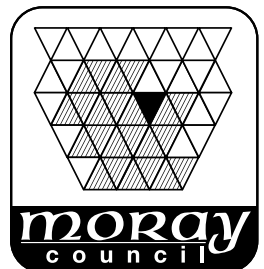




STOP BULLYING

**ANTI-BULLYING AT A GLANCE
GUIDANCE FOR PARENTS/CARERS**



Introduction

Building Relationships: Moray's approach for our children and Young people is guidance to assist all educational staff and partners in addressing bullying behaviour in Moray educational establishments which arise through the characteristics as identified in the Equality Act.

Bullying behaviour is a breach of the United Nations Convention on the Rights of the Child (UNCRC). Moray Council promotes the values and principles of the UNCRC and supports an ethos of meaningful participation, respect and positive relationships with children and young people. Moray Council recognises that it is every child's right not to be bullied and we must all ensure that children and young people are protected from bullying behaviour in order that they feel good about themselves, their health and wellbeing is nurtured and supported and they are given the chance to achieve all they can in life.

Children and young people have the right to education no matter who they are, regardless of race, sex, or disability.

A consistent approach to addressing the issue of bullying behaviour within establishments is essential if a positive outcome is to be reached. The establishment of clear and agreed guidance is crucial to ensure consistency and equity. This guidance helps secure partnership working to address the issue of bullying behaviour.

The main components are:

- a definition of bullying behaviour
- a positive ethos
- strategies and structures
- a procedure for handling bullying behaviour incidents

Definition of bullying

The UNCRC applies to everyone, whatever their race, religion, abilities, views or family background.

“Bullying is both behaviour and impact. The impact is on a person’s capacity to feel in control of themselves... Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face-to-face and online.”

– Respect for All, 2017

What is Bullying behaviour?

Bullying behaviours are and can affect people physically and mentally, and can be persistent over time or a one off incident. Bullying behaviour is a breach of children’s rights and may occur in a variety of contexts. The Equality Act 2010 makes it unlawful to discriminate against people with a ‘protected characteristic’.

These are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership
- race
- sex
- religion and belief
- sexual orientation

Impact of bullying behaviour

Impact of bullying behaviour may lead to:

- health issues
- reduced self-confidence and/or self esteem
- poor or non-attendance
- reduced attainment
- withdrawal from normal activities
- loneliness/isolation
- anxiety and depression for young person and/or family
- tearfulness
- humiliation
- feeling unsafe and fearful
- inability to share feelings and communicate with others
- changes to behaviour and/or physical appearance
- aggression
- demonstrating bullying behaviour towards others
- lowered aspirations
- eating disorders
- self-harm
- suicidal thoughts

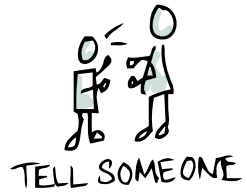
So how do schools support children, young people and their families?

Every educational establishment follows a set procedures for recording, monitoring, evaluating and reporting incidents of bullying. They also have a responsibility to ensure that all effective measures, supports and strategies are put in place to support the victim, the alleged perpetrator, their families and others affected by the incidents.



New Elgin Primary's P7 Ambassadors made this video to promote Anti-bullying and kindness. <https://youtu.be/Ee-tbr97Q3U>

Parent/Carer Process Map



Bullying incident is reported

Has a crime been committed?

Yes

Police



No

Throughout the investigative process communication with parents, pupils and other members of the team around the child is extremely important.

This will ensure everyone involved can take part in responding to and resolving the incident, and is kept informed about the process.

Single/multi agency child's planning will support how actions are communicated and reviewed.



Investigate the incident using Restorative Approaches

Agree on an intervention

Plan actions and record as appropriate for all involved

Provide ongoing support to those involved in the incident

Make external referrals
as necessary
(Ed Psych/Social Work
etc)



RECORDING
WHAT HAS
HAPPENED

Monitor and review
using the planning
process

Close incident if resolved

Continue ongoing
support as necessary

Further incident
reported

Consider further action
involvement of services
(Police, Social Work)



TEAM AROUND
THE CHILD

