

JUDOScotLAND ANTI-BULLYING POLICY

Introduction

- 1 JudoScotland (JS) strongly embraces and promotes the Judo Moral Code, a set of ethics including Courtesy, Courage, Friendship, Honour, Honesty, Modesty, Respect and Self-Control.
- 2 In keeping with these values, JS understand that bullying is never acceptable and must never be tolerated, and that everyone has the right to be involved in judo in a safe, secure environment where they feel valued and included.
- 3 As an organisation, JS encourages all members and interested parties to inform if they become aware of any form of bullying and be confident to do so, knowing that incidents will be dealt with promptly and effectively. Any person who becomes aware of bullying is expected to inform the appropriate person (as detailed later in this policy) if they feel safe to do so.

Definition

- 4 In Scotland bullying is defined as: *"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 or left out. This behaviour happens face to face and online."* (Respect for All, Scottish Government 2017).
- 5 Bullying can occur between:
 - 5.1 An adult and a young person, including between a parent and their own child (See also Child Protection guidance in BJA's Safe Landings document);
 - 5.2 A young person and another young person;
 - 5.3 An adult and another adult.
- 6 Bullying can be:
 - 6.1 Emotional: Being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures);
 - 6.2 Physical: Pushing, kicking, hitting, punching or any use of violence (it is acknowledged that judo is a contact sport, and that physical contact i.e. pushing is necessary to the sport, however it may become bullying if intended to hurt emotionally or physically);
 - 6.3 Verbal: Name calling, sarcasm, spreading rumours, teasing;
 - 6.4 Online: All areas of social media misuse including abuse by text messaging and calls, misuse of camera and video technologies.
- 7 Bullying may also take the form of singling out individuals because they belong to a particular group or are different in some way from others ("prejudice-based" bullying) and may include for example:
 - 7.1 Racist: Racial taunts, graffiti, gestures;
 - 7.2 Homophobic/bi-phobic/trans-phobic: because of, or focusing on the issue of sexuality or gender identity;
 - 7.3 Disablist: because of, or focusing on, a particular aspect of the individual's disability.
- 8 Please note, that the above is not an exhaustive list. Other forms of prejudice-based bullying can include bullying based on the protected characteristics (see point 42) or other characteristics such as socio-economic status, body image, care experienced young people and young carers.
- 9 Something need only happen once for a child or young person to feel worried or scared to go to their Judo session/ Club. A 'one-off' incident is not always considered bullying, however national guidance states that a 'one-off' incident can be bullying, if it has a significant impact on the person. It is important to take into account the impact on the child or young person. Actions can affect people in different ways and this should be taken into consideration.
- 10 JS is committed to challenging all types of prejudice-based bullying and language.

- 11 It is acknowledged that the competitive nature of judo (and sport in general) can result in tensions that may lead to bullying, but bullying cannot be condoned in any circumstance. Examples of bullying in Judo could be:
- 11.1 A judoka who intimidates their fellow judoka inappropriately;
 - 11.2 A coach who adopts a 'win-at-all-costs' philosophy;
 - 11.3 A parent who pushes their child too hard;
 - 11.4 An official who places unfair pressure on a person.

Impact

- 12 A person may indicate by signs or behaviour that he or she is being bullied. Everyone should be aware of these possible signs and should investigate if a person:
- 12.1 Appears frightened;
 - 12.2 Doesn't want to go to training sessions/events in shared transport (i.e. minibus);
 - 12.3 Changes their usual routine;
 - 12.4 Is unwilling to go to attend training sessions/events;
 - 12.5 Begins to miss sessions;
 - 12.6 Becomes withdrawn or anxious;
 - 12.7 Feels ill before sessions/events;
 - 12.8 Withdraws from club activities;
 - 12.9 Training starts to suffer;
 - 12.10 Stops eating;
 - 12.11 Has unexplained cuts or bruises;
 - 12.12 Asks for money or starts stealing money;
 - 12.13 Has possessions damaged or 'lost';
 - 12.14 Is afraid to use internet or phone;
 - 12.15 Becomes aggressive, unreasonable or disruptive;
 - 12.16 Is frightened to say what's wrong;
 - 12.17 Is unable to sleep;
 - 12.18 Attempts or threatens suicide.
- 13 These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated.

Anti-Bullying Strategies

- 14 Everyone involved in JS activities has a duty to prevent bullying behaviour by promoting positive relationships and respect for others, in line with the Judo Moral Code. JS promote the values in the moral code throughout their work, from development events through to and including its performance development programmes.
- 15 An open environment should be encouraged in all aspects of judo, with participants encouraged to speak out if unhappy with any aspects of their involvement in judo and to challenge prejudice-based behaviours or language.
- 16 Clubs are encouraged to have codes of conduct for all staff/volunteers, participants and parents, which make clear the expected behaviour of everyone involved.
- 17 Adequate supervision should be provided for all sessions (ratios of coaches to players are provided in BJA "Safe Landings" document).
- 18 Ensure that all involved in JS related activities are aware of the anti-bullying policy and that the people identified within the document have sufficient training to effectively and consistently deal with bullying.
- 19 Respect Me - Scotland's Anti-Bullying Service - offers free training and resources which are available online, and offer suggestions for creating an environment which discourages bullying, and guidance on responding to reports of bullying and dealing with the bullied and bullying individuals. There is also information to help encourage the building of resilience in individuals, which may allow them to deal with challenging situations more effectively.

Responding

- 20 If anyone becomes aware of any bullying behaviour or feels that they are being bullied, it should be reported immediately to the person in charge of the club, session or event, or to one of the following:

- 20.1 At club: Report to Coach, Club Welfare Officer or JS Safeguarding and Wellbeing Executive.
- 20.2 At Event: Report to Coach, Event Welfare Officer or JS Safeguarding and Wellbeing Executive.
- 20.3 At training out-with the club environment (i.e. Talent Development Session): Report to Coach or JS Safeguarding and Wellbeing Executive.

Reporting

- 21 When bullying behaviour is reported, the person to whom it has been reported will take an accurate record of the allegation or incident, who was involved and any action that may be taken.
- 22 These records should be kept by an appropriate person i.e. Club Welfare Officer or JS Safeguarding and Wellbeing Executive.
- 23 Reassure the person who has reported the bullying, and if necessary, put in place measures to keep them safe, and discuss with them how they would like to proceed, taking their views into account and keeping them informed at all times. However, make them aware that other people may have to be consulted or informed, such as the JS Safeguarding and Wellbeing Executive, the club committee or the police (if there are implications with the law, such as in prejudice-based bullying or assault), depending on the severity of the alleged bullying.
- 24 Also be aware that in situations where the allegation could be considered to be abuse, the procedures detailed in BJA's Safe Landings document should be followed instead of these anti-bullying procedures.
- 25 The person to whom it was reported should investigate the allegation (however only where they have the skills, experience and authority to do so- if not, they should report the matter to someone who does) and gather as much information as possible in order to establish if bullying has occurred.
- 26 This may involve speaking to the person involved, other relevant staff/adults supervising, and where appropriate, other people who may have witnessed the alleged bullying. This can involve taking witness statements.

Potential Actions

- 27 Accurate records of all actions must be kept. The person investigating may wish to consult other club staff/committee members, other coaching staff or the JS Safeguarding and Wellbeing Executive prior to making any decisions if necessary, and it is vital to keep the person being bullied involved throughout the process, including when making decisions on how to deal with the alleged bullying, to help them regain a sense of control over the situation.
- 28 The person investigating the incident could attempt to facilitate reconciliation between the parties involved, if appropriate and safe to do so.
- 29 Using restorative approaches could help the person involved in bullying to understand the reasons for the bullying, appreciate the impact on the person being bullied, look at solutions for moving forward, and perhaps investigate alternative ways of handling similar situations in the future.
- 30 If the bullying individual is a child/young person, their parents or carers may be involved. If the person being bullied is a child/young person, their parents or carers may also be involved, although with an awareness of confidentiality, especially in the case of prejudice-based bullying, for example to avoid 'outing' an LGBT young person to their parents or carers.
- 31 The person displaying bullying behaviour may be asked to make a genuine apology to the person who has been bullied.
- 32 Insist that any items belonging to the person bullied be returned to them.
- 33 In serious cases, or when unable to resolve through other means, then disciplinary procedures could be initiated.

Support for People Involved In Bullying Behaviour

- 34 Have a named responsible adult that people involved in bullying can approach to raise any further concerns.
- 35 One option would be to have the parents of the bullying individual/bullied individual attend training sessions/events if they are able to and it is appropriate in the situation, and with the consent/consultation of the children or young people affected.
- 36 Monitor the situation carefully even after it appears to be resolved to ensure bullying behaviour is not repeated.
- 37 A named, more senior judoka may be asked to act as a 'buddy' in certain situations.
- 38 The person (or in the case of a child or young person, their parents/carers) may be advised to contact:
 - 38.1 respectme, Scotland's Anti-Bullying Service;
 - 38.2 Parentline Scotland, a confidential helpline for anyone caring for or concerned about a child;
 - 38.3 Anti-Bullying Alliance - a coalition of organisations and individuals that are united against bullying);
 - 38.4 Kidscape - a charity that offers support to bullied children, as well as day courses to help them deal with bullying and its after effects, including how to avoid being bullied in the future.

Bibliography

- 39 This Policy takes into consideration guidance from the Scottish Government funded Anti-Bullying Service: Respect Me, Scotland's Anti-Bullying Service, managed by SAMH (Scottish Association for Mental Health) in partnership with LGBT Youth Scotland.

Respect for All, Scottish Government (2017)

- 40 The National Approach to Anti-Bullying for Scotland's Children and Young People states: *'Every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards'.*

The Equality Act, HM Government (2010)

- 41 Places a duty to: *"Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act. Advance equality of opportunity between people who share a protected characteristic and people who do not share it. Foster good relations between people who share a protected characteristic and people who do not share it."*

- 42 The Act also places a duty to put legislation in place to prevent direct or indirect discrimination against persons due to: Disability; Sex (Gender); Gender reassignment (Transgender); Pregnancy and maternity; Race; Religion or belief; Sexual orientation; Age; and Marriage and Civil Partnership

United Nations Convention on the Rights of the Child (ratified by the UK in 1991)

- 43 Is concerned with the promotion and upholding of the rights of children and young people and states that all education should develop each child's personality and talents to the full. Children's voices should be heard and their wishes respected without discrimination of any kind.

Human Rights Act (1998)

- 44 Places a public duty on authorities to carry out their functions in a matter that is compatible with the right to life, the prohibition of torture, inhuman and degrading treatment, their right to respect for private and family life, the right to education.

GIRFEC principles incorporated in Children and Young People (Scotland) Act 2014

- 45 Promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. GIRFEC promotes a shared approach and accountability that: Builds solutions with and around children, young people and families; Enables children and young people to get the help they need when they need it; Supports a positive shift in culture, systems and practice; Involves working together to make things better.