

Education, Children and Families Committee

10am, Tuesday, 6 March 2018

Anti-Bullying

Item number	7.12
Report number	
Executive/routine	
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Executive Summary

Respect for All national guidance has recently been published which highlights the impact bullying can have on confidence, resilience, participation and attainment, both in the short term and long term.

Embedding positive relationships and behaviour approaches can prevent bullying. Almost all of our schools make very good use of resources such as the Resilience Pack and Creating Confident Kids, both of which are designed to develop positive attributes in children.

The authority has been gathering information on bullying for many years which suggests that it is an enduring problem.

Recent information has been shared which also suggests that certain groups may be reluctant to discuss or disclose bullying.

A short life working group has been remitted to review new national guidance with the existing guidance and to ensure that all groups are represented.

This working group will consist of all stakeholders and be reflective of minority groups. The working group will launch the revised guidance in September 2018 at the Young People's Conference

Anti-Bullying

1. Recommendations

- 1.1 It is recommended that the committee:
 - 1.1.1 Notes the current statistics regarding bullying in schools
 - 1.1.2 Asks for a subsequent report in six months once the current policy and procedures have been reviewed

2. Background

- 2.1 Seven years ago the first National Approach to Anti-Bullying for Scotland's Children and Young People was published.
- 2.2 Since then Scotland has seen huge legislative and policy change; such as the Children and Young People (Scotland) Act 2014, Education (Scotland) Act 2016 as well as equality legislation put in place by the UK Government including the Equality Act 2010.
- 2.3 These changes have put greater focus on health and wellbeing and have raised awareness of the impact bullying can have on confidence, resilience, participation and attainment, both in the short term and long term.
- 2.4 In December 2017, revised national guidance, 'Respect for All' was published with the aim of ensuring those working with children embed positive relationships and behaviour approaches to prevent bullying in and across learning communities and clubs and organisations.
- 2.5 The Year of Young People provides a clear platform from which to base all work for young people. Actively listening to views, ensuring that all views are represented and that decisions for young people are made by young people are key principles under which this policy will be revised.

3. Main report

- 3.1 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. This behaviour happens face to face and online." (respectme, 2015)

- 3.2 The local authority has an anti bullying policy in place. This is entitled “Policy on preventing and responding to bullying and prejudice among children and young people” (Nov. 2013) and is supported by “Procedures to prevent and respond to bullying and prejudice among children and young people” and by “Procedures to prevent and respond to bullying and prejudice among children and young people in social work establishments”.
- 3.3 These documents will be reviewed in light of “Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People”. The national guidance was launched by the Depute First Minister, Mr Swinney, in November 2017 and is being supported by national training events which are taking place in February and March 2018. Education officers and educational psychologists from the City of Edinburgh are attending the training event in Edinburgh on 23 February 2018.
- 3.4 The authority’s policy “Better Relationships, Better Learning, Better Behaviour Policy” (Oct. 2015) makes the following statements: “The key principles to create a caring, learning environment in establishments include: promoting equalities, self-esteem, responsibility and positive relationships based on mutual respect.”
- 3.5 Schools which have a caring, positive school ethos are recognised as having fewer incidents of bullying; practices to prevent bullying are more effective than practices to modify bullying behaviour once it has occurred.
- 3.6 City of Edinburgh resources such as Creating Confident Kids and the Resilience Pack provide clear guidance for teachers to develop positive relationships and are used extensively in schools.

Current Situation

- 3.7 Pupil surveys are held every two years. The most recent was in 2016/17. 4,441 secondary pupils and 16,002 primary pupils took part across Edinburgh.
- 3.8 In response to questions about bullying, the results for secondary pupils were as follows:
 - 3.8.1 49% agreed that: ‘Staff are good at dealing with bullying behaviour’
 - 3.8.2 31% neither agreed nor disagreed and 20% disagreed
 - 3.8.3 81% agreed that: ‘I would know who to go to if I was being bullied’
 - 3.8.4 13% neither agreed nor disagreed and 7% disagreed
 - 3.8.5 35% agreed that: ‘There seems to be a lot of bullying in the school’
 - 3.8.6 43% neither agreed nor disagreed and 22% disagreed
- 3.9 In response to questions about bullying, the results for primary pupils were as follows:
 - 3.9.1 82% agreed that: ‘Adults in our school are good at dealing with bullying’
 - 3.9.2 19% disagreed

3.9.3 88% agreed that: 'I would know who to go to if I was being bullied'

3.9.4 12% disagreed

3.9.5 29% agreed that: 'There seems to be a lot of bullying in the school'

3.9.6 71% disagreed

3.10 Other relevant findings indicated the following:

Secondary school pupil survey:

75% of pupils agreed that: '*I feel safe in school*'

15% neither agreed nor disagreed and

10% disagreed

Primary school pupil survey:

88% of pupils agreed that: '*I feel safe in school*'

12% disagreed

3.11 Parent/carers surveys are undertaken every two years, alternating with the pupil surveys. Results for the 2017/18 survey are still being collated and will be available in April 2018.

3.12 The parent/carers survey at present has no specific questions about bullying. The pertinent statements are: "my child feels safe at school" and "my child is treated fairly at school".

Incidences of bullying and discrimination

3.13 Schools are required to collate all incidences of bullying and discrimination and submit this annually to the authority who then collate the city-wide picture.

3.14 Incidences recorded by primary schools are as follows:

Year	Bullying (non-specific)	Racist	Homo-phobic	Disability	Gender	Faith	Trans-gender	Other	Total
2008-2009	148	149	10	9	5	1	-	-	322
2009-2010	139	142	6	8	2	8	-	-	305
2010-2011	225	127	46	9	10	6	-	-	462
2011-2012	295	152	60	13	13	8	-	-	541

2012-2013	322	161	26	7	17	8	0	0	541
2013-2014	384	183	33	18	8	9	0	0	633
2014-2015	268	136	25	5	6	4	2	0	446

3.15 Incidences recorded by secondary schools are as follows:

Year	Bullying (non-specific)	Racist	Homo-phobic	Disability	Gender	Faith	Trans-gender	Other	Total
2008-2009	124	43	8	3	6	0	-	-	184
2009-2010	63	47	5	4	1	5	-	-	117
2010-2011	167	46	7	3	8	3	-	-	234
2011-2012	189	68	9	8	5	2	-	-	281
2012-2013	175	66	23	4	5	0	-	-	273
2013-2014	147	57	19	9	6	3	0	0	241
2014-2015	188	78	20	8	12	5	2	0	313

3.16 Incidences recorded by special schools are as follows:

Year	Bullying (non-specific)	Racist	Homo-phobic	Disability	Gender	Faith	Trans-gender	Other	Total
2013-2014	32	12	0	1	0	1	0	0	46
2014-2015	38	3	1	3	0	0	0	0	45

- 3.17 It is acknowledged that these figures may not be representative of the true picture as many children and young people may feel unable or unsupported to discuss bullying using the means currently available.
- 3.18 In addition to bullying, the Muslim community raised concerns about children and young people's experience of hate-crime. Issues relating to Islamophobia were described by several children and young people in a recent report by Sameena Dean.
- 3.19 The report highlighted that some children and young people felt that the processes currently in place to tackle racist incidents or hate crime were not effective. The report also raised the impact of terrorism and anti-terrorism approaches on children, with several examples of the "psychological pressures Muslim children face whilst carrying out normal day to day activities such as going to school."
- 3.20 For this reason different approaches will be taken using focus groups to elicit and explore bullying and hate crime, and the mechanisms for reporting it. This has been remitted to the forthcoming short life working group who are reviewing the current policy and procedures.

Working Group

- 3.21 This working group comprising members from schools, lifelong learning, the Third Sector and young people will review national guidance in relation to the current CEC Anti-Bullying Policy. They will agree recommendations based on prevention, identification and recording. The group will agree a plan for raising awareness of the revised policies with all school and establishment heads, and with relevant depute headteacher and subject leader networks. They will ensure that all opportunities to gather views are maximised.
- 3.22 The working group will draw on work already underway. For example, the Royal High school's piloting of the Charter Mark for Cultural Proficiency. This is in line with the Scottish Government's "Creating a Fairer Future" and the Scottish Government's "Race Equality Action Plan".
- 3.23 The group will try to source funding for earlier intervention activities and prepare a programme of activities and group work which would be bespoke to Edinburgh.
- 3.24 The group will ensure clear and explicit links are made with Child Friendly Edinburgh and Year of Young People to strengthen pupil participation, policy creation and implementation.

4. Measures of success

- 4.1 A school which is successful at dealing with anti-bullying is acknowledged to be a school which is successful at developing a positive, supportive, caring ethos.
- 4.2 Schools will be deemed to be successful

- 4.2.1 using HMI grades of 4 or higher for Quality Indicator 3.1 (Wellbeing and Inclusion).
- 4.2.2 where they have achieved Rights Respecting Schools status of bronze or above.
- 4.2.3 where they have low levels of reported bullying as per submissions to the authority.
- 4.2.4 where they have high levels of pupil satisfaction as per the Pupil Questionnaires.

5. Financial impact

- 5.1 This policy has no financial implications.

6. Risk, policy, compliance and governance impact

- 6.1 The local authority must ensure compliance with the revised guidance from Scottish Government.

7. Equalities impact

- 7.1 The guidance must ensure compliance with Equalities Act.

8. Sustainability impact

- 8.1 None.

9. Consultation and engagement

- 9.1 The revisions to the guidance will be based on significant consultation and engagement.

10. Background reading/external references

- 10.1 <http://www.gov.scot/Publications/2017/11/6766/1> (Respect for All)
- 10.2 http://www.sacc.org.uk/sacc/resources/iphobia_schools_web.pdf (Islamophobia)

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11. Appendices

11.1 None