

Report

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Report to:	Education Resources Committee
Date of Meeting:	1 February 2011
Report by:	Executive Director (Education Resources)

Subject:	"Treat Me Well" Revised Guidance Addressing Anti-Bullying
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise the Committee of the outcome of the consultation on and request approval for "Treat Me Well", the revised guidance addressing anti-bullying; and
- ◆ advise of the arrangement made to publish the revised guidance and raise awareness of appropriate employees.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the outcome of the consultation process for "Treat Me Well", the revised guidance addressing anti-bullying in South Lanarkshire education establishments, be noted;
- (2) that the revised guidance be approved; and
- (3) that the arrangements to publish the revised guidance and raise awareness of appropriate employees be noted.

3. Background

- 3.1. Education Resources' guidance on anti-bullying strategies has previously been available in the form of a policy statement "Towards a Safer School." This statement was published to ensure a common understanding and to promote a positive ethos in schools together with the development of partnership approaches to tackle bullying issues.
- 3.2. Education Resources established a working group to review the guidance and to consult on a revised version. The review took account of revisions to Education Resources' core policy statements and major developments such as 'Connect', the Council Plan, the Curriculum for Excellence and the Equality Act 2010.
- 3.3. "Treat Me Well" links with existing core policies, particularly Care and Welfare and Inclusion and Equality. It also links to the Race, Disability and Gender Statements of Commitment, which tackle discrimination and harassment.

This guidance, which was prepared in consultation with Respect Me, provides an overall guide to assist staff in working in partnership with parents and other agencies to help ensure that children and young people are learning in a safe educational environment and are treated well by their peers.

- 3.4. The purpose behind the development of the guidance is to ensure there is a consistent approach to addressing the issue of bullying within establishments in order to achieve positive outcomes. The establishment of a clear and agreed framework is crucial to ensure consistency and coherence. Such a framework helps secure partnership working to address the issue of bullying.

4. Proposals

- 4.1. The working group prepared new draft guidance with the proposed title “Treat Me Well.” This draft was widely circulated during September and October 2009, to enable consultees to give their views. A range of replies were received from educational establishments, parent councils and from other interested parties and these were very positive. A number of constructive suggestions for amendments were made which have been incorporated into the revised guidance.

- 4.2. Some comments made by respondents were:

- Good to see that the policy is in line with Equality Act 2010 protected characteristics and cyber bullying is included.
- As a Parent Council, we welcome the inclusion of parents in the establishment anti-bullying strategy. It is good that it is written into the strategy that there is an expectation that parents, children and parents should be included in the process of developing and implementing an establishment strategy.
- Being a small school we already have established an excellent anti-bullying ethos. Staff and pupils are very aware and there are good lessons already in place in classes. “Treat Me Well” though offers guidelines to ensure everyone is consistent and I welcome this.
- I think it will set out a very clear meaning for all to understand (staff, parents and children). I also think it will make it clear to parents what the process is for dealing with bullying.
- This survey was completed by the Pupil Council of Lanark Grammar School. The pupils thought the policy would not change much in school as they are already well supported by staff. Present practice deals with any incidents of bullying which may occur. The Pupil Council were also advised their parents would access their consultation via the school’s website.
- We will have to review our present practice and rewrite our school policy in line with “Treat Me Well”. Teachers, pupils, parents and staff will all be made aware of the new policy and procedures.

- 4.3. The revised guidance “Treat Me Well” is attached as an appendix and, following approval, will be published on the Council’s website and intranet. Copies will be available in text and electronic versions and will be issued widely to all stakeholders.

5. Employee Implications

- 5.1. Appropriate employees will be made aware of the revised guidance and their roles and responsibilities in addressing anti-bullying as educational establishments update their own strategies and practice in the light of "Treat Me Well." Training will be made available where appropriate, in consultation with Respect Me. A bank of resources is available to support this guidance and this will be made available through GLOW.

6. Financial Implications

- 6.1. Any financial implications will be met from within existing budgets.

7. Other Implications

- 7.1. There are no direct risks associated with this report.

8. Equality Impact Assessment and Consultation Arrangements

- 8.1. An equality impact assessment has been carried out on the recommendations contained in this report. The proposals will have differential impact as the recommendations are intended to target specific sector(s) of the community. However, it is considered that this impact is justifiable and the results of the assessment will be published on the Council website.
- 8.2. Consultation took place as described in paragraph 4.1 above.

Larry Forde
Executive Director (Education Resources)

10 January 2011

Link(s) to Council Objectives/Values/Improvement Themes

- Improve lives of vulnerable children, young people and adults
- Raise educational attainment for all
- Fair and open
- Working with and respecting others

Previous References

- Education Resources Committee – 9 December 2008

List of Background Papers

- Towards A Safer School

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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Education Resources

Treat Me Well

Treat Me Well

Addressing the issue of Bullying

Anti-Bullying Guidelines

Foreword by Larry Forde, Executive Director (Education Resources) and Chair of Education Resources Committee - To be added to final published version.

Introduction

Treat Me Well is guidance for Education Resources to assist staff in addresses anti-bullying in South Lanarkshire education establishments. Education Resources has seven core policies:

- Learning and Teaching
- Quality and Management
- The Curriculum
- Maximising the Use of Resources
- Care and Welfare
- Communication and Consultation
- Inclusion and Equality

The policy framework provides an overall purpose and direction for the work of all establishments and services within Education Resources. The policies support our contributions to the council's policy objectives included in "Connect", the Council's Plan.

Treat Me Well, the anti-bullying guidance, links with the core policies, particularly to Care and Welfare and Inclusion and Equality. The guidance also link to the Race, Disability and Gender Statements of Commitment, which tackle discrimination and harassment.

Each policy includes a rationale and a set of components linked to the rationale. This guidance follows the same structure. Treat Me Well has 5 components and each component has one or more outcomes. The roles and responsibilities of staff are presented in relation to each component.

A bank of resources is available to support this guidance.

This strategy provides an overall guide to assist staff in working in partnership with parents and other agencies to help ensure that children and young people are learning in a safe educational environment and are treated well by their peers. Education Resources has taken account of current research, other policies, progress in ICT, equality of opportunity implications of recent legislation and national developments in writing this guidance.

The process of impact assessment has been embedded into the process of consultation and review.

The glossary at the end of this guidance provides a description of the terms in this guidance.

Key sources of advice and information on core policies and this guidance can be found on the South Lanarkshire Intranet.

Treat Me Well

Rationale

The ability to learn is absolutely crucial for life in our ever changing world of education, work and leisure. Education Resources has a key responsibility for developing successful learners, confident individuals, effective contributors and responsible citizens and providing the highest possible quality of teaching and learning experiences. To this end, the purpose of promoting, supporting and maintaining an anti-bullying strategy in all educational establishments in South Lanarkshire is:

- to try to ensure that all young people are free to learning a safe and secure environment without the fear of bullying
- to ensure that there is a common understanding of what bullying is
- to develop a partnership approach among parents, young people and staff which develops school ethos and tackles the issue of bullying
- to promote a positive ethos within our educational establishments that fosters development of skills and self-esteem within our young people
- to equip young people with the necessary skills to tackle the problems associated with bullying both in our educational establishments and in the world outside
- to support young people who have been the victims of bullying
- to provide education establishments with a framework for developing anti-bullying strategies

A consistent approach to addressing the issue of bullying within establishments is essential if a positive outcome is to be reached. The establishment of a clear and agreed framework is crucial to ensure consistency and coherence. Such a framework helps secure partnership working to address the issue of bullying. The main components within an anti-bullying framework are:

- 1. A clear working definition of bullying**
- 2. A positive ethos**
- 3. Positive strategies and structures**
- 4. A procedure for handling bullying incidents**
- 5. Recording, monitoring and evaluating**
- 6. Reporting**

The Components

1. A clear working definition of bullying

Outcome

A clear and agreed working definition of bullying

The definition that is used in this policy is:

Persistent intentional behaviour which causes stress to a person emotionally, physically or mentally, where a person is made to feel insecure, threatened or inadequate.

Bullying may take the form of:

- physical or verbal abuse
- name calling
- facial expressions, words or actions which intimidate, harass, isolate, threaten, humiliate, lower self esteem or lead to feelings of insecurity
- inappropriate use of ICT, such as, mobile phones, social networking sites and instant messaging

Bullying may occur in a variety of contexts:

- Asylum Seekers and refugees
- Body Image
- Disability Bullying
- Gender and sexism
- Homophobic Bullying
- Homelessness
- Looked After children
- Peer pressure
- Racial Bullying
- Religion and belief
- Sectarianism
- Young Carers

This should not, however, be seen as an exhaustive list as there may be many other contexts in which bullying can occur.

Roles and responsibilities

All staff should be aware of Education Resources definition of bullying.

- The definition should be used in the development of the statements of practice in all establishments.
- All staff, Parent Council members, parents, children and young people should be encouraged to use this working definition.

2. A positive ethos

1 Outcome *strong leadership,*

A positive ethos of excellent behaviour, strong leadership, shared responsibility, inclusion and equality, partnership working and a sense of community

Responsibilities

All staff

- should be committed to creating a positive ethos in education establishments
- adhere to national and local guidelines and procedures, including this guidance

Heads of establishment/managers

- set the tone for an establishment by being accessible and approachable and by striving to create a safe, welcoming environment
- develop and maintain an ethos which is proactive in the prevention of bullying and which supports children/ young people who have been subjected to bullying and those who display bullying behaviours
- Ensure that children and young people are aware of both their rights AND responsibilities towards others in the creation of such an ethos
- ensure employees, parent council members, parents, children and young people are involved in the creation and implementation of an establishment anti-bullying strategy

3. Positive strategies and structures

Outcome

Positive strategies and structures within and between establishments support children and young people and aim to prevent bullying or minimise its effect where it does occur

Responsibilities

All staff

- promote positive behaviour and create a culture of praise within our establishments
- ensure that children and young people develop the necessary skills, such as self-awareness, self-esteem, avoidance and coping strategies, assertiveness and resilience, through the Curriculum for Excellence Capacities of successful learners, confident individuals, effective contributors and responsible citizens and in particular, the Health and Well-Being Outcomes and Social Education programmes

Heads of establishment/managers

- lead the creation, development and maintenance of a climate which promotes positive behaviour, praise, inclusion and equality, shared responsibility and a sense of community

Education Resources Management Team

- lead and promote the continuing professional development/training opportunities which enhance anti-bullying strategies

4. A procedure for handling bullying incidents

Outcome

A clear and publicised procedure for handling bullying incidents that involves staff, parents and children and young people

Responsibilities

All staff and heads of establishment/managers

- create a clear and publicised procedure for dealing with incidents of bullying in consultation with parent council, parents, staff, children and young people.
- adopt these procedures consistently in all establishments
- recognise the importance of parents as partners in the education of their children and young people. The involvement of parents is an integral part of the process of handling bullying incidents.

The procedure and subsequent information leaflets must reassure parents:

- that bullying is taken seriously
- that the establishment have procedures for dealing with incidents of bullying and the needs of individuals are recognised
- that they have the opportunity to work alongside staff in dealing with incidents of bullying
- that establishments along with parents work in partnership to create an environment where young people feel safe
- that establishments are committed to changing the behaviour and attitudes that contribute to bullying behaviour
- that research shows that restorative practice methodology and counselling is more effective in dealing with incidents than punishment or sanctions

5. Recording, monitoring and evaluating

Outcome

Establishments undertake to develop, implement and maintain procedures, which are suitable to their needs and circumstances, for the monitoring and recording of bullying incidents.

Responsibilities

All staff

- are aware of the procedures for monitoring, recording and evaluating procedures and all appropriate staff should follow these procedures

Heads of establishment/managers

- should undertake ongoing reflection and evaluation of in-house procedures to combat bullying behaviour through their leadership of the agreed self-evaluation procedures
- should maintain appropriate records
- should ensure that information is available for Education Resources when required

6. Reporting

Outcome

Guidelines are followed for the Dealing with Racial Harassment Procedures, which can be found in Education Resources Race Statement of Commitment. As well as ensuring that all establishments eliminate racial discrimination and harassment, the procedures are designed to be educational for young people and involve counselling for both victim and perpetrator. These guidelines will now be extended to ensure that the requirements of the Equality Act 2010 will be implemented.

All staff are responsible for:

- recording and reporting on cases of racial, disability or gender harassment and discrimination in line with the Dealing with Racial Harassment procedures

The head of each establishment and service is responsible for:

- taking appropriate action in cases of racial, disability and gender harassment and discrimination in line with the Dealing with Racial Harassment procedures; and
- recording and reporting on cases of racial, disability and gender harassment and discrimination in line with the Dealing with Racial Harassment procedures.

Review

This guidance will be subject to review.

Further Information

For further information or to comment on this guidance, please contact:

Education Resources
(Treat Me Well)
Council Offices
Almada Street
Hamilton
ML3 0AE

education@southlanarkshire.gov.uk

Glossary

Counselling

The job or process of listening to someone and giving them advice about their problems.

Curriculum For Excellence

Curriculum for Excellence is the centrepiece of the Scottish Government's Education agenda. It represents the biggest educational reform since the advent of 5-14. It aims to focus classroom practice upon the child and around the four capacities of education:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

It also aims to:

- simplify and prioritise the current curriculum
- encourage more learning through experiences
- create a single framework for the curriculum and assessment 3-18.

Establishments

The term used to cover all schools, early years centres, youth learning services (a range of services for young people aged 12 to 24 years), and specialist provisions and bases which we manage. Generic term for all services in Education Resources. It may be applied to individual facilities e.g. a school, a Universal Connections, or a service that operates on a peripatetic basis e.g. Active Breaks, Community Learning and Home School Partnership and Psychological Services.

Ethos

Characteristics, attitudes, beliefs etc of an individual or group.

Impact Assessment

Impact assessment is a process aimed at structuring and supporting the development of policies. It identifies and assesses the problem at stake and the objectives pursued. It identifies the main options for achieving the objective and analyses their likely impacts on those affected by the policy. It outlines advantages and disadvantages of each option and may suggest solutions to problems arising.

Inclusion

Where all children and young people are entitled to receive a high quality education and are supported in achieving equal opportunities to help them fulfil their potential. Inclusion in education aims to ensure the full participation of children, young people and adult learners, in the curriculum and the community, as the foundation for the highest achievements of all.

Parents

Parents should be taken to refer to parents, foster carers, carers who are relatives or friends and care staff in residential settings (including secure provision). In the absence of parents, local authorities have a statutory duty to take on this role for looked after and accommodated children.

Restorative Practice

Restorative practices describe a range of approaches used in many schools when teachers or peer mediators intervene in a situation.

In cases of bullying or a dispute between pupils, a trained pupil mediator may help the parties involved in the dispute to agree what has happened, what harm has been done and what can be done to put things right. The emphasis is on apologising, putting the difficulty in the past and agreeing a way forward.

In cases of serious disputes between pupils, pupils and teachers, or parents and teachers, a trained adult facilitator (usually a member of school staff not involved in the dispute) hears from both sides what has happened and reaches agreement with them about what has gone wrong, what harm has been done and what can be done to put things right. The emphasis is on apologising, putting the difficulty in the past and agreeing a way forward.

Resources

The references below provide wide ranging support and resources cover all aspects of anti-bullying agenda.

www.respectme.org.uk

Offers a wide range of advice on anti-bullying issues.

Many resources are available to download including posters, booklets and a range of information for parents and carers.

www.mindroom.org.uk

A charity which provides info & support in helping children (and adults) with learning difficulties.

www.circle-time.co.uk

Jenny Mosley's website which offers a range of support for Circle Time initiatives.

www.sppa.org.uk

The Scottish Pre-School Play Association offers support on pre-school/nursery issues.

www.scottishtravellered.net

The Scottish Traveller Education Programme (STEP) offers support for/regarding Scotland's Travelling people – Gypsies/Travellers, Showmen and other travellers, more recently including Roma.

www.handsonscotland.co.uk

Provides a toolkit of helpful responses to encourage children and young people's emotional wellbeing.

www.equalityhumanrights.com

The Equality & Human Rights Commission provides advice in the promotion of equality & human rights including

www.childline.org.uk

Offers advice and support on a wide range of issues including:
Bullying, neglect, family relationships, school gangs, racism, puberty, relationships, eating problems.

www.scottishautismnetwork.org.uk

Provides a professional network for autism in Scotland, with the primary aim of building the capacity of the workforce to make a difference to the lives of people with autism & their families.

www.bullying.org

Provides toolkits, campaign packs and online, interactive resources for use by parents and professionals.

www.chooselife.net

A strategy and action plan which aims to build skills nationally and locally to prevent suicide.

www.bullying.uk

Provides a wide range of advice and a shop from which schools can purchase a range of t-shirts, leaflets and badges.

www.sclc.org.uk

The Scottish Child Law Centre provides expert advice for children, young people, families, carers and professionals through an advice line, email and text services.

www.enable.org.uk

Enable Scotland campaigns for a better life for children & adults with learning disabilities and supports them and their families to live, work and take part in their communities.

www.unicef.org

UNICEF website containing a huge amount of information on children's issues worldwide.

www.sccyp.org.uk

The website of Scotland's Commissioner for Children and Young People. The Commissioner promotes and safeguards the rights of children living in Scotland.

www.stonewallscotland.org.uk

Provides information useful in tackling homophobic bullying.

www.lgbtyouth.org.uk

This website also provides information useful in tackling homophobic bullying.

www.children1st.org.uk

Provides a wide range of information and resources on the theme of providing a happy, healthy, safe & secure childhood for every child and young person in Scotland.