Renfrewshire Council

<div align="right">

Item 6

</div>

To:	**Education and Children Policy Board**
On:	**14 May 2015**

Report by:	**Director of Children's Services**

Heading:	**Renfrewshire's Policy on Anti-Bullying**

---

1. Summary

1.1 Renfrewshire Council continues to be committed to the personal and social wellbeing of all children and young people. The existing policy on Tackling Bullying in Renfrewshire was approved by the education policy board on 28 May 2009. The revised policy brings the previous policy into line with recent legislation and national guidance. The revised policy is attached as an appendix to this report.

1.2 The revised policy has been informed by 'A National Approach to Anti-Bullying for Scotland's Children and Young People')The Scottish Government 2010) and sits alongside other Renfrewshire Council policies such as Getting it Right for Every Learner in Renfrewshire (August 2014); Promoting Positive Relationships (August 2014); and Protecting Children and Ensuring Their Wellbeing (Standard Circular 57 – August 2014).

1.3 This policy will apply to all educational establishments and settings and to all practitioners, including youth and out of school care services. It is our expectation that staff (including arts, cultural and services and libraries) transferring to a cultural trust, community resources and the partners in the private and third sector will work in partnership with Renfrewshire Council to uphold the spirit of the policy.

1.4 A wide range of stakeholders were involved in reviewing and updating the policy, including representatives from children's services – education and social work; schools, libraries, youth and sports services and adult learning; Police Scotland; and partner agencies such as respect**me**, Scotland's anti-bullying organisation.

_____

2.   Recommendations

2.1   The education and children policy board is asked to approve the policy which is attached as an appendix to the report.

_____

3.   Background

3.1   Renfrewshire's policy on anti-bullying provides guidance to staff, parents, children and young people on the prevention, identification and management of bullying behaviour.

3.2   The context for the policy changes have been informed by:

- Getting It Right for Every Child (GIRFEC, updated 2012);
- Curriculum for Excellence, in particular, the Health and Wellbeing Framework, (Scottish Government, 2004);
- The Equality Act, 2010;
- The Children and Young People Act, 2014;
- Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
- The United Nations Convention on the Rights of the Child (UNCRC), 1989;
- The Human Rights Act, 1998;
- The Standards in Scotland's Schools etc. (Scotland) Act, 2000;
- Corporate Parenting Policy (Renfrewshire Council 2009), and
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology In Schools (Scottish Government, 2013).

3.3   The focus for the policy continues to support the development of respectful relationships for children and young people in Renfrewshire and provides working guidance to staff to meet the required standard in preventing bullying, in dealing with bullying and in the provision of information for parents.

3.4   The policy includes specific reference to equality and discrimination based bullying, hate crime and cyber bullying.

3.5   The policy provides information and guidance on:

- the definition of bullying and bullying behaviours;
- awareness raising and prevention;
- responsibilities for all staff, adults, children and young people;
- reporting, responding and recording of alleged bullying/bullying incidents;
- responsibilities of the local authority;
- data monitoring; and
- appendices to support implementation and consistency in practice.

4. Policy development and consultation

4.1 A working group which consisted of representatives from children services; schools, libraries, youth and sports services and community learning and social work services was established to review and update the policy on tackling bullying in Renfrewshire. Advice and support was also sought from partner agencies such as Police Scotland and respect**me,** Scotland's anti-bullying organisation.

4.2 A range of equality groups, including lesbian, gay, bisexual and transgender (LGBT) (Renfrewshire) were also invited to be involved in the review of the policy and agreed to provide their comments and views on the policy.

4.3 Consultation on the draft policy on anti-bullying was undertaken in January 2015. A copy of the draft policy and on-line survey questionnaire were circulated to all educational establishments and settings, parent councils, pupil councils, teaching and non-teaching trade unions, and equality groups. 178 responses to the consultation were received.

4.4 Feedback from consultation indicated that respondents found the rationale of the policy to be clear and comprehensive, with 92% of respondents agreeing that the policy clearly communicate the responsibilities of all staff in educational establishments and settings.

4.5 Just over 80% of respondents agreed that the definition of bullying specified in the policy reflected current thinking and practice within educational establishments and settings. A few respondents made specific comments in relation to the definition of bullying provided, with some believing it was clear and others viewing it to be too wide. The possibility of a 'one off' experience being defined as bullying was also commented on. The definition provided in the policy was developed in line with national advice.

4.6 Approximately 50% of respondents indicated that training on the policy was required. Individual comments in relation to training included the need for staff to have time for professional reading and discussion and training on specific aspects such as 'restorative approaches'. Discussions will be held with head teachers and service managers to agree best approaches for training staff.

4.7 Some respondents commented favourably that the policy will apply to all staff working in educational establishments and settings and on the expectation that the spirit of the policy is upheld by partners in the private and third sector. Discussions on ensuring the implementation of the policy by partners, community resources staff and council staff transferring to a cultural trust will be required to take place.

4.8 Just over 90% of respondents indicated that the policy provided good guidance for parents. A few respondents commented on the provision of separate information leaflets for parents. The proposal is that information provided within the policy will be extracted and developed into an information leaflet for parents.

4.9 In response to comments from respondents the proposal is to make the 'logging forms' and 'monitoring forms' available in an electronic format to education establishments and schools.

4.10 The original proposal was to increase the frequency of reporting to Council headquarters on a termly basis. However, in response to concerns raised and our commitment to tackling bureaucracy reports will continue to be done on annual basis.

4.11 A copy of the survey findings can be made available on request.

5. Implementation

5.1 When approved, the policy will be disseminated throughout children's services at service meetings, in-service days, educational establishment and settings meetings with staff, children and young people and parents and parent councils as well as by the production of a leaflet for parents. The policy will be available on the council's website and promoted through appropriate anti-bullying organisations and their websites.

6. Monitoring

6.1 It is essential that all educational establishments and settings are alert to alleged bullying/bullying and are vigilant in identifying allegations and incidents of bullying, ensuring they are dealt with and recorded. Every educational establishment and setting is required to complete the standard forms contained in the policy and return copies of the relevant monitoring forms to children's services on an annual basis.

6.2 The forms will be collated centrally by children's services and details of reported incidents, causes and trends will be monitored and reported to the Education and Children's Services policy board. Individual returns will be discussed, challenged, intervened and supported where required. The identification of successful strategies could be used as models of good practice and persistent nil returns discussed with services.

6.3 A report of bullying incidents which are characterised by the protected characteristics of the Equalities Act 2010 (perceived or actual) will be presented to the leadership policy board on an annual basis. It is the responsibility of the educational establishment and setting to ensure management information is kept up to date to enable this activity.

Implications of this report

1. Financial Implications
None.

2. HR and Organisational Development Implications
Training and awareness raising of the revised policy will form part of the implementation plan.

3. Community Plan/Council Plan Implications

Children and Young People	-	Implementation of the revised policy will continue to address inequalities, through the recognition of the harmful effects of bullying behaviour and the promotion of restorative approaches.
Community Care, Health and Well-being	-	Implementation of the policy will have a positive impact on the health and wellbeing of children and young people who feel threatened by bullying behaviour.
Empowering our Communities	-	The policy promotes the involvement of parents as partners in their children's learning and recognises the potential impact of bullying behaviour on the achievement of children and young people.
Safer and Stronger	-	Implementation of the policy will support vulnerable children and young people and protect them from potential harm as a result of bullying behaviour.

4. Legal Implications
None.

5. Property/Assets Implications
None.

6. Information Technology Implications
None.

7. Equality and Human Rights Implications
The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. Consultation with equality groups was carried out to ensure there is no negative impact on equalities or human rights as a result of this policy. A copy of the consultation return and equality impact assessment is available on request.

8. Health and Safety Implications
None.

9. Procurement Implications
None.

10. Risk Implications
None.

11. Privacy Impact
Personal information held will be done in accordance with all data protection legislation.

_____

List of Background Papers

(a) Draft Policy on Tackling Bullying in Renfrewshire, Education policy board, 28 May 2009.
(b) A National Approach to Anti Bullying for Scotland's Children and Young People, (Scottish Government, 2010).
(c) Prejudice-based bullying in Scottish schools: A research report, Equality and Human Rights Commission, 2015).

The foregoing background papers will be retained within Children's Services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Kathleen McDonagh, Education Officer, 0141 618 7196, kathleen.mcdonagh@renfrewshire.gcsx.gov.uk

_____

Children's Services
KMcD/GMcK/LG
29 April 2015

Author: Kathleen McDonagh, education officer, Tel: 0141 618 7196, kathleen.mcdonagh@renfrewshire.gcsx.gov.uk

Renfrewshire Council: Children's Services
Renfrewshire's Policy on Anti-Bullying
May 2015

Renfrewshire Council: Children's Services
Renfrewshire's Policy on Anti-Bullying

1.   Introduction and Rationale

1.1   This policy brings the previous policy on Tackling Bullying in Renfrewshire (2009) in line with recent legislation and national guidance subsequent to that publication date. Renfrewshire Council continues to be committed to the social, emotional and mental well-being of all children and young people.

1.2   The policy has been informed by A National Approach to Anti-Bullying for Scotland's Children and Young People (2010) and sits alongside other Renfrewshire Council policies such as Getting it Right for Every Learner in Renfrewshire: Promoting Positive Relationships (August 2014) and Protecting Children and Ensuring their Wellbeing (Standard Circular 57 - August 2014).

1.3   This policy will apply to all education establishments and settings and to all practitioners, including youth, arts and cultural services, out of school care and library provisions. It is our expectation the partners in the private and third sector community provision working in partnership with Renfrewshire Council uphold the spirit of the policy.

1.4   The policy includes specific reference to equality and discrimination based bullying, including hate crime and cyber bullying.

1.5   The context for the policy changes have been informed by:
   • Getting It Right for Every Child (GIRFEC, updated 2012);
   • Curriculum for Excellence, in particular the Health and Wellbeing Framework, 2004;
   • The Equality Act, 2010;
   • The Children and Young People Act, 2014;
   • Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
   • The United Nations Convention on the Rights of the Child (UNCRC), 1989;
   • The Human Rights Act, 1998;
   • The Standards in Scotland's Schools etc. (Scotland) Act, 2000;
   • Corporate Parenting Policy (Renfrewshire Council, 2009); and
   • Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology In Schools (Scottish Government, 2013).

2   The Aim of the Policy

2.1   This policy will support the development of respectful relationships for children and young people in Renfrewshire. The policy will provide guidance to staff, parents, children and young people on the prevention, identification and management of bullying behaviour to make safe, respectful and positive environments where bullying behaviour is never acceptable.

2.2   The policy provides guidance to staff:
- in preventing bullying;
- in dealing with bullying; and
- in the provision of information for parents.

3.   Definition of bullying

3.1   Bullying is defined by the Scottish Government as "behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated." (A National Approach to Anti Bullying for Scotland's Children and Young People, 2010).

3.2   Bullying is behaviour which can be, but is not always, a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others. Bullying behaviour can also take place online, via smart phones, computers, tablet devices, etc. Some children may define a one off experience that is unintentional and arbitrary as bullying. (McKenna M (2009), Bullying – what do we know so far? page 4, respect**me**).

3.3   Bullying may be based on prejudice because of differences or perceived difference of the characteristics of a child or young person or group in which they are perceived to belong to. Prejudice is defined as a negative judgement of someone due to their difference or perceived difference. Bullying related to a protected characteristic need not be directed at someone who has a particular characteristic, but can also be based on a perception that they do or that they have an association with people who do. These may include a child or young person being looked after; or a young carer; or asylum seeker or because of the socio-economic circumstances, or the protected characteristics covered by the school specific provisions of the Equalities Act, 2010:

- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Race;
- Religion and belief;
- Sex; and
- Sexual orientation.

Prejudice based bullying which relates to the protected characteristics of the Equality Act such as race, religion, sexual orientation, transgender identity and disability may also be classified as a 'hate crime'.

3.4   Bullying can be displayed, but not limited to, behaviours such as:

- physical abuse such as hitting, tripping or kicking;
- emotional and psychological abuse such as name calling, teasing, putting down or threatening;
- targeting someone because of who they are perceived to be or because of who they are;

- isolation and exclusion of others by ignoring, leaving out or spreading rumours;
- stealing and damaging belongings;
- extortion and manipulation; and
- cyber bullying such as abusive texts, emails or instant messages.

3.5 The impact of bullying behaviour may lead to:

- health issues;
- reduced self confidence;
- poor or non attendance at educational establishment;
- withdrawal from normal activities;
- loneliness;
- anxiety and depression;
- tearfulness;
- humiliation;
- feeling unsafe and fearful;
- changes to behaviour and/or physical appearance;
- aggression;
- demonstrating bullying behaviour towards others;
- eating disorders; and
- self harm and suicidal thoughts.

3.6 All bullying behaviour can impact negatively on the wellbeing of those affected.

"The impact an incident has had on a child or young person is more important than whether it is classified as bullying." (Scottish Government, 2010).

4. Raising Awareness and Prevention

4.1 All educational establishments and settings must include the development of an ethos whereby all adults, children and young people take responsibility and are proactive in preventing and dealing with all types of bullying behaviour.

4.2 The expectation is children and young people are encouraged to have high expectations of themselves and others and people take responsibility and are proactive in preventing and dealing with all types of bullying behaviour.

4.3 The following approaches and interventions offer a range of examples which can help in preventing and dealing with bullying behaviour:

A positive ethos can be set by:

- seeking agreement amongst the establishment community on what bullying is;
- giving explicit and consistent messages that bullying is unacceptable;
- creating an environment based on mutual respect, strong relationships and a cohesive community;

- reviewing the life of the educational establishment and setting to identify any factors which might allow or encourage bullying;
- restorative approaches;
- raising awareness and understanding of Children's Rights (UNCRC);
- nurturing approaches;
- ensuring that the use of institutional power does not model bullying; and
- encouraging safe and responsible use of personal mobile technology.

Awareness raising can be promoted through:

- curricular activities;
- conducting and progressing feedback from anti-bullying survey;
- anti-bullying displays;
- themed assemblies;
- guest speakers;
- peer support, circle time;
- buddies / mentors;
- health and wellbeing programmes and activities;
- national anti-bullying week and local anti-bullying events / activities;
- establishment vision, values and aims;
- establishment handbook;
- working in partnership with the pupil and parent council;
- parent information events/groups;
- working in partnership with a range of services such as Home Link, Health, Social Work, Police, and third sector organisations such as respect**me,** I am Me and LGBT Youth Scotland;
- providing specific information regarding prejudice bullying, hate crime and equalities;
- providing information on how to be protected against cyber bullying;
- using quality literature, interdisciplinary learning, drama and curriculum materials which encourage discussion of relevant themes;
- using materials on GLOW, Scottish Government and Education Scotland websites; and
- providing policy information in various formats, for example, handbooks, websites etc.

4.4 There are considerable benefits from consistently promoting positive relationships, intervening at an early stage and using restorative practices, such as:

- improved safety for young people;
- improved mental and emotional well-being;
- improved and respectful relationships;
- improved empathic understanding;
- improved standards of behaviour;
- improved understanding of individual responsibility and shared accountability;
- improved academic performance;

- increased self-esteem and motivation;
- improved attendance;
- improved partnerships, communication and trust among all parties; and
- improved social competence for life.

4.5 An ethos which is based on open, trusting and respectful relationships helps individuals to feel supported and encourages them to report and challenge bullying behaviour.

5. Responsibilities for Staff, Adults, Children and Young People

5.1 It is the clear responsibility of managers, staff and parents to support, listen, respect and respond to the child or young person experiencing bullying behaviour.

5.2 Managers will:

- ensure adults create an ethos where children and young people have high expectations of themselves and others and have respectful relationships which are promoted and modelled by all;
- identify the needs of children and young people and provide a high level of support as appropriate using the GIRFEL model;
- ensure that children and young people know how to report a bullying incident and are comfortable with the means of doing so;
- promote equality and fairness;
- ensure feedback is given to parents on the outcome of an investigation;
- ensure the implementation of Renfrewshire's policy on anti-bullying and ensure it is embedded in the practices of the educational establishment and setting;
- ensure staff understand their responsibility to prevent and respond to prejudice-based bullying;
- ensure staff have a clear understanding of their roles and responsibilities;
- identify a specific lead person/anti-bullying co-ordinator;
- ensure that the procedure for recording and monitoring alleged bullying/bullying incidents is adhered to;
- follow up on alleged bullying/bullying incidents to ensure they have been successfully and appropriately dealt with;
- ensure that anti-bullying strategies are regularly reviewed and developed in partnership with the education establishment and setting;
- provide guidance on any restrictions on the use of personal mobiles and on appropriate and safe use of mobile technology for learning and teaching purposes; and
- provide appropriate professional learning opportunities to support all staff.

5.3 Staff (including the specific lead person/anti bullying co-ordinator) will:

- identify the needs of children and young people and provide a high level of support, as appropriate, using the GIRFEL model;

- contribute to a positive ethos where children and young people have high expectations of themselves and others and where respectful relationships are promoted and modelled;
- ensure that children and young people know how to report a bullying incident and are comfortable with the means of doing so;
- promote equality and fairness in their day to day practice;
- be aware of, implement and adhere to the principles of Renfrewshire's policy on anti-bullying and follow procedures for managing and dealing with bullying behaviour;
- be aware of and understand their responsibility to prevent and respond to prejudice-based bullying;
- be aware of their roles and responsibilities;
- ensure that the procedure for recording and monitoring alleged bullying/bullying incidents is adhered to;
- actively contribute to the regular review and development of anti-bullying strategies;
- be aware of guidance on any restrictions on use of personal mobiles and promote the appropriate and safe use of mobile technology for learning and teaching purposes; and
- be involved in appropriate professional learning opportunities.

NB. It is important that all staff, including janitors, catering staff, business support and additional support needs assistants are made aware of and adhere to the policy and procedures to ensure consistency of approach.

5.4   Guidance for parents

Communication between the home and the establishment is crucial to ensure that no child or young person is unduly affected by bullying behaviour. The following signs and symptoms may suggest that a child or young person is being bullied:

- a child or young person who has been happy presents as losing interest and enthusiasm for school. This may be reflected in deterioration in school performance;
- unwillingness to attend school or educational setting or worrying about the route to and from the establishment setting, requesting parents drive or collect them;
- damage to or loss of personal property, for example mobile phones, clothes, books and bicycles;
- unexplained changes of mood. These will often occur before the restart of school, for example, at the end of the weekend or the end of holidays;
- frequent minor illnesses, especially headaches and stomach aches, difficulty in sleeping, not eating especially if they accompany the mood changes mentioned above;
- an increase in requests for money;
- unexplained cuts and bruises;
- recurrent nightmares and trouble sleeping;
- bed wetting (with younger children);

- increased time online; and
- weight loss.

NB. It is important to note that these signs do not necessarily mean that a child or young person is being bullied.

Any activities which lead to a sense of achievement will help build self-esteem and well being. Parents can help to build up self-esteem in their children, by encouraging them to get involved in activities inside and outside of school.

Advice for parents whose child reports being subjected to bullying behaviour:

- remain calm, listen to your child and reassure them that they have done the right thing by telling you;
- reassure your child that the bullying behaviour is not their fault;
- explain that bullying is never acceptable and every child has a right to feel safe;
- allow your child to tell the story;
- sensitively ask questions to find out what exactly has been going on. It is important to establish if your child is actually being bullied or if they are having difficulties with friendships. Either way, your child will need support to resolve the issue but the approach adopted will depend on the situation;
- discuss possible courses of action with your child and what your child would like you to do for them;
- allow your child to have some sense of control over the actions to be taken;
- help your child identify strategies for dealing with any possible future incidents;
- advise your child to speak to an adult they trust or friend within the education establishment and setting;
- advise your child not to hit back. This does not solve the problem;
- reassure your child that the issue will be handled sensitively;
- arrange to meet the appropriate member of staff to discuss your concerns and clarify the strategies and support that can be used to deal with the situation;
- work in partnership with the staff. It is important to keep in contact with the education establishment or setting so that together you can monitor the effectiveness of the actions taken;
- ask for a copy of the anti-bullying policy;
- take notes of any patterns of behaviour / incidents;
- keep communicating with your child but balance the negative with positive; and
- provide a positive role model.

**6.	Reporting, Responding and Recording of Incidents**

Reporting

6.1	Educational establishments and settings should promote a climate and ethos where children and young people feel safe and secure. They will provide friendly, confidential and safe ways for learners to report bullying behaviour.

6.2	Children and young people can be encouraged to report bullying by:

- re-enforcing the importance of reporting bullying they have witnessed;
- empowering individuals who have experienced or witnessed bullying behaviour to report these incidents;
- providing opportunities to communicate their concerns, e.g. confidential letters, worry boxes and surveys;
- providing clear information of process and whom they can speak to; and
- providing an intermediary service e.g. trained older pupils.

6.3	All reported incidents must be investigated timeously. Delays in dealing with an incident should only occur when reported at the end of a school day. The recommended time to carry out a full investigation is 3 working days. Educational establishments and settings will use their professional judgement in deciding to contact parents. However, it is important children and young people are aware of the educational establishment and setting's intention and actions regarding parental involvement.

Responding

6.4	Responding to and resolving bullying behaviours requires a partnership approach, normally involving staff, children and young people, parents and partner organisations, where appropriate. A checklist for investigating an incident is available in Appendix 1.

6.5	Staff are responsible for responding, overseeing and recording of bullying incidents in the 'logging forms' attached as Appendix 2a and 2b. The member of staff to whom the incident is first reported or who witnesses the incident should take the incident seriously and follow procedure.

6.6	A child, young person or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with and recorded lies with the lead person / anti-bullying co-ordinator and the senior management team.

6.7	Staff must use their professional judgement in deciding on appropriate action to be taken depending on the impact on the children and young people involved.

6.8	Educational establishments and settings can offer support to children and young people affected by bullying by:

- creating a climate where children have high expectations for themselves and others and respect for one another;
- creating a climate where it is safe to be involved in reporting bullying incidents;
- reassuring them that they are not to blame;
- putting them at ease by sensitively questioning those involved to establish the facts;
- providing additional support, where appropriate;
- encouraging friendships and supportive peers;
- developing restorative practices; and
- creating systems for early identification of vulnerable children and young people.

Bullying behaviour can be changed by:

- using solution focused approaches;
- enabling children and young people to reflect upon their behaviour and the impact it has on others;
- helping children and young people communicate to manage conflict more effectively;
- where possible adopting a restorative approach to resolve the problem;
- setting achievable individual goals;
- where required, imposing an appropriate sanction;
- challenging all forms of prejudice-based bullying;
- where required, involving other agencies and services; and
- encouraging children and young people to be involved in discussions about bullying.

A restorative approach consists of asking the following key questions;

- What has happened?
- Why has this happened?
- Who has been affected?
- How can we involve everyone who has been affected in finding a way forward?
- How can everyone do things differently in the future?

Management approaches should include, but not be limited to:

- restorative meetings;
- mediation;
- counselling;
- peer support/mentoring;
- advocacy; and
- facilitated Apology.

6.9   Each incident should be reviewed after an agreed period of time. After this period of time, staff should endeavour to meet with all children or young people involved to reassess the situation and the relationship between them. The manner in which this review takes place will depend on the nature of the incident and age of those involved.

6.10   Support for children or young people affected by bullying behaviour is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and partner agency support can all play a vital role in ensuring there is no long term effect on a child and young person involved in bullying behaviour.

Recording

6.11   To ensure consistency of practice across all educational establishments and settings all incidents of alleged bullying/bullying should be recorded on the 'logging form' (Appendix 2a). A separate form is required for each child or young person involved in the incident and a course of action should be agreed for each pupil. Appendix 2b should be completed to detail the update/review of incident. A random sample of logging forms will be requested by children's services on an annual basis.

6.12   Appendix 3 must be completed annually by all educational establishments and settings to enable an overview of reported incidents of bullying across the authority. It enables patterns and specific issues which may arise in a number of education establishments and settings to be identified.

6.13   A flowchart offering guidance for dealing with reported incidents is available in Appendix 4.

7.   Responsibilities of the Local Authority

7.1   Data and information provided from Appendices 2 and 3 will be monitored at Children's Services headquarters. Individual returns will be discussed and challenged, where required. Persistent nil returns may be discussed by a council representative from headquarters and the identification of successful strategies could be used as models of good practice.

7.2   Headquarters staff will send out requests for a random sample of logging forms (Appendix 2a) and completed monitoring forms (Appendix 3) on an annual basis.

Data Monitoring – Equalities

7.3   Bullying can be based on prejudice because of differences or perceived differences due to the protected characteristics covered by the Equality Act, 2010, of a child or young person or a group in which they are perceived to belong to. Incidents of prejudice based bullying will be recorded on the logging forms and reported to children's services headquarters on a quarterly basis.

7.4 A report of bullying incidents which are characterised by the protected characteristics of the Equalities Act 2010 (perceived or actual) will be presented to the Education and Children Policy Board on an annual basis. It is the responsibility of the educational establishments and settings to ensure Management Information Systems are kept up to date to enable this activity.

7.5 Appendix 5 provides a list of useful contacts and websites to support in dealing with bullying incidents.

8. Policy Review

8.1 A National Approach to Anti-Bullying for Scotland's Children and Young People (2010) recommends that anti-bullying policies are reviewed and updated every 3 years. The recommendation is that Renfrewshire Council's policy on Anti-bullying is reviewed in line with this guidance.

**Renfrewshire Council: Children's Services
Renfrewshire's Policy on Anti-Bullying**

Checklist for staff when investigating perceived bullying / bullying incidents

- Who was involved – child, children and young person affected?
- In what way was the child or young person affected?
- What is alleged to have happened from the perspective of all those involved?
- Is there any other reason for considering this to be bullying behaviour?
- Was the incident spontaneous or premeditated?
- Is there any background information to this incident?
- Why do you think the incident happened?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and/or others)?
- Who reported it to whom and when?
- What was the response of the children or young people affected?
- What outcome is the child or young person expecting from the investigation?
- Have the parents of the child or young person affected been contacted?
- Should the incident be reported to HQ and/or the Police and is there a need to gather further evidence?

Renfrewshire Council: Children's Services
Renfrewshire's Policy on Anti-Bullying
Logging Form

Establishment / Setting Name _____

Child/ Young Person's Name _____

Class_____   Ref. No._____

Bullying Behaviour (tick all that apply) Verbal ❑ Physical ❑ Written ❑ Online ❑ Graffiti ❑ Damage to Personal Property ❑ Emotional/Psychological ❑	
Bullying – Protected Characteristics Disability ❑ Gender reassignment ❑ Race ❑ Religion/Belief ❑ Sex ❑ Sexual Orientation ❑ Pregnancy/Maternity ❑	**Bullying - Other Characteristics** Looked After ❑ Socio-economic ❑ Other ❑ (must specify) _____
Child/young person experiencing bullying behaviour **Name:**_____ **D.O.B: / / Registration Class: Stage:**	
Incident Date: / / Time:	
Details of incident/allegation (to be completed by member of staff reporting incident)	
Outcome of investigation - Bullying? YES/NO	
Agreed course of action(specify dates, where relevant)	**Date and time completed:**
Parental Contact: Yes/No Parent response:	
	Date :

Signature of Staff Member reporting incident _____

Signature of Head/Anti-Bullying Co-ordinator _____

**Renfrewshire Council: Children's Services
Renfrewshire's Policy on Anti-Bullying
Review/Update Form**

Details of progress	Date completed

Signature of Head/Anti-Bullying Co-ordinator _____

Details of progress	Date completed

Signature of Head/Anti-Bullying Co-ordinator _____

Details of progress	Date completed

Signature of Head/Anti-Bullying Co-ordinator _____

Renfrewshire Council: Children's Services
Renfrewshire's Policy on Anti-Bullying
Termly Monitoring Form

Date	Ref Number	Investigation completed in 3 days		Equality Act 2010 Protected Characteristics (school specific characteristics) (please tick all that apply)							Cyber Bullying
		Yes	**No**	**Disability**	**Sex**	**Race**	**Religion and Belief**	**Sexual orientation**	**Gender Reassignment**	**Pregnancy and maternity**	
Total number of Incidents											

Signed: _____ _____ Head/Anti Bullying Co-ordinator
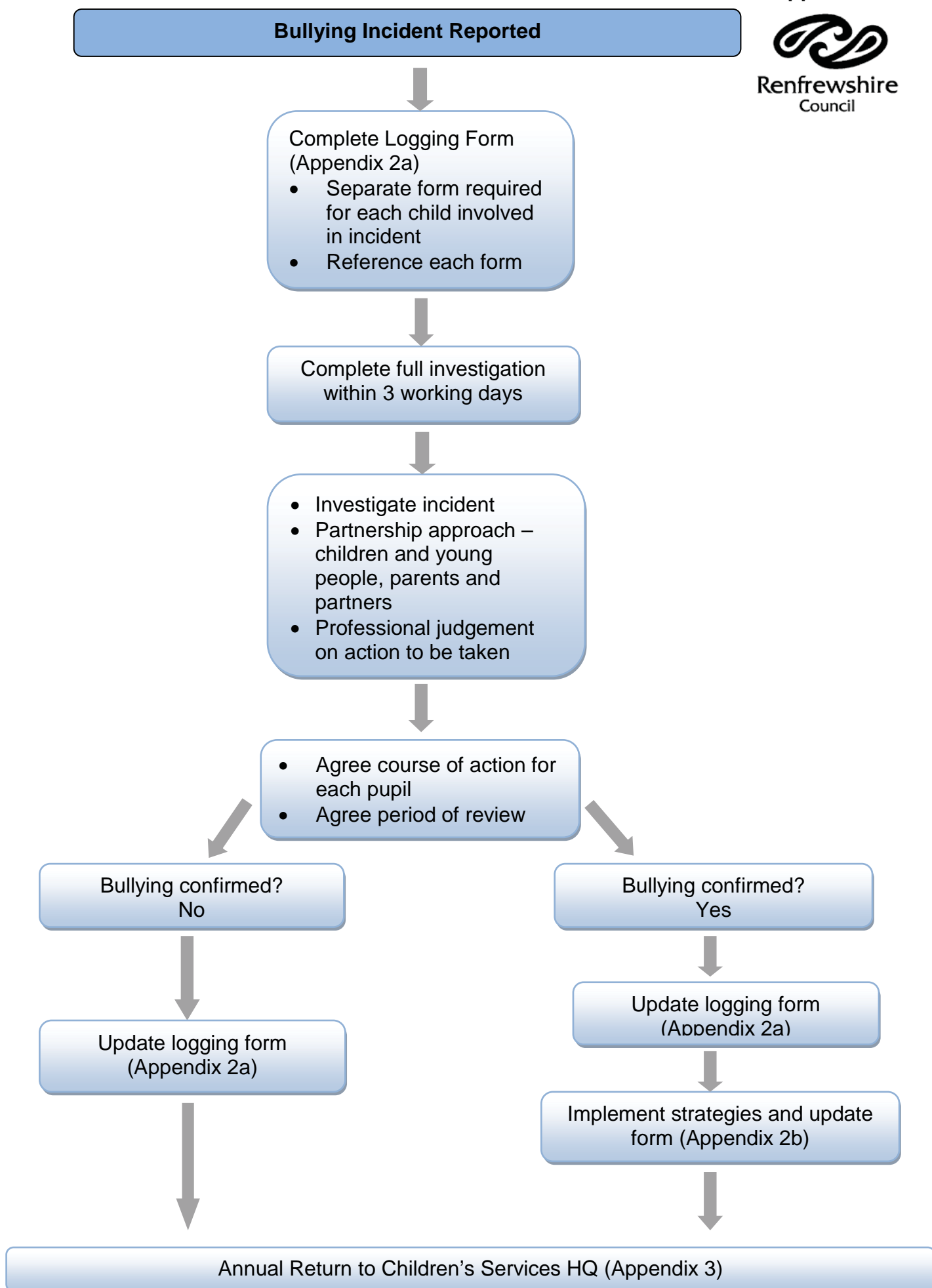
Establishment/Setting: _____

Date: _____

Return to: Children's Services, Customer Services and Planning, Renfrewshire House, Cotton Street, Paisley PA1 1LE. Returns to be made annually.
If there have been no incidents reported, please complete as a **Nil Return.**

Flowchart for Investigating an Incident

Appendix 4

Renfrewshire Council

Bullying Incident Reported

Complete Logging Form (Appendix 2a)
- Separate form required for each child involved in incident
- Reference each form

Complete full investigation within 3 working days

- Investigate incident
- Partnership approach – children and young people, parents and partners
- Professional judgement on action to be taken

- Agree course of action for each pupil
- Agree period of review

Bullying confirmed?
No

Bullying confirmed?
Yes

Update logging form (Appendix 2a)

Update logging form (Appendix 2a)

Implement strategies and update form (Appendix 2b)

Annual Return to Children's Services HQ (Appendix 3)

Useful contacts

Parent Line Scotland – Free confidential helpline 0808 800 2222
Mon/ Wed/ Fri 9am-5pm
Tues/Thurs 9am-9pm

ChildLine Bullying: 0800 1111

Bullying Line Scotland: 0800 44 1111

Useful websites

www.respectme.org.uk

www.anti-bullyingalliance.org.uk

www.bullying.co.uk

www.chatdanger.com

www.childline.org.uk/info/pages/bullying.aspx **- for children and young people**

www.childnet-int.org

www.children1st.org.uk

www.digizen.org - deals with cyber bullying

www.kidscape.org.uk

www.kidsmart.org.uk

www.thinkuknow.co.uk – child protection on the internet

www.youngminds.org.uk/parents