# Bullying- It's Never Acceptable

# Parents & Carers Workshop
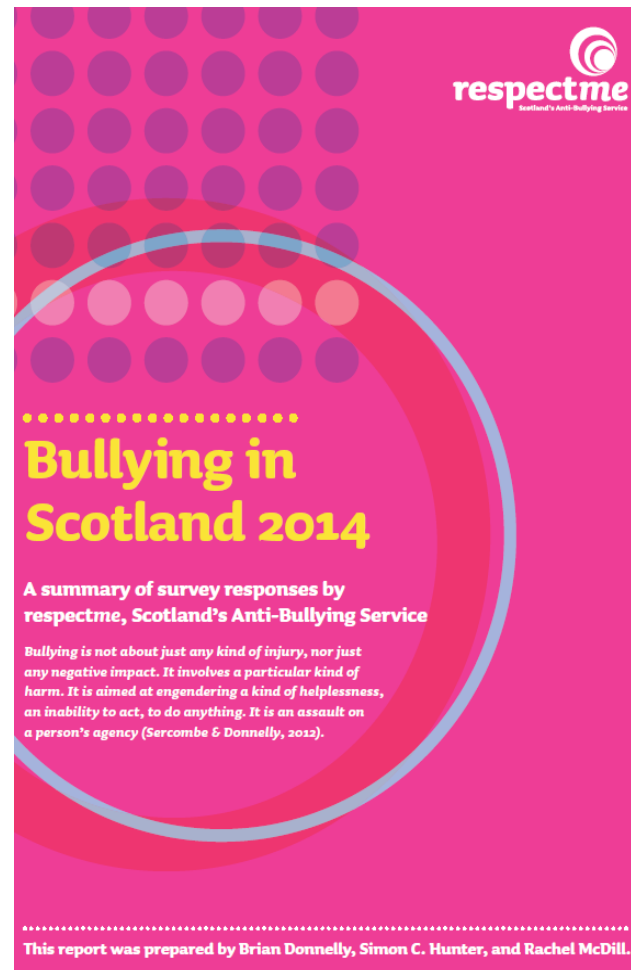
# Respect*me*- Our Work

- Managed by SAMH- effects of bullying on mental health, wellbeing and attainment

- Promoting Children's Rights –safety & protection

- Raising awareness of bullying and its range of impacts

- Helping adults to respond effectively and consistently to bullying behaviour affecting children

# Survey Results

Over 8,000 children and young people took part

All 32 local authorities

30% of children surveyed told us they had been bullied In the last year



**Bullying in Scotland 2014**

A summary of survey responses by respectme, Scotland's Anti-Bullying Service

*Bullying is not about just any kind of injury, nor just any negative impact. It involves a particular kind of harm. It is aimed at engendering a kind of helplessness, an inability to act, to do anything. It is an assault on a person's agency (Sercombe & Donnelly, 2012).*

This report was prepared by Brian Donnelly, Simon C. Hunter, and Rachel McDill.

# **Where did the bullying take place?**

- Of the individual incidents of bullying reported by young people:

60% were offline, 21% were both online and offline and19% were online only

- Most young people knew who the person was who bullied them online (92%)

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# What do we mean by bullying?

- A combination of what someone did and the impact that had

- Bullying is behaviour that impacts on a person's capacity to feel in control of themselves (Agency)

- Bullying makes people feel hurt, frightened and left out

- Happens Face to face and online

# This behaviour can include

- Being called names, teased, put down or threatened in person and online

- Being hit, tripped, kicked or pushed

- Having belongings taken or damaged

- Being ignored, left out

- Having rumours spread about you online and face to face

- Receiving abusive texts or messages online

- Being targeted because of who you are or who you are perceived to be

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# Bullying is NOT…

- Not always persistent behaviour
- Not always intentional
- Not physical assault
- Not sexual assault
- Not hate crime
- Not every fall out is bullying

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# Spotting the Signs

- Changes in mood and behaviour

- Increased anxiety

- Scratches and bruises that can't really be explained

- The child doesn't want to go to school or is having trouble with school work

- Changes in the route that is taken to school

- Torn or damaged clothing

- The child doesn't want to go out and play with friends

- Unexplained head/stomach aches and other pains

- Easily upset, unexplained tears or ill-tempered behaviour

- Fear or alarm when messages are received

- Spending more time or changing their online behaviour

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# Helping the child being bullied

- Your response is vital
- Don't panic - keep an open mind
- Listen with full attention in comfortable place with no distractions
- Let the child know bullying is never acceptable; they deserve to feel safe and be taken seriously
- Encourage them to talk, finding out what happened, who was involved, where and when, how it is affecting them - write it down if that helps
- Help to restore agency- explore options to deal with it ,coping strategies, techniques to build resilience
- Ask - what do they want you to do?

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# Helping The Child Who Is Bullying

- **Listen** and take time to discover the reasons for the bullying
- **Do not label** the individual or group as 'bullies', name the behaviour
- **Be prepared** to address prejudicial attitudes that may be behind the bullying behaviour and its impact and effects
- Help them to understand what they have done is wrong
- Help to **build accountability-** all behaviour has consequences
- **Agree** what you're going to do to stop the behaviour
- May involve helping to **repair relationships**
- **Be prepared** for a strong reaction from parents and carers and children and young people
- **Address what's happening behind the behaviour**, even when the bullying has stopped

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# Families & Schools Working Together- Short Term Goals

- Understand the school & local authority anti-bullying policy

- Keep calm and non confrontational

- Be prepared- Explain what has happened (when/where) and the impact it is having

- Agree a plan of action for all parties

- Have realistic expectations

- Respect confidentiality

- Keep in touch and be kept up to date

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# Families & Schools Working Together- Long Term Goals

- Support & promote a positive anti-bullying culture in schools

- Does your organisation have an anti-bullying policy and how current is it?

- Do you know and understand that policy?

- What role can you play in shaping/putting policy into practice? (Consultation/Construction/Implementation)

# Anti-Bullying Policies

An anti-bullying policy should be the net that holds together all the strategies, procedures and practices related to anti-bullying work.

A policy is a public and explicit commitment to action that enables organisations to keep account and be accountable for anti-bullying work.

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# Successful Policies

"You should be able to read a policy and know what is expected of you and what you can expect from the school"

# Policy Into Practice Activity

- Children and Young People prefer approaches that include them  and are part of a 'whole school' approach – not punishments and recording or assemblies.

What pro-active anti-bullying strategies are already in place in your setting?

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# Practice

- Procedures and Guidelines
- Communication
- Training and Support
- Questionnaires
- Pledge
- Activities
- Visual Reminders
- Discussions

- Peer mediation
- Positive Relationships
- Restorative Practice
- Role-modelling
- On-line reporting
- ICT policies
- Reporting Mechanisms
- Consequences

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# Conclusion

**Bullying is never acceptable.
It is not a normal part of growing up.**

**It does not build character**

**Trust, acceptance, consistency and feeling safe builds character.**

**We must all be good role models- Our challenge is to be someone that our children respect not fear**

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# Thank you

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