

INTRODUCTION

Bullying exists in all schools and we recognise the detrimental impact it has on children and young people's lives. All of us working with pupils need to challenge behaviour and attitudes which lead to bullying before incidents arise. When incidents do arise, it is important there are proper procedures in place to ensure the appropriate action is taken. The purpose of these guidelines is to ensure a consistent approach across all schools in Highland.

Recent legislation - Race Relations (Amendment) Act 2000 – states that schools must:

- eliminate unlawful racial discrimination
- promote equality of opportunity and good relations between people of different racial groups.

Racism often takes the form of bullying. Racist incidents and bullying should be dealt with in similar ways. Therefore the monitoring and recording of racist incidents will now be incorporated into a single form. For the purpose of easily identifying racist incidents, schools will be asked to highlight these.

These guidelines also give advice on:

- Responsibilities
- Investigating and dealing with an incident
- Disciplinary and support procedures
- Definitions of bullying and racism
- Advice on dealing with incidents
- Exemplar letters for contacting parents.

Up to this point schools have had to monitor and record bullying within their own schools. In addition there has been a requirement to log racist incidents and forward the information for central collation.

The new procedures supersede the previous advice and schools should implement the guidelines from the beginning of session 2003-2004. As well as maintaining internal records on both bullying and racism, schools will now be required to complete and forward the new form to the Performance Management Unit on each recorded incident.

ANTI-BULLYING AND ANTI-RACIST PROCEDURES

Responsibilities

Education Authority

The Education Authority is responsible for ensuring schools comply with legislation and that the related procedures and strategies are implemented. It has a duty to monitor racial incidents and report these to the Scottish Executive on an annual basis. In working towards the eradication of bullying and racism it is important that when incidents do occur there is an appropriate response. The guidelines are aimed at promoting best practice.

Head Teacher/Anti-Bullying and Anti-Racist Co-ordinator

The Head Teacher is responsible for embedding anti-bullying and anti-racism in the policies and practices of the school and ensuring that school board members, staff, pupils and parents/carers are aware of policies and procedures for dealing with incidents.

Recording of the action taken, during and after the investigation of an incident, should provide evidence that the school is following the authority's guidelines and responding appropriately. By monitoring incidents within the school trends and patterns of racist/bullying incidents can be examined and acted upon.

The Head Teacher has overall responsibility. This may be delegated to a promoted member of staff (Anti-Bullying and Anti-Racist Co-ordinator) who will follow up incidents and ensure that these have been properly addressed. He/she also must ensure that a copy of each recorded incident is forwarded to the Performance Management Unit. (See appendix 1.)

Staff

All staff, including auxiliary and ancillary staff, have a responsibility to report any racial incident to the Head Teacher/Co-ordinator. All staff need to be aware of what constitutes a bullying and/or racial incident and promote positive behaviour throughout the school. (See appendix 2 for definitions of racism.) All those working with pupils must challenge behaviour and attitudes which lead to bullying, racism and discrimination prior to incidents arising.

Investigating and Dealing with an Incident

Schools must develop clear procedures for dealing with, recording and monitoring bullying and racism. Such procedures help to:

- identify strategies for supporting and, where appropriate, challenging the behaviour of those involved
- build a picture of the level, type and location of bullying occurring which in turn can help a school determine the type of anti-bullying/racism work required
- provide evidence to parents, pupils and others of the action taken when an incident has been reported.

When faced with an allegation of bullying/racism, two things ultimately matter:

- how the person who feels bullied perceives his/her situation (**the present**)
- identifying the steps needed to resolve the difficulty (**the future**).

Whatever system a school uses to deal with allegations of bullying/racism, it is important that:

- the allegations are handled in a consistent manner
- those involved feel appropriately supported
- allegations of bullying/racism are recorded and monitored
- the Head Teacher is fully informed of any situations which may require intervention from him/herself and relevant outside agencies.

Exploring and recording allegations of bullying/racism

When starting to explore an allegation of bullying/racism it is important to be consistent in the way information is collected and processed. The following six questions, asked in a sensitive way, may provide a useful framework.

- What happened?
- Who was/is involved?
- Where did it take place?
- When did/does it take place?
- Does the incident indicate that bullying/racism was taking place and, if not bullying/racism, what is the nature of the difficulty?
- What is required to try to resolve the difficulty now and in the future?

Assessing the nature of an incident

When trying to assess the nature of an incident and the type of responses needed, the following factors should be taken into account.

- Has the pupil who is experiencing the distress been subjected to repeated incidents of unacceptable behaviour? If 'yes' over what time period has the behaviour been occurring?
- Is there evidence that the behaviour is planned/pre-meditated?
- How does the pupil seem to perceive him/herself in relation to those allegedly involved?
- How distressed is the pupil and what effect is the situation having on his/her self-esteem, feelings about school, motivation, relationships with peers, physical well-being etc.?
- Which pupils are involved in the alleged incident?
- What is the age of the pupil(s) concerned?
- What seemed to trigger the difficulty?

- Where did/do the alleged incidents take place?
- Is there background to the alleged incident(s)?
- When was the alleged incident first reported? Who reported it and to whom?
- Are there any witnesses and how do they perceive the alleged incident?
- What explanations do they give for the alleged difficulty?

Procedures for dealing with incidents

If the investigation shows a need for disciplinary action to be taken against the perpetrator(s), the following measures should be taken.

- Explain that the incident will be recorded.
- Make it clear that the type of behaviour exhibited is totally unacceptable in any circumstances.
- Explain to the perpetrator that his/her actions have an adverse effect on the victim and help him/her to consider the consequences of what he/she has done.
- Involve other members of staff who work with the perpetrator and victim.
- Contact parents/carers of victim and perpetrator. (Letters may be used. See appendices 3 and 4.)
- Where appropriate discuss the issues with parents/cares and inform them of action taken. Wherever possible seek their support.

Further Action

- Police must be notified if a serious assault has taken place.
- Actions by the perpetrator may lead to exclusion from school and the nature of the incident will be identified on the exclusion form. (See *Management of Exclusions in Schools*.)
- The Area Education Office should be consulted if advice on how to proceed is required or if parents exercise their right to take further a complaint or incident
- Enquiries by the media should be directed to the Highland Council Press Officer based at Highland Council Headquarters. The Head Teacher should not make comment to the media.
- Staff involved should take preventative measures to ensure that similar incidents do not recur.
(See attached appendix 5 for some helpful *Do's and Don'ts*.)

Disciplinary and Support Procedures

Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour. These strategies may include:

- Circle Time activities
- positive behaviour strategies
- setting of positive behaviour goals
- withdrawal of privileges
- daily conduct sheets/home-school diary
- 'mentoring' or 'buddying' system
- peer mediation
- setting up social skills groups
- class, group or individual discussion with staff about the effects of bullying, discrimination or racism
- involvement of other agencies such as Educational Psychologist, Pupil Support Service.

Support for the victim(s) is essential both immediately following the incident and during an agreed period of review.

These strategies may include:

- Circle Time
- peer support
- 'mentoring' or 'buddying' system
- staff support
- parent support
- outside agency support.

It may be that parents/carers (victim and perpetrator) will require support from the school and/or other agencies.

Recording of incidents

All incidents of bullying /racism **must** be investigated according to the advice given. As part of the investigation procedure, notes should give a factual account of what happened; name those involved (including witnesses) and what they said; and record the outcome/action taken. The notes will provide the background information for compiling the 'Record of Bullying and Racist Incident' form . The note-taking should avoid giving personal opinions and observations.

The recording form is not intended for use in every incident. Rather, the professional judgement of the Head Teacher must be used to decide the appropriate response to each incident.

However the best guide is the victim. If he/she feels that an incident of bullying/racism has taken place, it must be taken seriously and investigated. What might seem trivial to an adult can cause serious psychological damage to a child or young person and to his/her feelings of safety, self-esteem and value within the community. If on initial investigation, the accusation of bullying/racism appears to be confirmed, the incident **must** be recorded.

Incidents **must** be recorded on the form when any of the following factors are present:

- bullying or racist behaviour
- perpetrators have on one or more previous occasions been made aware of the unacceptable nature of their behaviour
- the behaviour is premeditated or calculated
- the safety of the victim(s) has been threatened
- there is a clear intent to bully or racially harass.

Immediately following the recording of an incident, a copy of the form should be forwarded to the Performance Management Unit, Education Centre, Castle Street, Dingwall IV15 9HU.

Timescales for investigations

All reported incidents must be investigated timeously. The maximum time to carry out a full investigation is three working days. (A delay may sometimes be unavoidable e.g. reporting of the incident at the end of a school day, a pupil is absent or the matter is being dealt with by the police.) A letter will go home stating that the matter has been/is being investigated and inviting the parents to contact the school. (See appendix 4.) A similar letter will go home with the alleged perpetrator. (See appendix 3.)

Whenever possible, the school should attempt to phone parents/carers to alert them to what has happened before sending the letter home.

Appendix 1
Highland Council
Record of Bullying and Racist Incidents

(Please tick one or both boxes as appropriate)

Bullying

Racism

Name of school/establishment

Head Teacher /Anti-Bullying and Anti-Racist Co-ordinator

Date incident reported

Perpetrator(s) and Victim(s) - Please add if more than 4 involved

(See Phoenix pupil computer records and attached pro-forma key)

	Perpetrator(s)				Victim(s)			
	1	2	3	4	1	2	3	4
Age (Class Group)								
Gender								
Ethnicity (if known)								
Religion (if known)								
National Identity (if known)								

Type/Nature of Incident

Written

(eg graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, etc)

Verbal

(eg name-calling, slagging, threatening, sarcasm discriminatory comments during classes, etc)

Physical

(eg pushing, shoving, fighting, tripping-up, etc)

Using Technology

(eg anonymous phone calls, offensive/threatening texting/emails)

Other

(Please specify).....
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Damage to Property

(eg theft of bags, clothes, money; tearing clothes; ripping books, etc)

Isolation

(eg 'sent to Coventry', shunned, rejected, left out of activities/groups, etc)

Incitement

(eg encouraging others to bully, behave in a racist, sexist or discriminatory manner; wearing discriminatory insignia such as racist badges, distributing racist or other discriminatory literature)

Extortion

(eg using threats in order to obtain money, property etc)

Please indicate if there is/was any suspicion that the incident may have been influenced by any of the following. (You may wish to tick more than one box).

Race		Socio-economic class		Gender	
Disability		Sexual orientation		Religion	
Other (please specify)					

When did the incident occur?

Date of incident _____

Before school		During class		Lunch		After school	
Between classes		Break time					
Other (please state)							

Where did the incident occur?

In classroom		In school grounds		On school transport	
Breakfast/After School Club					
Other area of school eg hall, corridor etc (Please state)					

Who reported the incident?

Victim(s)		Member of staff		Parent/carer	
Visitor to school		Other pupil/s		Other (please state)	

Please indicate the investigative procedures carried out:

Investigated incident		Interviewed pupils/others involved	
Contacted parents of victim(s)		Interviewed parents of perpetrator(s)	
Interviewed witnesses		Other procedures (Please specify)	

After investigation was the allegation of bullying or racism substantiated?

Yes No

If 'yes' please continue on to the next section. If 'no' please go to end of form.

If allegation was substantiated, please indicate action taken against perpetrator(s)

Verbal reprimand		Peer Mediation		Written punishment		Final warning		Letter to parents	
Detention		Police involvement		Exclusion					
Other (please specify)									

Please indicate what action was taken to support victim(s)

Support from staff		Letter to parents	
Support from other pupils		External agency involvement	
Other (please specify)			

Please indicate the level of parental involvement

Parents informed by phone		Parents involved actively in discussions etc	
Parents informed by letter		Other (please specify)	

Please indicate if any follow-up preventative work was done as a result of the incident:

Whole school/CE centre		Group work	
Whole class		Individual	
Circle Time		Review of policy and procedures	
Other (please specify)			

Please indicate when you intend to review the effectiveness of the action taken

One week		One month		Six months	
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Any other comments

Signed by Head Teacher/Co-ordinator.....

Date.....

The school/establishment should retain the original form and send a copy to the Performance Management Unit, Education Centre, Castle Street, Dingwall IV15 9HU immediately after the incident has been recorded.

Key to the Proforma

Age/Class (for both perpetrator(s) and victim(s) - if there are any)

N - Nursery

M - Member of staff

P1, P2, P3, etc

A - Adult other than staff

S1, S2, S3, S4, etc

U - Unknown

Gender (for both perpetrator(s) or victim(s) - if there are any)

M - Male

U - Unknown

F - Female

Ethnicity of perpetrator(s) and victim(s) if such exist or are known

(This information should be available on pupils' Phoenix Computer Records)

1 Asian – Bangladeshi

11 Mixed

2 Asian – Chinese

12 Occupational Traveller

3 Asian – Indian

13 Gypsy Traveller

4 Asian – Pakistani

14 Other Traveller

5 Asian – Other

15 Other, please specify

6 Black – African

16 Not disclosed

7 Black – Caribbean

17 Not Known

8 Black – Other

9 White – UK

10 White – Other

National Identity

1 Scottish

2 English

3 Irish

4 Welsh

5 Asylum Seeker

6 Refugee

7 Other, please specify

8 Not disclosed

Religion of perpetrator(s) or victims(s) if such exist or are known

(This information should be available on pupils' Phoenix Computer Records)

B - Buddhist

M - Muslim

C- Christian
other than Roman Catholic

N - No Religion

H - Hindu

RC - Roman Catholic

J - Jewish

S - Sikh

JW - Jehovah's Witness

O - Other, please specify

What do we mean by bullying and racism?

Bullying

Bullying is an unacceptable form of behaviour through which an individual or group of individuals are or feel threatened, abused or undermined by another individual or group of individuals. Bullying can be expressed through physical, verbal or intimidatory behaviour or in the form of marginalisation.

People can be bullied on the grounds of:

- race
- gender
- sexual orientation
- disability
- socio-economic status
- nationality
- language
- religion
- other differences.

However, it can also occur for no apparent reason.

Bullying can take many forms, including:

- being called names
- being teased or taunted
- being pushed or pulled about
- being hit or attacked
- having bags and other possessions taken or vandalised
- spreading rumours
- being ignored and left out
- intimidation/extortion
- being attacked because of religion, colour, ethnicity, language, sexual orientation, disability, gender, class.

Bullying can be subtle or it can be overt. It can cause short-term suffering for the victim or it can have long-term effects. It can be for clearly identified reasons, e.g. racism, actual or perceived sexual orientation issues, differing abilities, physique, etc. or for no clearly defined reason. It is always damaging and it must always be taken seriously and addressed.

Racism

Racism is the belief that some 'races' are superior to others – based on the false idea that different physical characteristics (like skin colour) or ethnic background make some people inferior/superior to others. Racial discrimination occurs when someone is treated less favourably because of his/her racial, national or ethnic origins/background.

Racism adversely affects the lives of many black/minority ethnic, refugee, Gypsy Traveller and non-Scottish (including English) children and families. It can be a cause of underachievement, be a barrier to inclusion and have a negative influence on ethos and behaviour. Racism operates in all aspects of life, including within educational establishments both at an institutional level and a personal level.

Letter to parents/carers of perpetrator

SCHOOL ADDRESS:

Date:

Dear Mr & Mrs Smith

David Smith (21.5.89) – Anywhere Secondary School

It would appear that David has been involved in a bullying/racism incident. The incident was reported on **enter date** and was investigated according to our school's disciplinary policy.

Outline details of the incident

I would be grateful if you could contact me within the next three days so we can discuss the matter further.
In the meantime could you please acknowledge receipt of this letter by returning the pro-forma below.

Thank you for your assistance.

Yours sincerely

Head Teacher

I acknowledge receipt of the letter dated _____

Parent/Carer _____ Signature _____

Pupil _____ Class _____

Letter to parents/carers of victim

School address:

Date:

Dear Mr & Mrs Jones,

Mary Jones (3.6. 93) – Anywhere Primary School

There was an incident on **enter date** in which Mary was subjected to bullying/racism. You can be assured that the school does not tolerate any form of bullying/racism and the allegation is being thoroughly investigated.

Outline details of the incident

Please do not hesitate to contact me if you wish to discuss any aspect of the alleged incident. I will keep you informed of developments.

In the meantime could you please acknowledge receipt of this letter by returning the pro-forma below.

Yours sincerely

Head Teacher

I acknowledge receipt of the letter dated _____

Parent/Carer _____ Signature _____

Pupil _____ Class _____

Advice on Dealing with incidents

Appendix 5

The following advice is to support staff in dealing with incidents of bullying and racism.

Do's

Do establish a whole school policy, which encompasses short and long term strategies to deal with bullying and racism

Do take complaints and concerns seriously

Do investigate immediately when the complaint is received

Do show fairness, consistency and impartiality to all parties concerned during the investigation

Do respect confidentiality and limit knowledge of the incident to those directly involved with it and in dealing with any necessary action, which follows

Do hold information separately in an Anti-bullying/Anti-Racism file with the outcome of the investigation justified or unjustified clearly noted

Do ensure that provision is made for positive discipline in the school and that bullying is understood by all not to be tolerated

Don'ts

Don't say there is no bullying or racism in your school

Don't say "Go away, I'm too busy just now."

Don't make assumptions based on previous incidents or misbehaviour