtful information or to start rumours about someone.
- **Prejudice-based bullying**  
This may include being targeted because of who you are or how people see you.

### How can bullying behaviour make me feel?

- Helpless
- Sad
- Lonely
- Frustrated
- Embarrassed
- Angry
- Isolated and scared
- Powerless

### What can I do to prevent bullying happening to me or to others?

- Ask the person to stop if I feel confident to do so.
- Tell someone
- Learn to recognise bullying behaviour
- Don't ignore it and be a good friend.



### How would I know if someone else was experiencing bullying behaviour?

There are lots of ways that bullying behaviour can affect the person who experiences it. For example

- Unexplained injuries
- Changes in school attendance
- Mood changes
- Changes in eating and sleeping patterns
- Becoming more isolated.

### What do I need other people to do?

Anyone at home, school or in the community can help me. I need them to:

- Listen and believe
- Be calm
- Take me seriously
- Give me support and advice
- Help me to feel safe



## How can Restorative Approaches help my child?

Restorative approaches help to build, maintain and repair healthy relationships. Schools may use restorative approaches in a range of situations. The questions asked of the person who has caused harm are:

1. What happened?
2. What were you thinking at the time?
3. How were you, or how are you feeling?
4. Who has been affected and in what way?
5. What do you need to do to put things right?

The questions asked of those who have been harmed are:

1. What did you think when you realised what had happened?
2. How did it make you feel?
3. How did it affect people close to you?
4. What has been the hardest thing for you?
5. What do you think needs to happen to make things right?

Area for contact info of support organisations

# Anti-bullying Support Booklet for Parents and Carers

## What is bullying behaviour?

Bullying behaviour is unwanted and uninvited verbal, physical, emotional or Online conduct which causes distress and harm to the person experiencing it. The behaviour may be intentional or unintentional, can cause physical or emotional harm, may be repeated over time or be a one-off incident.

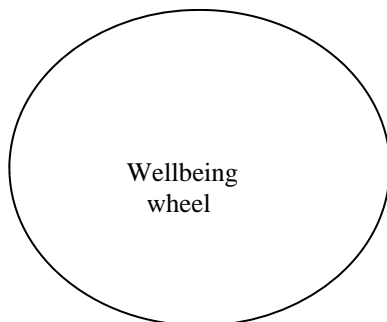
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- **Verbal**  
This may include spreading rumours, name calling, teasing or talking about people.
- **Emotional**  
This may include excluding someone from the group, embarrassing someone or making someone feel bad for being different.
- **Cyber**  
This takes place via mobile phone or via the internet through email, instant Messaging or social networking sites. Cyberbullying does not take place face to face but occurs when messages, texts or images are posted which hurt, humiliate or embarrass others.
- **Prejudice-based bullying**  
This may include being targeted because of who you are or how people see you.

## **How can bullying behaviour make my child feel?**

The children and young people of Perth & Kinross have described bullying behaviour as making them feel:

- Helpless
- Sad
- Lonely
- Frustrated
- Embarrassed
- Angry
- Isolated and scared
- Powerless



## **How would I know if my child was being bullied?**

There are lots of ways that bullying behaviour can impact upon the child or young person who experiences it. Some ways in which it might affect them are:

- Unexplained injuries
- Changes in school attendance
- Mood changes
- Become withdrawn
- Changes in achievement level at school.
- Changes in eating and / or sleeping patterns
- Becoming more isolated.

## **What can I do to help my child?**

- Listen to my child and believe them.
- Reassure my child and explain to them that it is not their fault.
- Reassure my child that we will work together to solve the problem.
- Report the behaviour to the school or organisation concerned.
- Preserve any evidence.
- Support my child so that they feel safe and comfortable about reporting their experience.

## **What can other people do to help my child?**

- Listen and believe my child
- Be calm
- Take my child seriously
- Give my child and I support and advice
- Help my child to feel safe

## **What do I do if my child displays bullying behaviour?**

- Explain to my child that the behaviour is not acceptable and is not a joke.
- Explain to my child that their behaviour may have hurtful and damaging consequences to others.
- Employ non-violent sanctions for my child's actions.
- Help my child to understand that it's ok to be different