



# Think Twice

**The SPS Strategic Approach to Encouraging  
Respectful Behaviour in Prison**

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**Unlocking Potential, Transforming Lives**

**Directorate Owners:**

Strategy & Innovation Directorate

**Scope:**

This strategy applies to all prisoners, their families and visitors in all areas of the Scottish Prison Service

**Links to Other Policies:**

Equality Diversity & Human Rights; Dignity at Work; Strategy for the Management of Women Offenders in Custody; Vision for Young People in Custody; Violence Reduction Strategy

**Approved by:**

Executive Management Group

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## 1.0 Introduction

The Scottish Prison Service (SPS) is committed to building a safer Scotland and *Unlocking Potential – Transforming Lives*. In line with this objective, the SPS has developed this strategy document in partnership with respectme, Scotland’s Anti-Bullying Service funded by the Scottish Government and managed by the Scottish Association for Mental Health (SAMH) and LGBT Youth Scotland. Both organisations’ vision is for a respectful, just, equal and inclusive Scotland in which all citizens can live free from bullying and harassment and are encouraged to reach their full potential.

## 2.0 Aim

The SPS *aims* to:

- Reduce the level of bullying within prisons to a minimum and reduce its severity;
- Ensure incidents of suspected bullying are discussed with, and investigated if appropriate by, appropriate staff and management and action is taken if felt necessary;
- Ensure that suspected or proven incidents of bullying are managed and recorded effectively;
- Promote positive attitudes towards how bullying behaviour is addressed and actively discourage attitudes of indifference/supporting bullying;
- Create a safe, supportive community where people take responsibility for their own actions and understand how their actions affect other people.

The *objectives* are that:

1. Staff and prisoners are aware the prison has a strategy to address bullying.
2. Staff demonstrate an understanding of the strategy and have a working knowledge of the procedures which should be put in place following a suspected incident of bullying.
3. Prisoners are provided with information on the strategy and its procedures, regardless of whether or not they have been either a person showing and/or receiving bullying behaviours (a range of formats should include posters, ‘easy to read’ information, information for families and presentations e.g. as part of the National Induction Programme).
4. Strategy and procedures are applied consistently by SPS staff and management.
5. Incidents of bullying behaviours are documented with evidence of what strategies were put in place and how those experiencing bullying behaviours were supported.
6. Information obtained during an investigation of bullying is used to develop and inform reactive and preventative strategies.

## 3.0 Purpose

This strategy focuses on identifying and recognising when bullying occurs with a view to dealing appropriately with the behaviour of the person bullying and providing support to the person experiencing the bullying behaviour.

## 4.0 Scope

This strategy applies to all prisoners, their children, families and visitors in all areas of the Scottish Prison Service.

## 5.0 Definitions

For simplification of this document the following terms and definitions apply.

The SPS defines **respect** as:

- Valuing each other's points of view;
- Being open to being wrong;
- Accepting people as they are;
- Not disrespecting people because they are different to you; and
- Not gossiping about people or spreading lies.

### Bullying

*'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 and left out.'*

(respectme, Scotland's Anti-Bullying Service, 2015).

Bullying is not about just any kind of injury, nor just any negative impact. It involves a particular kind of harm. It engenders a kind of helplessness, an inability to act, to do anything. It is an assault on a person's agency\*.

(\*Agency = where we retain the capacity to refuse to accept the behaviour, and can take effective action).

Examples of potential impacts on an individual can be:

Anticipation of harm, causing fear	Attendance at shared activities
Eating disorders	Violence towards others
Suicide or suicidal ideation	Limited aspirations
Self-harm	Depression and/or anxiety
Bullying behaviours towards others	

Bullying behaviour should be challenged by staff and the person receiving the disrespectful behaviour should be supported.

*Prejudice-based bullying* is bullying behaviour motivated by prejudice, or 'perceived' to be motivated by prejudice, and can be based on any characteristic unique to a person's identity or circumstance.

*Hate crime* is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, age, sexual orientation or transgender identity.

*Physical assault* (an unlawful attack on another person) does not fit within any definition of bullying or disrespectful behaviour and it is important that any assault is dealt with as such.

## 6.0 Roles and Responsibilities

It is the responsibility of **all staff** to report incidents of bullying, actual or suspected. It is important to monitor bullying behaviour in the prison environment and review this strategy when necessary.

## Identifying bullying behaviours

Bullying is a combination of behaviours and the impact these behaviours have on others. The behaviour can be physical or emotional, including, but not limited to being:

- Called names;
- Teased/the subject of hurtful comments;
- Ignored or left out;
- The subject of rumours; or
- Targeted because of who you are or who you are perceived to be.

It may not always be repeated, but the threat may be sustained over a time. Bullying takes something away from people; it impacts on the person's ability to feel in control of themselves.

**Note:** Incidences of sexual exploitation, blackmail, hate crime or extortion are criminal and not bullying behaviours and should be dealt with as such.

## Prejudice based bullying

Bullying behaviour may be a result of prejudice which relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

As an Executive Agency of the Scottish Government the Scottish Prison Service, in carrying out its public function, is required to discharge the public sector general equality duty as set out in the Equality Act 2010. This requires public bodies to have due regard to the need 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.

Some personal characteristics are protected within the law, to address the years of unfavourable treatment experienced by some groups. The Equality Act 2010 makes it unlawful to discriminate against people with a '*protected characteristic*'. These are:

- Age;
- Disability;
- Gender reassignment;
- Pregnancy and maternity;
- Marriage and civil partnership;
- Race;
- Sex;
- Religion or belief;
- Sexual orientation.

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for a variety of reasons.



## Hate Crime

A hate crime can take a number of forms that are potentially criminal and should be treated as such. Adults and children and young people can seek appropriate advice and guidance from Police Scotland if they feel a hate crime may have taken place.

### 7.0 Reactive Strategy

The following actions should be taken in instances of bullying, whether:

- Someone approaches you about experiencing bullying behaviours;
- You witness the bullying behaviour yourself; or
- Bullying behaviour is disclosed by others.

#### 7.1 Person experiencing bullying behaviours

In general, intervention should be aimed at helping and supporting the individual in the situation as it occurs. In the short term the person will be reassured by staff that their safety is of paramount concern and an action plan is put in place. However, staff will encourage the person to build resilience and help recovery (as identified in flow charts in Appendices to this strategy).

If an individual approaches staff to indicate they are being bullied, the member of staff should:

#### Listen

- Ensure they are safe;
- Give the person your full attention. If you do not have time, reschedule an appointment to talk to them;
- Find a safe, comfortable place with no interruptions;
- Use active listening skills and be reflective in your communication;
- Show them you believe them and that you are taking them seriously;
- Encourage them to talk, find out what has happened, who was involved, where and when;
- Let the person speak without interruption, but ask questions in a gentle way if you are unsure;
- If you want to take notes, make sure you explain why, and how they may be used.

#### Find out what they want you to do

- Many people will tell you they don't want you to do anything, but if they feel they have some sort of control over the situation they are more likely to admit that they want the bullying to stop;
- Acknowledge this is happening to them and regain their sense of self, balance and control;
- When planning on how to deal with the situation make sure the person is involved at all times and updated on progress;
- Tell them you are pleased they have approached you and check in with them later to find out how they are;
- Do not refer to them as a victim.

#### 7.2 Person showing bullying behaviours

If it is clear that an individual is showing bullying behaviours, intervention should be aimed at supporting the individual to change their behaviour. In the short term they will be monitored by staff to ensure safety to others. The member of staff should try to ascertain the reasons which



might have led to the person showing the bullying behaviours. Recommendations of intervention will be based on the information given by the person (see flow charts attached). Staff should:

- Use active listening skills to help discover the bigger picture on what is causing the person to bully others;
- Not label the individual or group of people;
- Name the behaviour and outline the consequences should they continue;
- Clearly communicate the behaviour(s) which may need to change and what will happen if they don't;
- Be prepared to challenge prejudicial attitudes behind the behaviour;
- Address what is driving the bullying behaviour even if the bullying stops.

Staff members should follow the Appendices to this strategy (particularly the SBR form) for guidance in recording instances of suspected bullying.

**Process**

1. Whenever someone reports that they are being bullied, if staff suspect bullying, a Suspected Bullying incident Report (SBR) form should be raised (see Appendix 4).
2. The appropriate Manager should be consulted and a decision taken at this stage as to whether intervention is required.
3. If an intervention is required, the SBR form should be completed and referred to the appropriate area of the establishment to confirm the episode has been recorded.
4. If intervention is not necessary, the SBR form should be completed as required and sent to the appropriate area of each establishment for monitoring.

**8.0 Proactive Strategy**

**8.1 Environmental intervention**

Management should continually monitor, and take action on, bullying behaviour within the prison, including:

- 'Hotspot' areas for bullying behaviour taking place;
- CCTV monitoring;
- Increasing supervision in certain areas if necessary;
- Monitoring possessions;
- Involving peers groups/tutors;
- On-going assessments.

**8.2 Visual prompts**

Research has shown that increasing staff and prisoners' visual awareness of the anti-bullying strategy can decrease acts of bullying. Posters should therefore be displayed within the prison to promote the anti-bullying strategy and SPS/respectme ethos.

**8.3 Monitoring and reviewing the strategy**

Part of a good anti-bullying strategy is the continual monitoring of bullying with the prison environment, some of which has already been mentioned in '*Environmental intervention*' above. Examples of how establishments might do this include:

- Ensuring anti-bullying remains on the agenda at Managerial meetings;
- Assessing prisoner involvement in the further development and maintenance of the strategy e.g. regular survey questionnaires for prisoners followed by focus groups for more information;
- Annual audit of bullying incidents, strategy and procedures, including the views of those who have been involved in incidents;
- Ensuring support has been offered to individuals involved in incidents of bullying and that this is clearly documented;
- Review of procedure documents and posters in halls;
- Ensuring awareness training developed by respectme planned and delivered;
- Evidence incidents of bullying are recorded under Prisoner Risks and Conditions on PR2 (which can be collated using Business Objects) and appropriate paperwork completed.

## 8.4

## Surveys

These should establish a baseline measure of bullying behaviour from which changes over time can be assessed. The results of surveys should influence revisions of the establishment's strategy and procedures and should focus on:

- Nature and extent of bullying, including the number and frequency of individuals being bullied and/or bullying others;
- Where and when bullying takes place;
- Motivations for bullying and effects on those on the receiving end of bullying behaviour;
- How the strategy and procedures can be improved.

Surveys could incorporate three elements:

1. Self-report questionnaires e.g. interviews and checklists of behaviours engaged in and/or experienced by individuals.
2. Official records of bullying incidents e.g. Intelligence Report forms (5x5) and Suspected Bullying Reports (SBRs).
3. Other possible indicators of bullying e.g. number of complaints made, reports of self-injurious behaviour including attempted and completed suicides, incident rates.

## 8.5

## Peer tutors

Peer tutors will be trained to identify bullying behaviours and should work together with the staff to identify and support any individuals showing or displaying bullying behaviours.

## 8.6

## Listeners

Individuals identified and trained to take on the role as 'Listeners' should receive the same level of training as staff. This will allow a core group to have enhanced skills to enable them to identify individuals who are receiving or showing signs of bullying behaviours. The Listeners should speak to staff to arrange to complete an SBR form in such instances.

## 8.7

## External agencies

Any partner working within an SPS establishment who suspect bullying behaviours have taken place may submit a SBR form. This form should be submitted to the appropriate area of the establishment and the normal process should be followed thereafter.

8.8

respectme staff training

Establishments should ensure that a group of staff are trained as trainers to deliver the respectme anti-bullying package. This training should be incorporated into the Staff Training and Development Plan and Staff Training Calendar and should be available to any member of staff working with prisoners where required.

### Further Information

The SPS recognises that from time to time employees may have questions or concerns relating to this strategy. In certain situations employees' rights and obligations regarding this strategy may change. In these circumstances the SPS will abide by any statutory obligations.

The SPS wishes to encourage open discussion with employees to ensure that questions and problems can be resolved as quickly as possible. Employees are encouraged to seek clarification on any issues with the appropriate Line Manager in the first instance.

### Sustainability

Improving our environmental performance and doing things in a more sustainable way should be seen as integral to our core business practices.

In line with the SPS Sustainable Policy and to demonstrate compliance with the Scottish Government's commitment to improving environmental and sustainable development performance, please be mindful if printing this document – keeping paper usage to a minimum (print only version), printing on both sides, and recycling.

### Equality Statement

The SPS is an equal opportunities employer where all employees are treated with dignity and respect. We are fully committed to equality, diversity and human rights and to ensuring our culture, working environment, policies, processes and practices are free from bias. This strategy applies to all employees regardless of protected characteristics, and, subject to any eligibility criteria, length of service, grade, working pattern or operational status.

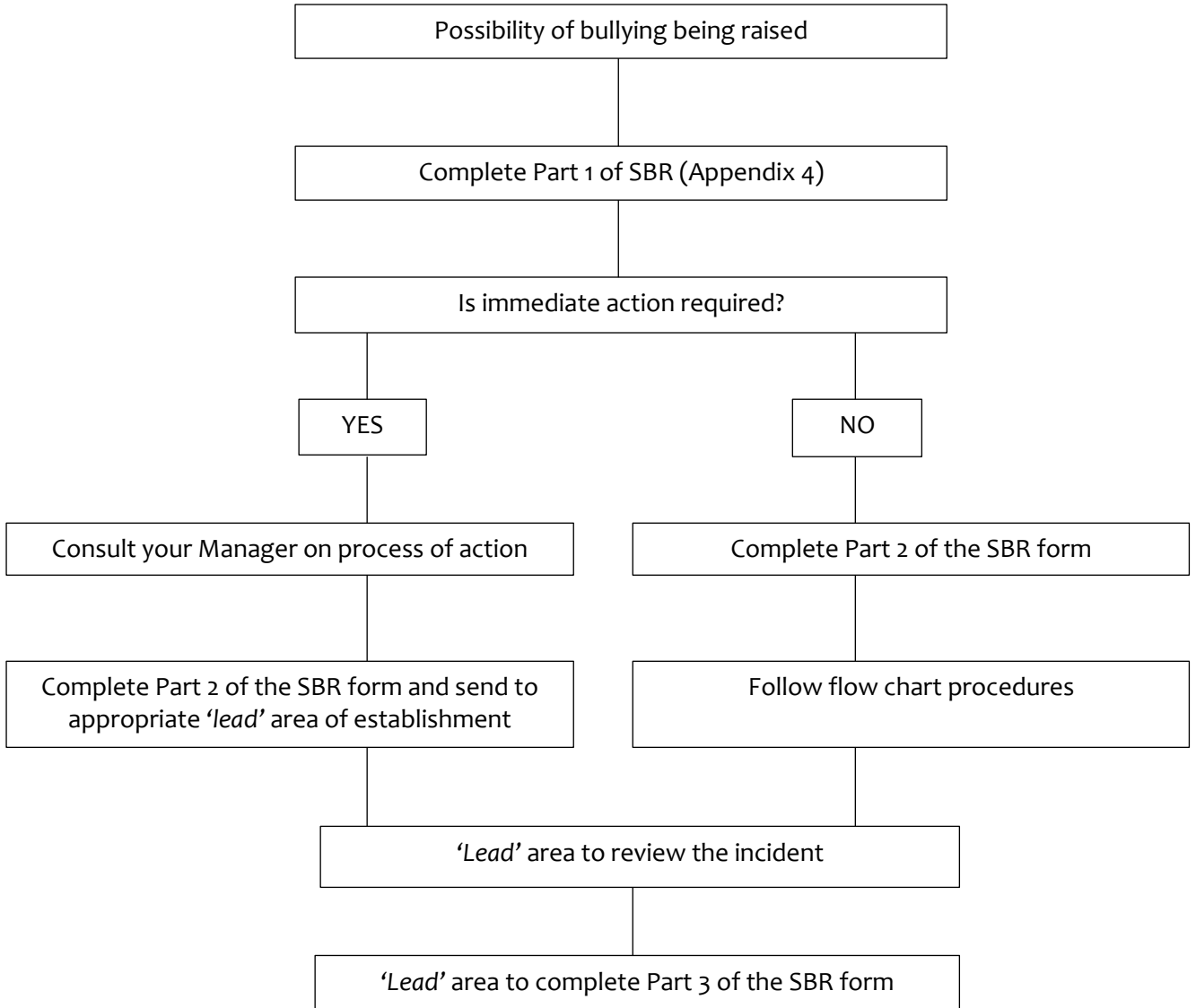
### Inclusive Communications

It is our ambition to ensure that SPS documents are readable, accessible and engaging for staff. In formatting this document, good practice principles around engagement and inclusive communications have been adhered to. If you require this document in an alternative format please contact Human Resources.

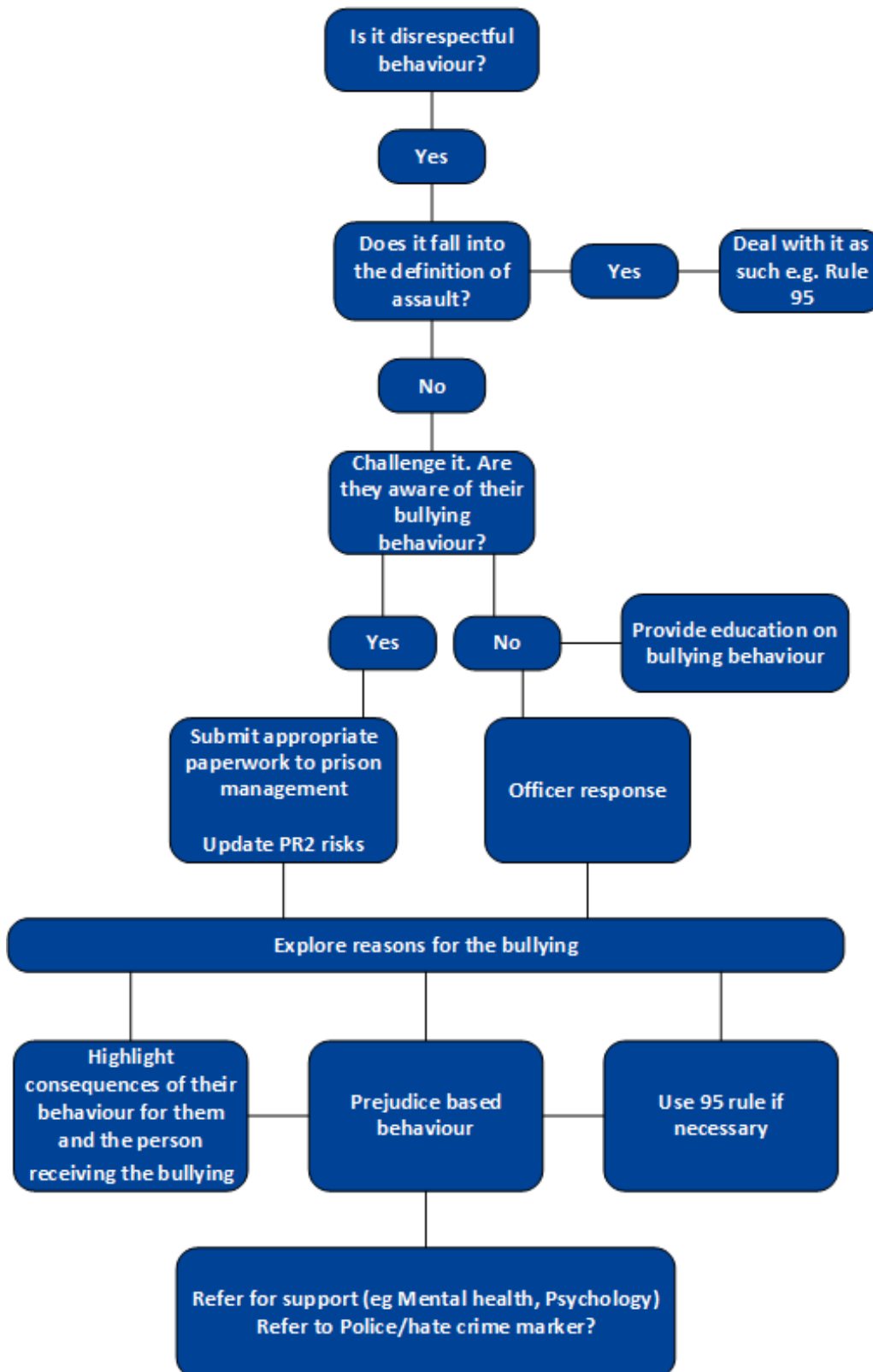
### Review and Monitoring

This strategy will be reviewed every two years or sooner where applicable to reflect changing business and legislative requirements.

### Reactive Strategy



# PERSON SHOWING BULLYING BEHAVIOURS



### PERSON RECEIVING BULLYING BEHAVIOURS

