Education, Children and Families Committee

10am, Tuesday, 8 October, 2013

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

Item number	7.8
Report number	
Wards	All

Links

Coalition pledges	P1
Council outcomes	CO1 – CO6,
Single Outcome Agreement	SO3,

Gillian Tee

Director of Children and Families

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Executive summary

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

Summary

This report

- Identifies local and national measures to reduce bullying and prejudice in schools

- provides an updated policy and procedures for approval.

Recommendations

1. To note the contents of the report.

2. To approve the revised policy and procedures and note these will be revised in line with the policy hierarchy agreed by Corporate Policy and Strategy Committee on 3 September 2013.

3. To request a further report in April 2015 in line with Council-wide Equalities reporting.

Measures of success

The percentage of children and young people who say their school is good or very good at dealing with bullying.

Ranking in the Stonewall Equalities Index.

Reported incidence and resolution of bullying by the Advice and Conciliation Service.

Financial impact

There are no financial impacts.

Equalities impact

This report outlines preventative and protective measures to create safer environments for children and young people. These measures also assist us to meet our public sector duties to eliminate discrimination, advance equality and foster good relations. The impacts on these duties are therefore very positive in respect of all protected characteristics that apply to schools. In terms of children's rights, there are no infringements and the measures outlined will continue to enhance many of the Rights of the Child, including freedom of thought and association, protection from violence, the

right to health, right to an education that encourages respect and the right to be treated with dignity.

Sustainability impact

There are only positive social impacts from the measures outlined in the report and no negative environmental or economic impacts.

Consultation and engagement

The information contained within the report is based on evidence provided by focus groups, in-school pupil surveys and from other information provided by schools and on school visits. The contents of the report have been considered by the Children and Families Equalities Monitoring and Implementation Group whose membership includes two voluntary organisations (Edinburgh and Lothian Regional Equality Council and Kindred).

Background reading / external references

Report

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

1. Background

1.1 Children and Families recognises that bullying, prejudice and discrimination can have a significant impact on childhood and in later life. It should never go unchallenged and our policies and procedures reflect this.

1.2 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 which took place in October 2010.

1.3 A progress report was provided in January 2012.

1.4 This report outlines further work to reduce bullying and discrimination in schools and some minor changes to the policy and procedures for approval.

2. Main report

Policy and Procedures Developments

2.1 The 2010 policy and procedures were considered excellent and rated as amongst the best four in Scotland by the Coalition for Racial Equality and Rights. The policy and associated procedures also contributed to a high ranking in Stonewall's Equality Index.

2.2 The policy has now been adopted by nursery schools and classes and by special schools. Mainstream primary and secondary schools have produced their own bespoke policies and procedures, based on the council policy and guidance.

2.3 The revised policy and procedures are contained in Appendix 1 and 2. Minor changes are needed to bring the policy into line with the Equalities Act which came into force in 2011. All the relevant protected characteristics have been specified and the section on cyber-bullying has been strengthened. The definition of bullying has been reinforced in line with national policy.

Defining Bullying

2.4 Bullying by its nature requires a broad definition. Our policy defines bullying as follows:

Bullying is an abuse of power that is defined by its effects. People who are bullied are seriously upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child. The Council has adopted the definition of the national anti-bullying organisation, Respectme which states that bullying might include one-off or unintentional incidents. This has been made more explicit in the reviewed policy and procedures.

- *"It feels horrible. It makes you doubt yourself" (P7 child)*

- *"Even nice people do it sometimes" (S2 child)*

- *"I think people do it to weaker people because they think it's good to have power over them" (P7 child)*

- *I think that people do it because they are scared or are having a tough time at home. (P7 child)*

- *"A joke can turn into something you never expected" (P7 child)*

National Initiatives

2.5   Respectme continues to be a key partner, delivering free anti-bullying and cyber-bullying awareness training to individuals and schools. Their new Anti-Bullying Award is widely promoted in schools and Edinburgh provided one third of all entries.

2.6   In spring 2013, the Scottish Government produced its first guidance to support schools to embed equality and diversity within the Curriculum for Excellence (Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland). This was based on visits to schools including some Edinburgh schools. It has been promoted to all schools, including a checklist that will help schools to self-evaluate and plan for improvements.

2.7   The Scottish Government has funded ENABLE to develop a campaign to tackle the bullying of children and adults with learning disabilities. Children and Families staff took part in an information exchange to help inform the campaign for schools and will be involved in piloting school resources as these become available during 2013-14.

2.8   The Scottish Government has also funded Mentors in Violence Prevention (MVP) which challenges and changes attitudes to violence against women and girls. The City of Edinburgh Council and Inverclyde Council are the two Scottish local authorities to pilot this evidence-based programme to reduce violence. Portobello High School is one of the first Scottish schools to undertake the programme which began in the spring of 2012. The whole school community has been involved with 30 staff trained (15 school staff and 15 community workers).

35 students from S5 and S6 have completed the journey to become effective mentors who have now delivered six sessions to all S1 classes, with staff support where needed. These sessions address a range of bullying and violent behaviours including rumour-spreading, insulting, texting and sexting. There is anecdotal evidence of a marked change in attitudes. The potential to expand the MVP programme to all CEC secondary schools is currently being explored.

"Some of the resources they use, like videos are really memorable and powerful. They've changed our minds and we are more aware of our own personal safety. We know now that some behaviour of boys is not acceptable and we are able to get this across to the first years. This is the best thing about it" (S6 pupils, Portobello High School)

Council-wide Activities

2.9   All schools continue to record incidents of bullying and discrimination and to monitor them on an annual basis. Similar to incidents of hate crime that are reported to and by the police, it is believed that any increase in recorded incidents in schools are more likely than anything else to mean that children feel more confident in how their school deals with bullying (see 2.10 below) and therefore in speaking to an adult in the school.

2.10   Information gathered from pupils in our schools enabled Children and Families to set a baseline measure in 2010 that 67% of pupils said that their school was good or fairly good at dealing with bullying. In 2012 this increased to 75% of pupils. A target of 90% is in the Children and Families Service Plan.

2.11   Schools are provided 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. Some examples of good practice are provided at 2.15 and 2.27 to 2.32.

"This school is as sharp as a pencil at dealing with bullying and stamps on it like a cigarette" (Secondary pupil)

2.12   Personal and Social Education for Global Citizenship programmes have been developed by the English as an Additional Language (EAL) Service. There are programmes for P6/7, S1/S2 and S5 with another planned for P1/2. The programmes include lesson units which introduce the concepts of diversity, inclusion and anti-racism in the wider general context of equality. The EAL Service offers a broad range of continuing professional development opportunities for teaching and support staff.

2.13   The Children and Families Equalities Monitoring and Implementation Group (EMIG) continues to meet quarterly and is well attended by a cross-section of senior managers as well as two voluntary organisations.

2.14   Children and Families 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. This is mostly carried out in practice by School Link Liaison Officers from Police Scotland working closely with guidance staff and delivering sessions to whole year groups.

2.15   The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers / adults and pupils, between adults and between pupils. 32 Edinburgh Primary Schools are registered on the UNICEF Rights Respecting Schools Award Programme supported by the International Unit. To date, five primary schools have achieved level 1 accreditation (Preston Street, Castleview, Buckstone, Carrick Knowe and Redhall) and two schools have achieved the top level 2 (Dean Park and Juniper Green).

2.16   Professional development of staff embraces anti-bullying, fostering good relationships and equality. Tackling bullying is included in Child Protection Training which is mandatory for all staff and includes online safety. 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 Police Scotland and Children and Families' staff. Specific workshops are offered to all schools delivering parents' events.

2.17   Resources on Cyber bullying were circulated to schools in January 2013 as part of Safer Internet Day 2013 with printed promotional materials to use in school and links to web resources including our own Intranet and Internet. The Digital Learning Team has compiled a selection of suggested age appropriate curriculum resources for 3-18 to support schools in the delivery of quality Digital Safety education. The resources are linked to Curriculum for Excellence Experiences and Outcomes.

2.18   The Growing Confidence Programme has extended to five mainstream secondary schools in 2013-14. This has real potential to make an impact on bullying, through the training provided to support the importance of promoting positive mental health & emotional wellbeing for pupils, staff and families.

2.19   The Advice and Conciliation Service and the Principal Officer Equalities provide advice for early resolution to the concerns of parents and carers in respect of bullying. The Early Resolution of 64 reported incidents of bullying represented 20% of issues raised with the Advice and Conciliation Service. This was a decrease in number from 70 on the previous year. The number of Stage 1 formal complaints investigated by the Advice and Conciliation Manager also decreased in relation to bullying from 8 to 5 during the year. At the same time,

the Advice and Conciliation Officer reported a reduction in the number of advice inquiries related to bullying from 39 to 29 last year.

Partnership and Engagement Activities

New and ongoing initiatives are sought and supported, where feasible. Examples of these are:-

2.20   Show Racism the Red Card has worked in partnership with the Council in 37 Edinburgh primary schools over the past two years, running very effective educational workshops and fun fitness sessions with ex-professional footballers. It is planned to extend this work to Secondary Schools during 2013-14.

2.21   The Anne Frank Trust received Big Lottery funding to work in 10 Edinburgh secondary schools during 2012-13. Their exhibition which covers hate crime from the Holocaust to 21st century Scotland was shown in every school. Coaching was provided to S2 children to act as guides for the whole school and also to run workshops in cluster primary schools. The programme has been evaluated by staff and pupils as highly successful on every measure. It was built on partnership work with Community Learning and Development (CLD) during 2011-12 in four West Edinburgh schools ("Speak Up – Speak Out") which won the Children and Families Achievement Award for Successful Learning.

2.22   LGBT Youth Scotland receive council funding to deliver workshops in schools and youth work settings as well as provide a youth service for young people who are lesbian, gay, bisexual or transgender.

2.23   Other work on tackling homophobia outlined in the last report has developed to include more staff training and five schools became individual Stonewall Schools Champions. Edinburgh participated for the third year in the Stonewall Equality Index which is a self-evaluation tool that is also used to rank local authorities. Our work has been nationally recognised to improve from 17th to 11th to 7th over three years and that we are the first Scottish local authority to reach the 'top ten'. We have also become Stonewall Education Champions as a local authority.

2.24   Zero Tolerance is a charity working to tackle the causes of men's violence against women. During 2013, they launched a guide for childcare professionals to challenge gender stereotyping in the early years. This was highlighted in the programme of Edinburgh's annual Early Years' Conference in February where Zero Tolerance ran workshops on the guide, which has been sent to every nursery in Edinburgh.

2.25   During 2013, council staff supported the Crown and Procurator Fiscal Office to run a public speaking competition on the subject of "Diversity". Teams in ten secondary schools took part and it is planned to run again in 2014.

2.26   Edinburgh Youth Issues Forum Action Research Group on Bullying is the first of a small number of Action Research Groups investigating issues raised by young

people. Nine young people aged 12 – 17 met four times with CLD staff over the summer and interviewed key members of Children and Families staff and carried out a survey amongst their peers. They have made a short DVD which will be shown to Education, Children and Families Committee in December.

School Strategies and Good Practice

There are many examples of good practice in tackling bullying across Edinburgh schools. Examples of good practice include

2.27 Gylemuir Primary School is very highly rated by its pupils on how they deal with bullying. The Deputy Head teacher accounts for this by recognising that bullying exists everywhere and encourages openness in talking about it. The school ethos is to help pupils to stand up to it and to talk to somebody. The children know that their concerns are dealt with in confidence and many of them have experienced restorative approaches to share feelings and to make amends in any situation of conflict.

2.28 In the Craigroyston area, schools, CLD staff and parents are working together to produce parent friendly school leaflets to be launched during anti-bully week in November. At the same time, the local Youth Forum is working with P5, 6 and 7 classes in local schools to produce the second edition of 'The Matter' which will look at how children would like to be supported around bullying and will highlight recommendations. This too will be launched at a community event in Craigroyston High School during anti-bullying week.

2.29 Boroughmuir High School has in place an Equalities Group of staff and pupils who meet to discuss how they address issues in the school. They reviewed their arrangements for young people to raise issues with staff and as a result, the school set up the "Boroughmuir Bully Line" with a mobile phone, costing £20 which encourages pupils to text any concerns. It has been very successful.

2.30 The pupils of Currie Community High School (CCHS) and Woodlands School share a campus where bullying of pupils at the special school by pupils at the high school used to take place. It was swiftly recognised and firmly responded to by senior staff in both schools. At least 8 visits were made by Woodlands students to CCHS. As a direct consequence of this robust work, relations between pupils at both schools are now positive and there has been no further bullying. Woodlands senior pupils were Highly Commended in the Children and Families Achievement Awards for their Fashion Show business initiative that was developed along with pupils from CCHS.

2.31 Kirkliston Primary School addressed bullying in school as part of their Rights Respecting Schools' agenda. They ran weekly assemblies on different topics every week up to Anti-Bullying Week in November 2012. As a result, children across the school have a better understanding of what is and isn't bullying and undertook initiatives to develop confidence and resilience.

2.32 Queensferry High School gave a very high profile to the production of the new school policy and procedures. A presentation, which can be found on the school website, was given to a whole school assembly. As a result, pupils rating in school surveys of how well the school deals with bullying rose from 66% to 87% of pupils who said it was good or very good. Queensferry High School has also obtained Customer Service Excellence for the past two years and is now entering its third year.

"I feel it is a lot better now and we deal with bullying in any form, not just racism. We deal with it when someone is seen as different based on their sexual preference, gender et cetera. Children would say 'this is gay'. I think things have changed and prejudice has changed and it is now is easier to talk about things like homophobia than it would have been in the past and people are more prepared to deal with it. Even small children start with it - not wanting to hold hands with a boy..." (P6 Teacher following staff training provided by EAL Service)

"I hope that one day the world will be perfect; no racism, no animal testing, everyone equal, no war but just peace and with everyone having manners out in the street" (Pupil at St Mary's RC (Edin) Primary School writing on the topic of hope for the future)

Further Work

2.33 During 2013 – 14, we plan to work with ENABLE (the charity run with and for young people and adults with learning disabilities) to improve understanding of disabilities, including learning disabilities and to support the development of curricular resources that tackle the bullying of people with disabilities.

2.34 For Internet Safety Day on 11th February a major Internet Safety event will be held for staff in liaison with Police Scotland.

2.35 During 2014, the findings of the Action Research work (2.26 above) will be shared with a focus group of school staff and key findings agreed and disseminated to all schools.

2.36 A review will take place to ensure that new learning, resources and good practice are widely available and disseminated where necessary. This will include newsletters, use of social media mechanisms as well as Continuing Professional Development.

3.   Recommendations

3.1 To note the contents of this report

3.2 To approve the revised policy and procedures and note these will be revised in line with the policy hierarchy agreed by Corporate Policy and Strategy Committee on 3 September 2013.

3.3   To request a further report in April 2015 in line with Council-wide Equalities reporting.

Gillian Tee

Director of Children and Families

Links

Coalition pledges:	P1. Increase support for vulnerable children, including help for families so that fewer go into care.
Council outcomes:	CO1. Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2. Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities CO3. Our children and young people in need, or with a disability, have improved life chances CO4. Our children and young people are physically and emotionally healthy CO5. Our children and young people are safe from harm or fear of harm, and do not harm others within their communities CO6. Our children and young people's outcomes are not undermined by poverty and inequality
Single Outcome Agreement	SO3. Edinburgh's children and young people enjoy their childhood and fulfil their potential
Appendices	1. Revised Policy to Prevent and Respond to Bullying and Prejudice 2. Revised Procedures to Prevent and Respond to Bullying and Prejudice

THE CITY OF EDINBURGH COUNCIL

CHILDREN AND FAMILIES

Policy to Prevent and Respond to Bullying and Prejudice
amongst Children and Young People using Children and Families Services

Management Information		
Lead Officer	**Name:**	**Diana Dodd**
	Designation:	**Principal Officer Equalities**
	Tel:	**0131 469 3370**
Lead Service Area	**Planning and Performance**	
Last Review Date	**29 August 2013**	
Implementation Date	**1 November 2013**	
Review Date	**31 October 2017**	
Date Agreed	**To be confirmed**	
Agreed by	**Education, Children and Families Committee**	
Has Screening for Equality Impact been undertaken for this policy	This policy directly assist us to meet our public sector duties to eliminate discrimination, advance equality and foster good relations. The impacts on the equalities duty are therefore very positive. In terms of children's rights, there are no infringements and the measures outlined will continue to enhance many of the Rights of the Child, including freedom of thought and association, protection from violence, the right to health, right to an education that encourages respect and the right to be treated with dignity.	
Has Implementation and Monitoring been considered for this policy	Yes *(please specify)* Contained within accompanying Procedures Date	
If appropriate has Health and Safety section had oversight of this policy	Yes checklist completed	

Definition: Policy – A course of action or set of standards adopted by the City of Edinburgh Council.

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Policy to Prevent and Respond to Bullying and Prejudice
amongst Children and Young People using Children and Families Services

1. PURPOSE

The policy exists to protect all children and young people (in services supported by Children and Families) from all forms of bullying by other children and young people. This includes prejudice-based bullying and cyber-bullying and aims to prevent such behaviours and attitudes from developing.

2. SCOPE

The policy covers children and young people in all City of Edinburgh Council Children and Families services. Additionally, wherever relevant and possible, the policy extends to protection and prevention out with establishments, especially relating to cyber-bullying and early intervention to reduce hate crimes.

3. DEFINITIONS

Bullying is an abuse of power that is defined by its effects. People who are bullied are seriously upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. The Council has adopted the definition of the national anti-bullying organisation, Respectme which states that bullying might include one-off or unintentional incidents. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child.

Bullying behaviour is more useful than 'bully' to avoid labelling individuals as this tends to become fixed.

Person being bullied/picked on/isolated is used as an alternative to 'victim' for the same reason. Alternatively, "person on the receiving end of bullying behaviour" is also useful.

Cyberbullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

Prejudice and discrimination

People with particular characteristics are protected from discrimination by the Equalities Act 2010. Seven of these apply to schools and two others to all other public services. They are

- Age (not schools)
- Disability
- Gender Reassignment (people at any stage in the process of gender change)
- Marriage or Civil Partnership (not schools)
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

The legislation and this policy requires that allegations be treated seriously from the outset, investigated, recorded and if substantiated, dealt with according to the accompanying Procedures.

Parents/Carers are defined as

A guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Sec 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- Carers who can be parents
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements
- All councillors have a responsibility for the wellbeing of children in the council's care

4.   POLICY STATEMENT

It is the expectation of Children and Families that all staff, parents and carers will work to prevent and reduce bullying and prejudice among children and young people.

Discrimination on ground of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity race, religion or belief, sex, sexual orientation, are of equal concern and are all clearly distinguishable.

Bullying and discriminatory behaviours are not tolerated in any Children and Families establishment.

Areas of activity in which this policy can be implemented are

- Sustaining an ethos of inclusive services
- Positive relationship building
- Modelling of appropriate behaviour by adults
- Supporting and delivering the four capacities of Curriculum for Excellence
- Out of school activities
- Events, assemblies, speakers, surveys, drama, newsletters, meetings
- Staff training
- Partnership working

5.   RESPONSIBILITIES - tackling bullying and prejudice is the responsibility of all staff and partners in Children and Families

Children and Families' Performance and Planning section is responsible for

- developing, maintaining and monitoring this policy and accompanying procedures
- supporting establishments to communicate the policy to staff, children, young people, parents and carers
- consulting with stakeholders on the policy
- supporting establishments to examine the overall extent of bullying and prejudice and sharing good practice
- reporting to the Executive of the Council as required
- providing staff development activities as required

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Lead Officer: []   Current Version: []

Review Date: []   Page 3 of 6

- providing advice and conciliation services
- working with other Council agencies and partners to prevent and reduce bullying, discrimination and hate crime

Heads of Establishments are responsible for

- Ensuring that all staff are aware of this policy and accompanying procedures
- Dealing appropriately and effectively with all allegations brought to their attention
- Following the Department's procedures including recording of incidents
- Ensuring that their establishment policy corresponds with this policy
- Ensuring all staff have access to appropriate learning and development including induction training
- Making efforts to ensure that children and young people feel safe in reporting to named members of staff and are assured that any allegations will be investigated and action taken, where appropriate.
- Encouraging all children, parents, carers and staff to express their concerns and views
- Referring to the Child Protection Procedures and/or Police where necessary
- Examining the possible extent of bullying in their school or centre

In addition, Head Teachers are responsible for

- Communicating the policy to staff, children, young people, parents and carers
- Identifying a dedicated member of senior staff as the Equalities Coordinator
- Collecting information from children and young people about their experiences and views and showing relevant action as a result
- Embedding and evidencing regular and frequent proactive work through the improvement plan and/or the curriculum
- Supporting all staff in following this policy and procedures
- Liaising with parents and voluntary organisations as appropriate

All other Children and Families staff are responsible for

- Promoting positive attitudes and good relations
- Dealing appropriately and effectively with all allegations
- Supporting their head of establishment in undertaking initiatives and gathering information
- Being aware of this policy and following the accompanying procedures
- Seeking learning and development opportunities
- Supporting students to understand the differences between bullying and other challenging behaviours.
- Building the capacity of children and young people to challenge prejudice and bullying behaviour.

Children and Young People are responsible for

- Promoting positive attitudes and good relations and challenging all forms of prejudice
- Telling someone if they have any worries about bullying
- Keeping themselves safe, with support from adults
- Encouraging and supporting others to tell a responsible adult or speaking on their behalf
- Challenging bullying and prejudicial behaviour in others, if safe to do so
- Questioning and learning the differences between bullying and other challenging behaviours

Parents and Carers are responsible for

- Safeguarding and promoting their child(ren)'s health, development and welfare
- The safety of their child/children on the way to and from school
- Maintaining communication with a relevant member of staff
- Working in partnership with staff to maintain the rules, regulations or disciplinary requirements of the establishment
- Discussing the issues with their child(ren) according to their age and maturity and taking account of their views.

6. LEGISLATIVE CONTEXT

UN Convention on the Rights of the Child

Offences Aggravated by Prejudice Act 2010

Schools (Consultation) (Scotland) Act 2010

Equality Act 2010

Additional Support for Learning Act

7. ASSOCIATED DOCUMENTS

City of Edinburgh Council's Framework to Advance Equality and Rights

Take Control against Hate Crime Strategy 2012 - 2017

Getting It Right For Every Child (GIRFEC) in Edinburgh

Child Protection Procedures

Sexual Health and Relationships Policy

Children and Families Departmental Supplement to Health and Safety Policy

CEC Fair Treatment at Work Policy (for issues relating to allegations against staff)

Advice, Complaints and Conciliation Procedure

Alternatives to Exclusions/Exclusions

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Policy to Prevent and Respond to Bullying and Prejudice
amongst Children and Young People using Children and Families Services

Main contributors to the 2010 'Anti-Bullying' Policy and Procedure Writing Group on which this policy is based

Focus Groups of Young People

Broughton High School pupils focus group
Currie Community High School Support for Pupils staff group
Drummond Community High School pupil groups
Feedback from consultations by LGBT Youth Scotland
Firrhill and Currie S5 and S6 students
Gracemount Primary School P6 and P7 Saudi pupils
Edinburgh Development Group
Edinburgh Young Carers Focus Group
Wester Hailes Education Centre S1 class
Youngedinburgh Communications Group

Members of the Working Group

HT Dalry Primary School
DHT Murrayburn Primary
DHT, English as an Additional Language Service
DHT Broughton High School
Principal Teacher Guidance, Drummond CHS
Senior Community Learning and Development Worker
Advice and Conciliation Manager
Childline representative
Principal Officer, Youngedinburgh
Team Leader, Social Work Services Practice Team.
Educational Psychologist
Neighbourhood Manager
Principal Officer, Equalities
Equalities Officer

In addition to the above, Scotland's Anti-Bullying Service **Respect***me* worked closely with the Children and Families Department in helping to shape the final policy and procedures and has supported its implementation by delivering free training programmes to staff.

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CHILDREN AND FAMILIES

Procedure Title –	**Procedures to Prevent and Respond to Bullying and Prejudice** amongst Children and Young People using Children and Families Services

Management Information		
Lead Officer	**Name:**	**Diana Dodd**
	Designation:	**Principal Officer Equalities**
	Tel:	**0131 652 1316**
Lead Service Area	**Planning and Performance**	
Last Review Date	**29 August 2013**	
Implementation Date	**1 November 2013**	
Review Date	**31 October 2017**	
Date Agreed	7	
Agreed by	**Education, Children and Families Committee**	
Has Screening for Equality Impact been undertaken for this procedure	This policy directly assist us to meet our public sector duties to eliminate discrimination, advance equality and foster good relations. The impacts on the equalities duty are therefore very positive. In terms of children's rights, there are no infringements and the measures outlined will continue to enhance many of the Rights of the Child, including freedom of thought and association, protection from violence, the right to health, right to an education that encourages respect and the right to be treated with dignity.	
Has Implementation and Monitoring been considered for this procedure	Yes: contained within the Procedures	
If appropriate has Health and Safety section had oversight of this procedure **Name of Health and Safety contact**	Not required	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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1. PURPOSE

The procedures exist to ensure that managers and staff have detailed guidance to implement consistently the Children and Families' Policy to Prevent and Respond to Bullying and Prejudice amongst children and young people. This provides evidence that schools, social work centres and the Council are meeting the moral and legal duties to protect all children from bullying and unlawful discrimination on any grounds, including grounds of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

2. SCOPE

The procedures apply primarily to managers, including Head Teachers, Guidance Teachers, Social Work Managers and Senior Community Learning and Development Managers in relation to youth work.

3. DEFINITIONS

Bullying is an abuse of power that is defined by its effects. People who are bullied are upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and feel powerless to stop it. The Council has adopted the definition of the national anti-bullying organisation, Respectme which states that bullying might include one-off or unintentional incidents. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child.

Bullying behaviour is more useful than 'bully' to avoid labelling individuals as this tends to become fixed.

Person being bullied/picked on/isolated is used as an alternative to 'victim' for the same reason. Alternatively, "person on the receiving end of bullying behaviour" is also useful.

Cyberbullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

Prejudice and Discrimination

People with particular characteristics are protected from discrimination by the Equalities Act 2010. Seven of these apply to schools and two others to all other public services. They are
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- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

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Parents/Carers are defined as

> A guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Sec 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example

- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- Carers who can be parents
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements
- All councillors have a responsibility for the wellbeing of children in the council's care

4.   ACTIONS

4.1. Prevention Strategies

- **Promoting positive relationships** amongst children, young people, staff and the local community, **welcoming diversity** and the **ethos** of the establishment, are all keys to preventing bullying and discrimination
- Reminding children and young people at least twice a year about how the establishment deals with bullying, including cyberbullying
- Building resilience and empathy through curricular programmes like Creating Confident Kids
- Consistent and firm handling of challenging behaviour through restorative practices
- Providing frequent reminders to staff, children, young people and parents/carers of the establishment's anti-bullying and equal-opportunities policy which has been developed with children, young people and parents/carers
- Using the advice of Education Scotland's 2013 publication "Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland.
- Public, accessible welcoming messages throughout the establishment in a range of languages
- Staff development opportunities on policy development, empathy and resilience
- Frequent opportunities for children and young people to discuss issues
- Use of evaluation tools which measure ethos, relationships and confidence in schools and residential units, such as pupil well-being questionnaires and surveys
- Raising awareness of developing issues, e.g. hate crime, cyber-bullying
- Involvement of other agencies and partners in health, police and the voluntary sector
- Diversity and anti-bullying days, weeks, assemblies and publications
- Positive audits of race equality, inclusion and achievement of bilingual and minority ethnic pupils (supported by English as an Additional Language Service)
- Promotion of training opportunities to parents that explore the development of attachment, empathy and resilience and developing problem solving skills

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- Working towards award programmes, e.g. UN Rights Respecting Schools Award, Diana Award

4.2 Protective Strategies

- Buddy systems, especially at transition
- Nurture and friendship groups
- Use of curricular materials such as 'Seasons for Growth', 'Cool in School', 'Keeping Myself Safe'
- Children's Rights Officers in Residential Units
- Peer mentoring and mediation
- Counselling
- Playground supervision
- Reviewing arrangements for young people to raise issues confidently with staff
- Involvement of other agencies and partners in health, police and voluntary sector
- Highlighting the roles and responsibilities of children as bystanders
- Involvement of educational psychologists
- Confidential 'Comments Box' or 'Listening Post' in neutral and confidential place

4.3 Reactive measures

A child may not be engaging consciously in bullying behaviour, but its impact is still felt and must be taken seriously. However the level of awareness of a child who is bullying will be a significant factor in how it is dealt with.

- De-escalation strategies
- Involvement of parent/carer where appropriate
- Restorative practices, including acknowledging grievances
- Physical separation of person/people bullying, where necessary and possible
- Support base, safe room where feasible
- Helping children to recognise that their actions have consequences
- Sanctions, including loss of privileges
- Assessment of additional support needs for person being bullied or person bullying.
- Referral to specific support service, such as Educational Psychologist, Education Welfare Service, Social Work service or Child and Adolescent Mental Health Service
- Involvement of police if incident relates to hate crime or harassment
- Multi-agency team approach using GIRFEC principles
- In the most extreme cases, Child Protection procedures will need to be considered

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- Exclusion from school should only be used as a last resort. Staff will be aware of legal and policy guidance regarding exclusion and equalities groups.

4.4. Recording incidents

- All substantiated incidents (including single incidents) should be recorded, and if appropriate, the establishment's own recording procedure can be used initially. Subsequently the Recording Form provided should be used.
- Establishments may want to refer to the flowchart provided with these procedures for dealing with all incidents of bullying and prejudice
- If there is any dispute or remaining doubt (on the part of staff, parents or children) about whether the incident has been completely substantiated, the incident and the doubts should be recorded using the Recording Form provided.

4.5 Gathering and analysing information

- Information from the Pupil Well Being Questionnaire in primary schools and when available in secondary schools is examined by individual schools and Children and Families Managers
- Information from benchmarks created by HMIe is examined and compared with local information
- Children and Families provide schools with a survey tool.. This can be shared with groups of older pupils and the pupil council to help to explore any issues
- Surveys of young people in residential units on their experiences of bullying are carried out and examined by the Council's Children's Rights Officers and reported to the Equalities Monitoring and Implementation Group (EMIG)
- Information from self-evaluation surveys of pupils, staff and parents is examined by Children and Families Managers
- Information from focus groups is used by schools and by Children and Families to inform schools. This includes targeted groups such as bilingual/minority ethnic children (assisted by EAL Service), young carers, student councils, young people who are gay or lesbian (supported by LGBT Youth) Gypsy Travellers (assisted by Hospital and Outreach Teaching Team) and young people with disabilities.

4.6 Monitoring

- Establishments monitor their incident returns and survey results at least once a year
- Children and Families gather, collate and make annual reports on the returns from establishments to EMIG
- EMIG discusses bullying and prejudice as a standing item at quarterly meetings
- The Senior Management Team receives an annual report

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5.   CYBERBULLYING AND BULLYING OUTSIDE THE SCHOOL PREMISES

Bullying also occurs outside school premises and via mobile phone and social networking sites. Where a pupil or parent reports bullying off school premises, schools will:

- Talk to pupils about how to avoid or handle bullying outside of school
- Talk to the Head Teacher if another school's pupils are allegedly bullying
- Consider additional support, police involvement and Child Protection procedures
- Talk to the transport company about bullying on buses

6.   RESPONSIBILITIES

The Principal Officer Equalities has the responsibility for the maintenance of these procedures. Responsibilities of other members of staff are outlined in the policy.

7.   POLICY BASE

These procedures have been developed to implement the Policy to Prevent and Respond to Bullying and Prejudice amongst Children and Young People using Children and Families Department Services.

8.   ASSOCIATED DOCUMENTS

Recording Form for all incidents of bullying/prejudice/discrimination (for CEC Staff only)

Procedure Flowchart for dealing with incidents of bullying/prejudice/discrimination (for CEC Staff only)
http://www.educationscotland.gov.uk/Images?Promoting _DE080313_tcm4-747988.pdf

9.   RECORD KEEPING

When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.

Record Title	Location	Responsible Officer	Minimum Retention Period
Recording form for all incidents of bullying/ prejudice/discrimination	Waverley Court, Business Centre 1.4	Principal Officer Equalities	5 years

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