Park Primary & ELCC Anti-Bullying Policy
Bullying…It's never acceptable

Bullying can happen in any school, at any time, for many different reasons. In order to help prevent bullying and to deal with any incidents as they arise, this policy has been formulated after consultation.

Children and young people who feel cared for and valued are much more likely to be successful learners, confident individuals, responsible citizens and effective contributors. In Park Primary and in our Early learning and Childcare Centre we want our children to feel safe and secure and able to build positive relationships with their peers and with adults. To do this we must provide a supportive environment that promote mutual respect. Bullying behaviour can seriously affect this. Bullying does not build character – trust, acceptance and mutual respect build character. We must all be positive role models and seek to prevent bullying behaviour.

In order to prevent bullying, we need to understand about bullying and why it happens.

Bullying is any type of behaviour that causes unnecessary hurt or injury to a person or persons. It involves an abuse of power within a relationship for group/personal gain or satisfaction.

Our Values

We want our school to be:

A safe place   A fun place   A caring place   A place of respect and trust

A place where everyone is included   A place of learning   A creative place

Contents

1.   **Policy Statement**

Park Primary and its ELCC are committed to providing a safe and supportive environment for all people in its educational establishment and promoting a culture where bullying is recognised as being unacceptable.

Bullying behaviour is not and should never be an inevitable part of school life or a necessary part of growing up.

> *"Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."*

The United Nations Convention on the Rights of the Child, Article 19

> *"Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents and carers, will have the resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards."*

A National Approach to Anti-Bullying for Scotland's Children and Young People, 2010

At Park we aim to:

- promote respectful relationships between staff, between staff and parents, staff and children and amongst children;
- stop any bullying as quickly as possible;
- raise awareness and prevent bullying behaviour;
- provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

This policy fits alongside the following national policies and legislation:

Curriculum for Excellence (2004) is the framework used to meet the needs of all learners aged 3-18 years, to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. Under Curriculum for Excellence, Health and Wellbeing is the responsibility of **all** staff within a learning community. See Appendix 1 for links to the Health and Wellbeing curriculum.

The Education (Additional Support for Learning) (Scotland) Act (2004, amended 2009) requires local authorities to reduce barriers to learning that can include bullying behaviour.

The Equality Act (2010) strengthened the law to promote equality, and provides a framework to tackle disadvantage and discrimination, including bullying of protected characteristics - age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Children and Young People's (Scotland) Bill (2013) currently going through Scottish Parliament, has the following aims: to make provision about the rights of children and young people; to make provision about investigations by the Commissioner for Children and Young People in Scotland; to make provision for and about the provision of services and support for or in relation to children and young people; to make provision for an adoption register; to make provision about children's hearings, detention in secure accommodation and consultation on certain proposals in relation to schools; and for connected purposes.

Getting it Right for Every Child (2008) highlights a number of wellbeing indicators to ensure that all children and young people are Safe, Happy, Achieving, Nurtured, Active, Respected, Responsible and Included.

Argyll and Bute Council: Equality and Diversity Policy 2013-15 highlights the Council's framework to tackle disadvantage and discrimination as per the Equality Act above.

2.   **Definition of Bullying**

Bullying is behaviour that impacts on a person's capacity to feel in control of themselves

Bullying makes people feel hurt, frightened and left out

This behaviour may not be repeated but the threat can be sustained

When talking about bullying, it is important not to label children and young people as 'bullies' or 'victims'. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it.

It is important to recognise and acknowledge bullying behaviours so that it can be identified when it happens.

Bullying behaviours can include:

- **name calling, teasing, putting down or threatening and intimidating by racist, homophobic or sexist remarks**
- **hitting, tripping, pushing, kicking**
- **taking and damaging belongings**
- **ignoring, excluding, spreading rumours**

- **sending abusive messages electronically, e.g. via text, emails or social networking sites**
- **making people feel like they are being bullied or fearful of being bullied**
- **targeting someone because of who they are or who they are perceived to be.**

This list is not an exhaustive list; there may be other behaviours that can be classed as bullying.

These behaviours can take place anywhere (schools, home, community, etc.) but bullying also occurs in the virtual world which children and young people access through mobile phones and the internet and through social networking sites.

As communication can happen anywhere and at any time, often unsupervised, cyber bullying can be very pervasive and difficult to handle. However in essence the bullying behaviour is the same as other forms of bullying and requires similar prevention and treatment.

For advice and guidance on cyberbullying, Argyll and Bute Council strongly recommends that establishments refer to the 'respect*me*' pamphlet, 'Cyberbullying…Are you switched on?' This is available free of charge from respect*me* in pamphlet format and can also be downloaded via http://www.respectme.org.uk/publications.html (see Publications for Adults).

It is crucial to take into account the impact that bullying behaviour has on a child. The impact an incident has on a child is more important than whether it is classified as bullying. Bullying is a behaviour that leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

3.   **Prejudice- based Bullying**

Bullying behaviour may be related to prejudice-based attitudes and behaviours that may compound other differences or difficulties in a child or young person's life. These include:

3.1 Homophobic Bullying

Homophobic bullying behaviour is mainly directed towards young people who have identified as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality. Bullying behaviour can also be directed at young people who are perceived to be different for not conforming to strict gender norms. Ultimately, any young person can experience homophobic bullying behaviour and any young person can display homophobic bullying behaviour if negative attitudes, language and behaviour remain unchecked.

3.2 Racist and Ethnicity Bullying

Racist bullying is a term used to describe prejudicial bullying based on someone's race or ethnicity or someone's perceived race or ethnicity. Children from ethnic minorities are more

likely to experience bullying behaviour. The impact of racist bullying can go far beyond the individual person. This bullying behaviour can impact on their family and others perceived to be from the same or similar group. For example, children from Gypsy/Traveller communities frequently report racial bullying behaviour. Racist bullying can take a variety of forms. Verbal abuse includes name calling, offensive mimicry of accent and/or pretending not to understand what is said. Mockery and mimicry may extend to dress, religious observance, diet and country of origin or perceived country of origin.

Non-direct bullying behaviour may include graffiti, vandalism of property, flaunting of racist badges, slogans, leaflets etc.

3.3 Disablist Bullying

Disablist Bullying is the term used to describe the bullying behaviour of someone based on their physical, mental or learning disabilities or perceived disability. Nearly all children and young people with a learning disability are bullied.

People who display bullying behaviour 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.

Some children and young people may also experience mockery of their specific disability or disabilities: mockery of their contribution to work or play and refusal by other children to work, play or interact with them.
Low self-esteem often found in children and young people with disabilities can lead them to make friends with people who exploit them, and who, in reality, aren't really 'friends' at all. This lack of confidence may also mean that they get hurt more easily and are less resilient in relationships with other children. In turn, there is a risk that the outward signs of bullying – a change in behaviour, low mood, dishevelled or bruised - may not be picked up by adults as an indicator of bullying behaviour.

3.4 Bullying and Body Image

Bullying behaviour on the grounds of body image/size/obesity is one of the most prevalent forms of prejudice-based bullying. Recently, the level of such bullying has been exacerbated by national concerns about rising levels of obesity. The media's constant reinforcement of concerns about body image/size/obesity and the trivialisation of these issues is a key factor related to this problem.

Body image is hugely important to children and young people and bullying because of body image can have a real negative impact. The impacts of bullying behaviour on the grounds of body image can manifest in the development of poor eating habits and eating disorders.

3.5 Bullying: Sectarianism Religion and Belief

Bullying based on religion is directed against individuals and groups because of their actual or perceived religious belief or their connection with a particular religion or belief. For example, someone may be targeted because of the religion of a friend or family member, or because they are wrongly assumed to belong to a particular faith community, due to their appearance. As well as religious intolerance and bullying behaviour between one faith against another, bullying behaviour can also occur because of differences (or perceived differences) between different denominations or sects within the same faith, e.g. between Catholic and Protestant Christian. Sectarianism and religious intolerance put children and young people at greater risk of bullying directly and indirectly.

3.6 Bullying: Sexism and Gender

Gender stereotyping based on the notion of acceptable and unacceptable male and female behaviour can leave children and young people who do not conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their perceived difference. For example, boys portraying compassionate and sensitive characteristics and girls who are seen as being assertive and loud can lead to bullying, questioning and targeting of their gender.

3.7 Bullying and Looked After & Accommodated Children and Young People

Children and young people who are looked after and accommodated (LAAC) by the local authority are vulnerable to bullying behaviour for a number of reasons. This can be due to regular changes in schools or care placements which can make forming friendships difficult, poor relationships skills stemming from attachment difficulties, inappropriate reactions to situations as a result of learned behaviours, a reluctance to make friends, low self-esteem, lack of role models and a heightened sense of the need to preserve privacy.
Looked after and accommodated children and young people may have very similar experiences of bullying behaviour to other young people, but often the bullying behaviour will focus directly on the fact that they are looked after.

3.8 Bullying and Young Carers The lives of young carers can be significantly affected by their responsibility to care for a family member. Young carers may find themselves being bullied because of the differences or perceived differences in their family circumstances.

3.9 Bullying: Social and Economic Prejudice

4 Why do people bully?

All behavior communicates feelings. Bullying behavior is no different.

The reasons for displaying bullying behaviour

lack of confidence
unhappiness
jealousy
being bullied themselves
peer pressure

Some of the things they may hope to get out of it are:

a recognition of superiority/power
getting attention or material things
a release of anger
excitement/fun out of others' fears

4. 1 Communication

Copies of the policy are available to parents/carers and all users of the policy and the content is communicated via:

- the school handbook
- parent meetings
- special anti-bullying initiatives, e.g. annual national anti-bullying week in November
- the school website
- notice boards.

We aim to ensure that staff, children and parents/carers are conversant with the requirements of our anti-bullying policy and that its terms and implications are discussed on a regular basis by various means and in relation to our own ethos in terms of our vision and values. This is be delivered via:

- code of conduct re use of mobile devices in establishments (and what will happen if they are misused)
- the wider curriculum (not restricted to Health and Wellbeing curriculum)
- assemblies
- pupil council/pupil questionnaires
- the clan system
- class practice, e.g. circle time
- leaflets/posters – various sources
- induction and transition programmes
- family workshops/education sessions
- staff in-service/training programmes
- internet safety training for children, young people, parents/carers, staff

4.2 Staff

All staff members will be aware of the school's anti-bullying policy and that they will actively work to implement, monitor and review the school's policy.

It is essential that all staff model behaviour that promotes health and wellbeing and understand anti-discriminatory, anti-bullying and child protection policies.
"*Recognise that you are a role model and therefore should be aware of the potentially serious impact which any demonstration by you of intolerance or prejudice could have upon your standing as a teacher and your fitness to teach.*" GTCS Code of Professionalism and Conduct.

Where staff feel there are any aspects of the anti-bullying policy that do not fully address issues arising from the behaviours of any member of the educational establishment's community, or that the policy needs updating or any other modification of process, they should bring it to the attention of the head teacher/depute head teacher.

Any staff member who feels bullied by any other member of the establishment's community should be encouraged and supported to report the matter to appropriate senior staff/member of the Authority's Education Management Team for action in line with the school's anti-bullying policy.

Members of staff should follow Argyll and Bute Council's Code of Practice and Procedure for dealing with harassment or victimisation by other Council employees:

http://intranet.argyll-bute.gov.uk/my-hr/equality-and-diversity

All staff members within the school are expected to adhere to the anti-bullying policy and carefully record, follow up and communicate on all issues pertaining to bullying incidents and lead on anti-bullying prevention measures.

4.3 Children

All children will be aware of the school's anti-bullying policy and will actively support work to implement, monitor and review the school's policy. In addition they should know that they approach any adult within the establishment with their concerns.

Children should take the opportunity arising from any consultation process to ensure that their voice is reflected in their establishment's anti-bullying policy.

It is important that children understand it is the responsibility of all to support each other. They should be actively encouraged to report any bullying incidents, whether directly involved or as a bystander, to a member of staff/clan leader/other responsible adult/parent.

Children are expected to work constructively as part of any restorative practice both when directly or indirectly involved as members of the school's community.

4.4   Parents/Carers

All parents/carers will be aware of the school's anti-bullying policy and will actively support work to implement, monitor and review the school's policy. They will know who they can talk to and what they can expect if bullying occurs.

Parents/Carers should take the opportunity arising from any consultation process to ensure that their voice is reflected in the school's anti-bullying policy.

Parents/Carers should encourage and support their child to report any incidents of bullying involving themselves or others to the appropriate member of the school's community.

Parents/Carers should work constructively with the school where their child is involved in any incident, supporting the anti-bullying practices, including restorative practices and reinforcing the principles and ethos behind the school's policy.

Parents/Carers should model respectful relationships with members of the school's community. They should not encourage their child to take matters into their own hand or become directly involved in any way that causes the issues to escalate or cause conflict between members of the wider school community.

Parents/Carers should report any incidents where they feel bullied by any other member of the school's community directly to the head teacher/depute head teacher or member of the Authority's Education Management Team so the issue may be addressed.

4.5 Partners

It is our expectation, that all partners who work with the school (NHS, Social Services, Police, Voluntary Sector, Colleges) will adopt the spirit of this policy and work to prevent and reduce bullying and prejudice among children from the early years and beyond school age.

5.   Prevention of Bullying

Within this policy all members of staff require to be clear of their role in preventing bullying and in dealing with instances of bullying. The knowledge and skills required will be delivered through in-service training, either within the school or by outside agencies or CPD opportunities.

Pro-active strategies to help decrease the incidence of bullying include the following:

- anti-bullying days/weeks taking on board issues that are raised in school, locally or nationally
- assemblies
- use of buddies, with mixed age groups, peer support
- Curriculum for Excellence – delivery of Health and Wellbeing experiences and outcomes (see Appendix 1)
- playground buddies, playground supervision
- lunchtime clubs
- use of leaflets and posters either 'school made' or commercially produced from, for example, respect*me*, Childline, CEOP, Parentline, etc. (see Appendix 2)
- workshops for the school community
- copies of anti-bullying policy displayed
- partnership working with parents, outside agencies and the local community.
- internet safety programmes for children and young people, parents/carers

6. Action

The Head Teacher will ensure that those who have experienced bullying behaviour will receive appropriate support and protection.

Examples of good practice include:

- being listened to
- school worry box accessed by HT and PT only
- mediation/restorative practice
- peer support
- playground buddies
- circle time
- involvement of specialist partner agencies
- counselling

When a child or young person has been involved in bullying behaviour the Head Teacher or Depute Head Teacher will ensure that parents or carers are informed in consultation with their child or young person and will actively seek their support in implementing a resolution to the bullying incident.

The Head Teacher will help those who engage in bullying behaviour to understand the impact of their behaviour and support them to change it.

7. Recording and Monitoring

Accurately recording incidents of bullying allows us to ensure that appropriate response and follow up has been issued. It helps us to monitor the effectiveness of our policy and practice and can also help identify a need for training.

Monitoring bullying incidents can provide information on recurring patterns, including:

- involvement of particular children and young people, staff or other adults
- where and when bullying takes place
- aspects of prejudice or discrimination underlying bullying
- action taken or resolution at an individual or organisational level
- consideration of personal or additional support needs

All reported incidents will be taken seriously, investigated and appropriate action taken. It should be noted that it have an adverse effect if children will not tell an adult because they think it will get blown out of proportion and make matters worse. It is important to stress that members of staff are approachable and pupils can trust them. The message conveyed should be, "Anyone with a concern about bullying will be listened to and taken seriously."

Incidents of bullying must be recorded systematically within the school and procedures must be followed. Each bullying incident must be recorded in the Pupil Personal Record and also entered on SEEMiS pastoral notes as a significant event.

A standard proforma is also used (see Appendix 3). Records must be kept up to date within the school using this proforma and this information will be collated centrally at the end of each session. As SEEMiS develops it is hoped that this information will be recorded electronically which will facilitate collation.

8.   Management and Coordination

The Head Teacher will oversee the policy and its implementation, responses to and recording of incidents, and the development of a positive ethos.

We will involve staff, children and parents/carers when developing and evaluating the effectiveness of our anti-bullying policy.

We will implement, monitor and review our anti-bullying policy in line with the authority's policy (2013). We will consult with staff, parents and other users in the further development, monitoring and review of our policy.

Further help is available on:
http://www.respectme.org.uk/important.html

Our Values continued

We want the people in our school to feel and show:
Consideration towards others
Respect for ourselves and others
Trust in each other
Empowered/ Empowerment
Equality
Excitement about learning

Encouragement

Appendix 1   Links to Curriculum for Excellence

Within Curriculum for Excellence, Health & Wellbeing is a core element and is regarded, alongside Literacy and Numeracy, as being the 'responsibility of all'.

Each child and young person can expect their learning environment to support them to:

- develop their self-awareness, self- worth and respect for others;
- meet challenges, manage change and build relationships;
- experience personal achievement and build resilience and confidence;
- understand and develop their physical, mental and spiritual wellbeing and social skills;
- understand that adults in the school community have a responsibility to look after them, listen to their concerns and involve others where necessary;
- assess and manage risk and understand the impact of risk-taking behaviour;
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Within Curriculum for Excellence there are specific Health & Wellbeing outcomes which children and young people would expect to achieve as part of their learning experience. Those of key relevance to the implementation of this policy and provide learning opportunities for children and young people to understand the purpose and implications of this policy are listed below.

Mental & Emotional Wellbeing

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.   ***HWB (0-4)-05a***

I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. **HWB (0-4) – 06a**

I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. **HWB (0-4) – 07a**

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB (0-4) – 08a**

Social wellbeing

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. **HWB (0-4) – 09a**

Physical wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB (0-4) – 16a**

Relationships
I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships. **HWB(0-1)–44a**

I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to. **HWB(0-1) – 44b**

I am aware that positive friendships and relationships can promote health and the health and wellbeing in others. **HWB2 –44b**

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. **HWB (3-4) – 44b**

I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB (0-4) – 45b**

I recognise that we have similarities and differences but are all unique.
HWB (0-4) – 47a

Technology
I am developing my knowledge and use of safe and acceptable conduct as I use different technologies to interact and share experiences, ideas and information with others.
TCH (1-2) – 08a

Appendix 2 Support and Resources

Child Exploitation and Online Protection Centre (CEOP)
http://www.thinkuknow.co.uk

> The CEOP website provides information and advice on keeping children and young people safe online. It hosts '*Thinkuknow*' which has interactive programmes for children and young people, parents/carers and those working with children and young people on this topic.

ChildLine
http://www.childline.org.uk/Pages/default.aspx

> CHILDREN 1ST runs ChildLine Scotland on behalf of the NSPCC. There is also a ChildLine anti-bullying helpline in Scotland (0800 44 1111) specifically for children and young people who are the victims of bullying or who are bullying other young people. The training and outreach team at ChildLine Scotland works with schools raising awareness of ChildLine and the issues faced by children and young people.

Enable Scotland
http://www.enable.org.uk

> Enable Scotland is a charity run by its members campaigning for a better life for children and adults with learning disabilities and to support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland, in partnership with respect*me,* have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (**http://www.enable.org.uk/campaigns/current-campaigns/Pages/Speak-Up-Anti-Bullying-campaign.aspx**). Enable Scotland also provides training on disability awareness.

Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Scotland
http://www.lgbtyouth.org.uk

> LGBT Youth Scotland provides direct services including groups, outreach, volunteering, advice and support, and actively campaigns to influence policy and improve services for LGBT young people and the wider LGBT community. Work with young people in schools includes interactive awareness raising sessions for young people. LGBT Youth Scotland has also trained young people in peer education to deliver LGBT awareness sessions in schools and other settings. LGBT Youth Scotland has also developed resources and support including the toolkit for teachers: *Dealing with homophobia and homophobic bullying in Scottish schools,* funded by the Scottish Government and developed in partnership with Learning and Teaching Scotland. The toolkit aims to increase awareness of the needs of LGBT young people

in school, and to support school staff to develop skills and confidence in challenging prejudice and dealing with homophobic bullying; priorities which were identified in research with schools.

ParentLine
http://www.children1st.org.uk/parentline

ParentLine Scotland (0808 800 2222) is the free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents whose children are being bullied, either at school or within the community.

Respectme
http://www.respectme.org.uk/

Respect*me* is the Scottish Government funded anti-bullying service. Their highly interactive website provides guidance, support, advice, e-learning and further interaction through social networking to all stakeholders. Respect*me* develop resources both for training and awareness raising that are widely distributed across the country free of charge. These include *Cyberbullying…Are you switched on?, Bullying…What can I do? -* a leaflet for children and young people jointly developed with ChildLine, and *Bullying…You can make a difference*, for parents and carers.

The Scottish Association for Mental Health (SAMH)
http://www.samh.org.uk

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities. SAMH is committed to progressing anti-bullying work across Scotland as we understand the mental health impacts of bullying behaviour both for children and adults. SAMH also Chair the management partnership for *See Me*, Scotland's anti-stigma campaign.

Scottish Traveller Education Programme (STEP)
http://www.step.education.ed.ac.uk

STEP is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's travelling families to access education and web links for children and young people to a range of different websites, providing information and contacts with travellers and people working with them to support their cultures and life-styles. STEP's remit includes supporting developments in inclusive educational approaches

for Scotland's Travelling Communities and to address racism, harassment and bullying.

Show Racism the Red Card
http://theredcardscotland.org

Show Racism the Red Card is an anti-racist educational charity. They aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. They achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports. Show Racism the Red Card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people, examining how race equality can be promoted through *Curriculum for Excellence*.

Stonewall Scotland
http://www.stonewallscotland.org.uk/scotland

Stonewall Scotland works to achieve equality and justice for lesbian, gay, bisexual and transgender people in Scotland. They help schools tackle homophobic bullying and provide safe and positive learning environments for all children and young people by providing training for staff and a number of resources. These include research reports on teachers' and children and young people's experiences and guides for staff such as 'Challenging Homophobic Language', 'Supporting LGB Young people' and 'Including Different Families'.

Appendix 3 ARGYLL AND BUTE COUNCIL
COMMUNITY SERVICES: EDUCATION
BULLYING INCIDENT RECORDING FORM
Please ensure all sections are fully completed.

Section 1	
Name of School:	

Section 2			
Date incident occurred:		Date incident reported:	

Section 3 - Details of those displaying bullying behaviour				
Pupil Name	Class/Year	Gender	Ethnicity	ASN (y/n)

Section 4 - Details of those experiencing bullying behaviour				
Pupil Name	Class/Year	Gender	Ethnicity	ASN (y/n)

Section 5 - Type / nature of the incident (please tick at least one box)		
Cyber-bullying	e.g. malicious use of text messages, phone calls, social media, use of picture/video clips on a mobile phone	
Incitement	e.g. encouraging others to bully, behave in a racist, sexist or discriminatory manner, wear discriminatory insignia.	
Intimidation	e.g. frightening or making threats	
Isolation / Social	e.g. shunning, rejecting, leaving out of activities/groups, etc.	
Physical	e.g. pushing, shoving, fighting, tripping-up, etc.	
Property damage	e.g. theft of bags, clothes, money, tearing clothes, ripping books, defacing property, etc.	
Verbal	e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments, etc.	
Written	e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings	

Section 6 – Influencing factors (you may tick more than one box)			
Body image/Physical appearance		Looked after status	
Class/Socio-economic status		Race/Culture	
Disability		Religious beliefs	
Gender		Sexual orientation	
Unknown		Other (please specify):	

Section 7 - When did the incident occur?			
Before School		Morning Interval	
After School		Lunch Break	
During Class		Various	
Between Classes			

Section 8 - Where did the incident occur?			
In school building (please specify)		Outwith school premises	
In school grounds		On school bus/transport	
Various			

Section 9 - Investigative procedures carried out	
Incident investigated	
Interview with pupils involved	
Meeting with parents of those experiencing bullying behaviour	
Meeting with parents of those displaying bullying behaviour	

Section 10 – Disciplinary action taken
Please specify if exclusion was necessary or if Police were called, etc.

Section 11 - Action taken to support those experiencing bullying behaviour
Please specify (e.g. support from staff, peer support, buddying, external agency involvement, resolution with those displaying bullying behaviour).

Section 12 - Was any restorative/preventative work carried out?			
Whole school		Individual	
Whole class		Other (please specify):	
Group work			

Section 13	
Today's date	
Name of staff-member who initially dealt with/reported the incident	
Signature of SMT/SLT	

In December and June of each academic year, copies of Bullying Incident Recording Forms should be submitted for central collation to Suzanne Harper via suzanne.harper@argyll-bute.gov.uk or by post to Community Services: Education, Argyll House, Alexandra Parade, Dunoon, Argyll, PA23 8NY. Should you have any queries regarding the completion or submission of this form, please contact Suzanne Harper on 01369 708527.