

Preventing and Responding to Bullying and Prejudice in City of Edinburgh Council Schools

Education, Children and Families Committee

31 January 2012

1 Purpose of report

- 1.1 To outline developments in dealing with bullying in City of Edinburgh Council schools since September, 2010.

2 Summary

- 2.1 This report identifies departmental and school measures to reduce bullying in schools. It informs the Committee of a wide range of supportive strategies, activities, plans and targets to work towards the elimination of bullying and prejudice. The report also identifies further work in this regard.

3 Main report

- 3.1 At its meeting on 7 September, 2010 the Committee approved the proposed Policy and Procedures to Prevent and Respond to Bullying and Prejudice amongst Children and Young People and agreed to their dissemination. This took place in October, 2010 with an accompanying resources toolkit. A major conference took place to formally launch the policy in March 2011.
- 3.2 All schools continue to record incidents of bullying and discrimination and to monitor them on an annual basis. Information gathered from pupils during 2010 enabled the Department to set a baseline measure of 67% of pupils who said that their secondary school was good or fairly good at dealing with bullying. In 2011 this improved to 73%.

Departmental Strategic Approaches

- 3.3 The Department leads on policy development and has issued guidance to all schools to revise and refresh their equalities and anti-bullying policies by the end of 2012.
- 3.4 Schools are helped to gather information from children and young people on their experiences and perceptions of bullying and discrimination. This includes providing schools with anti-bullying and equalities resources and advice. Good practice is gathered and shared through the Council website and via an Equalities Coordinator in every school.
- 3.5 The Department supports an Equalities Monitoring and Implementation Group (EMIG) which involves managers across Children and Families services as well as two voluntary organisations.

- 3.6 New initiatives are sought and supported, where feasible. Examples of these include commissioning of Show Racism the Red Card and a service agreement with a leading UK educational organisation called Tacade to tackle homophobia within a UK-wide project – see 3.11 below.
- 3.7 Young people’s experiences of school in general are gathered annually as part of our self-evaluation processes. These views are now analysed by ethnicity, disability and gender and reported to EMIG. Where necessary, further action is taken.
- 3.8 Professional development opportunities are provided directly to probationers, Community Learning and Development staff and individual schools. The Department also provides e-learning for teachers on anti-bullying.
- 3.9 The Department is represented on the Council-wide Hate Crime Strategic Group and contributes to strategic developments, especially regarding young people’s involvement in harassment and hate crime in communities.
- 3.10 Child Protection Training is mandatory for all teaching staff. This includes online safety and cyberbullying. The Child Exploitation and Online Protection Centre (CEOP) provides resources and support to deliver training to schools and parents which is delivered in partnership with Lothian and Border Police and departmental staff. Details of how this is implemented in one school and to be disseminated to other schools are included in Appendix 1.
- 3.11 The work on tackling homophobia involved six schools receiving intensive support by Tacade. There were positive impacts on both staff and children. Staff in one school reported an increase from 30% to 100% in feeling comfortable if pupils tried to discuss with them their feelings about being gay or lesbian. In another school 13% fewer children said they were homophobic bullied as a result of work arising from the training and 100% of pupils also said that homophobic bullying was wrong (previously 89%). Another consequence of the work was that the Department felt able to enter Stonewall’s Education Equality Index for the first time in 2011. This is a rigorous but helpful tool for local authorities to benchmark their progress in tackling and preventing homophobic bullying so that all lesbian, gay and bisexual pupils can reach their full potential at school and in a safe environment. We were pleased to be ranked 17th out of 34 across the UK (and top out of two in Scotland) and are already taking steps to improve on this ranking by 2012.
- 3.12 The Advice and Conciliation Service report of 15 November to the Education, Children and Families Committee noted the early resolution of 67 instances of bullying/racism representing 16% of all stakeholder issues. This was an increase in number from 50 (18%) on the previous year. The number of Stage 1 formal complaints investigated by the Advice and Conciliation Manager also increased in relation to bullying from 7 (14%) to 10 (22%) during the year. Of these 7 complaints, the outcomes were as follows: 3 were not upheld, 2 were partially upheld and 2 were upheld. At the same time, the Service reported a reduction in the number of advice inquiries related to bullying. The area where advice was most often needed was in relation to levels of support for those being bullied.

School Strategies and Good Practice

- 3.13 During 2011, three Edinburgh schools were visited and commended by HMle. This will contribute to their forthcoming good practice guide.
- 3.14 Trinity Primary School was commended for its hard work on tackling gender stereotyping. Children work together in teams to design gender-neutral toys and discuss jobs that might be seen as gender-specific. Girls and boys no longer need to line up separately and competitions no longer recognise a boy winner and a girl winner. By P7, children have a firm understanding that everyone should have equal access to toys, pastimes, sports and jobs regardless of their gender. As a result, children have more confidence in examining and challenging other types of discrimination.
- 3.15 Leith Academy was commended for its work on an interdisciplinary Equalities citizenship programme for S1 pupils. The programme is delivered by trained senior pupils in S5 and S6 and has made young people more confident in challenging others who may make inappropriate comments or actions related to race or gender. This programme was also highly commended in the Department's Achievement Awards.
- 3.16 Blackhall Primary School was commended for its ethos of inclusion and its work on tackling homophobia. Some reading books are chosen to show diverse family structures which include single parents, people with disabilities, minority ethnic families and same-sex parents so that all children feel represented within the curriculum.
- 3.17 Other examples of good practice are provided in Appendix 1.
- 3.18 The EAL Service plays a key role in promoting race equality and inclusion and in tackling racism. A report on their activities during 2010-11 is attached at Appendix 2.

Voluntary Sector and Partner Agencies

- 3.20 The Department funds a wide variety of voluntary sector organisations with a specific focus on equalities groups including disabled children and families, young people who are lesbian, gay, bisexual or transgender, ethnic minority inclusion, young pregnant women and mothers as well as working with men.
- 3.21 Edinburgh and Lothians Regional Equality Council (ELREC) and Kindred are both regular contributors to the Department's Equalities Monitoring and Implementation Group. During 2011, ELREC also ran workshops at the annual S6 Conference. They worked with 28 young people from three secondary schools over two days. This resulted in the pupils feeding back presentations on tackling discrimination to 500 of their peers.
- 3.21 Scotland's national anti-bullying organisation Respectme continues to be a key partner, delivering free anti-bullying and cyber-bullying awareness training to individuals and schools.
- 3.22 During 2011 the Department entered into a new agreement with Show Racism the Red Card to deliver anti-racism or anti-sectarianism workshops in 15 primary schools.

Next steps

- 3.23 In the coming year, every CEC primary and secondary school will produce a revised anti-bullying and equalities policy which also specifies the procedures of the school.
- 3.24 A strategy to widen the successes of the 'Tackling Homophobia' work will be implemented to make it available to more schools.

4 Financial Implications

- 4.1 There are no direct financial implications arising as a result of this report.

5 Environmental Implications

- 5.1 There are no direct environmental implications arising as a result of this report.

6 Equality Implications

- 6.1 The equalities relevance score for this report is high, due only to its relevance to the Equalities Act and to the interests of equalities groups. However as the contents carry only positive implications for people in equalities groups (or having 'protected characteristics') a full equalities impact assessment is not required.

7 Conclusions

- 7.1 The Council and its schools have a wide range of effective strategies and activities to tackle bullying and discrimination in its schools. Departmental policy, procedures and plans are robust and up to date and schools will also have revised policies and procedures in place by 2012. According to pupils, performance has improved in relation to effectively dealing with bullying.

8 Recommendations

- 8.1 The committee is asked to note the content of the report.

Gillian Tee
Director of Children and Families

Appendices	1 Examples of good equalities practices in Edinburgh Schools 2 Summary of work done by EAL Staff on Race Equality 2010-11
Contact/tel	Diana Dodd, Principal Officer Equalities. 469 3370
Wards affected	All
Single Outcome Agreement	
Background Papers	Preventing and Responding to Bullying and Prejudice amongst Children and Young People. Committee Report 7 September 2010

Examples of Anti-Bullying Practices in Edinburgh Schools

Boroughmuir High School

A group of staff and students are working together to review the school's equality and anti-bullying policy, using the Department's guidance. All staff are taking part in the first phase of new work to tackle homophobia in the school. An initial component is a comprehensive survey of staff and students' attitudes to homophobic language and behaviour.

Davidsons Mains Primary School

Staff and students are working together in conjunction with the EAL Service to rewrite the school's Equalities policy, using the Department's guidance. They describe it as a living document that may be a model for other primary schools. Two primary 7 classes are working in small groups to focus on issues of gender, race, sexuality, faith/ belief, social class and disability. The students will then present their ideas to the younger students.

Drummond Community High School

Guidance staff developed a short story that was fed by instalments to all pupils during registration over a period of a week. Each episode raised questions about what pupils would do in relation to internet safety and internet hostility. This exercise is currently being evaluated before promoting to other schools.

Firrhill High School has used the Child Exploitation and Online Protection Centre training and materials to develop a whole-day event for S1 pupils on internet safety including protection against bullying online. A session for parents is also provided. This is jointly developed by the campus Police Officer and Guidance, Computing and Library staff. Pupils at the school have also carried out their own review of supportive websites for children and young people. This good practice will be shared during 2013 with all schools.

Portobello High School with local community workers and city wide projects are undertaking peer mentoring training around the issue of violence against women and girls. Edinburgh is piloting this work which is coordinated nationally by the Scottish Government's Violence Reduction Unit. Training has been delivered and adapted by trainers from the USA to 32 staff who will roll this out to S1 - S3 pupils during 2012-13. The training is particularly focussed on 'bystanders' which will encourage more young people to effectively intervene not only on issues of violence against women and girls, but bullying and other problematic behaviours. The cross-section of staff from different agencies is particularly useful to assist creatively in delivering the project in a busy school timetable.

Seven Edinburgh Primary Schools in disadvantaged areas of the city are taking part in a government funded programme delivered by Action for Children. The programme is called 'Roots of Empathy' and has been shown to reduce bullying by supporting the development of empathy, pro-social behaviour and emotional literacy. It provides 27 sessions to P3 children which include classroom visits from a local parent and baby. Pupils consider the baby's developmental needs within a range of subjects, including safety, emotions and communication whilst introducing brain development, difference and the importance of relationships in age appropriate ways.

21 Nursery and Primary Schools are registered with the UNICEF Rights Respecting Schools Award. This is a programme that models rights and respect in all its relationships between teachers/adults and pupils, between adults and between pupils.

Speak up – Speak Out' is a project, initiated and developed by the West Edinburgh CLD team in partnership with Lothian and Borders Police and **four secondary schools** to work with children, young people and adults across West Edinburgh. The project focuses on Holocaust Memorial Day (HMD) and explores and highlights the effects of racism, prejudice and discrimination in our communities and supports their confidence in tackling these difficult social issues in a safe way. The **Edinburgh Interfaith Association** also held a major HMD event in January 2012 at Portobello High School.

Show Racism the Red Card is delivering all-day workshops to **15 primary schools** across Edinburgh this year. Subject to evaluation, the workshops will be offered to a further 20 schools next year.

Keeping Myself Safe is a pack of resources that teach primary and secondary school children about protection against bullying, racism, cyberbullying and violence. It is used by about 82% of teaching staff, according to a recent survey.

Summary of work done by EAL Staff with schools, on Achievement, Inclusion and Race Equality 2010-11

The EAL Service, as part of its remit, works with schools on wider issues of Achievement, Inclusion and Race Equality. This is delivered both directly by the PT Achievement and Inclusion, and by staff via the Advice and Consultancy and CPD provision offered by the Service to schools and agencies.

During the course of session 2010-2011, EAL staff supported many schools in an ongoing, informal way, on Working with BME Parents, Developing a Culturally Inclusive Curriculum, and generally Promoting Achievement, Inclusion and Race Equality. In the following schools they were able to do additional agreed work in these areas, reflecting effective practice and commitment to inclusion, achievement and equality in these schools.

Primary Schools and Nursery Classes

Diversity Week involving large numbers of staff, pupils and parents	Broughton PS
CPD in Developing a Culturally Inclusive Curriculum	St Joseph's
Parent Consultation with Report and Action Points to promote parental involvement and partnership	Clovenstone PS Flora Stevenson PS Leith Walk PS Sciennes PS St John's Portobello PS St Mary's Leith PS
Whole-school self-evaluation leading to an Action page with a range of measures to promote equality, inclusion and achievement	Broughton PS Clovenstone PS Dalry PS Flora Stevenson PS Forthview PS Fox Covert PS Fox Covert RC PS Leith Walk PS St John's Portobello PS St Mary's Edinburgh PS Sciennes PS

Secondary Schools

Equality/Race Equality education and training for seniors, to enable them to deliver workshops to junior pupils Support Initiative for transition from P7-S1 Subject dept review and action planning (in 1 dept)	Broughton HS
Support for staff in delivering Equality/Race Equality training for seniors, to enable them to deliver workshops to junior pupils	Gracemount HS Leith Academy
Creation (with DHT) and piloting of S1-2 interdisciplinary PSE programme on equalities	Leith Academy

Other Agencies

Three training sessions for Social Work Students on working with BME families in CEC schools and race equality issues	Multicultural Family Base
---	---------------------------

Plans for 2011-12 To begin to target early years establishments and special schools.