



Beaully Primary School

Revised Anti-Bullying and Anti-Racism Guidelines and Procedures and Cyberbullying Guidance



Updated March 2014



Beauly primary School - Revised anti-bullying and anti-racism guidelines and procedures and cyberbullying guidance.

The Authority's Anti-Bullying and Anti-Racism Guidelines have been in existence since 2003. In the intervening period, communication technology has brought tremendous benefits. However, there are some negative aspects and none more so than cyberbullying. Its complex nature has led us to produce separate, but complimentary guidance.

The Anti-Bullying and Anti-Racist Guidelines have recently been updated. The revision takes account of results of recent equality and impact assessments. They revealed some unevenness among schools concerning the rigour with which bullying and racist incidents were dealt with.

The ECS Committee on 12 November 2009 endorsed the Cyberbullying Guidance. It is designed to support children, young people and staff on how to avoid or deal with cyberbullying.

We are all too well aware of the harmful impact that all forms of bullying and racism can have on our children and young people, in particular. However, by following the steps outlined within these sets of guidelines and adopting a universally consistent approach to all reported incidents within our schools, I am confident that such harm can be minimised.

I would be obliged if you could please ensure that the following two sets of guidance and are disseminated amongst teaching and non-teaching staff and are implemented in full from 11 January 2010.

HUGH FRASER

Director of Education, Culture and Sport

EDUCATION, CULTURE and SPORT SERVICE

Anti-Bullying & Anti-Racism guidelines and procedures revised January 2010

Foreword

The prevention of bullying is integral to promoting the emotional well-being of children and young people, developing their social and emotional skills and improving the overall ethos of a school. Bullying can adversely affect the lives of children and young people. It can undermine confidence, lower self-esteem, lead to under-achievement and work against all we are trying to achieve within our schools.

The original Authority guidelines date from 2003. These have sought to provide a standardised approach to the recording of bullying incidents. Since then there have been a number of changes to practice and policy across the Authority, particularly in relation to racist incidents. A survey of minority ethnic parents during session 2007-08 suggests that there is some disparity between schools in respect of how racist incidents are dealt with. These revised guidelines seek to help redress this situation by providing clearer and more comprehensive advice to Head Teachers regarding the management of incidents and their recording.

One of the main changes is the requirement to not only report incidents of bullying or racism but to record these in a standardised way. The old report form (Appendix 1) has been amended to take account of issues such as cyberbullying and homophobia. It should be completed and sent to the Performance Management Unit as previously. However a copy should now also be sent to the Area ECS Manager, who may wish to discuss incidents with school managers. Additionally schools are now required to record, in a systematic fashion, each incident on a form similar to that shown in Appendix 6. These record sheets should be stored within the school in a secure location. Further advice will be produced in due course regarding the storage and archiving of all school records.

Although the reporting and recording of bullying incidents are very important, the key challenge remains the creation of an environment in which children and young people feel safe, secure, valued and accepted and where bullying and racism is, therefore, less likely to occur. Where bullying or racism does occur, we will treat it seriously and take the appropriate action. This is emphasised in this document. The professional judgement of the head teacher will be a key element in determining the response to individual incidents. I am confident that the implementation of these guidelines will help improve the lives of all those in our schools.

Schools should review their practice in relation to these new guidelines and procedures and implement them from Monday 11 January 2010.

Hugh Fraser Director of Education, Culture and Sport

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.

Racism in schools often takes the form of bullying. Racist incidents and bullying should be dealt with in similar ways and are incorporated into a single form. A copy of these forms will be passed to the appropriate Area ECS Manager who may wish to follow-up an incident in order to satisfy the Authority's responsibilities under the ECS Race Equality Policy.

The 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.**

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.**

These guidelines are complemented by additional guidance which specifically focuses on cyberbullying¹.

These new procedures supersede the previous advice and schools should implement the guidelines from 11 January 2010. As well as maintaining internal records on both bullying and racism, schools are required to complete and forward the report

form shown in Appendix 1 to the Performance Management Unit and the appropriate Area ECS Manager on each recorded incident.

1 *Highland Council ECS Guidance on Cyberbullying* which can be sourced at www.highland.gov.uk/learninghere

ANTI-BULLYING AND ANTI-RACIST PROCEDURES

Aims of these Guidelines

- To assist schools in establishing and maintaining a safe environment, free from threats or
- fear or harassment, in order that each pupil may be able to achieve his/her full potential:
- as a successful learner, a responsible citizen, an effective contributor and a confident
- individual.
- To provide schools with a structure which will help them in their efforts to manage,
- systematically, incidents of bullying and racism
- To assist schools in fulfilling their obligations under the relevant legislation to pupils,
- parents/carers and staff

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 Government 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/Race Equality 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 Parent Council 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 these 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 (e.g. Depute Head Teacher / the Race Equality Co-ordinator) who will follow up incidents and ensure that these have been properly addressed. He/she must ensure that a copy of each recorded incident is forwarded to the Performance Management Unit, performance.management.unit@highland.gov.uk (See appendix 1.)

The Head Teacher is also responsible for ensuring that all school staff, teaching and ancillary, are aware of the contents of these guidelines and that staff are given regular opportunities to be reminded of their roll in their implementation.

Staff

All staff, including teaching and ancillary staff, have a responsibility to report any racist incident to the Head Teacher/member of staff responsible. 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 the definition of a racist incident.) All those working with pupils must challenge behaviour and attitudes which lead to bullying, racism and discrimination prior to incidents arising.

Dissemination of the Guidelines

- All schools should ensure that their individual anti-bullying policies are congruent with these guidelines. The guidelines should be communicated to all pupils, parents/carers and staff through:
- Staff Development events
- Anti-Bullying Weeks or Assemblies
- Drama Performances
- Posters
- Newsletters / website pages
- Handbook information
- Pupil Council
- Parent Council
- Parents' meetings and workshops
- The Curriculum
- Verbal communication i.e. reading information to parents etc
- Use of designated specialist support staff to ensure the awareness and understanding of all parents/carers and staff (e.g. Interrupted Learning Officer, Community Language Assistant, EAL teacher, etc.

The latter two bullets are particularly important when liaising with Gypsy/Travellers, bilingual pupils or families where literacy is an issue.

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. (This could be done verbally and a note taken in front of parents to ensure they realise this is documented.)

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
- parents can have designated support person or friend present
- 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 3a, 3b and 4.)
- Where appropriate discuss the issues with parents/carers and inform them of action taken. Wherever possible seek their support.

Further Action

- Police must be notified if it is thought that a crime 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* www.highland.gov.uk/NR/rdonlyres/ED66472C-FOFB-43DE-92EBC5BDA9E91593/0/REVISEDEXCLUSIONPOLICYSeptember20042.pdf.)
- The Area ECS Manager should be consulted if advice on how to proceed is required or if parents exercise their right to take further a complaint or incident
- Where the incident involves a bilingual pupil or a Gypsy/Traveller pupil, it may be worthwhile making early contact with specialist support staff, e.g. the EAL teacher, Community Language Assistant or Interrupted Learning Officer • Enquiries by the media should be directed to the Highland Council Press Officer based in the Public Relations Office at Highland Council Headquarters. The Head Teacher should not make comment to the media without first discussing the incident with the Area ECS Manager and taking advice from the Press Officer.
- 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*.)

A copy of all bullying / racist incident reports will be forwarded to the PMU and to the appropriate Area ECS Manager who may determine the need for further investigation or action on the part of the school.

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
- mediation
- setting up social skills groups
- restorative intervention
- 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, Community Language Assistant or Interrupted Learning Officer 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 allegations 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. An exemplar of a school's own record of a bullying / racist incident is shown as Appendix 6. These should be filed in an Anti-Bullying / Anti-Racism log and retained within the school. As noted in the foreword, schools will be advised in due course of new guidelines for record storage and archiving of these and other school records.

The reporting 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, performance.management.unit@highland.gov.uk. A copy should also be sent to the Area ECS Manager.

Timescales for investigations

All reported incidents must be investigated timeously. Ideally an investigation should be completed as soon as possible. However it is recognised that 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. The maximum time to carry out a full investigation is three working days. Parents should be contacted and informed about any investigation. It may be sufficient to do this by telephone but in all such instances a record of the call should be kept.

Schools may decide that it is appropriate to communicate with home via a letter. If used, these should state that the matter has been/is being investigated and inviting the parents to contact the school. (See appendix 4.) A similar letter should be posted to the parent/carer of the alleged perpetrator (See appendices 3a and 3b) and followed up by staff to ensure understanding when there are known to be issues with literacy.

Whenever possible, the school should attempt to phone parents/carers to alert them to what has happened before sending the letter home. Where Gypsy/Traveller children are involved the Interrupted Learning Development Officer² can offer advice on the best means of communicating with families.

Key Resources and References

Anti Bullying

- Highland Council ECS Cyberbullying Guidelines which can be found on www.highland.gov.uk/learninghere
- www.respectme.org.uk Successor to the Anti-Bullying Network, also has materials in Bengali, Cantonese, Polish and Urdu
- www.bullying.co.uk good on cyber bullying
- www.beatbullying.org From the UK's largest anti-bullying charity
- <http://www.ltscotland.org.uk/resources> a very large range of materials including:
- 2 karen.macmaster@highland.gov.uk

Dealing with Homophobia and Homophobic Bullying in Scottish Schools Toolkit and lesson plans to help teachers understand and deal with homophobia and homophobic bullying in schools.

- ***Health Promoting Schools – Practitioners – Bullying***

Information for practitioners working in schools about bullying. Defines bullying and offers advice on implementing a whole school approach to help prevent it occurring.

- ***Bullying***

Parentzone part of the website helps parents identify if their children are being bullied or suspect they are bullying others.

- ***Anti-Racism***

ECS Race Equality Policy, Highland Council 2004

Promoting Race Equality in Highland Schools: Guidelines for School Race equality Coordinators

Highland Council 2005

Promoting Race Equality in Highland Schools: Staff Development Materials for School Race

Equality Co-ordinators Highland Council 2008

Advice can also be sought from the Race Equality in Education Development Officer³

<http://www.ltscotland.org.uk/resources>

- ***Race Equality***

Provides in-depth advice on racist incidents and how to tackle them within the school setting. Also provides resources and links to help schools be proactive in the field of antiracism. ³ lawrence.sutherland@highland.gov.uk

Appendix 1

Highland Council

Report 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)

1 2 3 4

Victim(s)

1 2 3 4

Age (Class Group)

Gender

Ethnicity

(if known)

Religion

(if known)

National Identity

(if known)

Asylum Seeker (Tick)

Refugee (Tick)

Type/Nature of Incident (*Highlight*)

Written

(e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, etc)

Damage to Property

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

Verbal

(e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, etc)

Isolation

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

Physical

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

Incitement

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

Using Technology/ Cyberbullying

(e.g. anonymous phone calls, offensive/threatening texting/emails)

Extortion

(e.g. using threats in order to obtain money, property etc)

Other

(Please specify)

.....

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: *(tick one or more)*

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 in relation to perpetrator(s)

Verbal reprimand

Mediation Written

punishment

Final warning Letter to parents

Detention

Police involvement

Exclusion Removal of Privileges

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

Any other comments

I confirm that a record of this incident has been made and filed in the school/establishment, in line with the

Authority's Guidelines.

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
- The Area ECS Manager

immediately after the incident has been recorded.

Key to the Report

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)

01

09

12

05

06

07

08

17

03

02

04

18

19

20

99

10

98

White -UK

White - Other

Mixed

Asian - Indian

Asian - Pakistani

Asian -Bangladeshi

Asian - Chinese

Asian - Other

Black - Caribbean

Black - African

Black - Other

Occupational Traveller

Gypsy Traveller

Other Traveller

Other

Not Disclosed

Not Known

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

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

01 Scottish

02 English

03 Northern Irish

04 Welsh

05 British

08 Irish

10 Not disclosed

99 Other

98 Not Known.

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

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

01 - Buddhist 05 - Muslim*

02- Christian* 97 - No Religion

03 - Hindu 06 - Sikh

04- Jewish 99 - Not known

98 - Other, please specify

* Add note of any denomination / movement, should this be relevant (e.g. if there is a sectarian dimension to the

incident)

Appendix 2

What do we mean by bullying and racism?

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
- cyberbullying
- 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, asylum seeker, Gypsy / Traveller⁴ 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.

The 1999 Macpherson Report, which investigated the circumstances surrounding the investigation into the murder of black teenager Stephen Lawrence, identifies a racist incident as **"any incident which is perceived to be racist by the victim or any other**

person". This definition should be used by schools when responding to racist incidents which are reported within the establishment.

The Scottish Government, the Equality and Human Rights Commission and The Highland Council maintain that Gypsy/Travellers are a racial group and should be treated as such.

Example Letter to parents/carers of perpetrator Appendix 3a (during investigation)

SCHOOL ADDRESS:

Date:

Dear Mr & Mrs Smith

David Smith (21.5.96) - Anywhere Secondary School

It would appear that David may have been involved in a bullying/racism incident. The incident was reported on **enter date** and is being 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 or contacting the school via the telephone or email.

Thank you for your assistance.

Yours sincerely

Head Teacher

I acknowledge receipt of the letter dated _____

Parent/Carer _____

Signature _____

Pupil _____ Class _____

Example Letter to parents/carers of perpetrator Appendix 3b (following investigation)

SCHOOL ADDRESS:

Date:

Dear Mr & Mrs Smith

David Smith (21.5.96) - 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 or contacting the school via the telephone or email.

Thank you for your assistance.

Yours sincerely

Head Teacher

I acknowledge receipt of the letter dated _____

Parent/Carer _____

Signature _____

Pupil _____ Class _____

Example Letter to parents/carers of victim Appendix 4

School address:

Date:

Dear Mr & Mrs Jones,

Mary Jones (3.6.00) - Anywhere Primary School

There was an incident on **enter date** in which Mary may have been 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 or contacting the school via the telephone or email.

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 ensure your whole school policy is up to date and relevant (see Refs. On pages 9-10)

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

Record of Bullying / Racist Incident Appendix 6

_____ School

Bullying / Racist Incident Record

Date Reported _____ Reported to _____

Member of Staff completing this record: _____

Alleged Victim(s) and class: _____

Alleged Perpetrator(s) and class: _____

Witness(es) and class:

Summary of Incident: (Continue over if required)

Outcome: Detail actions arising from incident

Report Sheet (Appendix 1) sent to PMU and AEM ? YES/NO

Date sent _____

The Highland Council

Education Culture and Sport

Cyberbullying Guidance

The Highland Council Contacts

Louise Jones Health Promoting Schools Manager 01463 702066

Jim Henderson Virtual Learning Co-ordinator

Stewart Fraser Legal Manager - Litigation and People

Highland Cyberbullying Support

cyberbullying@highland.gov.uk

Partnership Message

Strengthening the Health and Wellbeing of all in Highland communities is a key part of the commitment of the Highland Council along with key partners and is doing so we aim to ensure that our children, young people and professionals are and feel safe from crime, disorder and danger.

We know that the world is a very different place for children and young people growing up in Highland, indeed our young people coming of age now have grown up with the internet from birth. It therefore is no longer a 'virtual world' it is just part of daily life and is fully integrated into the way we learn and communicate. For many children and young people it is a vital way for them to have a sense of being in touch with their peers and also belong to groups which help them to form their identities.

Whilst we have embraced wonderful new technologies enhancing the way we communicate we also need to ensure that we all feel safe using these new tools and if they are misused guidance is provided to ensure we know how to respond appropriately and safeguard against further harm. It is vitally important that whilst we acknowledge the benefits we fully understand the potential for harm to our mental and emotional wellbeing through the damage that can be caused intentionally or unintentionally through such misuse.

This Cyberbullying Guidance has been produced to provide the basis for creating safer online communities for children, young people and adults in Highland. The guidance has been fully endorsed by The Education, Culture and Sport Service Committee and has been regarded as a 'unique' approach in Scotland by Scotland's Anti-Bullying Charity,

Respect me. On behalf of the Highland Child Protection Committee I commend this guidance to you.

Harriet L Dempster

Chair of Highland Child Protection Committee

Background

This Cyberbullying Guidance has been designed to accompany the revised Highland ECS Anti-Bullying and Anti-Racism Guidelines and Procedures and should be read in conjunction with them. A facility has been created to support professionals in managing incidents of cyberbullying in Highland, whether children, young people or professionals have been targeted.

The facility will have the capability to;

- monitor the incidence of Cyberbullying across Highland
- to track specific incidents
- to liaise with Internet Service Providers (ISPs) in the removal of material unless there are allegations of a criminal nature, in which case liaison with ISPs will be via the police single point of contact
- to provide advice, guidance and support where internal procedures are insufficient in dealing with high level incidents.

1 Aims of the Cyberbullying Guidance

- To provide ECS establishments and services working with children and young people with guidance on prevention and management of cyberbullying to maintain a safe learning and working environment, free from threats of fear or harassment.
- To provide establishments with a structure which will help them in their efforts to systematically manage incidents of cyberbullying.
- To assist establishments in fulfilling their obligations under the relevant legislation to pupils, parents/carers and professionals.

2 Introduction

2.1 Technology offers fantastic opportunities for children, young people and professionals in Highland. However, technology can be misused, and this can be very painful for those who are the targets of cyberbullying. Professionals need to equip children and young people to prepare for the hazards whilst promoting the many

learning and social opportunities available via emerging technologies. Tackling cyberbullying within Highland will be an ongoing process as communication technology continues to develop.

2.2 Today's children and young people have grown up in a world that is very different from that of most adults. Many young people experience the internet and mobile phones as a positive, productive and creative part of their activities and development of their identities. Above all, new communication technology supports social activities that allows young people to feel connected to their peers.

2.3 Professionals working with children and young people also use technologies to enhance learning and use social media for their own professional and personal use. The Highland Council and partners will continue to provide training, support and will encourage professionals to make best use of these opportunities available.

2.4 Unfortunately, technologies are also being used negatively. When children, young people and professionals are the target of bullying behaviour via mobiles phones or the Internet, they can feel alone and very misunderstood. They may not be able to identify that what is happening to them is a form of bullying, or be confident that the adult and colleagues around them will appreciate the severity of the abuse.

2.5 Previously safe and enjoyable environments and activities can become threatening and a source of anxiety.

2.6 As mobile phone and Internet use become increasingly common, so has the misuse of this technology. Current research in this area indicates that cyberbullying is a feature of many young people's lives. One study carried out for the Anti-Bullying Alliance found that 22% of young people reported being the target of cyberbullying. A recent study carried out by the Association of Teachers and Lecturers found that 15% of teaching staff have experienced bullying behaviour.

2.7 This guidance explains how cyberbullying is different from other forms of bullying behaviours, how to respond and combat misuse through a shared responsibility, and how to promote and develop a culture of confident technology users to support innovation, e-safety and digital literacy skills.

3 What is Cyberbullying?

3.1 Cyberbullying is the use of Information Communications Technologies (ICT), particularly mobile phones and/or the Internet to upset someone else.

3.2 Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

3.3 The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying behaviours. Electronically forwarded content is hard to control, and the worry of content resurfacing can make it difficult for individuals to recover.

3.4 People who cyberbully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.

3.5 Cyberbullying can take place both between peers and across generations; teachers and professionals have also been targets. Age or size is not important. Bystanders can also become accessories to the bullying, for example, by passing on a humiliating image.

3.6 Some instances of cyberbullying can be the result of not thinking (something sent as a joke may be deeply upsetting or offensive to the recipient) or a lack of awareness of the consequences - for example saying something negative online about another pupil, or friend that they don't expect to be forwarded or viewed outside their immediate group.

4 Cyberbullying and the law

4.1 Incidents of cyberbullying are not specific criminal offences in Scottish Law. However, there are laws that may be relevant in terms of harassing or threatening behaviour, or indeed menacing and threatening communications.

4.2 Some cyberbullying activities may constitute offences under a range of different laws, for example:

- Protection from Harassment Act 1997, which has both criminal and civil provision.
- Communications Act 2003, Section 127.
- Criminal Law (Consolidation) (Scotland) Act 1995, Section 50A.
- Some aspects of cyberbullying may also constitute a common law breach of the peace.

How these Acts relate to bullying, and specifically to cyberbullying, is outlined on the 'respectme' website. If the bullying behaviour is based on sexual, racial or religious grounds, prosecution could be sought through anti-discriminatory laws.

5 Preventing Cyberbullying Guidance

5.1 The best way to deal with cyberbullying is to prevent it happening in the first place. The key first step is deciding who within an establishment will be the lead professional

responsible for the coordination and implementation of cyberbullying prevention and response strategies.

5.2 This nominated lead person should be a member of the senior management team of the establishment.

5.3 ECS establishments will develop a comprehensive policy based on the following principles:

- That everyone must be aware of the impact of cyberbullying and the ways in which it differs from other forms of bullying.
- All ECS establishments will have an Acceptable Use Policies (AUPs).
- Children, young people and parents/carers should be made aware of individual's responsibilities in the use of ICT, and the sanctions applicable for misuse.
- Procedures should be in place that allows establishments to conduct searches of the use of Internet access points.
- Children, young people and professionals should be encouraged to report any incidents of Cyberbullying if they occur. No one should feel that they have to deal with cyberbullying alone, but reporting any incident of bullying can be particularly difficult for the person being bullied and for bystanders.
- Schools should provide and publicise the ways of reporting cyberbullying. (see page 5 of the ECS Anti-Bullying and Anti-Racism Guidelines and Procedures (dissemination of the guidelines)).
- Establishments should evaluate the effectiveness of their management of cyberbullying and activities by canvassing the views of the whole-school community.
- Opportunities for continuing professional development should be offered to all staff working with children and young people to ensure that there is a sustainable and sufficient in-house knowledge and awareness.

6 Responding to Cyberbullying

6.1 This section outlines key steps to take when responding to cyberbullying. Cyberbullying can often present unique issues from that of historical bullying behaviours, All establishments should already be equipped to deal with the majority of cases through the revised Anti-Bullying and Anti-Racism Guidelines and Procedures.

Establishments should contact The Highland Council via a dedicated email address when the incident is first reported, a team of professionals will be able to provide advice and support where necessary and appropriate.

6.2 Supporting the person being bullied:

- Give reassurance that the person has done the right thing by telling someone, refer to any existing guidance support/procedures and inform parents.
- Make sure the person knows not to retaliate or return the message.
- Ask the person to think about what information they have in the public domain.
- Help the person to keep relevant evidence for any investigation (e.g. by not deleting text messages they've received, keeping chat logs and by taking screen capture shots and noting web addresses of online cyberbullying instances).
- Check the person understands simple ways to prevent it from happening again, e.g. by changing contact details, blocking contacts or leaving a chatroom.
- Take action to contain the incident when content has been circulated.
- If applicable, if you know who the person responsible is, ask them to remove the content, except where the police are involved.
- The Highland Council Cyberbullying Support can request via the Internet Service Provider (ISP) that content be removed, except where police are involved.
- In school settings use disciplinary powers to impound phones that are being used for cyberbullying for investigative purposes.
- Any case, where a child may be at risk must be reported to the designated CP Officer, who will follow Highland CP guidelines.
- Staff who find it difficult, due to the nature of the incident, to report incidences of cyberbullying to their line manager should feel free to seek advice from appropriate agencies outside the establishment - their union, or professional association for example or the Teacher Support Network.
- Where the cyberbullying has serious consequences for individuals appropriate personal support, or information enabling them to access appropriate personal support will be provided.
- In some cases restorative interventions may be used to facilitate resolution of the incident.

6.3 Investigating incidents

- All bullying incidents should be properly recorded and investigated. Cyberbullying can be a very serious matter. Some aspects of conduct reported as cyberbullying may constitute a criminal offence in Scottish law.
- At school level the investigation process should follow the guidance provided in the Highland Anti-Bullying and Anti-Racism Guidelines and Procedures.
- Other ECS establishments must take steps to identify the bully, including looking at ICT systems, and by identifying / interviewing possible witnesses.
- Contact Highland Cyberbullying Support
- Contact the police if you think the incident is of a serious nature and may amount to a criminal offence.

7 Working with the person displaying bullying behaviour and sanctions

7.1 Once the person displaying bullying behaviour is identified, steps should be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors to consider when determining the appropriate sanctions include:

- The impact on the person on the receiving end of bullying behaviour: was the person displaying the bullying behaviour acting anonymously, was the material widely circulated and humiliating, how difficult was controlling the spread of the material?
- The motivation: was the incident a case of 'not thinking' or retaliation to bullying behaviour from others or other factors?
- At school level sanctions agreed as per the Anti-Bullying and Anti-Racist Guidelines and Procedures including in the most serious cases exclusion even if the conduct took place outwith school can be applied.

KEY SAFETY ADVICE

Children and Young People

- Always respect others - be careful what you say online and what images you post and send.
- Think before you send - whatever you send can be made public very quickly and could stay online forever.

- Treat your password like your toothbrush - keep it to yourself. Only give your mobile number or personal website address to trusted friends. If you do sever relationships with trusted friends or partners, remember to change your passwords.
- Block the person displaying bullying behaviour - learn how to block or report someone who is behaving badly.
- Don't retaliate or reply!
- Save the evidence - learn how to keep records of offending messages, pictures or online conversations.

Make sure you tell:

- A Parent / Carer or an adult you trust, or call a helpline like ChildLine on 0800 1111 in confidence
- Your school - your Head Teacher or your guidance teacher.
- Outwith school - the appropriate member of staff.

Use the 'Report Abuse' button located on the 'thinkuknow' website or Highland Youth Voice website

Parents and carers

- Be aware, your child may as likely to cyberbully either intentionally or 'without' thinking' as be a target of cyberbullying.
- Be alert to your child seeming upset after using the Internet or their mobile phone. This might involve subtle comments or changes in relationships with friends. They might be unwilling to talk or be secretive about their online activities and mobile phone use.
- Talk with your children and understand the ways in which they are using the Internet and their mobile phone.
- Use the tools available on the apparatus to turn on in-built Internet safety features.
- Remind your child not to retaliate.
- Keep the evidence of offending emails, text messages or online conversations. For detailed advice for parents / carers look at the www.respectme.org.uk website.

Report cyberbullying:

- Contact your child's school if it involves another pupil, so that they can take appropriate action.
- If the cyberbullying is of a serious nature and you believe that a potential criminal offence has been committed, you should consider contacting your local police office.
- Contact the service provider to remove material except where there is likely to be or is police involvement.

Staff

- Teachers should be aware of *GTC Scotland's Code of Professionalism and Conduct* which sets out the key principles and values for registered teachers in Scotland in relation to the judgements which they will be called upon to make in situations which may occur both within and outwith the classroom.
- Use privacy settings. Most social networking and photo-sharing sites allow you to determine who can access and respond to your content. If you're using a site that doesn't offer privacy settings, find another site.
- Use the privacy setting so that Internet search engines like Google do not gather your activities in social networking sites.
- Don't accept online friendship invites from young people who you may engage within a professional capacity.
- If you are on the receiving end of cyberbullying take action. If you find information about yourself online that is unflattering, embarrassing, or untrue, contact the web site owner or administrator and ask them to remove it. Most sites have policies to deal with such requests. Inform your HT immediately about any such issues.
- If the cyberbullying is of a serious nature and you believe that a potential criminal offence has been committed, you should consider contacting your local police office.
- Save the evidence. Keep records of offending messages, pictures or online conversations.

CYBERBULLYING INCIDENT APPENDIX 1

FURTHER ACTION REQUIRED

Log steps taken & notify Cyberbullying Support

SUCCESSFUL OUTCOME

Where an incident cannot be resolved or requires action by the police or other external agencies, establishments should contact **Cyberbullying Support** and, where appropriate, **Police** and/or **Child Protection** designated person

CHILD PROTECTION

Any case which may involve Child Protection related issues should be reported to the Child protection designated person

CYBERBULLYING

Support

- Give advice, guidance and support for dealing with high level incidents
- Monitor the incidence of Cyberbullying across Highland
- Track specific

POLICE

Where there is concern that a crime may have been committed, the Police should be informed of the

incident by the individual being

ESTABLISHMENT ACTION

- Incident properly investigated and recorded
- At school level, investigation process follows the Anti-Bullying and Anti-Racism guidelines and procedures
- Other ECS establishments should take steps to identify the bully, including looking at ICT systems, identifying and interviewing possible witnesses
- Where a case may involve Child Protection related issues, this should be reported immediately to the designated person
- All establishments to inform the Highland Cyberbullying Support and local ECS Office when the incident is first reported

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RESOURCES

www.highlandesafety.wordpress.com Home of the Highland E-Safety Strategy

www.respectme.org.uk Scotland's Anti-Bullying Service

www.digizen.org Resources to help build safe spaces and encourage young people to become good digital citizens

www.ceop.gov.uk The main website of the Child Exploitation and Online Protection centre.

www.thinkuknow.co.uk CEOPs education arm with resources for all ages and stages, parents and professionals

www.hyv.org.uk Home of the Highland Youth Voice

www.stoptextully.com Advice and guidance on text message based bullying behaviour.

www.cybermentors.org.uk Support for all children and young people affected by bullying behaviour.

www.childnet.org.uk Childnet International, working to create a safer internet.

www.teachersupport.info/scotland Support for education professionals

www.kidscape.org.uk A site with sources of information for children, young people and all adults.

www.bullying.co.uk UK based anti-bullying charity, campaigns and resources

www.healthyhighlanders.org Health Information Resources Service for Highland.

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