



**Building Better Relationships
Anti-Bullying Guidance, Moray**



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A Shared Vision – Building Better Relationships

Building Relationships: Moray's Approach for our Children and Young People is guidance for Education to assist all staff and our partners in addressing bullying behaviour in Moray educational establishments.

Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.

Bullying can exist in all schools and we recognise the detrimental impact it has on the lives of children and young people. The purpose of this guidance is to provide a framework to support staff in working in partnership with parents/carers and other agencies to ensure consistency in establishing and maintaining safe and nurturing environments where children, young people and their parent(s) are supported in dealing with bullying behaviour. This guidance is aimed to ensure establishments are robust in addressing bullying behaviour and fostering an ethos of positive role models, self-esteem, resilience and respect.

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.

The glossary in [Appendix 1](#) provides a description of the terms in this guidance.

Rationale for Building Better Relationships

Article 28: children and young people have the right to education no matter who they are, regardless of race, sex or disability.

The ability to learn is crucial for life in our ever-changing world of education, work and leisure. To this end, the purpose of promoting, supporting and maintaining positive attitudes and behaviours towards equality and diversity this guidance for Moray is to:

- make every effort to ensure that all young people are free to learn in a safe and secure environment without the fear of bullying behaviour. It is every child's right not to be bullied
- ensure that there is a common understanding of what bullying behaviour is and where it takes place
- develop and maintain a partnership approach amongst parents, carers, young people and staff which develops a positive, inclusive and relational school ethos and addresses the issue and impact of bullying behaviour
- promote a positive, inclusive and relational ethos within our educational establishments that fosters development of skills, self-esteem and resilience within our young people
- equip young people with the necessary skills to address the behaviour and impact associated with bullying behaviour both in our educational establishments and in the world outside
- to understand the experiences, and respond to the needs of children and young people, who are bullied as well as those who bully, within a framework of respect, responsibility, resolution and support

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
- recording, monitoring, evaluating and communicating
- reporting



Section 1.

Definition of bullying behaviour

Article 2: 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.

Bullying behaviour can include:

- being called names, teased, put down or threatened face-to-face and/or online
- being hit, tripped, pushed or kicked
- having belongings taken or damaged
- being ignored, left out or having rumours spread about you (face-to-face and/or online)
- sending inappropriate messages, video clips or images on social media, online gaming platforms or phone
- behaviour which makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- being targeted because of who you are or who you are perceived to be (face-to-face and/or online)

Sometimes bullying behaviour can take place but have little or no impact on the other person. However, this behaviour must still be recognised and challenged – in such cases the behaviour cannot be ignored and is never acceptable.

Prejudiced-based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences; it can be based on characteristics unique to a child or young person’s identity or circumstance. This can lead to behaviour and language that could manifest into a prejudice/hate crime in form of racism, sexism, homophobia, biphobia, transphobia and/or discrimination towards disability or faith.

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

A description of these can be found listed in the glossary in Appendix 1. Note: Age and Marriage and civil partnership do not apply in school settings.

In addition to the list above prejudice/hate crime based bullying can be based on other factors such as:

- additional support needs
- asylum seekers and refugees
- body image and Physical Appearance
- socio-economic Prejudice
- intersectionality
- Gypsy / travelling communities
- care experienced children and young people
- sectarianism
- young carers

This should not, be seen as an exhaustive list as there may be many other contexts in which bullying behaviour can occur.



These two resources from respectme address prejudice around racism and homophobia, transphobia and biphobia:

Addressing Inclusion: Effectively Challenging Racism in Schools



<https://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf>

Addressing Inclusion: Effectively Challenging Homophobia, Biphobia & Transphobia



<https://education.gov.scot/improvement/documents/inc65addressinginclusion.pdf>

Impact of bullying behaviour may lead to:

- physical and mental health issues
- reduced self-confidence and / or self esteem
- poor or non-attendance
- an impact on attainment
- withdrawal from normal activities
- loneliness / isolation
- anxiety and depression
- 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
- parental or family stress and anxiety



Online bullying

We recognise that online bullying should not be treated differently from face-to-face bullying. The internet is a place, and like any social setting it has the potential to become an opportunity for bullying behaviour to take place. It is never acceptable. Online and social media bullying should be reported to the police and where possible to the social media platform by the CYP parent/carer. Schools will not, initially, investigate online bullying, unless it is having a direct impact on the CYP attendance, attainment and/or health and wellbeing in school.

Within the technologies aspect of a Curriculum for Excellence and in line with the Scottish Government National Action Plan on Internet Safety for Children and Young People (April 2017), we will seek to develop digital literacy which will educate young people in becoming cyber resilient, and support them to use the internet safely. Alongside our partners, we will also support parents/carers in playing a key role in helping their child learn how to use and navigate social media and the internet safely and responsibly.



<https://education.gov.scot/improvement/learning-resources/inc79-bullying-guide/>

Intent and frequency of bullying behaviour

Every bullying incident should be looked at individually.

Understanding the impact of the behaviour rather than establishing whether someone acted deliberately is key to building an effective anti-bullying approach. In some cases, children or young people may not be aware that their behaviour is actually bullying. In these circumstances, the intent may not be present but the **impact and effect on the person will be no less severe.**

It must be explained to the person showing the bullying behaviour that their actions are unacceptable. Proving intent is difficult and young people often reframe their behaviour when challenged. It is much more important and effective to focus on the impact the behaviour has had on the other person. In other words **intent** is not required as a pre-requisite for adult intervention.

Persistence

Bullying doesn't need to be **persistent** to have an effect on the mental health and wellbeing of a child or young person, the impacts of bullying can be felt after a single incident. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. It is vital to respond to the behaviour and impact this is having, rather than relying on a rigid definition of bullying. In other words **persistence** is not required as a pre-requisite for adult intervention.

Labelling

Labelling children and young people as 'bullies' or victims' can be disempowering and unhelpful in changing their behaviour or supporting their recovery from being bullied. Labelling an **action** as bullying behaviour is a more effective way of motivating a child to change their behaviour.

Adults dealing with bullying behaviours are expected to be able to distinguish between a person and their behaviour. Any bullying behaviour must be challenged, however, all people (including those causing bullying) should always be treated with respect. This does not diminish the seriousness nor impact of bullying; rather it is an essential way of maintaining the adult's focus and response on the behaviour that is problematic. This is a solution-oriented approach that is designed to help people change the way they behave without being stigmatised.

Roles and Responsibilities

In Moray this is what children and young people should expect from their peers and other people in their lives in terms of responding to and managing bullying behaviour.

Children and Young People are supported to:

- treat people with respect and not engage in bullying behaviour – respect the rights of every child as paramount

- be aware of Building Relationships: Moray's Anti-Bullying Approach for our Children and Young People in schools/clubs/groups attended
- where safe and appropriate to do so, challenge bullying behaviour
- share concerns with peers/trusted adults/establishment contact
- work collaboratively to help ensure bullying behaviour cannot thrive
- be given the opportunity to express their views and help shape policy development in this area

Parents and Carers are requested to:

- be aware of respectme's Bullying Behaviour: A Guide for Parents and Carers (available at <http://respectme.org.uk/resources/publications/>) and the Building Relationships: Moray's Anti-Bullying Approach for our Children and Young People
- work collaboratively to help ensure bullying cannot thrive
- inform education establishments of bullying behaviour at the time of the incident where possible
- address their children's behaviour when it affects others negatively
- manage their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy settings are in place and adhering to age guidelines
- in the first instance, report any abuse to website providers, delete nasty or offensive messages and make sure their children unfriend or block persons potentially perpetrating abuse
- be aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc.
- understand we seek to understand the experiences, and address the needs of all children and young people, who are bullied as well as those who bully, within a framework of respect, responsibility, resolution and support

- if parents are dissatisfied with how a bullying issue has been dealt with in school, they have the right to use the Moray Council Complaints process after seeking resolution with the school.
- be given the opportunity to express their views and help shape policy development in this area.

Moray Council will:

- implement Building Relationships: Moray's Anti-Bullying Approach for our Children and Young People in line with Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People
- provide access to training materials in order to support those who work with children and young people
- ensure parents/carers are provided with information on how to raise a concern/complaint in relation to bullying behaviour
- promote Children's Rights, Equality and Diversity, Restorative Practices, Nurture and other positive relational approaches
- in line with SEEMiS Management, monitor and record incidents of bullying behaviour in terms of all protected characteristics and other forms of prejudice-based bullying behaviour

All staff will:

- adopt Building Relationships: Moray's Anti-Bullying Approach for our Children and Young People. This should include an explicit commitment to challenging prejudice-based bullying and promoting fairness, inclusion and respect, in line with national guidance
- ensure a positive, inclusive, relational ethos and culture within education establishments
- support and encourage children and young people to develop the necessary skills such as self-awareness and self-esteem, and develop coping strategies, assertiveness and resilience
- listen, learn, involve and respond using relational based approach

- ensure staff model Rights Respecting behaviour, Nurturing and Restorative Practice in the day to day contact with children and young people
- in responding to incidents of bullying behaviour, staff should be aware of the requirement to report incidents of bullying through the SEEMiS Bullying and Equalities Module
- support the person(s) experiencing bullying behaviour and person(s) displaying bullying behaviour with the clear aim of changing behaviours positively through restorative practices where possible and appropriate
- liaise with parents and carers where appropriate when any form of bullying behaviour occurs. When this happens the child or young person must be consulted and the decision to involve parents can be child led if appropriate.
- be given the opportunity to express their views and help shape policy development in this area

Senior Staff will:

- as above
- record all reported incidents of bullying - the SEEMiS management information system enables staff to record significant incidents in the Bullying Behaviour and Equalities module including the perceived reason for bullying e.g. racism, sexism, homophobia etc.
- monitor and evaluate the recording of incidents and ensure appropriate supports are in place for all involved
- be given the opportunity to express their views and help shape policy development in this area

Section 2.

A positive ethos

Article 19: every child has the right to be protected from emotional harm

Outcome

Establish a positive ethos and culture of dignity, excellent behaviour, strong leadership, shared responsibility, inclusion and equality, partnership working and a sense of community in all our schools in Moray.

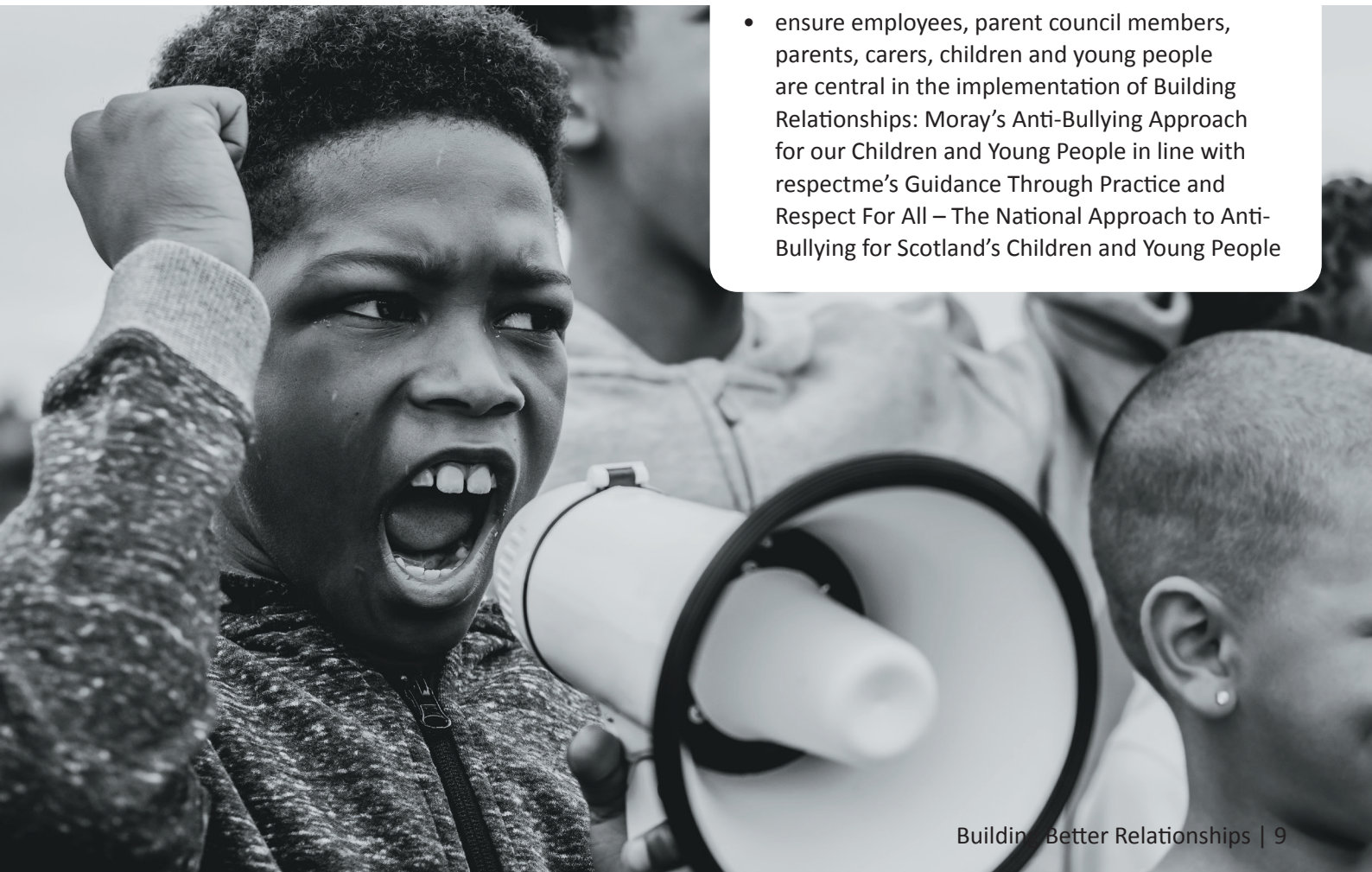
Responsibilities and expectations

All staff, parent council members, parents, carers, children and young people are expected to:

- ensure children and young people are aware of their rights
- commit to creating a positive ethos and culture in education establishments
- adhere to national and local guidelines and procedures, including this guidance

Heads of Establishment / Managers will:

- ensure children and young people are aware of their rights
- set the tone for an establishment by being accessible and approachable and by striving to create a safe, welcoming environment
- ensure that children understand their responsibilities towards others in the creation of such an ethos and culture
- develop and maintain an ethos and culture which is proactive in the prevention of bullying behaviour and which supports children/young people who have been subjected to bullying behaviour and those who display bullying behaviours
- ensure employees, parent council members, parents, carers, children and young people are central in the implementation of Building Relationships: Moray's Anti-Bullying Approach for our Children and Young People in line with respectme's Guidance Through Practice and Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People





Section 3.

Strategies and structures

Article 3: the best interest of the child must be a top priority in all decisions and actions that affect children.

Outcome

Embed pro-active strategies and structures for interventions within and between establishments, support children and young people and seek to prevent bullying behaviour, or minimise its effect, where it does occur.

This section outlines anti-bullying strategies, some of which are currently used effectively in Moray and there is expertise in employing these strategies in schools. It is by no means an exhaustive list, rather it outlines those strategies with which organisations can obtain support from local authority/partner staff. The strategies are listed under three headings as per the Moray GIRFEC Pathway: universal; universal with support, and targeted intervention.

Article 39: Children neglected, abused, exploited, tortured... must receive special help to help them recover their health, dignity and self-respect.

Universal Strategies / Interventions

- implementation of Building Relationships: Moray's Anti-Bullying Approach for our Children and Young People
- awareness and action
- staff modelling of good relationships
- dialogue and feedback
- management of space
- Building Relationships Programme: Nurture, Solution Oriented, Attachment, Trauma Informed Practice and Restorative Approaches
- teaching and modelling good social skills
- zones of regulation
- focusing on social and emotional aspects of learning through the Health and Wellbeing programme, including online safety
- peer support: peer mentoring, peer mediation, befriending
- modelling non-critical / judgemental behaviour through positive approaches to learning and teaching
- ABC – antecedent, behaviour, consequence
- traffic light strategies: green – calm proactive; amber – early warning signs, de-escalate / distract; red – reactive what is behaviour, and blue (post incident)- behaviour and how is it supported

Universal with Support Strategies / Interventions

- Building Relationships Programme: Nurture, Solution Oriented, Attachment, Trauma Informed Practice and Restorative Approaches
- teaching and modelling good social skills
- Lego therapy
- zones of regulation
- learner profile strategies
- counselling
- practising inclusive communication

Targeted Strategies / Interventions

- sign posting to external agencies – useful and appropriate support options
- one to one support
- involvement of external agencies

Responsibilities and expectations

All children and young people, parents, carers and staff are encouraged to:

- role model positive relationships and positive behaviour and, create a culture of praise within our establishments
- ensure that children and young people develop the necessary skills, such as self-awareness, self-esteem, assertiveness and resilience, through the Curriculum for Excellence capacities of successful learners, confident individuals, effective contributors and responsible citizens and in particular, through the Health and Wellbeing outcomes and Personal and Social Education programmes

Heads of Establishment/Managers will:

- lead the creation, development and maintenance of a culture which promotes positive behaviour, praise, inclusion and equality, shared responsibility and a sense of community
- participate in the Building Relationships Programme and embed within individual establishments
- identify professional development / training opportunities which enhance anti-bullying behaviour strategies and promotes a consistent approach to managing bullying behaviour.

Education, Communities and Organisational Development Team will:

- lead and promote the continuing professional development/training opportunities which enhance anti-bullying behaviour strategies



Section 4.

A Procedure for Managing Bullying Behaviour Incidents

Article 24: every child has the right to a safe environment

Outcome

Ensure clear procedures for managing bullying behaviour incidents that involves children and young people, parents, and staff.

Responsibilities

All Staff and Heads of Establishment/Managers will:

- Recognise the importance of parents and carers as partners in the education of their children and young people. Where appropriate, and in consultation with the child or young person, liaise with parents and carers with regard to any form of bullying behaviour.
- Promote and publicise clear procedures for dealing with incidents of bullying behaviour in consultation with parent council, parents, carers, staff, children and young people (Appendix 2).
- Adopt these procedures consistently across their establishment.

This procedure and the information provided must reassure parents and carers that:

- bullying behaviour is taken seriously
- our schools have procedures for dealing with incidents of bullying behaviour and the needs of individuals are recognised
- they have the opportunity to work alongside staff, where appropriate, in dealing with incidents of bullying behaviour
- establishments along with parents and carers work in partnership to create an environment where young people feel safe
- establishments are committed to changing the behaviour and attitudes that contribute to bullying behaviour
- research shows that restorative approaches and counselling is more effective in dealing with incidents than punishment or sanctions. All schools will use relational approaches when dealing with bullying incidents and where appropriate consequences will be put in place.
- there is a process to take forward concerns over the management of a bullying behaviour incident and the subsequent outcome of an investigation (Appendix 2)

Section 5 and 6.

Recording, monitoring, evaluating and reporting

Outcome

Establishments undertake to develop, implement and maintain procedures, including the SEEMiS Bullying and Equalities Module, for the monitoring, recording and reporting of bullying behaviour incidents.

Our commitment to addressing bullying behaviour is set out in the Equality Outcomes for Moray. This should be read in the context of the Equality and Human Rights Commission's Technical Guidance for Schools in Scotland and the national strategy Respect For All – The National Approach to Anti-Bullying for Scotland's Children and Young People (2017). Along with the guidelines and guidance framework, we will use the SEEMiS Bullying and Equality Module which provides the reporting structure for all reported incidents.



<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2018/05/supplementary-guidance-recording-monitoring-bullying-incidents-schools/documents/00535867-pdf/00535867-pdf/govscot%3Adocument/00535867.pdf>

All staff:

- are aware of the revised procedures for monitoring, recording and evaluating through the SEEMiS Bullying Behaviour and Equalities Module and all staff follow appropriate procedures

Heads of Establishment/Managers are responsible for:

- undertaking ongoing reflection and evaluation of procedures to address bullying behaviour through

their leadership of the agreed self-evaluation procedures

- taking appropriate action in cases of bullying behaviour incidents
- maintaining appropriate records through the SEEMiS Bullying and Equalities Module (Appendix 4)
- ensuring that information is available for the Education and Social Care Team when required
- recording and reporting on cases of bullying behaviour incidents in line with Guidance on Reporting Equality Incidents, and the Council's Equality Outcomes
- identifying ongoing professional development/training opportunities which support recording, monitoring, evaluation and recording practice

Our parents, carers and young people wish to stress the importance that throughout this process it is essential that educational establishments communicate with young people, parents / carers and relevant staff when appropriate and in compliance with data protection / confidentiality.

This will ensure everyone involved can take part in responding and resolving the incident, and is kept informed about process. To ensure we are getting it right for every child it is essential that the child or young person's views are at the centre of all decisions made.

Review

This guidance will be subject to review through a three year cycle.

Further Information

If you need this information in another language or format, please contact us to discuss how we can best meet your needs:



Education, Communities and Organisational Development, Council Offices, High Street, Elgin, Moray, IV30 1BX



education@moray.gov.uk

Appendix 1.

Glossary

To ensure this guidance is accessible to everyone reading, we have provided a Glossary of Key Terms that are discussed throughout or may be used by children / young people.

Additional support needs

An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from the learning environment; health or disability; family circumstances or social and emotional factors

Ageism

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

A person who has left their home country as a political refugee and seeking asylum in another. Children and young people who are asylum seekers or refugees may be at greater risk of bullying behaviour directly or indirectly. This may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries, can allow bullying behaviour to go undetected and continue.

Body image and physical appearance

This can be hugely important to children and young people, with bullying behaviour because of body image having the potential to negatively impact upon their wellbeing. In some cases, body image may relate to a protected characteristic, such as race or disability.

Care experienced children and young people

Care Experienced Children and Young People can be particularly vulnerable to bullying. Children can face bullying behaviour simply because they are looked after and seen as 'different'. Children who are looked after away from home can also experience bullying behaviour in their residential care home, at school and in their community. Care experienced children 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

Counselling

A formal process of listening and offering advice in order to help resolve problems

Curriculum for Excellence

Curriculum for Excellence is the centrepiece of the Scottish Government's Education agenda. It aims to focus classroom practice upon the child and around the four capacities of education:

- **Successful Learners:** have enthusiasm and motivation for learning, determination to reach high standards of achievement and openness to new thinking and ideas.
- **Confident Individuals:** have self-respect, a sense of physical, mental and emotional wellbeing and secure values and beliefs.
- **Responsible Citizens:** have respect for others and commitment to participate responsibly in political, economic, social and cultural life.
- **Effective Contributors:** have an enterprising attitude, resilience, and self-reliance.

It also aims to:

- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 2-18

Disability

Disability is a Protected Characteristic. People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour. The bullying behaviour is likely to be focused upon their specific disability or disability, whether they are in mainstream schooling or specialist provision.

Diversity: Many different types of things or people being included in something; a range of different things or people.

Establishments

The generic term used to cover all schools, early years centres, Youth, Family and Community Learning Services (a range of services for young people aged 12 to 24 years), and specialist provisions.

Equality

The state of being equal, especially in status, rights, or opportunities.

Ethos

The characteristic spirit of an individual, group or community as manifested in its attitudes and aspirations.

Gender identity and Transphobic bullying behaviour

The term 'transgender' is an 'umbrella term' for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two.

Transgender people face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender 'variant' children and young people can be particularly vulnerable to bullying behaviour. This can manifest in many ways, including transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying behaviour as a result of a perception that a parent, relative or other significant figure is transgender.

Gypsy / travellers

Gypsy/Travellers are a recognised ethnic group. Children and young people who are Gypsy/Travellers may be at a 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.

Hate Crime

Hate crime can be verbal or physical and has hugely damaging effects on the victims, their families and communities, and we all must play our part to challenge it.

In Scotland, the law currently recognises hate crimes as motivated by prejudice for based on race, religion, disability, sexual orientation, transgender identity.

Homophobia

A dislike of, or prejudice against homosexual people.

Impact assessment

Impact assessment is a process aimed at structuring and supporting the development of policies and the decision making process. It identifies and assesses the problem at stake and the objectives pursued. It identifies the main options for achieving the objective and analyses their likely impacts on those affected by the guidance. It outlines advantages and disadvantages of each option and may suggest actions to mitigate potential negative impacts.

Inclusion

All children and young people are entitled to receive a high quality education and are supported in achieving equal opportunities to help them fulfil their potential. Inclusion in education aims to ensure the full participation of children, young people and adult learners, in the curriculum and the community, as the foundation for the highest achievements of all.

Intersectionality

Understanding the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying behaviour, it is important to understand the connection between the experiences of belonging to one or more of these groups, and people's prejudice towards them, which can lead to inequality in pay, attainment and wellbeing.

Marriage / Civil Partnership

Marriage / Civil Partnership does not apply in schools; however there could be instances of indirect discrimination. For example, if the child or young person associated with someone (parent, carer, sibling etc.) who is in a same sex marriage/ relationship or civil partnership. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of settings, for example, in workplaces, further and higher education and in wider society.

Parents / carers

Parents / carers should be taken to refer to parents, foster carers, carers who are relatives or friends and care staff in residential settings (including secure provision). In the absence of parents, local authorities have a statutory duty to take on this role for children and young people looked after away from home.

Prejudice

Preconceived opinion that is not based on reason or actual experience.

Protected characteristics

Groups protected by existing Equality legislation: Age, disability, gender reassignment, pregnancy, race, religion or belief, sex, sexual orientation, marriage and civil partnership.

Racial bullying behaviour

Children and young people from minority ethnic groups often experience bullying behaviour based on perceived differences in dress, communication, appearance, beliefs and/or culture, as well as their skin colour or 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 the misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion and belief

Lack of knowledge and understanding about 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, resulting in misunderstanding and stereotyping, may lead to bullying behaviour. People who have no religion or belief are also protected under the Equality Act 2010.

Restorative practice

Restorative practices describe a range of approaches used in many establishments where staff or peer mediators intervene in a situation.

Disputes between pupils: a trained pupil mediator may help the parties involved in the dispute to agree what has happened, what harm has been done and what can be done to put things right. The emphasis is on apologising, putting the difficulty in the past and agreeing a way forward.

Serious disputes between pupils, pupils and teachers, or parents and teachers – a trained adult facilitator (usually a member of school staff not involved in the dispute) hears from both sides what has happened and reaches agreement with them

about what has gone wrong, what harm has been done and what can be done to put things right. The emphasis is again on apologising, putting the difficulty in the past and agreeing a way forward.

Sectarianism

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

Sexism and gender

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

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying behaviour because of the prejudice towards their perceived difference.

Sexual orientation and homophobic bullying behaviour

Sexual orientation is a protected characteristic. Bullying behaviour based on sexual orientation is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. It is also commonly referred to as 'homophobic bullying behaviour' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying behaviour'.

Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying behaviour'. This type of bullying behaviour may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family members. Children with LGB parents may also experience homophobic bullying behaviour; it is related to these forms of bullying behaviour through underlying sexist attitudes.

Socio-economic prejudice

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

Transphobia

A dislike of or prejudice against transsexual or transgender people.

Unconscious bias

Learned stereotypes that are automatic, unintentional, deeply engrained within our beliefs, universal, and have the ability to affect our behaviour.

United Nations Convention on the Rights of the Child (UNCRC)

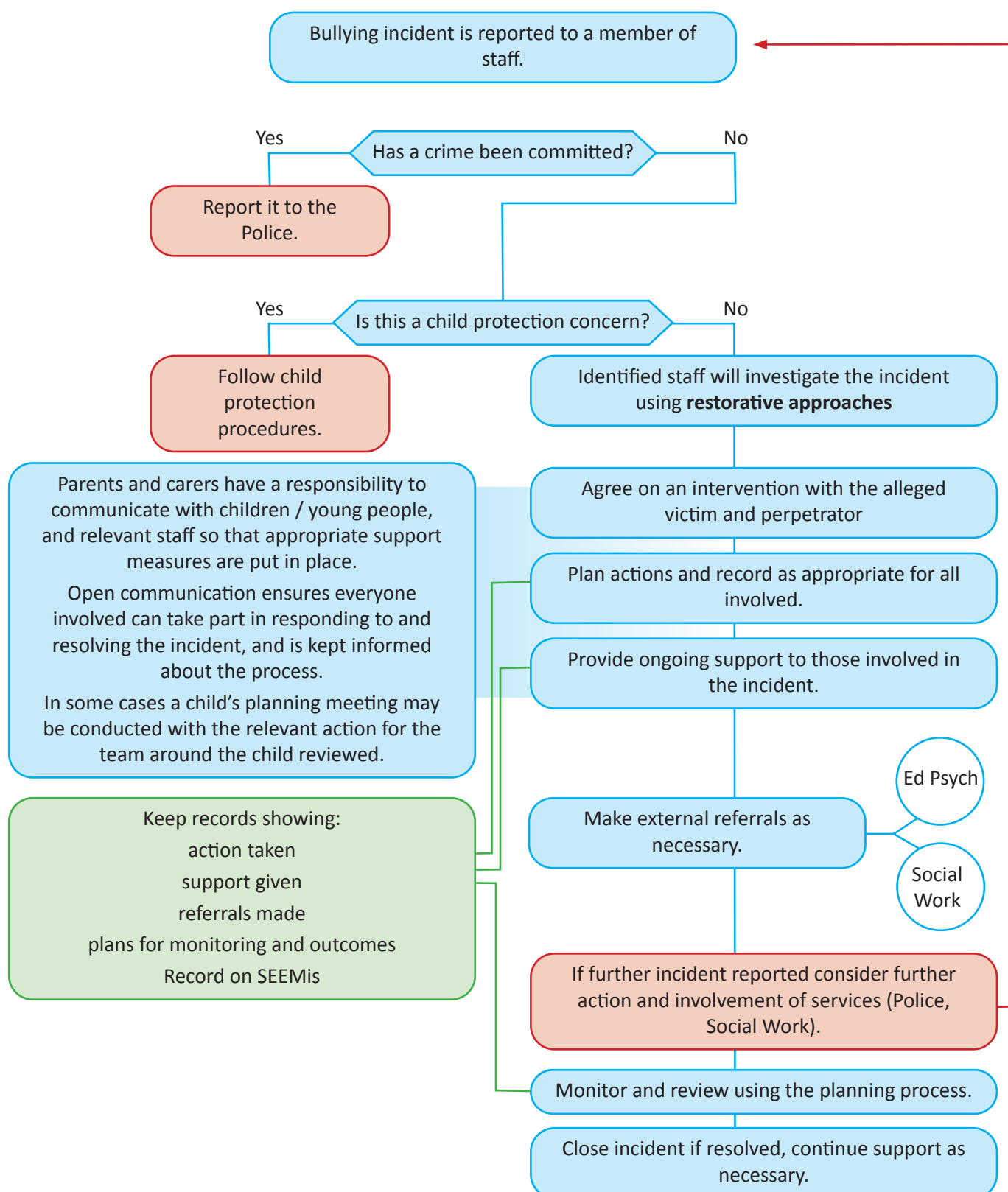
This convention sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Schools can engage with the convention via the process of working towards the Rights Respecting Schools Award (RRSA).

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 difficulty, sensory or learning disability or, issues with the misuse of drugs or alcohol. Young carers are at risk of bullying behaviour for a variety of reasons. Depending on the 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.

Appendix 2.

Procedures to be completed following an allegation of bullying



Appendix 3.

Equality Act (2010)

The Equality Act 2010 protects employees, children and young people on the basis of 'protected characteristics'. These are: age, disability, gender reassignment; pregnancy and maternity; marriage and civil partnership; race; sex; religion and belief, and sexual orientation. Of these, marriage and civil partnership and age do not apply to young people in schools.

Schools and education authorities have a responsibility to ensure they comply with the three duties articulated in this law:

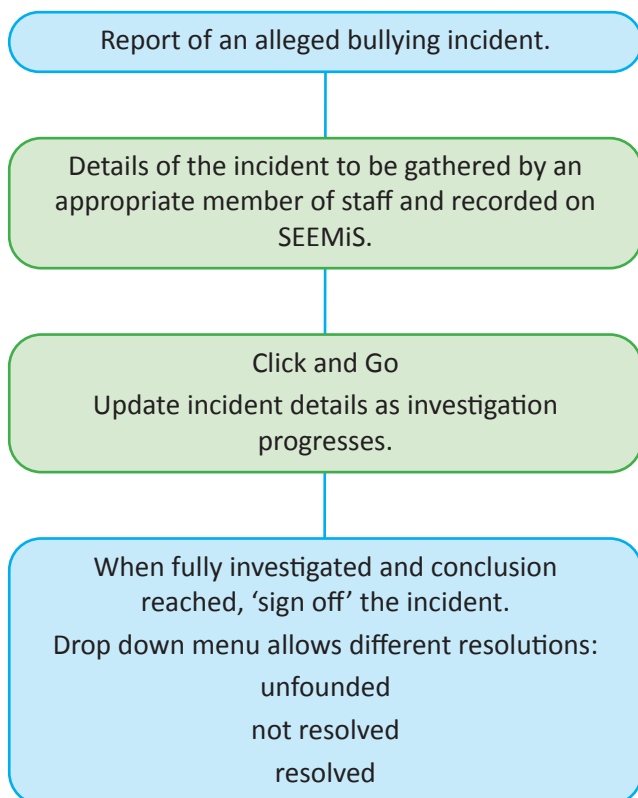
- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it

The Equality Act 2010 also makes it unlawful for a school to discriminate against a learner or prospective learner by treating them less favourably because of their sexual orientation or gender reassignment. It also states that it is unlawful to discriminate because of the sexual orientation or gender reassignment of a person with whom the learner is associated. It is unlawful to discriminate on the grounds of a perceived protected characteristic.

Appendix 4.

SEEMiS – CLICK & GO

Recording and Monitoring of Bullying



If you enter **being addressed**, **not resolved**, or **resolved** into the incident conclusion box in the action progressed section – then click save – this will automatically update pastoral notes for the pupils who had been selected in the incident with the incident number and whether they were the person experiencing or displaying the behaviour.

Unfounded: will not auto-populate a pastoral note.

The school needs to be careful that they do not record an incident as **being addressed** when they are still investigating – then changing the incident to **unfounded** once they have completed their investigation as this will have populated a pastoral note in the pupil records.

Appendix 5.

Personal Development Opportunities and Resources

There are varied sources of training to support both understanding of and addressing bullying behaviour. These are provided both internal and external to Moray Council Education and Social Care, with a number of national organisations and projects offering training in support of understanding and addressing bullying behaviour. In addition to this, the sharing of good practice cannot be understated and should be considered as part of Career-Long Professional Learning.

The following list of opportunities and resources is not exhaustive and suggestions for further training and resources are welcomed.

Moray Council

We offers a number of online learning modules such as:

- Equality and Diversity Awareness
- LGBT People and Public Services
- Promoting Positive Relationships and Behaviour
- Understanding attachment theory
- Resilience Matrix – a framework for thinking

In addition to this, training is offered in the use of the new SEEMiS Bullying Behaviour and Equalities module.

Existing materials and packs such as **Making Rights Real, Recognising and Realising Children's Rights** are very helpful in developing understanding and embedding a positive ethos and culture of dignity.

Other resources

- [respectme, Scotland's Anti-Bullying Service](#)
- [United Nations Convention on the Rights of the Child](#) (UNCRC)
- [LGBT Youth Scotland](#)
- [Education Professional Bodies](#) (CLD Standards Council, YouthLink Scotland, EIS etc.)
- [Mental Health First Aid](#)
- [Mentors in Violence Prevention Programme](#)
- [Stonewall Scotland](#)
- [Scottish Traveller Education Programme](#)
- [Bullying behaviour UK](#)
- [Young Minds](#)
- [Child Exploitation and Online Protection](#) (CEOP)
- [Thinkuknow](#)
- [Childline](#)
- [Choose Life](#)
- [Hands On Scotland](#)
- [Quarriers](#)
- [No Knives Better Lives](#)
- [Scottish Out of Schools Care Network](#)
- [Early Years Scotland](#)
- [Social Media](#)

respectme

respectme, Scotland's Anti-Bullying Service, was launched in March 2007. The service is fully funded by the Scottish Government and is managed by SAMH (Scottish Association for Mental Health) in partnership with LGBT Youth Scotland.

They have developed a range of resources for adults, children and young people, which offer practical advice and guidance on a range of anti-bullying issues and the writing of anti-bullying guidance, as well as YouTube videos. Their publications can be downloaded from the website and paper copies of some publications can be ordered by contacting respectme directly at enquire@respectme.org.uk

For more information, please visit:



www.respectme.org.uk/resources

respectme have also explored the UNCRC in relation to bullying behaviour and information from this can be found by visiting:



www.respectme.org.uk/bullying-behaviour/childrens-rights

United Nations Convention on the Rights of the Child

It's every child's right not to be bullied. Children's rights are unique in that many of them, although designed for the safety and protection of children, have to be provided for by adults and the government.

Although children and young people are covered under the Human Rights Act 1998, their rights are more clearly specified under the UN Convention on the Rights of the Child (UNCRC).

For more information, please visit:



www.unicef.org.uk/what-we-do/un-convention-child-rights/

LGBT Youth Scotland

LGBT Youth Scotland have developed a number of resources for practitioners, parents, carers and young people to support and guide addressing inclusion and homophobic, transphobic and biphobic bullying behaviour.

The resources are organised in to the following categories:

- schools and education
- young people
- community capacity building
- health
- domestic abuse

LGBT Youth Scotland are a key partners in presenting current research towards improving the lives of LGBTI young people in Scotland.

For more information and to view the resources, please visit:



www.lgbtyouth.org.uk/pro-resources

Education Professional Bodies (CLD Standards Council, YouthLink Scotland, EIS etc.)

Training and peer support is offered through national organisations for teaching and Community Learning and Development staff. Through professional learning events and seminars, training courses and workshops, research and, online forum discussions, a range of resources are available to support challenging behaviour and perceptions.

These resources include:

- Tackling Sectarianism Resources CPD training (Sense over Sectarianism and YouthLink Scotland – The National Agency for Youth Work)
- i-develop website service provided to support creative, innovative and effective learning and development for CLD practitioners (Community Learning and Development Standards Council).
- Myths of Immigration (Guidance for early years, teachers and lecturers on challenging myths and misunderstandings – Educational Institute for Scotland)

- Get it Right for Girls (challenging misogynistic attitudes among children and young people – Educational Institute for Scotland)

For more information and to view the resources highlighted above, please visit:



www.youthlinkscotland.org



www.i-develop-cld.org.uk



www.eis.org.uk/index.asp

Mental Health First Aid

In 2004 Scottish materials were developed and the National Training Team was commissioned to begin training instructors from all over Scotland.

In March 2009 the new materials were launched and all current instructors went through a refresher course on the use of the new materials.

The SMHFA course takes 12 hours to complete. It can be presented in a range of formats to suit different groups. The course must be presented by a qualified SMHFA instructor and quality is continuously monitored by NHS Health Scotland.

The course does not train people to be mental health workers. It offers basic general information about mental health problems. The knowledge presented and understanding developed in the course helps to remove stigma and fear and to give confidence in approaching a person in distress. Mental Health First Aid is an initial response to distress and all participants on the course understand that this help is given only until other suitable or professional help can be found.

For more information or to view the course details, please visit:



www.smhfa.com

Mentors in Violence Prevention Programme

The key training tool within the MVP Programme is the 'MVP playbook'. The playbook supports the discussion based teaching approach within the MVP Programme offering a consistent approach to delivery of all MVP sessions. The 'playbook' offers excellent opportunities to discuss issues such as:

- dating abuse
- harassment
- bullying behaviour
- sexting
- control
- alcohol and consent

A range of training materials, supporting documents and resources are available from the Mentors against Violence website.

The MVP Programme is a peer mentoring programme. Once schools receive initial training their next task is to recruit and train a team of MVP mentors from the upper part of the school. It is this 'boy to boy' and 'girl to girl' mentoring that has demonstrated positive outcomes for the MVP programme as well as giving MVP mentors valuable life skills. For more information and to view the resources, please visit:



www.mvpscotland.org.uk/MVPteaching.html

Stonewall Scotland

Stonewall Scotland support individuals to work out how they can make a difference for LGBT people at work, home and in their communities. They seek to equip people with the tools and confidence to connect with, influence and enable others in their communities, by challenging homophobic, biphobic and transphobic bullying behaviour, celebrating difference and improving inclusion and visibility of role models.

For more information please visit:



www.stonewallscotland.org.uk

Scottish Traveller Education Programme

The Scottish Traveller Education Programme website provides resources, tools and information promoting innovative approaches to learning. Importantly, families, young people and teachers have been involved in co-producing all the materials.

The website provides links to resources and training for Teachers and all professionals who are involved in education with people from travelling cultures, as well as advice and guidance for young people and their parents.

For more information and to view the resources, please visit:



www.step.education.ed.ac.uk

Bullying UK

Bullying behaviour UK is part of Family Lives, a charity with over three decades of experience helping parents to deal with the changes that are a constant part of family life.

Their role is to support everyone achieve the best relationship possible with the children that they care about, as well as supporting parenting professionals.

Family Lives offer a range of courses for professionals, including online, as well as training for parents. For more information please visit:



www.bullying.co.uk

YoungMinds

YoungMinds is the UK's leading charity championing the wellbeing and mental health of young people.

For more information or to view the resources, please visit:



www.youngminds.org.uk

Child Exploitation and Online Protection (CEOP)

CEOP is a law enforcement agency and is there to help keep children and young people safe from sexual abuse and grooming online. They help thousands of children and young people every year.

For more information or to view the course details, please visit:



www.ceop.police.uk/safety-centre/

Thinkuknow

Thinkuknow is the education programme from the National Crime Agency's CEOP command.

Thinkuknow aims to empower children and young people aged 5-17 to identify the risks they may face online and know where they can go for support.

For more information and to view the resources, please visit:



www.thinkuknow.co.uk

Childline

Childline started in 1986 providing a free helpline for children to which is now a free 24-hour counselling service for children and young people up to their 19th birthday. In 2006, Childline joined the NSPCC in order to expand to the provision it offers now.

For more information and to view the resources and reports, please visit:



www.childline.org.uk

Choose Life

As part of the national suicide prevention strategy, Choose Life provides guidance to help practitioners support young people who are at risk and require specific interventions at that time in their life.

Training forms a significant part of the Scottish Government suicide prevention strategy to prevent suicide in Scotland. By training a proportion of the population, more skilled and confident helpers could be available to explore thoughts of suicide and intervene. The National Suicide Prevention Programme offers suicide prevention training covering awareness and exploration to suicide first aid skills. Courses are organised and delivered at a local level by qualified trainers.

For more information and to view the resources, please visit:



www.chooselife.net

Hands On Scotland

Hands On Scotland have developed their website to help make a difference to children and young people's lives. It gives practical information, tools and activities to respond helpfully to troubling behaviour and to help children and young people to flourish.

In two parts:

- How to help children Flourish; and
- How to help with Troubling Behaviours

For more information and to view the resources and reports, please visit:



www.handsonscotland.co.uk

Quarriers

We support adults and children with a physical or learning disability, and families facing poverty, family breakdown and disadvantage. We provide guidance for young people with social emotional or behavioural difficulties or who are homeless, and help them work towards a brighter future. We offer advice and a friendly ear to carers of all ages, and through The William Quarrier Scottish Epilepsy Centre and fieldwork services, we help to transform lives for people affected by epilepsy.

For more information and to view the resources, please visit:



www.quarriers.org.uk/

No Knives Better Lives

No Knives Better Lives is a national initiative which works with local organisations to provide information and support. The campaign aims to raise awareness of the consequences of carrying a knife and provides information on local activities and opportunities for young people.

They provide learning resources across primary and secondary age groups for young people, parents and carers, and practitioners to explore the consequences of knife crime in particular. They provide access to online practitioner training packages, peer education training, educational toolkits for schools and youth work settings, and a range of supporting resources from high-quality videos and animations to posters, leaflets, reports and evaluations.

or more information and to view the resources, please visit:



[www.noknivesbetterlives.com/
practitioners](http://www.noknivesbetterlives.com/practitioners)

Scottish Out of School Care Network (SOSCN)

SOSCN are the national infrastructure umbrella organisation providing support, mentoring, training, information and resources to all childcare services in Scotland, which provide childcare, play and learning opportunities for school-age children.

SOSCN provide guidance on developing anti-bullying behaviour guidance for Out of School Care, equalities and diversity, promoting positive behaviour and training for practitioners in areas such as Activity and Wellbeing.

For more information and to view the resources, please visit:



www.soscn.org

Early Years Scotland

Early Years Scotland offers a range of professional learning opportunities to inspire, encourage and support your practice.

Their professional learning opportunities can be delivered at a time and place to suit you; in-house in your setting or at a centrally organised venue.

They also offer weekend and evening opportunities and are currently developing a new online learning platform.

Early Years Scotland's opportunities cover all aspects of Early Years provision with particular focus on involving parents in their children's learning and developmental support.

A Professional Learning Framework of all training offered is revised regularly.

For more information and to view the resources, please visit:



<https://earlyyearsscotland.org/>

Social Media

Following organisations online via social media (Facebook, YouTube, Twitter, Instagram etc.) will keep you up to date with current developments and training opportunities.

Almost all organisations now have a social media presence through which conversations take place across the world, resources are promoted and shared, conferences and seminars can be attended or followed, and people can get the opportunity to hear about the practice you are developing locally.

Education and Social Care Digital Strategy (2016) offers guidance for establishments using social media. This can be accessed through the Council Intranet.

Appendix 6.

Working Group Members

- Lynne Riddoch
Education Officer (Chair)
- Mhairi Brodie
Education Officer
- Susanne Campbell
QIO (joined April 2021)
- Don Toonen
Equalities Officer
- Iain MacDonald
Wellbeing Officer
- Craig Fowler
Principal Education Psychologist
- Neil Johnson
Head Teacher (Buckie ASG)
- Lynne Jex
PT Guidance (Keith ASG)
- Gillian Ross
Head Teacher/EIS Rep (Milnes ASG)
- Heather Murray
Head Teacher (Speyside ASG)
- Stuart McQuaker
Head Teacher (Elgin Academy ASG)
- Elaine Milne
Head Teacher (Elgin High ASG)
- Donnie Carthew
Depute Head Teacher (Lossiemouth ASG)
- Maureen Mooney
Head Teacher (Forres ASG)
- Alison Vass
Head Teacher (Buckie ASG)
- Fiona Herd
LMG

Your Notes

