

REPORT TO EDUCATION & CHILDREN'S SERVICES COMMITTEE – 17 MARCH 2022

ANTI-BULLYING POLICY AND GUIDANCE: BULLYING PREVENTION AND MANAGEMENT FOR EDUCATIONAL ESTABLISHMENTS 2022

1 Executive Summary/Recommendations

1.1.1 The Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments 2022 outlines the procedure for Aberdeenshire educational establishments to follow; to prevent bullying and manage any situation of bullying should it arise. It aims to ensure a consistency of approach across all Aberdeenshire educational establishments.

1.1.2 This Policy and Guidance has been updated to align with the National Guidance: Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017. This Policy and Guidance updates include: the definition of Bullying being amended inline with National Guidance, the Aberdeenshire Reporting and Monitoring Procedure was added and reference was made to Transgender related bullying; in accordance with National Guidance on Supporting Transgender Young People in Scottish schools 2021.

1.1.3 This Policy and Guidance is part of a three year review programme that was updated and then was further delayed due to Covid 19 pandemic due to resources being re-directed to support vulnerable children and young people. The current Aberdeenshire Anti-Bullying Policy and Guidance is dated 2015. It was further updated in 2018.

1.1.4 Consultation with stakeholders (Pupils, Parents/Carers, Primary Head Teacher Committee, Depute Head Teacher; Pupil Support Group the Local Negotiating Committee for Teachers and the Aberdeenshire Education and Children's Services Leadership Team) took place that was positive and constructive. This consultation informed the Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments 2022.

1.2 The Committee is recommended to:

1.2.1 Approve the Anti-Bullying Policy: Bullying Prevention and Management for Educational Establishments 2022; to be implemented in Aberdeenshire schools immediately after approval; and

1.2.2 Consider and comment the responsibility of Head of Education to update the Anti-Bullying Guidance: Bullying Prevention and Management for Educational Establishments 2022 when required to suit the needs of stakeholders.

2 Decision Making Route

- 2.1.1 The Policy Development and Review Framework in Part 4B of the Scheme of Governance dated November 2021 has been referred to and the process followed.
- 2.1.2 The Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments 2022 has gone through a consultation process. In accordance with National Guidance: 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017' this policy should be reviewed every three years.
- 2.1.3 The current Aberdeenshire Anti-Bullying Policy is dated 2015. In referencing the Committee Management System the Anti- Bullying Policy was last brought to committee 28 May 2015. It was further updated in 2018.
- 2.1.4 In accordance with the Policy Development and Review Framework 2021. *Unlike in the development of a new policy, there is no requirement for area Committees to be consulted on the review of a policy as a default, other than where –*
- *the relevant Chief Officer has identified significant changes which may impact on communities as a result of the review, or*
 - *in the professional opinion of the relevant Chief Officer, it is considered appropriate*
- Therefore as this Policy and Guidance is under review and has not met the default criteria it is only being presented to the Education and Children's Services Committee.

3 Discussion

- 3.1.1 School staff were consulted on the documents and their feedback included: the importance of working in partnership with Parents/Carers to prevent and manage instances of bullying. This partnership would include the shared responsibility of a child/young person's understanding and access to: technology, online gaming and social media. School staff also asked why there were two documents; but this is to follow the Aberdeenshire Policy and Development Review Framework demonstrating the difference between the strategic and operational.
- 3.1.2 Consultation with pupils highlighted the importance of educating on diversity and inclusion and the importance of training for staff to ensure staff are informed when teaching diversity and inclusion. The pupils were very supportive of there being a range of procedures to manage instances of bullying as each instance is very specific to the individuals involved. The pupils also spoke about the instances of bullying which often happen out with school and the updated definition gives clarity on bullying and the impact of it. Through the GIRFEC processes in schools the holistic needs of pupils are met should they experience bullying.

- 3.1.3 Consultation with Parents and Carers included a request to include more detail regarding the principles of the National approach 'Getting it Right for Every Child (GIRFEC)' as well as stating Aberdeenshire's stance on bullying and its definition. The consultation also highlighted the benefit of training and information around online and mobile technology for pupils and Parents/Carers. Training for staff in bullying was also mentioned as well as the importance of school staff working in partnership with Parents/Carers when dealing with bullying. The Parents/Carers stated the requirement for there being a means of communication for a pupil to report instances of bullying without there being a negative impact on the pupil. The Parents/Carers also suggested sign-posting to the school's mobile phone Policy and adding more detail on prejudice based bullying. The Parents/Carers also requested that the title of the Policy and Guidance to include: 'Bullying Prevention and Management for Educational Establishments.'
- 3.1.4 The Local Negotiating Committees for Teachers for Local Agreement (LNCT) were consulted on the documents on 25 January 2022. At this consultation it was suggested the addition of a template be created to support educational establishments in creating an Anti-Bullying Policy.
- 3.1.5 The Education and Children's Services Senior Leadership Team were consulted 17 February 2022 and the feedback was positive – no amendments to the Policy and Guidance were suggested.
- 3.1.6 The updates to the Policy and Guidance include the definition of bullying being amended in line with the National Guidance: Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017.
- 3.1.7 The system for recording instances of bullying in Aberdeenshire educational establishments has also been added to the Policy and Guidance: Bullying & Equalities: Recording and Monitoring Bullying Incidents in Schools (RAMBIS).
- 3.1.8 The updates also include reference to the National Guidance: Supporting Transgender Young People in Scottish Schools: Guidance for Scottish Schools 2021.
- 3.1.9 Children and young people's rights as set out in the The United Nations Convention on the Rights of the Child (UNCRC) must be understood and taken account of in all decisions affecting them. A consultation on this policy and guidance with pupils took place and their views and opinions were incorporated.

4 Council Priorities, Implications and Risk

- 4.1.1 The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments 2022 helps deliver Council Priorities: Our People: Education and Health & Wellbeing.

Pillar	Priority
Our People	Education Health & Wellbeing

4.1.2 The Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments 2022 helps deliver against Aberdeenshire Children’s Services Plan Priority – Children and Young People’s Mental Health and Wellbeing.

4.1.3 The table below shows whether risks and implications apply if the recommendations are agreed.

Subject	Yes	No	N/A
Financial		X	
Staffing		X	
Equalities and Fairer Duty Scotland	[IIA attached as Appendix 3]		
Children and Young People’s Rights and Wellbeing	[IIA attached as Appendix 3]		
Climate Change and Sustainability		X	
Health and Wellbeing	X		
Town Centre First		X	

4.1.4 The health and wellbeing implications are of benefit to the children and young people of Aberdeenshire; as the Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management in Educational Establishments 2022 outlines procedures follow to prevent instances of bullying. Furthermore it ensures a consistent approach to bullying where pupils are supported and the process is clear. In addition the responsibility of all is identified.

4.1.5 An integrated impact assessment has been carried out as part of the development of the proposals set out above which is included as **Appendix 3**. The screening section as part of Stage One of the Integrated Impact Assessment process identified the requirement for further detailed assessments to be undertaken for ‘Children’s Rights and Wellbeing’ and ‘Equalities and Fairer Scotland Duty’. These impact assessments were completed.

4.1.6 The positive impact identified was that the Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments 2022 outlines procedures for staff to follow to prevent instances of bullying. Furthermore it ensures a consistent approach to bullying where pupils are supported and the process is clear. In addition the responsibility of all is identified.

4.1.7 The following Risks have been identified as relevant to this matter on a Corporate Level Level (Corporate Risk Register):
ACORP002 – Changes in Government Policy, legislation and regulation

ACORP007 – Social Risk e.g. population changes, demographic changes, crime, anti-social behaviour

4.1.8 The following Risks have been identified as relevant to this matter on a Strategic Level (Directorate Strategic Risk Register):
ECSSR002- To secure continuous improvement in outcomes for children and young people

4.1.9 Monitoring of the use Policy and Guidance will mitigate these identified risks.¹²³

5 Scheme of Governance

5.1.1 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments were incorporated within the report and they are satisfied that the report complies with the Scheme of Governance and relevant legislation.

5.1.2 The Committee shall have full powers to decide on all policy issues and resource matters (within agreed budgets) in terms of Section E.1.1.1 of the List of Committee Powers in Part 2A of the Scheme of Governance.

Laurence Findlay
Director of Education and Children's Services

Report prepared by Katie Timney, Education Support Officer
Date 3 March 2022

List of Appendices:

Appendix 1 - Anti-Bullying Policy: Bullying Prevention and Management for Educational Establishments 2022

Appendix 2 - Anti-Bullying Guidance: Bullying Prevention and Management for Educational Establishments 2022

Appendix 3 - Integrated Impact Assessment

ANTI-BULLYING POLICY: BULLYING PREVENTION AND MANAGEMENT FOR EDUCATIONAL ESTABLISHMENTS

Policy Status	
Responsible Officer	Katie Timney Education Support Officer
Policy Sponsor	Inclusion Equity and Wellbeing Team
Authorised by	Vincent Docherty
Approval Date	Head of Education and Chief Education Officer Education and Children's Services
Review Date	Education & Children's Services Committee
	March 2022
	March 2025

1. Policy Statement

The Scottish Government is committed to supporting and promoting Children's rights under the United Nations Convention on the Rights of the Child. The Education (Additional Support for Learning) (Scotland) Act (2009) requires Authorities to reduce barriers to learning. Aberdeenshire Council is obliged to meet the requirements of The Equality Act (2010) equalities legislation which protects individuals from unfair treatment and promotes a fair and more equal society.

This policy has been informed by Respect for All: A National Approach to Anti-Bullying for Scotland's Children and Young People (2017) and has been shaped by the National 'Getting It Right for Every Child' (GIRFEC) framework.

This anti-bullying policy replaces previous anti-bullying guidance, policies and procedures adopted by Aberdeenshire Council, and those developed by individual establishments.

In accordance with Scotland's National Anti-Bullying Service; 'Respectme', Aberdeenshire Council Education and Children's Services define bullying as the following:

'Bullying is both behaviour and impact; the impact is on a persons capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.'

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017

A further exemplification of bullying from the same document states that bullying behaviour: *'can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.'*

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017.

Bullying is considered to be a breach of the UN Convention on the Rights of the Child.

Aberdeenshire Council shares the view that:

'Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.'

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017

2. Scope

This policy was originally shaped and influenced by the Youth Commission in collaboration with an Advisory Panel. Research conducted identified existing good practice and informative data which was fundamental to the development of this policy. The links to relevant guidance documents can be found in Section 4 which will assist staff in preventing and managing bullying behaviour within educational establishments

The scope of this policy extends to all establishments and to all practitioners working within Education. This policy applies to all instances of bullying behaviour within establishments, between learners. This policy applies to all instances of bullying behaviour which impact on a child or young person's attendance or engagement to their learning or the learning environment.

This policy includes, but is not limited to, bullying and harassment on the grounds of Disability, Race, Sexual Orientation, Gender, Gender Reassignment and Religion, pregnancy and maternity, marriage and civil partnership and age. It is also recognised that bullying can be prejudiced based. This is where bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

3. Principles

This policy aims to provide guidance for Education staff, partners and stakeholders in preventing and responding to incidents of bullying behaviour.

All children and young people have the right to learn in an environment that is free from bullying. In working to provide this, they should be enabled to fully develop the skills and confidence needed for life, work and for learning.

Schools must establish and publish an anti-bullying policy. This anti-bullying policy must reflect six key areas in providing an appropriate and robust approach to the prevention and management of bullying. These are:

- Stance - Bullying in any form is unacceptable

- Definition -Bullying can be verbal, physical, emotional and cyber. It can be persistent or one off
- Prevention - Work to educate and raise awareness
- Communication - Communicating efforts to prevent and respond to incidents
- Response – adopt the ‘6 step approach’
- Reporting and Monitoring – The Bullying & Equalities (B&E) module within SEEMIS Click+Go should be used to record incidents of bullying in schools:

4. Related Links

1. This should be read in conjunction with the Aberdeenshire Anti-bullying Guidance: Bullying Prevention and Management in Educational Establishments 2022
2. [Respect for All: national approach to anti-bullying - gov.scot \(www.gov.scot\)](http://www.gov.scot)
3. Included Engaged Involved Part 2:
[Included, engaged and involved part 2: preventing and managing school exclusions - gov.scot \(www.gov.scot\)](http://www.gov.scot)
4. Bullying & Equalities: Recording and Monitoring Bullying Incidents in Schools (RAMBIS)- Aberdeenshire Bullying and Equalities Reporting Guidance (internal document)
5. [Supporting Transgender Young People in Scottish Schools: Guidance for Scottish Schools](#)
6. Anti-bullying training opportunities can be viewed at:
[respectme Book respectme trainingrespectme](#)

5. Index of Documents

a) Policy

Revision Date	Previous Revision Date	Summary of Changes
February 2022	2018	Definition of Bullying has been amended in line with National guidance. Reporting and Monitoring procedure for Aberdeenshire has been added. Reference to Transgender related bullying; in accordance with National Guidance on Supporting Transgender Young People in Scottish schools 2021 was also added.

b) Distribution

Name	Title

**ANTI-BULLYING GUIDANCE:
BULLYING PREVENTION AND
MANAGEMENT
FOR
EDUCATIONAL ESTABLISHMENTS
March 2022**

This guidance was originally shaped by the Youth Commission who were a group of young people tasked with developing an anti-bullying policy and guidance. They worked with an advisory panel who to address the following aims:

- To raise awareness and understanding of the impact(s) of bullying behaviour.
- To reinforce that bullying is not acceptable and will not be tolerated.
- To ensure that everyone is treated equally.
- To respond to incidents of bullying in a consistent and effective way.
- To create comfortable and safe learning environments for pupils.

Aberdeenshire Council is obliged to meet the requirements of the Equalities Act 2010. Responsibilities extend to tackling unlawful discrimination and includes promoting and encouraging equal opportunities.

Aberdeenshire Council is under a legal duty to consider equalities as an employer, a policy maker, a service provider, a procurer of services and as a decision maker.

The Equality Act 2010 protects us all. Every person has one or more of the 9 defined protected characteristics. These are:

- | | |
|----------------------------|-----------------------------------|
| 1. Age | 6. Religion or belief |
| 2. Disability | 7. Sex (gender) |
| 3. Gender reassignment | 8. Sexual orientation |
| 4. Pregnancy and maternity | 9. Marriage and civil partnership |
| 5. Race | |

The Youth Commission's research identified that bullying can be linked to some of the protected characteristics above. In addition, prejudiced based bullying can also occur. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. This can include: an additional support need, being an asylum seeker or refugee, physical appearance, gender identity, being part of the gypsy/ traveller's community, socio-economic status, being looked after and / or care experienced and being a young carer.

It is recommended that all establishments have and publish an anti-bullying policy which includes the following 6 key areas (a template is available in

Appendix 1). This will ensure that schools have a pro-active and responsive approach to the prevention and management of bullying. These six areas are:

1. Stance
2. Definition
3. Prevention
4. Communication
5. Response
6. Reporting and Monitoring

1. Stance

Establishments must adopt the following stance in their anti-bullying policy:

'Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.'

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017

Parents/Carers, pupils and Aberdeenshire Council Education staff have a responsibility to work collaboratively to maintain a high standard of behaviour and ensure an environment free from bullying behaviour. Aberdeenshire Council believes that everyone should be treated equally and with respect.

'Getting it Right for Every Child' (GIRFEC) is the bedrock for Aberdeenshire Children's Services in ensuring the needs of all pupils are met. The Scottish Government defines the GIRFEC approach:

- **is child-focused** - it ensures the child or young person – and their family – is at the centre of decision-making and the support available to them.
- **is based on an understanding of the wellbeing of a child in their current situation** - it takes into consideration the wider influences on a child or young person and their developmental needs when thinking about their wellbeing, so that the right support can be offered
- **is based on tackling needs early** - it aims to ensure needs are identified as early as possible to avoid bigger concerns or problems developing
- **requires joined-up working** - it is about children, young people, parents, and the services they need working together in a coordinated way to meet the specific needs and improve their wellbeing

In order to prevent and / or deal with instances of bullying all Aberdeenshire schools adhere to the principles of GIRFEC.

2. Definition

All establishments must include the following definition of bullying in their antibullying policy which is endorsed by Aberdeenshire Council:

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.'

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017

A further exemplification of bullying from the same document states that bullying behaviour:

'can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.'

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017

3. Prevention

Aberdeenshire Council Education establishments must implement the following steps in working to **prevent** bullying behaviour:

3.1 Work to **raise awareness** amongst pupils, staff and Parents/Carers.

- Promote the principles of GIRFEC and the responsibility of all to support children and young people in establishing and maintaining positive relationships.
- Recognise children and young people will fall out and disagree with each other as they form relationships. It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships.
- Implement programmes of education about bullying from an early stage. Revisit this topic at all stages of education.
- Ensure that establishments have visual displays relating to bullying and key aspects of anti-bullying policies. These may feature national campaigns and sources of support.

- Anti-bullying work should be high profile and should include assemblies, class sessions and homework. It may be appropriate to highlight work done during National Anti-Bullying week which takes place in November.
- Regular opportunities should be available for Parents/Carers to obtain information on school systems and strategies relating to bullying and how to respond in a supportive and appropriate manner.
- Educate pupils on the dangers of online and mobile technology communication.
- Inform Parents /Carers of the dangers of online and mobile technology communication and offer advice on how measures can be implemented at home to ensure the safety and wellbeing of their child.

3.2 Work to educate pupils, staff and inform Parents/Carers about what to do when bullying behaviour is displayed, and how to support those involved.

- Promote the principles of GIRFEC in ensuring the responsibility of all to support children and young people
- Use relevant, up to date resources which promote engagement by the target audience.
- Encourage pupils to teach and share key messages about bullying with other pupils and with Parents/Carers including the short and long-term impact of bullying.
- Ensure that pupils, Parents/Carers and staff are aware of support available beyond school (e.g. Childline, Samaritans, Police Scotland, Parentline).
- Within the curriculum include work designed to inform children and young people on diversity and inclusion and the importance of respect and kindness.
- Within the curriculum include work designed to boost the resilience of children and young people. This may include: restorative practice, resilience and mindfulness.

3.3 Establishments should access **training** and provide key information for staff.

- It is of key importance that relevant local authority and school staff working in partnership with other agencies are appropriately trained to build confidence and capacity to recognise and respond to bullying.

- Staff also need to be vigilant regarding what may be behind the bullying behaviour as all behaviours are a form of communication.
- Provide relevant anti-bullying updates annually to all staff.
- Provide all members of staff with access to a copy of the relevant school policy(ies).
- Outline the key roles and responsibilities that each member of the school community in accordance with GIRFEC has; regarding preventing and responding to bullying behaviour within the policy.
- Ensure key staff are trained in the use of restorative approaches.
- Ensure key staff are trained in the use of universal nurture approaches.
- Ensure key staff are trained in Solution Oriented practice.

4. Communication

4.1 Establishments should ensure that **communication** is at the heart of prevention strategies and responses to incidents of bullying behaviour.

- In accordance with GIRFEC principles the shared responsibility of supporting children and young people should be clearly understood.
- Anti-bullying policies should be shared with and be accessible to pupils and Parents/Carers.
- Anti-bullying policies should be highlighted regularly. This may be done through the school newsletter, and/or the school website.
- Key aspects of anti-bullying policies should be included in homework diaries/planners where these are in use.
- Targeted lessons should be used to increase knowledge and understanding of anti-bullying policies and processes.
- The profile of anti-bullying work should be raised through focussed assemblies at key points in the year (e.g. National Anti-Bullying Week).
- Timescales and methods for ongoing communication should be negotiated on a case by case basis to ensure that the needs of pupils are met. Communication should be used to build relationships and in the early identification of further or ongoing difficulties.

4.2 **Pupils and Parents/Carers** should be included in communication relating to prevention of bullying and incidents of bullying.

- Pupils and Parents/Carers should be supported through involving them in information sessions relating to bullying and anti-bullying.
- Pupils and Parents/Carers should be involved in reviewing anti-bullying policies and procedures.
- All incidents of bullying behaviour in school should be investigated by school staff and communicated to Parents / Carers as appropriate. Any support identified for pupils involved should be shared with Parents / Carers.
- Establishments should work with Parents and Carers to address the holistic needs of the child consistent with the GIRFEC principles in response to an incident of bullying.
- Establishments should arrange for regular contact between key staff and pupils involved in the immediate days and weeks following an incident.
- Establishments must ensure that progress is maintained and that effective communication is used to build relationships and identify further ongoing difficulties.

5. Response

Establishments should promote consistency of **response** to instances of bullying behaviour using the 6 step approach:

1. All incidents of bullying **MUST** be recorded using the Bullying and Equalities (B&E) Module within SEEMIS Click and Go
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to Parents / Carers
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

The principles of GIRFEC should underpin the implementation of the 6 step approach

5.1 Restorative Practice

- Restorative approaches aim to restore and maintain good relationships where there has been conflict and harm.
- Supports people to face up to any harm and distress they have caused.

- Helps individuals think about how they can repair that harm.
- Gives people who have been harmed the chance to share their experience, which is sometimes what we need to emotionally move on from a situation where we've felt wronged.
- Staff member trained in Restorative Practice in each cluster. For further information or support contact Aberdeenshire Inclusion, Equity and Wellbeing Team.
- Universal Nurture and Solution Oriented approaches complement and strengthen Restorative approaches. Further information or support can be sought from the Educational Psychology Service.

5.2 Taking Action

- In accordance with GIRFEC principles the shared responsibility of supporting children and young people should be clearly understood.
- The language 'victim' and 'bully' should be avoided as this labels those involved in bullying incidents and this can be unhelpful. Labelling an action as bullying is a more effective way of motivating a child to change their bullying behaviour.
- Taking action to resolve a bullying situation must be given **high priority**. In some circumstances, immediate action may be required.
- Pupils and Parents/Carers should be aware of and included in communication strategies used by establishments.
- A visual 'step by step' guide could be used to highlight the process of addressing and resolving a bullying incident to Parents/Carers, pupils and teachers.
- Each situation may require a different response. A risk assessment can be done through speaking to pupils involved, and their Parents/Carers as is appropriate.
- Consideration should be given to whether a school devised plan of support is required for any individual involved in the incident.
- Communication with the person who has displayed the bullying behaviour should be frank and honest and be in accordance with the guidance on: Nurture, Restorative Approaches and Solution- Oriented Practice.
- Ongoing support to Parents/Carers and pupils involved in bullying behaviour will come from effective, honest and regular communication,

and a shared understanding of the steps that are being and have been taken to address identified issues in line with this policy.

- Staff adhere to the Seemis Guidance: Bullying and Equalities: Recording and Monitoring Bullying Incidents in Schools (RAMBIS) (internal document) in order to record the details of all incidents of bullying.
- Education staff in partnership with Parents / Carers must monitor how relationships develop over the weeks and months that follow an incident of bullying behaviour.
- Repeat displays of bullying behaviour must be followed up with an immediate response building on what has already been done (which will be recorded in the Bullying and Equalities (B&E) Module within SEEMIS Click and Go). Appropriate responses will be decided on a case by case basis, taking account of factors relevant to each person involved, and the mental/emotional and physical wellbeing of pupils involved.

6 Reporting and Monitoring

6.1 Roles and responsibilities

- All staff must be aware of their role in implementing 'Aberdeenshire's Anti-Bullying Policy: Bullying Prevention and Management for Educational Establishments 2022' to ensure effective implementation.
- Anti-bullying should be incorporated within the strategic remit of one member of each establishment's leadership team. However in accordance with GIRFEC the wellbeing of pupils is the responsibility of all.
- Staff holding any strategic responsibility for anti-bullying must have a professional knowledge in this area.
- Pupils need to report any instances of bullying they are aware of. Options for sharing this information will be identified by schools.
- Establishments will be asked to record the number of bullying incidents centrally using The Bullying and Equalities (B&E) Module within SEEMIS Click and Go. Any recording of incidents must include specific detail e.g., in the instance of transphobic bullying, specifically detail the transphobic elements.
- Pupils, Parents/Carers and all Education staff to be aware of the mobile phone/device policy of the school and adhere the Aberdeenshire ICT Responsible User Agreement that all pupils and staff are required to complete.

Appendix 1 - Template for Writing an Anti-Bullying Policy:

Header	<ul style="list-style-type: none"> Name of school Name of Authority
Dates	<ul style="list-style-type: none"> Date Policy to be initiated and reviewed
Title	<ul style="list-style-type: none"> Anti-Bullying Policy: Bullying Prevention and Management for (name of school)
Stance	<ul style="list-style-type: none"> Establishments must adopt the following stance in their anti-bullying policy: <i>'Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.'</i> Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017 In order to prevent and / or deal with instances of bullying all Aberdeenshire schools adhere to the principles of GIRFEC
Definition	<ul style="list-style-type: none"> All establishments must include the following definition of bullying in their antibullying policy which is endorsed by Aberdeenshire Council: <i>'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.'</i> Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017 A further exemplification of bullying from the same document states that bullying behaviour: <i>'can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.'</i> Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017

Prevention	<ul style="list-style-type: none"> • GIRFEC • Curriculum • Training • Sharing of information to Parents / Carers e.g. online, mobile technology •
Communication	<ul style="list-style-type: none"> • GIRFEC • Raising awareness of bullying through the curriculum and sharing the policy • Consultation process involving stakeholders to ensure the policy meets the needs •
Response	<ul style="list-style-type: none"> • GIRFEC • Taking action • Restorative Practice, Nurture, Solution Oriented Practice • Communication with Parents / Carers • Monitoring pupils involved following bullying incident • Signposting school mobile phone policy •
Reporting and Monitoring	<ul style="list-style-type: none"> • Refer to use of the Aberdeenshire Bullying and Equalities Recording and Monitoring Bullying Incidents in Schools (RAMBIS) (internal document) • Methods for pupils to report instances of bullying • Review policy every three years • Highlighting Aberdeenshire ICT Responsible User Agreement • Pupil Council to discuss Bullying

Aberdeenshire Council

Integrated Impact Assessment

Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments

Assessment ID	IIA-000302
Lead Author	Katie Timney
Additional Authors	Marian Youngson
Service Reviewers	Carron Douglas
Subject Matter Experts	Lynne Gravener, Christine McLennan
Approved By	Vincent Docherty
Approved On	Thursday February 10, 2022
Publication Date	Thursday February 10, 2022

1. Overview

This document has been generated from information entered into the Integrated Impact Assessment system.

I have undertaken a review of the Anti-Bullying Policy and Guidance for Aberdeenshire. This has involved a review of the 2018 Anti-Bullying Policy and research into National guidance including: Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017. The updated Anti-Bullying Policy and Guidance include the definition of Bullying being amended inline with National Guidance, the Aberdeenshire Reporting and Monitoring Procedure was added and reference was made to Transgender related bullying; in accordance with National Guidance on Supporting Transgender Young People in Scottish schools 2021.

Consultation with stakeholders took place that was positive and constructive. This consultation informed the Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments 2022.

In accordance with Children and young people's rights as set out in the The United Nations Convention on the Rights of the Child (UNCRC) must also be understood and taken account of in all decisions affecting them; this is reflected in the updated policy and guidance.

The aim of the Policy and Guidance is to provide Aberdeenshire Educational Establishments a clear and consistent procedure to follow to prevent and manage instances of bullying behaviour.

During screening 5 of 10 questions indicated that detailed assessments were required, the screening questions and their answers are listed in the next section. This led to 2 out of 5 detailed impact assessments being completed. The assessments required are:

- Childrens' Rights and Wellbeing
- Equalities and Fairer Scotland Duty

In total there are 20 positive impacts as part of this activity. There are 0 negative impacts, all impacts have been mitigated.

A detailed action plan with 3 points has been provided.

This assessment has been approved by vincent.docherty@aberdeenshire.gov.uk.

The remainder of this document sets out the details of all completed impact assessments.

2. Screening

Could your activity / proposal / policy cause an impact in one (or more) of the identified town centres?	No
Would this activity / proposal / policy have consequences for the health and wellbeing of the population in the affected communities?	No
Does the activity / proposal / policy have the potential to affect greenhouse gas emissions (CO2e) in the Council or community and / or the procurement, use or disposal of physical resources?	No
Does the activity / proposal / policy have the potential to affect the resilience to extreme weather events and/or a changing climate of Aberdeenshire Council or community?	No
Does the activity / proposal / policy have the potential to affect the environment, wildlife or biodiversity?	No
Does the activity / proposal / policy have an impact on people and / or groups with protected characteristics?	Yes
Is this activity / proposal / policy of strategic importance for the council?	Yes
Does this activity / proposal / policy reduce inequality of outcome?	Yes
Does this activity / proposal / policy have an impact on children / young people's rights?	Yes
Does this activity / proposal / policy have an impact on children / young people's wellbeing?	Yes

3. Impact Assessments

Children's Rights and Wellbeing	No Negative Impacts Identified
Climate Change and Sustainability	Not Required
Equalities and Fairer Scotland Duty	No Negative Impacts Identified
Health Inequalities	Not Required
Town Centre's First	Not Required

4. Childrens' Rights and Wellbeing Impact Assessment

4.1. Wellbeing Indicators

Indicator	Positive	Neutral	Negative	Unknown
Safe	Yes			
Healthy		Yes		
Achieving		Yes		
Nurtured	Yes			
Active		Yes		
Respected	Yes			
Responsible	Yes			
Included	Yes			

4.2. Rights Indicators

<p>UNCRC Indicators upheld by this activity / proposal / policy</p>	<p>Article 2 - Non-discrimination Article 3 - Best interests of the child Article 4 - Protection of rights Article 6 - Life, survival and development Article 8 - Protection and preservation of identity Article 12 - Respect for the views of the child Article 14 - Freedom of thought, conscience and religion Article 23 - Children with disabilities Article 30 - Children of minorities / indigenous groups Article 37 - Inhumane treatment and detention</p>
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4.3. Positive Impacts

Impact Area	Impact
Included	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear. Education on diversity and inclusion is advised to prevent instances of bullying and help inform pupils of the unique qualities and characteristics of other people.
Nurtured	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear. In the event of managing a bullying situation all pupils are supported in the process.

Impact Area	Impact
Responsible	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported, the process is clear and the responsibility of all is highlighted.
Respected	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear. The emphasis to prevent bullying behaviour by educating pupils on diversity and inclusion as well as kindness and compassion are included in the policy and guidance.
Safe	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.

4.4. Evidence

Type	Source	It says?	It Means?
Internal Data	Aberdeenshire Anti-Bullying Policy and Guidance 2018	Outlines previous procedures to follow	Requires update every three years
Internal Data	Aberdeenshire Bullying and Equalities Reporting Guidance	Outlines the procedure for recording instances of bullying	Consistency of approach across Aberdeenshire schools for recording instances of bullying
External Data	Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017	The National Perspective and expectations for Local Authorities to implement	Consistency of approach adhering to National Guidance
Internal Consultation	Primary Head Teacher Committee	Commented on the updated definition and the reporting of bullying instances	Ensure Policy and Guidance are responsive to the needs of a school community

Type	Source	It says?	It Means?
Internal Consultation	Secondary DHT (Pupils Support) Group	Emphasised the importance of working with Parents / Carers. Identified the shared responsibility with Parents / Carers to promote online and mobile technology safety. There was a question why there was two documents- policy and guidance.	Ensures policy and guidance are responsive to the needs of a school community
External Consultation	Consultation with Parents and Carers 22.09.21	Suggested some additions and amendments including the importance of the partnership working between school staff and Parents / Carers. Suggested an amendment to the title of the policy to include: Bullying Prevention and Management for Educational Establishments. Requested more detail on GIRFEC. Suggested a means of communication for pupils to report bullying without any adverse reaction on them. They highlighted the importance of training for staff on bullying and the benefit of training to support pupils safety when accessing online or using mobile devices.	To provide an opportunity for Parents and Carers to shape procedures for preventing and managing instances of bullying
External Data	Supporting Transgender Young People in Scottish Schools: Guidance for Scottish Schools 2021	Certain points had to be included in the Anti-Bullying policy and Guidance regarding the recording of specific detail related to transphobic instances of bullying	Adhering to National Guidance
Internal Consultation	Local Negotiating Committee for Teachers	They advised the policy and guidance was well written and would support schools. They commented on the benefit of consistency across educational establishments. The recommended a template be created to support schools in writing their own guidance on Anti-Bullying	I will work on a template and include it

4.5. Information Gaps

Consultation with Education and Children's Services Leadership Team is still to occur

4.6. Measures to fill Information Gaps

Measure	Timescale
Any points raised will inform the draft Policy and Guidance	This is taking place 17th February 2022

4.7. Accounting for the Views of Children and Young People

A consultation meeting was held 22.09.21 for pupils to discuss the draft Policy and Guidance including any points to add to the policy and guidance. Suggestions made informed the draft Anti-Bullying Policy and Guidance.

The pupils highlighted the importance of educating on diversity and inclusion and the importance of training for staff to ensure they are informed when teaching diversity and inclusion. The pupils were very supportive of a range of techniques to manage instances of bullying as each instance is specific to the needs of the pupil(s) involved.

4.8. Promoting the Wellbeing of Children and Young People

The Anti-Bullying Policy and Guidance identifies the responsibility of all in preventing and responding to and managing instances of bullying. A clear procedure and a consistency of approach which adhere to the National Guidance is to support and promote the wellbeing of all pupils

4.9. Upholding Children and Young People's Rights

The views of children and young people were sought to ensure they had a role in shaping the Policy and Guidance for Anti-Bullying

4.10. Overall Outcome

No Negative Impacts Identified.

The policy and guidance is to make Anti-Bullying procedures transparent and consistent across Aberdeenshire whilst adhering to National Guidance

5. Equalities and Fairer Scotland Duty Impact Assessment

5.1. Protected Groups

Indicator	Positive	Neutral	Negative	Unknown
Age (Younger)	Yes			
Age (Older)	Yes			
Disability	Yes			
Race	Yes			
Religion or Belief	Yes			
Sex	Yes			
Pregnancy and Maternity	Yes			
Sexual Orientation	Yes			
Gender Reassignment	Yes			
Marriage or Civil Partnership	Yes			

5.2. Socio-economic Groups

Indicator	Positive	Neutral	Negative	Unknown
Low income	Yes			
Low wealth	Yes			
Material deprivation	Yes			
Area deprivation	Yes			
Socioeconomic background	Yes			

5.3. Positive Impacts

Impact Area	Impact
Age (Older)	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Age (Younger)	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Disability	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.

Impact Area	Impact
Gender Reassignment	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Marriage or Civil Partnership	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Pregnancy and Maternity	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Race	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Religion or Belief	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Sexual Orientation	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Sex	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Area deprivation	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Low income	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.

Impact Area	Impact
Low wealth	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Material deprivation	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.
Socioeconomic background	The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.

5.4. Evidence

Type	Source	It says?	It Means?
Internal Data	Aberdeenshire Anti-Bullying Policy and Guidance 2018	Outlines previous procedures to follow	Requires update every three years
Internal Data	Aberdeenshire Bullying and Equalities Reporting Guidance	Outlines the procedure for recording instances of bullying	Consistency of approach across Aberdeenshire schools for recording instances of bullying
External Data	Respect For All: The National Approach to Anti-Bullying for Scotland's Children and Young People 2017	The National Perspective and expectations for Local Authorities to implement	Consistency of approach adhering to National Guidance
Internal Consultation	Primary Head Teacher Committee (PHTC)	Commented on the updated definition and the reporting of instances of bullying	Ensure Policy and Guidance are responsive to the needs of a school community
Internal Consultation	Secondary DHT (Pupil Support) Group	Emphasised the importance of working with Parents / Carers. Identified the shared responsibility with Parents / Carers to promote online and mobile technology safety. There was a question why there were two documents: policy and guidance.	Ensures policy and Guidance is responsive to the needs of a school community

Type	Source	It says?	It Means?
External Consultation	Consultation with Parents and Carers 22.09.21	Suggested some additions and amendments including the importance of the partnership working between school staff and Parents / Carers. Suggested an amendment to the title of the policy to include: Bullying Prevention and Management for Educational Establishments. Requested more detail on GIRFEC. Suggested a means of communication for pupils to report bullying without any adverse reaction on them. They highlighted the importance of training for staff on bullying and the benefit of training to support pupils safety when accessing online or using mobile devices.	To provide an opportunity for Parents and Carers to shape procedures for preventing and managing incidences of bullying.
External Data	Supporting Transgender Young People in Scottish Schools: Guidance for Scottish Schools 2021	Certain points had to be included in the Anti-Bullying Policy and Guidance regarding the recording of specific detail related to transphobic instances of bullying.	Adhering to National Guidance
Internal Consultation	Consultation with Local Negotiating Committee for Teachers	They thought it was well written and suggested a template be added to support schools in writing their anti-bullying policy	Consistency of approach in supporting children and young people to prevent and manage instances of bullying

5.5. Information Gaps

I have still to consult with the ECS Leadership Team

5.6. Measures to fill Information Gaps

Measure	Timescale
Any suggestions made will inform the Policy and Guidance	The meeting is 17th March 2022

5.7. Engagement with affected groups

Aberdeenshire education staff, Pupils, Parents and Carers were consulted

5.8. Ensuring engagement with protected groups

An open invitation was sent to Parents / Carers and pupils to seek their opinions on the draft Policy and Guidance. The education staff that were consulted were strategic groups within Aberdeenshire Council where their groups promote an inclusive ethos.

5.9. Evidence of engagement

The feedback provided at each consultation process was used to inform the draft document.

5.10. Overall Outcome

No Negative Impacts Identified.

The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines a process for preventing and managing instances of bullying. This promotes a consistency of approach and also identifies the responsibilities of all to support children and young people relating to bullying.

5.11. Improving Relations

The The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear.

5.12. Opportunities of Equality

The Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments outlines procedures for staff to follow prevent instances of bullying; as well as ensuring a consistent approach to bullying where pupils are supported and the process is clear. This promotes a consistency of approach across all Aberdeenshire schools.

6. Action Plan

Planned Action	Details	
To consult with Aberdeenshire Education and Children's Services Senior Leadership Team on the draft Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management in Educational Establishments 2022	Lead Officer	Katie Timney
	Repeating Activity	No
	Planned Start	Thursday February 17, 2022
	Planned Finish	Thursday February 17, 2022
	Expected Outcome	To gather feedback and suggestions on the Policy and Guidance
	Resource Implications	To implement the suggestions made by the Senior Leadership Team
To seek endorsement from Education and Children's Services Education Committee for the use of Aberdeenshire Anti-Bullying Policy and Guidance Bullying Prevention and Management for Educational Establishments 2022	Lead Officer	Katie Timney
	Repeating Activity	No
	Planned Start	Thursday March 17, 2022
	Planned Finish	Thursday March 17, 2022
	Expected Outcome	Possible suggestions for the Policy and Guidance
	Resource Implications	To implement any suggestions made
To review the Aberdeenshire Anti-Bullying Policy and Guidance: Bullying Prevention and Management for Educational Establishments 2022	Lead Officer	Katie Timney
	Repeating Activity	No
	Planned Start	Monday March 17, 2025
	Planned Finish	Tuesday September 30, 2025
	Expected Outcome	To amend Policy in line with any national updates and / or service requirements
	Resource Implications	To ensure amendments are in line with National Guidance and support the needs of the pupils, staff and stakeholders in preventing and managing bullying