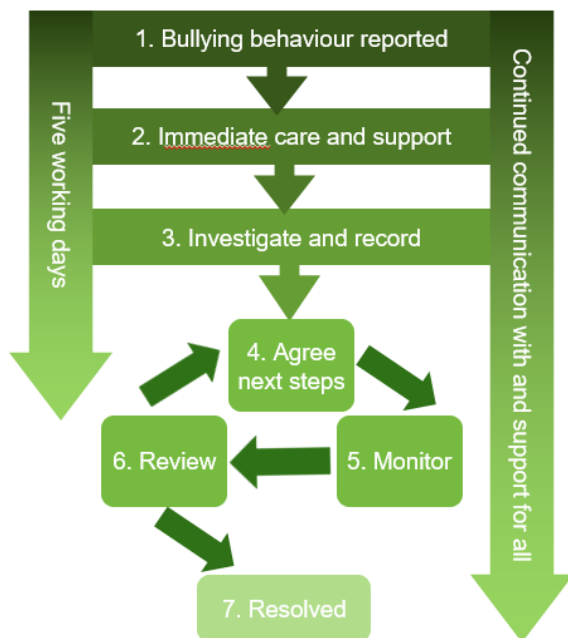


## WHAT TO DO IF BULLYING BEHAVIOUR IS EXPERIENCED

The flow chart below describes the procedures that each learning establishment will follow when a bullying incident is reported.



There will be a wide range of actions or consequences that a learning setting can take in response to bullying incidents. These actions should be proportionate and appropriate to the age and stage of the child and to the incident.

Parent/Carers have the right to express their dissatisfaction and complain if they feel that the learning establishment has not fulfilled their expectations in line with the flow chart above.

### Scottish Borders Council Complaints Handling Procedure

## OTHER WAYS YOU CAN BE INVOLVED:

- Parent Councils as partners with the learning establishment
- Involvement with development of the 'Respectful Relationships and Anti-Bullying Statement' for the learning establishment
- Parent education events around bullying
- Attendance at learning establishment open sessions where respectful relationships are modelled
- Involvement of parents in national Anti-Bullying week activities
- Involvement of parents in school assemblies dealing with current issues in bullying and its prevention
- Home-School Partnerships

## PARENT AND CARER SUPPORT/ INFORMATION

respectme, Scotland's Anti-bullying Service, have a useful information booklet: **Information and Support for Parents and Carers** and their publication **Bullying...A Guide for Parents and Carers**

Information about bullying, what to look for and further advice for parents and carers is available on ParentZone Scotland and Enquire websites:

[Experiencing bullying behaviour](#) | [Social and emotional factors](#) | [Specific support needs](#) | [Additional support](#) | [Parent Zone \(education.gov.scot\)](#)

[I'm not happy with how my child's school is responding to bullying](#) - Enquire

[Every child's right to live free from bullying and harassment](#) - Enquire

[Talking to your child's school about bullying](#) - Enquire

# SBC RESPECTFUL RELATIONSHIPS AND ANTI-BULLYING

## PARENT INFORMATION LEAFLET



## INTRODUCTION

Bullying of any kind is unacceptable and must be addressed quickly and effectively. Bullying should not be considered as an inevitable part of growing up. Children and Young People within Scottish Borders learning establishments should receive a coherent and consistent approach to prevention, early intervention and management of bullying behaviour through the implementation of the SBC Includes: Respectful Relationships and Anti-Bullying Policy. (\*link to policy)

In order to outline the procedures and actions which learning establishments will undertake to embed the Respectful Relationships and Anti-Bullying policy in their practice, a 'Respectful Relationships and Anti-Bullying Establishment Statement' should be available.

## RESPECTFUL RELATIONSHIPS

Children and young people are more likely to develop self-confidence, resilience and positive views about themselves where open and respectful relationships exist between adults and other children and young people.

## WHAT IS BULLYING?

*"Bullying is face to face and/or online behaviour which impacts on a person's sense of physical and emotional safety, their capacity to feel in control of their life and their ability to respond effectively to the situation they are in."*

*The behaviour does not need to be repeated, or intended to cause harm, for it to have an impact. Bullying Behaviour can be physical, emotional or verbal and can cause people to feel hurt, threatened, frightened and left out."*

This behaviour can harm people mentally, emotionally, socially, and physically. The actual behaviour, such as actions, looks, messages, confrontations, or physical interventions, does not always need to be repeated for it to have a lasting impact; the fear of the behaviour reoccurring can have a lasting effect.

## ONLINE BULLYING

Online bullying, or cyberbullying, is a major issue impacting children and young people. This type of bullying utilizes digital tools like social media, messaging apps, gaming forums, and mobile devices to intimidate, isolate, or humiliate individuals. The impact of this can be as hurtful and damaging as other forms of bullying behaviour and should be taken as seriously as offline bullying.

## LANGUAGE AND USE OF "LABELS"

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

## POSSIBLE SIGNS OF BULLYING:

Children and young people are often reluctant to tell adults that they are being bullied. They might be:

- Scared of an over-reaction
- Worried about burdening their parents
- Embarrassed
- Worried that telling someone might make the situation worse

With this in mind, there are a number of possible signs to look out for if you are concerned your child is being bullied. A child or young person may:

- Become withdrawn
- Have unexplained scratches and bruises
- Have trouble with schoolwork or not want to go to school
- Change their route to school
- Not want to go out or play with their friends

- Change their use of online and/or mobile technology
- Complain of headaches, stomach aches and other pains
- Become easily upset, tearful, ill-tempered or display other out-of-character behaviour

## WHAT CAN YOU DO?

Parents and carers are requested to:

- Work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying cannot thrive
- Inform learning establishments of bullying behaviour at the time of the incident or as soon as possible thereafter
- Address their children's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families
- Manage their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy establishments are in place and adhering to age guidelines
- In the first instance, report any abuse to website providers and ensure their children unfriend or block persons potentially perpetrating abuse
- Be aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc
- Understand we seek to understand the experiences, and address the needs of all children and young people, who experience bullying behaviour as well as those who display bullying behaviour, within a framework of respect, responsibility, resolution and support
- Be given the opportunity to express their views and help shape policy development in this area
- Be aware of the complaints process set out by the learning establishment and local authority and their rights with regard to these procedures (see step 9 on flow chart below)