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**PERTH AND KINROSS COUNCIL**  
**ANTI-BULLYING STRATEGY**  
**OPERATIONAL GUIDANCE: PART 2**



Education and Learning

June 2024

## ANTI-BULLYING STRATEGY AND OPERATIONAL GUIDANCE: PART 2

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### **Anti-Bullying Strategy Operational Guidance**

The Anti-Bullying Strategy and this Operational Guidance will form the basis for individual school policy to respond to bullying and work to reduce incidences of bullying behaviour. A list of key terms and their definition in relation to this strategy can be read in Appendix 1.

#### **Our expectation**

Our expectation is for the ethos and messages of the Anti-Bullying Strategy to maintain a high profile in everyday practice in ELC settings and schools.

## Quick Read version for staff

Positive relationships support the creation of good learning environments; bullying can interrupt the development of these relationships and impact on children's wellbeing.

'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.'  
(Scottish Government 2017)

### What is Bullying?



Bullying can include name calling, violence or threats of violence, unkind, abusive messages and behaviour which makes people feel like they are not in control of themselves or their lives. Bullying is when these behaviours lead to another person losing their sense of being able to make the choices they want for themselves – a loss of agency.



Bullying can include cyber bullying - sending abusive messages, pictures or images on social media, online gaming platforms or phone.

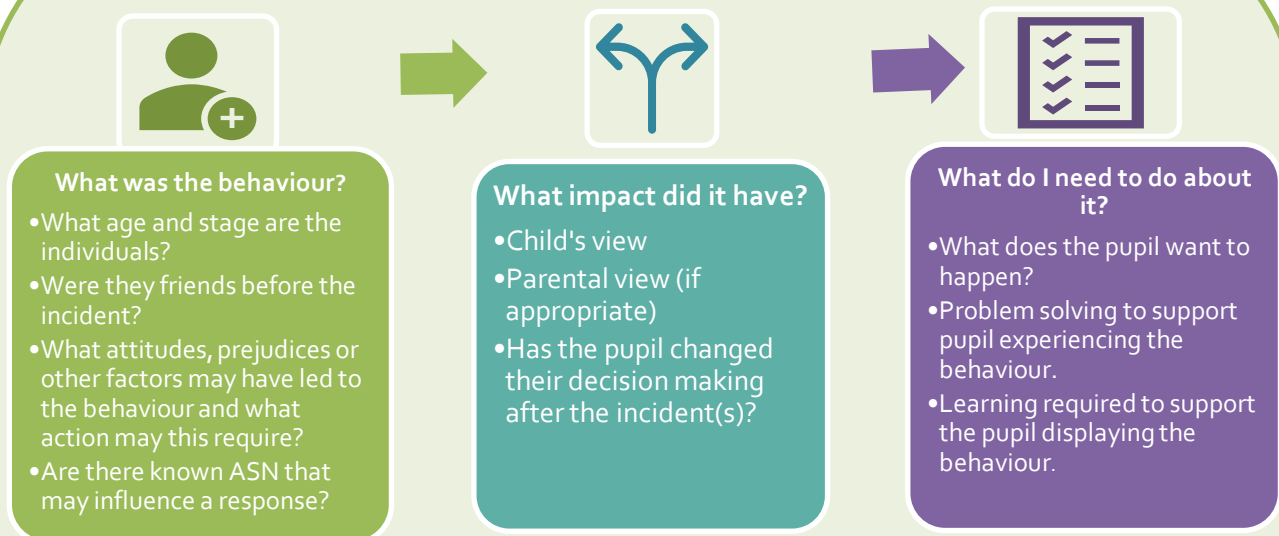


Bullying can be behaviour that is targeted because of who you are or who you are perceived to be. Behaviour that is motivated by prejudice may not only be bullying but may be crimes. Hate crime, sexual harassment or physical or sexual assaults are criminal offences and should be treated as such.

### Promoting Positive Relationships

The promotion of positive relationships will be central to each school's culture and ethos, curriculum and approach to teaching and learning. Early intervention and prevention are key elements of an approach focused on ensuring all children and young people have the skills to manage positive relationships along with the confidence to challenge or report bullying. A culture built on relational approaches, respect and empathy will support everyone to develop the skills to reflect and repair relationships with others. Schools will have clear guidance for pupils and families on how they will develop the skills of children and young people to discuss how they feel and the confidence to manage their relationships with others in a positive way. Through working collaboratively with parents and partners, schools will be encouraged to explore ways in which the impact of behaviour can be exemplified through the wider curriculum.

## Responding to an incident or report of bullying



When responding to an incident that is felt to be based on prejudice, it is important to remember that any incident which is perceived by the child or young person to be motivated by prejudice or discrimination should be responded to as a hate incident. Any behaviour that is criminal and is directed towards someone due to prejudice or hostility, is regarded as a hate crime and should be reported as such.

It is everyone's responsibility to respond to and address bullying behaviour and to take children and young people's concerns seriously.

Our children and young people tell us that they need to know what will happen when they report their concerns. Schools must ensure children and young people are made aware of how to report incidences of bullying and are encouraged through ongoing learning opportunities to report such incidents to staff. To support this, each school will work with their pupils to establish who the key people are that can support them if they feel they are being bullied and to agree ways in which children and young people will be able to safely share their experiences. Schools will ensure pupils, families and staff understand how reports of bullying will be responded to and managed.

Each incident should be carefully considered and handled appropriately. All incidents should be recorded in the SEEMiS Bullying and Equalities Module (BEM) when reported. Staff should listen to the child or young person, complete an investigation of the incident and make a professional judgement if there is evidence that the incident has been a bullying incident based on the definition of bullying. (See page 10) Care must be taken to being factual when noting any perception of the incident being prejudiced-based when recording and reporting incidents that may constitute a racist incident or a hate crime.

Schools must record incidents of bullying, including prejudice-based incidents, in line with the SEEMiS Bullying and Equalities Module (BEM) [Bullying-Equalities-Manual-V2.4.pdf](#). The Bullying and Equalities Module allows for incidents of prejudice-based bullying to be identified according to the perceived reason(s) for the incident. [Walkthrough guidance](#) is available on recording an incident on the BEM.

Following an instance of bullying, care should be taken in planning the support to repair an existing relationship or to support respectful ways of living and learning together where no relationship exists or where one party to the incident does not wish to repair the relationship.

## **Core elements required in a school policy**

Consultation with Guidance Teams and school leaders told us that schools would welcome guidance on what a school level anti-bullying policy should contain. This operational guidance sets out the key areas schools should address in their policy and share across their school community.

The school's anti-bullying policy should be clearly accessible on the school website and include:

- Introduction
- Promoting a culture and ethos of equality and inclusion that values diversity
- The Scottish definition of bullying – what this means for our school
- When is it and when is it not bullying? Unkind behaviour, conflict, disagreements and bullying
- Equality and prejudice-based bullying
- Bullying and Crime
- Responding to reports of bullying
- Supporting children and young people involved in bullying or unkind behaviour
- Guidance for children and young people
- Guidance for parents and carers
- Guidance for staff
- Communication with children, young people and families
- Other sources of information

## **Supporting respectful relationships and the development of positive social skills**

ELC settings and schools can implement a range of approaches to support the development of a positive ethos where bullying is never acceptable. These include:

- ELC or School Vision, Values and Aims statements that emphasise respect and inclusion of all and are developed with, agreed and promoted by all staff, parents and carers, and children and young people.
- Modelling of respectful relationships by staff across the ELC and School community
- Whole School Nurturing Approaches programme
- Buddy or mentoring systems
- Solution-focused approaches, including restorative approaches
- Rights Respecting Schools programme
- School wide social and emotional learning programme
- Visual supports and reminders in school
- Promotion of the school and PKC Relationships policy through school website, newsletters etc
- Inclusion in curricular activities such as drama, art, role-play and literature studies
- Promotion of anti-bullying within whole school assemblies
- Circle time
- Peer mediation
- Mentors in violence Prevention (MVP)
- Promotion of equality awareness activities

## Responding to an Incident

Our 2022/23 consultation with parents and carers told us that less than 30% of respondents felt their child's school could deal effectively with bullying. To improve confidence in the system in place to respond to incidents it is important that all school staff are clear on the approach.

Staff play a vital role in supporting children and young people who have often experienced a lot of upset before reporting an incident of bullying. It is crucial that the response of school staff does not lead to further distress for the child or young person.

Staff will listen without judgement and offer support, reassuring the child or young person that they have done the right thing in telling an adult.

Children and young people have told us they are not always confident that they will be taken seriously and may be worried that adults will respond in a way the child or young person is not comfortable with. Staff may ask questions to clarify details and may keep notes on what they are told to support further investigation and reporting, however it is important that the child or young person understands how these notes will be used and who they will be shared with.

In responding to a report or witnessing of potential bullying, staff should ask 5 key questions:

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

It is important the child or young person is included in discussion about what happens next and that they are updated on the progress of any investigation. Staff should work with the child or young person to explore supports for them, regardless of whether or not the incident is deemed to be bullying.

In considering behaviour and impact together, staff can make a response to unkind or offensive behaviour that is considered to have a negative impact on the school values and ethos, even though it appears to have little or no impact on the individual child or young person. The persistent use of offensive or derogatory language, or the use of general threats, may be an attempt to bully another and should be treated seriously and challenged.

The following page includes examples on how to consider behaviour and impact in deciding if an incident is bullying.

<p><b>Behaviour / No Impact</b></p>	<ul style="list-style-type: none"> <li>• "He called me names when I walked past but it doesn't bother me. Says more about him than me."</li> <li>• This may include behaviour that would impact another individual but has not impacted the child or young person experiencing the behaviour.</li> <li>• Recognise that while unlikely to be bullying, discuss with the child or young person that the behaviour is not acceptable and consider how staff will use appropriate planning and interventions to limit future incidents.</li> </ul>
<p><b>Behaviour / Upset caused but no loss of agency</b></p>	<ul style="list-style-type: none"> <li>• Consideration should be given to the natural disagreements, falling-out or relationship conflict that children and young people experience as part of growing up.</li> <li>• Explore the impact. Does the person experiencing the behaviour feel that they can no longer do the things they want to? If no loss of agency, this is unlikely to be bullying.</li> <li>• Restorative approaches can be used to support repair of relationships.</li> <li>• Whole school relational ethos will support children and young people in learning how to manage conflict within relationships.</li> </ul>
<p><b>No behaviour / reported impact. "They didn't sit with me on the bus again."</b></p>	<ul style="list-style-type: none"> <li>• The behaviour that someone believes has taken place and caused them harm may not come from a place of ill will. It may be the <i>interpretation</i> of a behaviour that has left the child or young person feeling impacted.</li> <li>• This needs to be explored to ensure the impacted child or young person is supported to develop the skills needed to read and manage relationships and social situations.</li> <li>• If the behaviour might have been an attempt to impact another, this should be approached as though it could be bullying. Whole school approaches to learning appropriate behaviour within positive relationships is central to supporting all children and young people.</li> </ul>
<p><b>ASN and Communication Support Needs</b></p>	<ul style="list-style-type: none"> <li>• When supporting children and young people who experience or display behaviours that are unkind or cause upset, professional judgement and knowledge of the profiles of all involved is important. You may need to consult with a colleague who knows them well in relation to understanding the child or young person's profile.</li> <li>• Having an additional support or communication need should not be used to avoid consideration of behaviour being bullying. Nor should a child with ASN or communication needs not be treated seriously if reporting bullying.</li> <li>• Consideration of the support needed for children and young people with ASN to engage positively with others and to support to learn about the intention of another person's behaviour is important.</li> <li>• All circumstances should be monitored to ensure planning and support is leading to more positive or respectful relationships.</li> </ul>

**Supporting the child or young person displaying bullying behaviour**

'Children and young people who are bullying will need help and support to identify the feelings that cause them to act in this way and to develop strategies to cope with these feeling differently' (Respectme, 2014).

All behaviour is communication and staff should work with the child or young person to ascertain if there is an unmet need and to establish the social learning that needs to be supported following the incident.

ELC and school staff should

- Deal with the behaviour in line with other distressed behaviours
- Talk with the child or young person and try to understand the reasons for the behaviour
- Guard against using labels for individuals or groups such as 'bully' or 'bullies'. Name the behaviour without labelling or being judgemental of the child or young person

- Anticipate and prepare for emotional responses from the child or young person and/or their parents or carers
- Understand how to address any prejudicial attitudes that may sit behind the behaviour
- Follow guidance for reporting bullying and potential hate crimes (Appendix 2)
- Support the planning for social and emotional learning stemming from the behaviour

ELCs and schools will have a range of actions available to them when responding to an incidence of bullying. These actions and any natural consequences should be proportionate and in line with the age and stage of development of the child or young person, taking into account adaptations aligned to any previously known additional support needs.

### **Recording, monitoring and reviewing incidents of bullying**

This guidance should be read in conjunction with the Scottish Government's Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools [Recording and Monitoring Bullying Incidents – schools](#)

### **Responsibilities**

A designated member of the Senior Leadership Team should have responsibility for

- Ensuring that procedures relating to allegations of bullying, including incidents involving prejudice, are implemented
- Monitoring SEEMiS reports on a regular basis, at least termly

It is essential that schools monitor their data in relation to bullying behaviour, refer to the 'Bullying Log' in SEEMiS alongside Pastoral Notes and Pupil Chronologies when recording new incidents to compare information and highlight patterns of behaviour.

Monitoring of data by schools 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.

Monitoring in this way can support schools to reflect on the effectiveness of their anti-bullying policy and practice. This can help identify training needs for everyone working with children and young people in the school.

### **Recording**

When an incident of bullying is reported, this must be recorded on the SEEMiS Bullying and Equalities Module (BEM). Guidance for staff is available at [EDMS PKC Intranet - ECS - Bullying Equalities Manual.pdf - Open Content \(sharepoint.com\)](#)

Although not every incident may be found to be a bullying incident following investigation, each incident should be carefully considered and handled appropriately through discussion with all parties involved. Staff dealing with an incident (Incident Owner) should open a record on the Bullying and Equalities Module and following their investigation, make a professional judgement, in line with the definition of bullying, as



to whether the incident is confirmed as bullying. Incidents can be closed and recorded as not resolved or unfounded.

The recording, investigation and analysis of bullying incidents must be carried out by the ELC or school setting where the information gathered can be understood and acted upon. Information should not be analysed in isolation. The local context, professional judgment, and other relevant information should be considered alongside the statistical evidence.

Recording of an incident must include information on:

- The children and young people involved, as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any perceived prejudice including details of any protected characteristic(s)
- Consideration of personal or additional support needs and wellbeing concerns
- Actions taken to monitor and review, including resolution at an individual or organisational level.

Recording of incidents should take care to note any perception of hate crime (Appendix 2) or racist incidents (Appendix 3).

### **Action Progressed**

Details of the investigation carried out, as well as the conclusion, can be entered for the incident in the BEM.

Staff should enter relevant details of the action progressed in the Action Procedure text box, then select the appropriate option from the Incident conclusion drop down list. Incidents may be concluded as

- Being addressed
- Resolved
- Not resolved
- Unfounded

When the incident is saved, the Action Progressed area will also display the Persons Experiencing and Persons Displaying sections to support Monitoring and Review.

### **Monitoring and review**

Children and young people involved in bullying incident, that is the child or young person experiencing the bullying as well as the child or young person displaying the behaviour, must be included and consulted at all stages. In monitoring the situation, staff overseeing the case should ask the following questions for both parties:

- Does the child or young person feel their concerns have been listened to? If not, why not?
- Do they feel satisfied with the outcome?
- Where appropriate, do parents or carers feel satisfied with the outcome?
- Have restorative approaches been used? What form did this take – or why was an alternative approach taken?

## **Automatic entry to Pastoral Notes**

Information recorded by staff in this part of the Bullying and Equalities module will create an automatic entry into the pastoral notes for each child or young person experiencing and those displaying bullying when the incident has been saved. This entry will not show details of the incident but is added to highlight that an incident has been recorded in the bullying and equalities module. If a note is not automatically created, it may be that the Incident Conclusion was changed to Unfounded before being saved, and in this case a note will not be created.

## Responding to an Incident: Overview of Procedures for Staff

**At all times, child protection and safeguarding procedures must be followed as deemed necessary.**

Reporting and recording	
Incident noted	An incident may be reported by a pupil or parent, or witnessed by, a member of staff. If witnessed by staff, the behaviour should be challenged at the time and support offered to all children or young people involved. Inform the Head Teacher or designated member of the leadership team promptly.
Incident Reported	In Primary, the incident should be reported to the Headteacher or Depute Headteacher. In Secondary, the incident should be reported to the Guidance Teacher of the young person experiencing the behaviour AND the Guidance Teacher of the young person displaying the behaviour. The Named Person of the child or young person should also be informed where the Headteacher, Depute Headteacher or Guidance Teacher does not also fulfil this role.
Managing Incidents	Agree the most appropriate member of staff to be the Incident Owner who will manage and investigate the incident, involve the Named Person for the child or young person in this discussion. This Incident Owner must open the incident on the SEEMiS recording. <a href="#">EDMS PKC Intranet - ECS - Maintain Incident.pdf - Open Content (sharepoint.com)</a> - Guidance for staff. The child or young person experiencing the behaviour will be consulted on what they would like to happen.
Responding	
Investigating	Investigation is carried out by the assigned person (e.g., DHT/HT (Primary) or Guidance Teacher/ Head of Year (Secondary). Reassure the child/young person that they have done the right thing by reporting the behaviour. <ul style="list-style-type: none"> <li>• <b>What was the behaviour?</b></li> <li>• <b>What impact did it have?</b></li> <li>• <b>What does the child or young person want to happen?</b> Involve them in making choices for how the situation may be resolved.</li> <li>• <b>What do I need to do about it?</b> Decide if parents or other agencies need to be involved.</li> <li>• <b>What attitudes or prejudiced may have influenced the behaviour?</b></li> </ul> <p>The facts of the incident are established. Children or young people and any staff involved are spoken with separately with statements taken and agreed.</p>
Outcome and Action	If behaviour has been determined to be bullying, consider the range of approaches to respond. Immediate restorative action may be appropriate and possible. Consider the requirement to report incidents that <b>may constitute a crime, including hate crime</b> . In this situation, support the child or young person to have some control over who reports this and how this is done. Agree the most appropriate action with child or young person involved, remembering the possible role of their family in supporting them. If no evidence of bullying is found, consider approaches to conflict resolution where appropriate. Outcome and actions will be recorded on BEM by the Incident Owner.
Monitoring and Review	
Feedback	Where an incident was reported by a member of staff, the incident owner will feedback to that person. The child or young person will receive feedback as agreed with them earlier in the process. Some children and young people may choose not to have further discussions, and this should be respected
Review	Informal check-ins with children and young people will take place in the intervening period until the situation is formally reviewed. A date will be agreed with the child or young person, and their family as appropriate, for a formal review. The length of the review period will be determined by the staff investigating and should reflect the circumstances of a particular incident.
Formal Review	The experiences of the child or young person who has been bullied and who has bullied will be reviewed. If the behaviour has stopped, the case can be closed and recorded as such on SEEMiS. Children and young people will continue to benefit from wider support and will be encouraged to report any new incidents in future which will be taken seriously. If the behaviour is continuing, a further investigation and new action will be agreed with all involved. New actions will be subject to the review and feedback cycle as before.

## **Solution-focused approaches to support children and young people**

Solution focused approaches will drive action to improve situations for children and young people. This may involve:

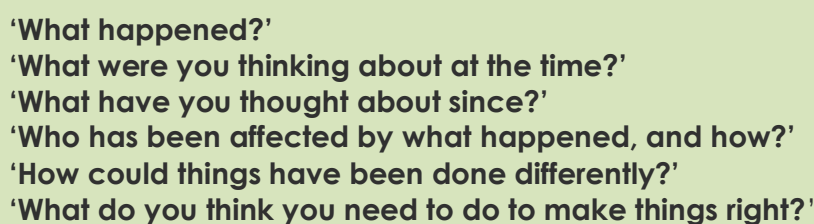
- learning for a child or young person who has bullied to support changes in behaviour
- problem-solving with the child who has experienced bullying
- trauma responsive approaches
- restorative approaches in an age and stage appropriate manner.

## **Taking a restorative approach**

Restorative approaches are an example of a relational approach that can be useful in resolving bullying and are central to the promotion of positive relationships within Perth and Kinross. Restorative practice is supported by Education Scotland; “Many people may believe that children and young people who bully others must be punished for their behaviour. This type of response can be ineffective, dangerous, breed resentment and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions. Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others” (Parentzone).

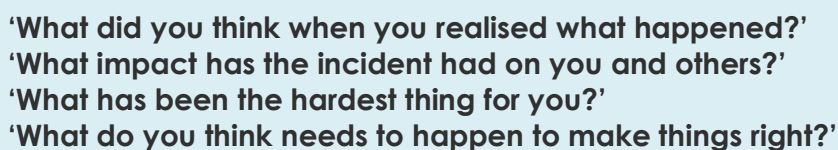
Where there is a desire to repair a previous relationship or friendship, the restorative process – conversation, meeting or conference - should be considered carefully in relation to the severity of the actions and the impact on the person harmed. Timing and readiness of the children or young people to engage are also critical. Readiness should be assessed during individual preparatory conversations with the person harmed and the person who has harmed, exploring how they are feeling, what they hope to achieve, and in the case of the person who has harmed, what they might do to put the situation right.

**Restorative questions for the person who has caused harm include:**



‘What happened?’  
‘What were you thinking about at the time?’  
‘What have you thought about since?’  
‘Who has been affected by what happened, and how?’  
‘How could things have been done differently?’  
‘What do you think you need to do to make things right?’

**For the person harmed, these include:**



‘What did you think when you realised what happened?’  
‘What impact has the incident had on you and others?’  
‘What has been the hardest thing for you?’  
‘What do you think needs to happen to make things right?’

It may take several of these individual conversations, perhaps with parents present to support, before they are ready to take part in a restorative meeting. In some cases,

shuttle mediation, where a staff member meets with each party separately and the person harmed and person who has caused harm do not take part in a face-to-face meeting, may be more appropriate. Professional learning opportunities will be made available to school staff in relation to use of restorative processes and shuttle mediation. A restorative approach allows feelings of all parties to be acknowledged, all voices to be heard, and a means of repairing the harm to the relationship and moving forward agreed.

### **Alternatives to Restorative Conversations**

There may be some situations where restorative approaches are not appropriate due to the nature of the incident or the profile of the child or young person. For some learners with additional support needs, engagement with a restorative conversation can be challenging due to communication, cognitive or behavioural profiles.

Restorative conversations are often language intensive and require participants to process verbal and non-verbal communication which may be challenging for some children and young people, more so if they are anxious or apprehensive about the process. Restorative conversations ask participants to consider another person's point of view, consider different perspectives of a situation and to understand how an event impacts on others. To effectively engage in a restorative conversation, children, young people and adults benefit from having particular social skills and understanding of social situations. The decision to use restorative practice should not risk further harm to anyone and the REPAIR Framework may be helpful in deciding whether a restorative approach is appropriate for learners with diverse needs.

- R:** Is this the **RIGHT** approach based on the communication and cognitive profile of the child or young person?
- E:** **ESTABLISH** the needs of everyone involved. What is the core social skill I want to teach as a result of this process?
- P:** Prepare for **PARTICIPATION** - who and what is needed to enable this process?
- A:** Pay attention to **AFFECT** (emotions) for all involved – before, during and after.
- I:** **INTEGRITY** - in terms of process, preparation and follow-up.
- R:** **RELATIONSHIPS** at the centre – reflecting, repairing and reconnecting in a relationship of respect.

Some children and young people with additional support needs will require these approaches to be broken down into smaller steps, to be visually supported and analysed through each step of the restorative process. For children to learn from incidents, schools can use techniques such as:

- Comic Strip Conversations
- Social Stories
- Fix-it Folders
- Social Behaviour Mapping
- Supported resolution conversations.

Core to effective restorative approaches to repair relationships is the work done in schools **before anything goes wrong** through teaching, modelling and promoting the building of effective relationships through social and emotional learning curricula and explicit teaching of self-regulation strategies.

## Supporting children and young people

Universal strategies:

Prevention

Education and awareness of rights through:

- teaching young people about positive relationships;
- teaching young people how to resolve conflicts amicably.
- proactive approaches, for example Nurturing Approaches, Mentoring and peer support, Restorative Approaches, Solution Focussed Approaches may be used to support and develop a culture which aims to prevent incidents of unkind behaviour and bullying.

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 or buddy programmes;
- considering how pupils are grouped.

Proactive information sharing and anti-bullying campaigns through:

- information technology;
- paper leaflets;
- use of assemblies;
- theme week

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.

Enabling children and young people to have a voice through:

- encouraging and supporting children and young people to know who to speak to if they are being bullied or if they know bullying is happening, with confidence that they will be listened to, taken seriously and that appropriate action will be taken;
- ensuring children and 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 wellbeing programmes;
- building resilience in children and young people through programmes such as 'Bounce Back';
- involvement of the school in 'Rights Respecting Schools' programme;
- class discussions/topic at assembly;
- 'worry boxes';
- team building activities;
- Place standard conversations from the Equalities Team also allow schools to raise awareness of challenging bullying behaviours and racially motivated incidents which will not be tolerated.

Teach through an anti-bullying programme/solution focussed resolution.

- Involve Pupil Council in being proactive about preventing bullying.
- Development of opportunities for discussion of natural consequences of bullying behaviour.

Partner involvement:

- class discussion with community Police Officers;

- peers hearing from Inclusion Ambassadors
- peers hearing from Young Carer Champion Groups
- information and/or advice from partner organisations.

### **Additional Support:**

Children and young people who exhibit bullying behaviour will need help to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Develop social skills and confidence to repair relationships.

A key consideration for staff supporting children and young people following an incident should be on the social skill learning that needs to be developed to support positive actions and behavioural decision-making processes.

### **Staff Training**

Regular staff training should take place to raise awareness and ensure that staff develop the skills to recognise, respond and take action appropriately in relation to bullying. This includes responding to online bullying or cyberbullying which is often the same type of behaviour as other bullying, for example name calling and spreading rumours, but takes place online.

### **Training opportunities**

- The resources (hyperlink to be added when available) accompanying this Strategy and Operational Guidance.
- Initial staff awareness of bullying behaviour can be raised through the *respectme* webinar: [Let's Talk about Bullying](#).
- Additional staff training can be accessed on the Education Scotland website, which hosts the *respectme* resource '[Bullying – It's never acceptable](#)' which includes four modules:
  - Module 1: Why address bullying? (approx. 28 minutes in length)
  - Module 2: Defining and recognising bullying behaviour (approx. 23 minutes in length)
  - Module 3: Preventing bullying: policy and practice (approx. 18 minutes in length)
  - Module 4: Responding to bullying (approx. 25 minutes in length)
- Additional anti-bullying training opportunities can be accessed through the [respectme Anti-Bullying Learning Academy](#).
- There is an ongoing training programme for restorative approaches, developed and delivered by school staff.
- Third Party Reporting Training for education staff from Police Scotland.

## Professional Learning - Prejudice

Anti-Sectarian guidance <https://education.gov.scot/resources/timeline-an-anti-sectarian-professional-learning-resource/>

Race Equality Education [Race Equality Education - Wakelet](#)

[Dealing effectively with racism and racist incidents – Promoting Race Equality and Anti-racist Education \(glowscotland.org.uk\)](#)

The Anti-Racist Educator Resources for Teachers [School Resources | The Anti-Racist Educ \(theantiracisteducator.com\)](#)

## Teaching and Learning resources

RespectMe Anti-Bullying campaign learning resources. [Learning Resources - respectme](#)

Practical activities which can help children and young people aged 10-16 explore the options open to them if they or someone they know is being bullied. <https://education.gov.scot/resources/inc76-responding-to-bullying/>

Introducing children to 'Respect' [#respectmeans – A learning resource that examines how developing respectful relationships can prevent bullying | Resources | National Improvement Hub \(education.gov.scot\)](#)

Exploring faith based bullying with children and young people [Faith and religious bullying | Childline](#)

Celebrating Difference: Exploring stereotypes and anti-racism [22391\\_RESPECTME\\_REDCARD\\_V4.pdf \(squarespace.com\)](#)

A curriculum which represents everyone involves normalising diversity. [A curriculum which reflects diversity – Promoting Race Equality and Anti-racist Education \(glowscotland.org.uk\)](#)



## National Links

### Guidance for Schools

[Approaches to recording and monitoring incidents of bullying in schools \(education.gov.scot\)](#)

<https://education.gov.scot/resources/respect-for-all-the-national-approach-to-anti-bullying-for-scotlands-children-and-young-people/>

Developing a bullying policy <https://education.gov.scot/resources/inc77-bullying-policy-practice/>

Race equality framework 2016-2030 <https://education.gov.scot/resources/race-equality-framework-for-scotland-2016-2030/>

Addressing Inclusion: Effectively challenging racism in schools. [Addressing Inclusion - Racism, proof 2 object.cdr \(respectme.org.uk\)](#)

National Guidance for Child Protection in Scotland 2021 (updated 2023) [national-guidance-child-protection-scotland-2021-updated-2023.pdf \(www.gov.scot\)](#)

Survey of Ethnic Representation within UK Children's Literature 2019 [CLPE Reflecting Realities 2020.pdf](#)

### Resources for Parents

Supporting Parents when children or young people are involved in bullying [Experiencing bullying behaviour | Social and emotional factors | Specific support needs | Additional support | Parentzone Scotland | Parentzone Scotland \(education.gov.scot\)](#)

[Bullying-a-guide-for-parents-and-carers-2016.pdf \(respectme.org.uk\)](#)

[Child Bullying - Advice for Parents & Carers | Children 1st](#)

## **Appendix 1: Key Terms in Relation to our Anti-Bullying Strategy and guidance.**

**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. A child or young person with additional support needs may also have a disability.

**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.

**Care Experienced Children and Young People:** See Looked After Children and Young People.

**Disability:** Disability is a Protected Characteristic relevant to hate incidents or crime. 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 knowledge and understanding about disability and the impact it can have can help reduce bullying.

**Gender Reassignment/Transgender identity:** Gender reassignment is a protected characteristic relevant to hate incidents or crime. 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 as 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. 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. [Overcoming](#)

[barriers - Supporting transgender young people in schools: guidance for Scottish schools - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2016/06/Supporting-transgender-young-people-in-schools-guidance-for-Scottish-schools.pdf)

**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.

**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.

**Looked After Children and Young People:** Looked after children and young people can be particularly vulnerable to bullying and may also have experienced or be experiencing multiple adversities in their lives. Children can face bullying behaviour simply because they are looked after and seen in some way as 'different'. Children who are looked after away from home can also experience bullying behaviour in their care setting, at school and in their community. Looked after 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. 'Looked After' is a legal term and refers to a current or live legal status. The term 'Care Experienced' is used when children and young people have been looked after previously but may no longer be subject of this legal status. The impact of previous care experience can be long term and profound. In response to the voice of children and young people who have been supported by the care system, we acknowledge their preference for the term 'Care Experienced' and keep 'looked after' or 'LAC/LAAC' terms for use in formal proceedings and communications with statutory agencies.

**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.

### **Prejudice-based bullying**

Bullying may be considered to be prejudice-based if the bullying behaviour relates to one of the protected characteristics disability, race, religion or belief, sexual orientation and transgender identity. These protected characteristics are described in the Equality Act 2010 .

**Racism and Race:** Race is a protected characteristic relevant to hate incidents or crime. 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 relevant to hate incidents or crime. 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.

**Sex:** Sex is a protected characteristic but is not yet part of the group of protected characteristics included in the Hate Crime and Public Order (Scotland) Act 2021 regulations. Bullying can be in the form of derogatory language, or verbal, physical or sexual abuse because of another's sex. This includes actions to intimidate another such as by spreading of malicious rumours relating to a person's sex, appearance or sexual behaviour or using derogatory language to control another's behaviour. It can involve the use of explicit sexual language or involve abusive behaviours such as inappropriate touching or upskirting. These behaviours may also be criminal. Sexism and discrimination on the basis of gender, can leave children and young people vulnerable to indirect and direct bullying and this form of bully may lead to abusive relationships. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female stereotypes can also lead to bullying because of the prejudice towards their perceived difference.

**Sexual Orientation, including homophobic and biphobic bullying:** Sexual orientation is a protected characteristic relevant to hate incidents or crime. 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, regardless of their sexual orientation. 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. It creates a culture that is not aligned to the inclusive ethos of the school, therefore this type of language should be addressed, regardless of whether a child or young person has raised concerns.

**Socio-economic status:** 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.

***Definition of Hate Crime***

Hate crime is the term used to describe a situation where a crime has been committed and the victim, or any person, believes the person committing the crime was motivated by a prejudice or hatred towards a protected group.

Police Scotland and the Scottish Government define hate crime as

“Any **crime** which is **perceived by the victim**, or any other person, **to be motivated** (wholly or partly) by malice and ill-will towards a social group.”  
(Hate Crime Police Scotland toolkit).

This includes crimes perceived to be based on a person's disability or perceived disability, race or perceived race, religion/belief or perceived religion/belief, sexual orientation or perception of this, transgender identify or perception of this. All potential hate crimes must be reported to Police Scotland by a member of the school's senior leadership team.

Hate crimes may include:

- Physical assault on the victim or their family or carer.
- Damage to property, offensive graffiti and fire-raising.
- Threats – including offensive letters, abusive telephone calls, groups congregating to intimidate and making malicious complaints.
- Verbal abuse or insults – offensive leaflets and posters, abusive gestures, dumping of rubbish outside homes or through letterboxes, bullying at school and verbal slurs. Online abuse – The same hate crime laws apply about anything that is published online either on a website or through social media.

A Hate Incident is any non-crime incident which the victim perceives to be motivated by hostility or prejudice based on any of the protected characteristics. In cases of a serious hate incident, the investigation member of staff should seek advice from their senior leadership team.

Hate crime is the term used to describe behaviour which is both criminal and rooted in prejudice. Hate crime can be verbal or physical and can be online or face to-face. The effects of hate crime can be emotional or physical and may impact on children's sense of security, identity and emotional wellbeing.

Hate crime can be emotional or physical and may impact on children's sense of security, identity and emotional wellbeing. Children who are victims of hate crime may experience high levels of anxiety, difficulty sleeping and potentially, suicidal feelings. Prejudice is learned from a young age. Therefore, children who have caused harm may not understand the consequences of their behaviour or the harm caused.

Current hate crime legislation in Scotland allows any existing offence to be aggravated by prejudice in respect of one or more of the **protected characteristics of race, religion, disability, sexual orientation and transgender** identity.

Prejudice or hostility also lies at the heart of some other offences which are recognised as hate crimes. These include racially aggravated harassment and stirring up of racial hatred. The Hate Crime and Public Order (Scotland) Act 2021 (which

received Royal Assent on 23 April 2021) consolidates, modernises and extends hate crime legislation in Scotland. It adds age as an additional characteristic and creates a new offence of 'stirring up of hatred', that will apply in relation to all groups protected by current hate crime laws (section 4). The Act includes a regulation-making power to enable the characteristic of 'sex' to be added to the lists of protected characteristics by regulations at a later date (section 12).

Where an investigation identifies a crime that is underpinned by prejudice or hate, this must be reported to Police Scotland.

## **Appendix 3            Tackling Racist Incidents**

### **What is racism?**

Racism is when a person believes they have been discriminated against, or treated unfairly, because of their race, the colour of their skin, their nationality, ethnicity (including their culture, religion or language) or their national origin.

**A racist incident is any incident that is perceived to be racist by the victim or any other person.** (The Stephen Lawrence Inquiry, 1999, Recommendation 12).

Racism can include

- Excluding or isolating someone because of their colour, ethnicity or nationality
- Verbal or non-verbal abuse, including threats, name-calling, gestures, racist 'jokes'
- Physical assault or harassment, including hitting, kicking, pushing
- Visual harm, including racist messages, images, posters, notices or graffiti
- Damage to property or belongings
- Use of online or digital media to promote harm, share racist messages, memes or images
- Refusal to work or co-operate with another pupil because of their race, ethnicity or perceived race or ethnicity.
- Provocation to racism in badges or labels being worn.

Any incident that is perceived to be racist must be recorded as such and investigated in a rigorous and transparent manner.

A person may not intend to behave in a way that is perceived to be racist however this is not relevant to the recording of the incident. When managing the incident, it is important to understand the intentions and attitudes and consider, however when initially recording and investigation, attitudes, opinions and motivations of the person displaying the behaviour are not the main focus of consideration. The main issue must remain that they behaved in a racist manner.

### **The impact of racism on children and young people**

Racist language and behaviour can exclude, threaten, hurt and humiliate children and young people. This harm may be felt directly or indirectly. Racist language can be used without intent to harm, however the absence of malice does not lessen the impact on children and young people who hear this language being used. The cumulative impact on the social, emotional and mental health of minority or ethnic children and young people, and their families, must not be under-estimated. As with bullying, racist behaviours can lead to a loss of agency, a lack of sense of belonging in school, mistrust of others, underachievement and difficulties with attendance.

### **Racism, hate crimes and bullying**

Not all racist incidents would be considered as bullying. A child or young person may use racist language that is not directed towards another person; however, this should still be recorded as a racist incident and addressed accordingly with appropriate support for the individual(s) displaying the behaviour.

In the event of a potential hate incident, the investigation staff member should seek advice from their Police School link officer.



If the incident is a criminal offence, and the victim was targeted because of their race, this is a hate crime and should be reported to Police Scotland by the school.

### **Support for children and young people who have experienced or witnessed racism.**

- How the child or young person that you believe them and will treat their concern seriously
- Discuss what the child to young person would like to happen. This will support them in seeing that adults will not over or under react. Where the child or young person does not want any action, take their views seriously while making them aware that racism must not go unchallenged. Discuss options to monitor the situation and review with them.
- At all stages, tell the child or young person what you plan to do, who you need to tell and encourage them to have some control in this by seeking their views on how information might be shared with others who need to know.
- Considering the child or young person's views, inform their parents of the incident and share how their child is being supported and how the incident is being addressed.
- Feedback and follow up with children and young people who have reported racism, being mindful of the right to privacy of the other children or young people involved.
- Ensure the adults supporting check in with the child or young person over time to ensure that any improvements in the situation are not short-lived. Young people are reluctant to highlight repeated incidents. Where adults consciously check in over time, ongoing support can be more responsive, and evidence of sustained improvements can be gathered.

### **Support for a child or young person who has displayed racist behaviours**

Racist behaviour may not be done consciously and may be a mirroring of behaviours, attitudes or language the individual is exposed to in other areas of life. None the less, all and any racist behaviour must be challenged with support provided to lead to positive change.

Children and young people displaying racist behaviour must be treated fairly and consistently through approaches that are proportionate and appropriate to the age and stage of the child and the incident.

All support for children and young people must aim to address the root causes of the behaviour that will lead to the behaviour stopping.

The ACTION Framework can support staff in exploring incident with children or young people. [Read about The ACTION Framework here](#)

- **A**sk questions
- **C**arefully listen – be curious, not judgemental about what you are hearing
- **T**ell them what you have observed being problematic in a factual way
- **I**mpact should be explored – ask about or state the impact of the language or behaviour on others.
- **O**wn your thoughts and feelings about the impact
- **N**ext steps to be discussed and agreed

A focus on consequences only is unlikely to lead to a change in behaviour as this will not address the underlying attitudes, views or opinions and may reinforce racist views

if the use of consequences leads to a feeling of resentment or shame. Similarly, a 'zero tolerance' approach may limit opportunities to talk honestly about differing experiences and may result in a suppression of behaviours though beliefs and opinions remain unchallenged and unchanged.

Openly addressing racist attitudes or behaviours requires more time, however evidence shows that open, non-confrontational and restorative approaches are the most effective way to eliminate racism.

### **Recording of racist incidents**

It is essential that the Bullying and Equalities Module (BEM) on SEEMiS are used to log incidents.

The number of incidents reported and recorded should be monitored by the school on a regular basis and take account of patterns of incidents based of protected characteristics or those motivated by prejudice. Monitoring is essential in ensuring that themes or patterns are identified early, and proactive steps taken to mitigate them. Addressing incidents as they arise will support a positive ethos in the school.

Ensure a consistent approach is taken to address and record racially motivated bullying and take a whole school approach to anti racism. Training will be refreshed on the SEEMiS modules, along with Third Party Reporting from Police Scotland is on offer.

## Appendix 4

## Gender Based Violence

This Anti-Bullying Strategy and guidance is one of the responses that should be taken to address gender-based violence. Behaviours such as sexual harassment, stalking and assault, may constitute criminal offences and require a response from Police Scotland in addition to actions that can be taken within the scope of an anti-bullying strategy. Within schools this may require a response specific to the individuals involved in the incident(s) as well as addressing any wider impact on the school community. By understanding and addressing the ways that bullying can reinforce gender norms and stereotypes, schools can help to tackle some of the behaviours that may lead to sexual harassment and other forms of gender-based violence.

Within Perth and Kinross, the Relationships and Behaviour Framework, along with the Anti-Bullying policies schools develop, will support schools in addressing issues relating to gender-based violence.

A whole school approach to relationships and practices that work to reduce bullying will also support schools in responding to gender-based violence.

Schools should:

- Challenge gender stereotypes and sexism
- Offer a consistent message that all forms of gender-based violence are unacceptable
- Sensitively approach issues of this nature
- Where necessary, refer those involved to specialist organisations, such as RASAC and Women's Aid, for support
- Support staff, parents, children and young people how to identify, respond to and challenge gender-based violence

Many Perth and Kinross Council schools participate in Equally Safe at school (ESAS), a pilot project coordinated by Rape Crisis Scotland and evaluated by the University of Glasgow. ESAS is a whole school approach to preventing Gender Based Violence and promoting gender equality. It aims to equip schools with the tools to better challenge gender-based violence and the attitudes that can facilitate it, as well as to build confidence and skills in responding to incidents and disclosures.

Appendix 5: Reporting an incident: Flowchart for children and young people

