REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON 27 APRIL 2016

SUBJECT: MORAY APPROACH TO BULLYING IN SCHOOLS

BY: DIRECTOR OF EDUCATION AND SOCIAL CARE

1. REASON FOR REPORT

1.1 To inform the Committee of progress made towards developing an anti-bullying approach in schools.

1.2 This report is submitted to Committee in terms of Section III (C) (1) of the Council's Scheme of Administration relating to exercising its functions as Education Authority within the terms of relevant legislation with regard to nursery, primary, secondary, further, community education and Lifelong learning.

2. RECOMMENDATION

2.1 It is recommended that the Committee scrutinises and notes the contents of this report.

3. BACKGROUND

3.1 On 27 March 2013 The Moray Council approved the Moray Council's equality outcomes for 2013-2017 (para 13 of the minutes refers). The equality outcomes identified an effective anti-bullying approach as one of the priorities.

3.2 The Scottish Government published a National approach to anti-bullying for Scotland's children and young people in 2010. The approach recommends that policies are developed in consultation with all stakeholders.

3.3 A survey among pupils in Moray's primary (from P4 upwards) and secondary schools was conducted between 24 August and 25 September 2015 as a first step in the consultation. Its aim is to provide a baseline to gauge the effectiveness of anti-bullying measures in schools and to inform the wider consultation with stakeholders. The survey was designed to allow comparison with the national survey, carried out by Scotland's anti-bullying service, RespectMe Scotland in 2014. The first analysis of the survey is attached at **Appendix 1.**

3.4 In the Moray survey, there were 2061 responses from pupils, the largest response to any online survey done by the Moray Council. A total of 1,974 responses were attributable to pupils in the target group (P4 – S6), representing 22% of the target group, based on school roll as of September 2015.

3.5 The results were fed back to the schools at the Associated School Group meetings, which are attended by Head Teachers of primary and secondary schools and at a meeting with the Depute Head Teachers.

3.6 The next stage of the consultation will involve focus groups in order to address issues such as:

- What preventative measures can be put in place?
- What interventions are effective in response to bullying incidents?
- What codes of behaviour and responsibilities can be expected from pupils, teaching and non-teaching staff at schools, parents, other professionals?
- What recording and monitoring strategies should be put in place?

3.7 There will be separate focus groups consisting of pupils, parents, teaching staff, teaching staff and other professionals. RespectMe Scotland will assist in an advisory capacity throughout this process.

3.8 A draft approach to anti-bullying for schools in Moray is expected to be completed by Summer 2016.

4. **SUMMARY OF IMPLICATIONS**

(a) **Moray 2023: A Plan for the Future/Service Plan**

A Moray-wide approach to anti-bullying, consistent with the national approach will contribute to the priority area of ambitious and confident young people.

(b) **Policy and Legal**
The survey was carried out in accordance with the Scottish Government's National Approach to Anti-Bullying for Scotland's Children and Young People.

(c) **Financial implications**
None arising from this report.

(d) **Risk Implications**
A consistent approach to anti-bullying can reduce the risks associated with bullying in relation to pupils' attainment in school as well their long-term health, employment and well-being.

(e) Staffing Implications
The consultation will be carried out with existing staff.

(f) Property
None arising from this report.

(g) Equalities
The development of an anti-bullying approach for schools in Moray will assist in progressing the Moray Council's Equality Outcomes.

(h) Consultations
Equality and Diversity Corporate Advisory Forum, Depute Head Teachers, the steering group, the Inclusion Manager, Principal Educational Psychologist, Children's Wellbeing Manager, and Early Engagement Team Manager were consulted on the contents of the survey.

The Youth Council and a class of Primary 4 pupils were asked to try out an early version of the survey in order to determine its accessibility for the target group. Their comments were taken into account for the final version of the survey.

RespectMe Scotland was consulted at various stages of the development and analysis of the survey. It will continue to advise the Moray Council on developing its anti-bullying approach.

5. CONCLUSION

5.1 The Moray Schools Anti-bullying survey received 2061 responses. These will inform the wider consultation which will result in a Moray-wide approach to anti-bullying for all schools.

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Background Papers: With author
Ref:

Moray schools anti-bullying survey: initial analysis

Introduction

Between 24 August and 25 September the Moray Council conducted a survey among primary (P4-P7) and secondary pupils in which they were invited to share their experience with bullying. The aims of the survey were to

1. Establish a baseline figure on the frequency of bullying against which the effectiveness of future interventions can be measured
2. To inform the development of corporate guidance on dealing with bullying behaviour in schools.

These aims are part of the Moray Council's long-term commitment to tackling bullying behaviour as described in its Equality Outcomes, approved by full council in March 2013. In tackling such behaviour the Moray Council will work with Respect Me Scotland and adopt the principles of the Scottish Government's national approach to anti-bullying for Scotland's children and young people.

Bullying behaviour can harm people physically and emotionally and have long-term effects on people's attainment, employment prospects, health, wellbeing and relationships. These long-term effects have an impact on victims of repeated childhood bullying. For those that repeatedly display bullying behaviour these impacts appear to be linked to family hardship and childhood psychiatric disorders. (Dieter Wolke, 2013).

Moray survey results: summary

There were 2,061 responses from members of the public to the survey. A total of 1974 responses were attributable to pupils in the target group (P4 – S6), representing 22% of the target group, based on school roll as of September 2015. A summary of the main findings are:

*   Of those from the target group that responded 48% were male, 48% female, and 4% preferred not to say
*   631 pupils from the target group (31%) were bullied during the last year
*   72% of bullying was face-to-face only
*   24.6% was face-to-face and online
*   3.4% was online only
*   Of the bullying that happened during the last year:
    o   38% happened once or twice (172 respondents)
    o   19% happened 3-4 times per term (89 respondents)
    o   11% happened once a week (52 respondents)
    o   32% happened several times a week (146 respondents)
*   Reports of bullying are higher among girls (50%) than boys (45%), although there is significant variation between the different school years.

The survey was designed to allow some comparison with the national survey held by Respect Me Scotland in 2014. A comparison of some of the findings of the two surveys is as follows:

National Survey

8,310 responses (1.24%), of which 7,839 were analysed.
48% female, 47% male, 5% preferred not to say.
30% reported that they have experienced some sort of bullying over the last school year
Of this 30%

- 49% experienced it face-to-face
- 41% experienced it face-to-face and online
- 10% experienced it online only

48% of those who were bullied told their parents

Moray Survey

2,063 responses (22%) of which 2,061 were analysed.
48% male, 48% female, 4% preferred not to say
31% (623) reported that they have experienced some sort of bullying over the last school year
Of this 31%

- 72% experienced it face-to-face
- 24.6% experienced it face-to-face and online
- 3.4% experienced it online only

58% of those who were bullied told their parents

Results in more detail

When asked if they had ever been bullied 918 (46.5%) pupils answered yes and 669 pupils (33.8%) answered no.

Table 1: Have you ever been bullied?

| Year	Yes		No		Not sure		Prefer not to say	
	number	%	number	%	number	%	number	%
P4-7	393	49.19	257	32.17	98	12.27	43	5.38
S1-6	535	45.53	413	35.15	151	12.85	73	6.21

The recorded incidence of bullying is higher among girls than boys.

Table 2: Have you ever been bullied?

	Boys	Girls	Overall
Yes	45%	50%	47%
No	37%	32%	34%
Not sure	13%	12%	13%
Prefer not to say	5%	6%	6%

If we look at the figures for the different school years a more complicated picture emerges. The overall trend is that bullying reduces as pupil's progress through the schools. However, there are some significant differences between boys and girls. Figure 1 shows this more clearly:

Figure 1: bullying rate per school year
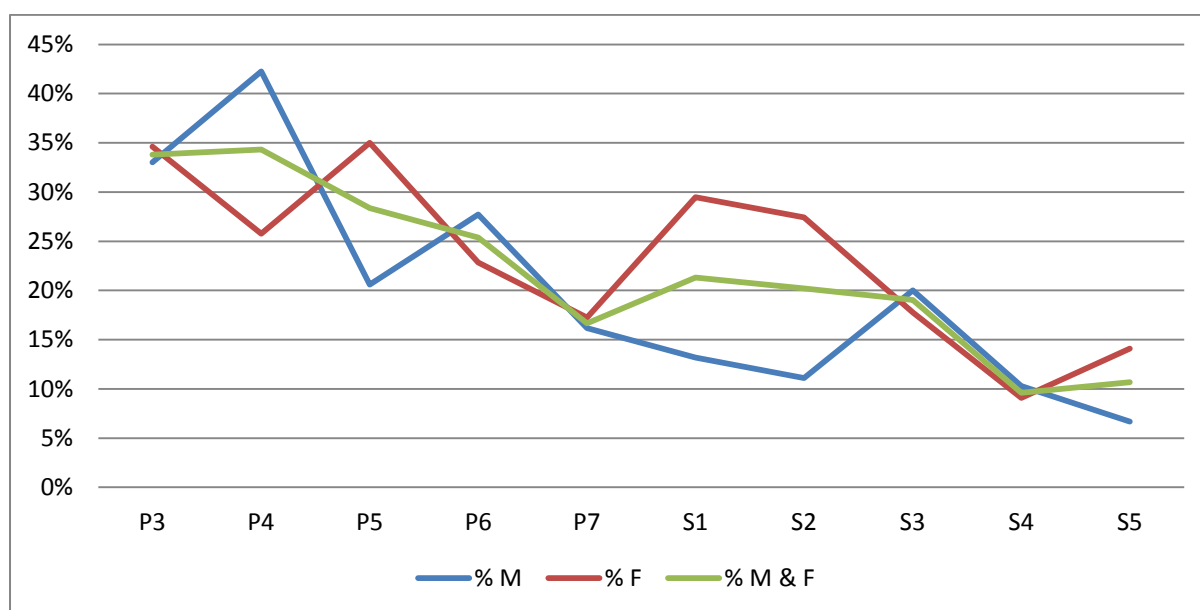
Types of bullying behaviour

Name calling was the most prevalent form of bullying reported by boys and girls.

Table 4: Percentage name calling reported by those who were bullied

	Primary	Secondary	Primary and secondary
Boys	59%	83%	72.%
Girls	65%	84%	76.5%

For the other forms of bullying behaviour there were significant differences between boys and girls. Girls reported more incidences of (in order of prevalence):
- Someone spreading lies, rumours making others dislike me
- Being ignored
- Being threatened
- Being hit, kicked, pushed, shoved around or locked indoors
- Having hurtful messages or pictures sent over the phone or the internet

For boys, the reported types of bullying behaviours were, in order of prevalence:
- Being hit, kicked, pushed, shoved around or locked indoors
- Being threatened
- Someone spreading lies, rumours making others dislike me
- Being ignored
- Being forced to do things they didn't want to do

Figures 2 and 3 show the differences between boys and girls and between primary and secondary schools.

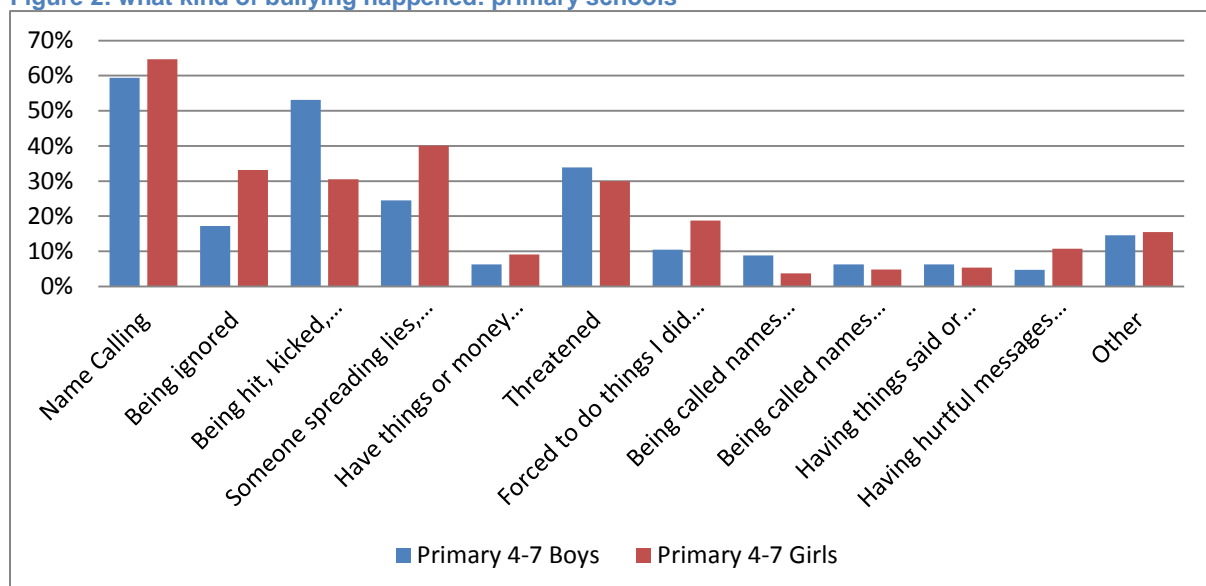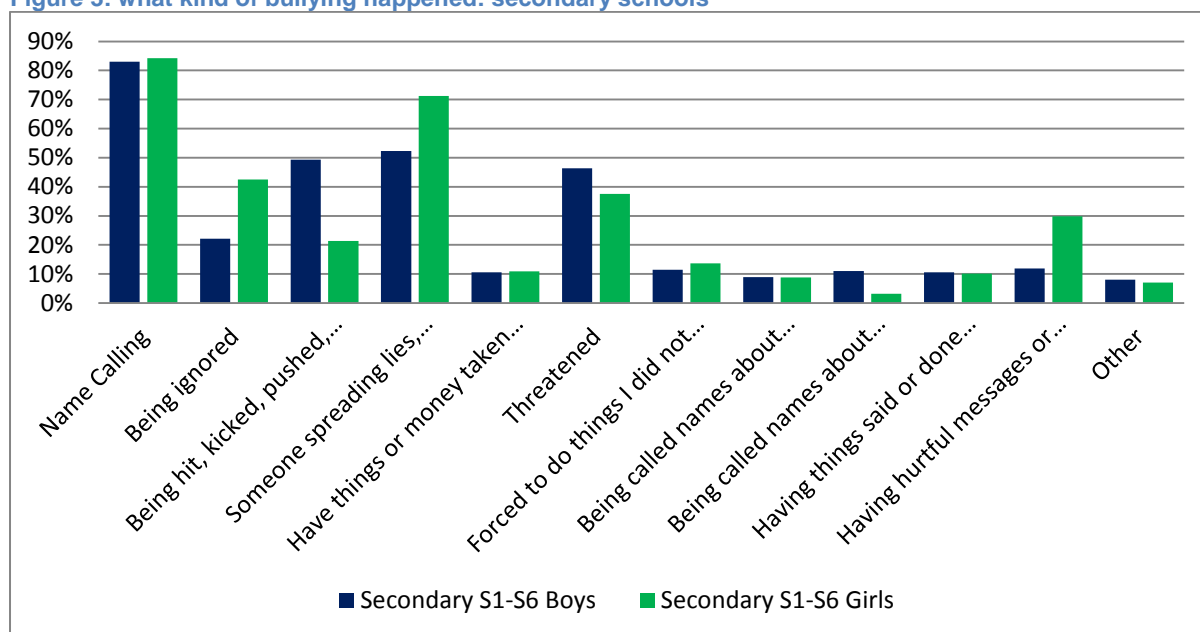Figure 2: what kind of bullying happened: primary schools

Figure 3: what kind of bullying happened: secondary schools

Involving others

Of those that said they have been bullied, 73% told someone about it. The vast majority of those (75%) told their parents, representing 58% of all those that were bullied. Teachers were told by 52% of pupils that were bullied, followed by friends or other pupils (40%). Of those that were bullied, 25% told more than one person. We shall see later that telling someone doesn't always lead to an end of the bullying behaviour but it is worth exploring if being able to tell someone helps in minimising the impact of the bullying behaviour.

When asked what happened after they told someone, 38% said the bullying stopped, 34% said the bullying continued and 14% said the bullying got worse.

Table 3: Percentage what happened after told someone

	Bullying stopped	Bullying continued	Bullying got worse
Teachers got involved	34.29%	36.00%	12.00%
Parents got involved	24.70%	41.57%	18.67%
Friend or pupil stepped in	35.09%	33.33%	13.16%
Parent and teacher got involved	33.33%	41.67%	13.10%
Parent/Teacher/Friend pupil got involved	40.00%	48.00%	8.00%

Protected groups

One of the equality outcomes in relation to bullying is to establish a baseline figure of bullying incidents related to protected characteristics. The survey returned 79 responses from pupils who said that the bullying consisted of having things said or done with a sexual meaning; 77 pupils said they had been called names about their race or colour; 62 pupils had been called names about their disability.

Table 4: Number of incidences involving protected characteristics

	Being called names about my race or colour			Being called names about my disability			Having things said or done with a sexual meaning		
	Male	Female	Prefer not to say	Male	Female	Prefer not to say	Male	Female	Prefer not to say
Primary	17	7	5	12	9	4	12	10	2
Secondary	21	25	2	26	9	2	25	29	1
Primary + Secondary	38	32	7	38	18	6	37	39	3
All	77			62			79		

Uncertainty about what bullying is

The question about whether pupils have been bullied returned a high number (366) of "not sure" or "prefer not to say" responses. Among the targeted pupils, 254 said they were not sure and 119 preferred not to say. Of those, around 200 continued to answer subsequent questions in a way that would suggest they felt they had been bullied.

National Approach to Anti-Bullying for Scottish Children and Young People

The survey was held as a first step towards developing an anti-bullying approach that reflects the standards set out in the Scottish Government's approach. In it, bullying is seen as a combination of behaviour and impact. It is defined as *behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated* (Scottish Government, 2010, p. 4).

The importance of this definition is that, when deciding whether or not bullying took place, the focus should not be just on what happened, but particularly on how it affected the individual who was subjected to it. Bullying can be unintentional and may even be a single event.

It recommends that policies are developed in consultation with all stakeholders and should include:

- a statement which lays out the organisational stance on bullying behaviour
- a definition of bullying, developed through consultation creating a shared understanding between all parties involved
- expectations or codes of behaviour and responsibilities for staff and children and young people
- preventative and reactive strategies showing what an organisation commits itself to, what strategies it will employ when faced with bullying incidents or allegations and to prevent bullying from happening
- clarity on how and how often the organisation will communicate its anti-bullying policy and to whom; and how parents and carers will be informed of incidents
- the recording and monitoring strategies that will be used for management purposes

- how and how often the policy will be evaluated to understand how successful and effective the policy is

(Scottish Government, 2010, p. 9)

Works Cited

Dieter Wolke, W. E. (2013). Impact of bullying in childhood on adult health, wealth, crime and social outcomes. *Psychological Science*.

Scottish Government. (2010). *A National Approach to Anti-bullying for Scotland's Children and Young People.* Edinburgh: The Scottish Government.