

**ANTI-BULLYING POLICY**

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**1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to provide for consideration a copy of the Education Service revised Anti-Bullying policy.
- 1.2 The Anti-Bullying policy has been revised in line with *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People* and feedback from consultation with a wide range of stakeholders including Head Teachers, teachers, pupils and other partners such as Respect Me, Stonewall Scotland and Waverly Care.
- 1.3 It is recommended that the Community Services Committee:
- Note the continued commitment of the Education Service to build capacity, resilience and skills in children and young people and to prevent and deal with bullying in all of our schools, in the context of the Scottish Government's policy position in regard to *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*.
  - Agree to recommend to Council the revised Anti-Bullying policy as set out in Appendix 1.

## ANTI-BULLYING POLICY

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### 2.0 INTRODUCTION

- 2.1. The purpose of this report is to provide for consideration a copy of the Education Service revised Anti-Bullying policy.
- 2.2. The revised Anti-Bullying policy was drafted following a review in March 2019 of the 2014 Argyll and Bute Anti-Bullying policy and was developed in consultation with a wide range of stakeholders and developed in line with *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*.
- 2.3. The wellbeing of our children and young people, the golden thread of Argyll and Bute's Educational Vision and Strategy, is contingent upon every individual experiencing strong and positive relationships that encourage self-respect and afford personal dignity.
- 2.4. Argyll and Bute's Education Service values of *respect, openness and fairness* clearly set out our aspirations for relationships at every level of our Education Service.
- 2.5. To realise these values, we must first ensure that bullying behaviour is not tolerated in any of our relationships. We must also remain committed to addressing the detrimental impact of bullying on the mental, emotional, social and physical wellbeing of our children and young people and to remove the obstacles to learning and personal fulfilment that bullying often creates. We must also be aware that bullying is a form of communication and children and young people who repeatedly display bullying behaviour often have underlying issues that need to be addressed.
- 2.6. The commitment to reflect the diversity of Argyll and Bute's communities in all aspects of engagement and to reduce the bullying of children and young people who are from protected groups is clearly reflected in the revised Anti-Bullying policy.

### **3.0 RECOMMENDATIONS**

- 3.1. Note the continued commitment of the Education Service to build capacity, resilience and skills in children and young people and to prevent and deal with bullying in all of our schools, in the context of the Scottish Government's policy position in regard to *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*.
- 3.2. Agree to recommend to Council the revised Anti-Bullying policy as set out in Appendix 1.

### **4.0 DETAIL**

- 4.1. In November 2013 the Community Services Committee approved the Anti-Bullying policy which set out how the Education Service would support schools to feel confident when dealing with bullying in order to provide an environment which encouraged positive relationships and where children and young people would feel safe and cared for.
- 4.2. In December 2016 the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, launched the 2017 *National Improvement Framework and Improvement Plan for Scottish Education*. The *National Improvement Framework for Scottish Education* sets out the Scottish Government's vision, priorities and drivers of improvement. It recognises the importance of Health and Wellbeing as a driver for attainment. Additionally, it identifies Scotland's inclusive approach which celebrates diversity and allows all children and young people to develop an understanding and recognition of differences, contributing to the development of an increasingly inclusive, empathetic and more just society.
- 4.3. In November 2017 the Scottish Government published the document *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People* it provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying.
- 4.4. It is the context of these national policy developments that the 2019 Anti-Bullying policy was reviewed and revised following consultation with a wide range of stakeholders.
- 4.5. The revised Anti-Bullying Policy seeks to provide for the aims recommended by education legislation and policy as detailed above and seeks to raise educational attainment and achievement for all through improving health and wellbeing outcomes for children and young people as envisaged in *Our Children, Their Future*.

4.6. The proposed Anti-Bullying policy champions Respect for All's principles and shared vision for Scotland's children and young people and aims to support educational establishments to:

- Promote respectful relationships between staff, between staff and parents, staff and children and amongst children.
- Enhance understanding of how to identify and deal with bullying behaviour and its impact on children and young people.
- Stop any bullying behaviour as quickly as possible.
- Raise awareness and prevent bullying behavior.
- Provide appropriate support and intervention to all those involved to limit the impact of bullying behaviour.

## **5.0 CONCLUSION**

5.1 The revised Anti-Bullying Policy will support schools, pupils and families and the Education Service to work together to ensure every child and young person in Argyll and Bute has an education free from fear, discrimination, intimidation, harassment and social exclusion.

5.2 Through working together and the sharing of knowledge, families, schools and the Education Service will be able to help support children to reach their full potential.

## **6.0 IMPLICATIONS**

6.1 Policy – This report links directly to Outcome 3, 4 and 6 in the Argyll and Bute Single Outcome Agreement (education, skills and training maximises opportunities for all, children and young people have the best possible start and people live in safer and stronger communities.).

6.2 Financial – Financial implication of training a key member of staff for each school community.

6.3 Legal – Meets the statutory requirements as prescribed by the Education (Scotland) Act 2016.

6.4 HR - none

6.5 Fairer Scotland Duty – Meets aims by reducing inequalities of outcome caused by socioeconomic disadvantage.

6.5.1 Equalities – Equality act 2010 – due regard for: eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations.

6.5.2 Socio-economic Duty – This will support with closing the excellence and equity gap.

6.5.3 Islands – none

6.6 Risk – The performance of Education in Argyll and Bute can significantly enhance or detract from the Council's reputation and attractiveness as an area to work and live in.

6.7 Customer Service

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12<sup>th</sup> July 2019

## **APPENDICES**

Appendix 1 Anti-Bullying Policy 2019