

Education, Children and Families Committee

10am, Tuesday, 19 May 2015

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

Item number 7.11
Report number
Executive/routine
Wards: All

Executive summary

This report provides information on local and national measures to reduce bullying, prejudice and discrimination between pupils in schools. It highlights good practice and progress within City of Edinburgh Council schools.

Links

Coalition pledges [P5](#)
Council outcomes [CO1-CO6](#)
Single Outcome Agreement [SO3](#)

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

Recommendations

- 1.1 To note the contents of the report.
- 1.2 To confirm approval of the Prevent and Respond to Bullying and Prejudice policy.

Background

- 2.1 At its meeting on 8 October, 2013 the Committee received a progress report and approved the revised Policy and Procedures to Prevent and Respond to Bullying and Prejudice amongst Children and Young People and agreed to their dissemination. These Policies and Procedures are still current, relevant and up to date and can be found at appendix 1. A further progress report was requested for April 2015.
- 2.2 The Children and Families service 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, procedures and staff development opportunities reflect this.

Main report

National Initiatives

- 3.1 Research published by the Equality and Human Rights Commission in Scotland in March 2015 ([Prejudice-based Bullying in Scottish Schools](#)) credits the City of Edinburgh Council as one of three local authorities with particular good practice in this area. Details are provided in Appendix 2. In particular, the report commended Edinburgh's Policy and Procedures. It also highlights the work of the Growing Confidence Programme, the English as an Additional Language service, staff training tools and some of the partnership activities included in this report.
- 3.2 Since the last report, there has been an increase in the number of schools taking part in the UNICEF Rights Respecting Schools Award. This 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. The universality of the UNCRC provides a link for pupils between building up their rights-respecting school, understanding their rights and the need for children's rights to be realised everywhere.

- 3.3 Two primary schools have achieved Level 2 of the award and seven primary schools have reached Level One. 13 schools have attained their Record of Commitment and a further 33 schools have registered to take part. Of the 55 schools taking part three of these are secondary schools and four are Special Schools. The new Children and Young People's Act will place a statutory requirement on Local Authorities to evidence their work around Children's Rights. Local Authorities are currently waiting on information from the Scottish Government as to what this will entail. However, the increasing numbers of schools taking part in Edinburgh in the Rights Respecting Schools Award will put Children and Families in a strong position to evidence this work. Children and Families have recently agreed a service level agreement with UNICEF to support the delivery of the Rights Respecting Schools Award in Edinburgh.
- 3.4 The Diana Award is based in London and has been running anti-bullying ambassadors training for pupils in Scotland since 2013. In Edinburgh, about 50 pupils in five schools (four secondary and one primary school) have taken part in training (organised by Currie Community High School) and a further secondary school will do so. Follow up with the schools is planned to take place before the end of the session.
- 3.5 'Respectme' is Scotland's anti-bullying service and continues to be a key partner, delivering free anti-bullying (including cyber-bullying) awareness training to individuals and schools as well as courses to train trainers. The Director of Respectme has given keynote speeches at City of Edinburgh Council's Safer Internet Day conferences for the past two years. During 2014, their new survey was completed by almost 8,000 young people in Scotland. It shows that 30% of children surveyed reported that they had been bullied in the last school year. This is in line with what 29% of a large sample of children and young people in Edinburgh said during anti-bullying week in November 2014.
- 3.6 The 2013 report outlined the partnership work with ENABLE to develop a campaign to tackle the bullying of children and adults with learning disabilities. The campaign was launched in late 2014 as ['Be the Change'](#), the City of Edinburgh Council has been represented on the working group and contributed to both the campaign and the lesson plans which will be available by June 2015. These include a film of the good work carried out on the shared campus of Currie Community High and Woodlands Schools that was mentioned in the last report.
- 3.7 Both LGBT Youth Scotland and Stonewall Scotland continue to work with Edinburgh schools in advancing equality of young people who are gay, lesbian, bisexual or transgender. Additional advice and guidance for schools to accompany the Council's Policy to Prevent and Respond to Bullying and Prejudice is currently being prepared for consultation with both organisations. It is also intended to consult with Head Teachers and focus groups of students and to issue the guidance for the start of next session.

"In my opinion some people exaggerate bullying ... nobody should be ashamed of being gay or a lesbian. They love who they love and they lead their own life so therefore the bully need not worry about that person" (P6/7 pupil)

"I don't think bullying is as big of a problem as people make it out to be. However I do think people who are homosexual are bullied a lot more than anyone else. I believe this area of bullying needs to be looked at further." (S2 pupil)

- 3.8 Show Racism the Red Card has been working alongside the Council formally since 2011 to deliver transformative anti-racism education with children and young people in schools. In this year, their programme will have been delivered in 15 schools, mostly primary schools but including workshops at Firrhill High School's Diversity Day. In the evaluation of these workshops every teacher involved strongly agreed that the workshops increased young peoples' understanding of racism and thought that the workshop would have a lasting impact on young people.

"The workshop materials were very thought provoking and prompted lots of discussion. Thanks to the excellent presenter, the children were able to explore their views on issues such as stereotyping and prejudice as well as racism in a very non-threatening, supportive environment. The addition of the Fun and Fitness session made for a very memorable day"

- 3.9 The 2013 report identified the excellent award-winning work of the Anne Frank Trust in ten Edinburgh secondary schools. 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 was evaluated by staff and pupils as highly successful on every measure. There is now an opportunity to continue this work in a further eight secondary schools in partnership with East and Midlothian Councils, depending on costs.

City-Wide Initiatives

- 3.10 The 2013 report outlined the pilot work of Mentors in Violence Prevention (MVP) at Portobello High School. MVP challenges and changes attitudes to gender violence and bullying (including violence against women and girls as well as homophobia). Since then, staff from another 11 secondary schools and the wider community from each cluster have been trained and are in the process of developing the programme with more schools being offered training this year. Whole school communities are involved with staff training and the development of mentoring skills amongst S5 and S6 students. The mentors then go on deliver sessions to S1 classes. These sessions address a range of bullying and violent behaviours including rumour-spreading, insulting, texting and sexting. There is evidence of a marked change in attitudes. In December 2014, 76 MVP Mentors in their 5th & 6th years from across Edinburgh met to present and share their experiences of the programme.

Since I started MVP my eyes have been opened to a number of issues in the modern day society but one I feel most strongly about and have touched on most is homophobia. Now as a Mentor I really try to address issues like people using gay as a utility word. (6th year pupil)

I've split a fight up. I wasn't going in all guns blazing like - it was in a controlled way. I've learned from MVP. (6th year pupil)

- 3.11 The Growing Confidence Programme (GCP) was extended into mainstream secondary schools in 2013-14. This programme has significant potential to impact on the ethos and culture within schools and support positive relationships and inclusion through the training provided. The training promotes positive mental health by focusing on emotional wellbeing, kindness and resilience for pupils, staff and families. Seasons For Growth is a programme supported by the GCP for children who suffer from loss. The course focuses on peer support which helps children/young people think about what makes a good friend and teaches children to recognise, express and manage difficult feelings and emotions. This helps to prevent bullying arising and contributes to emotionally well-being and positive outcomes all round.

"I think bullying is wrong but we only ever look at bullying from the victim's point of view and not what the bully might be going through at home" (P6 pupil)

"Bullying makes people lose confidence about themselves and is very mean" (P6/7 pupil)

"I think that when a person gets bullied, people just stand back and don't do anything. Some people just think that they are not bullying but in actual fact the victim must feel lonely and hurt. That is also what I feel when I see school children having lunch by themselves but no one has the courage to go over" (S2 pupil).

- 3.12 The English as an Additional Language Service (EAL), as part of its remit, works with schools on wider issues of Achievement, Inclusion and Equality. This is delivered directly by the PT Achievement and Inclusion (2 days p/w) working alongside mainstream and EAL colleagues, and by EAL staff, through Advice and Consultancy. It is also a core element of CPD provision offered by the Service to schools and agencies.
- 3.13 EAL Service Improvement Planning over recent years has included a commitment to building EAL staff skills and confidence in developing such work, with pupils, parents and staff, and in supporting school initiatives in this area of work. This is reflected in increased engagement with achievement, inclusion and equality-related work, both in the formal joint school-EAL Service Self Evaluation and Action Page process, and in informal day-to-day pro-active work in schools. Discrete pieces of work undertaken by EAL staff during the past year include:

- Focused work with learners in at least 7 primary schools and 3 secondary schools as well as promoting the TRUE Colours initiatives (peer education and ambassadors) to all secondary schools.
- Focused work with parents in at least 7 primary schools and 2 secondary schools.
- Work with school management and school staff in 7 primary schools and 3 secondary schools.
- Other development work and joint work with partner agencies.

“I sometimes get a bit nervous when the person is around and I used to get bullied because of my skin colour (black)” (P7 pupil)

3.14 The biennial pupil survey carried out by about 3,000 secondary school pupils in 2012 indicated that young people with disability-related additional support needs were not enjoying school as much as their non-disabled peers (the difference was 21%). This was followed up with qualitative focus group pilot work in three Edinburgh secondary schools in 2013. The work was carried out mostly by Psychological Services in conjunction with the Principal Officer Equalities and an Area Coordinator (Getting It Right) and established that schools were keen to hear pupils’ views and to make some changes to improve their experiences of school in general. These changes included making adjustments to classroom support, raising awareness of the impact of different disabilities and revisiting school anti-bullying procedures with students to increase their confidence in reporting to staff.

3.15 The success of this pilot led a further 13 secondary schools to undertake similar work during 2014-15. Focus groups have been carried out in each school by an Educational Psychologist working with one of the Area Coordinators and supported by the Principal Officer Equalities.

3.16 While there remains considerable further work to improve the arrangements for supporting young people with disabilities and to tackle bullying, their enjoyment of school has reportedly increased by 5% and the difference between pupils with disabilities and all other pupils (in terms of them enjoying learning at school) has reduced from 21% to 10%.

“I think that in schools now, people can be bullied without realising it. People with very slight learning disabilities may be ... made to feel like they have lots of people that are nice to them when really those people are making fun of them and influencing them in a negative way” (S2 pupil)

“I try very hard to make friends – but it doesn’t work. People don’t get me and think I’m weird. I am autistic... they call me spaz” (secondary school pupil)

3.17 Programmes supported by the Arts and Creative Learning Team (ACLT) all promote emotional health, confidence and self-esteem. In particular, the team organised for a theatre company (Catherine Wheels) to visit cluster schools during 2014. The performance addressed important themes about growing up including bullying, making friends and fitting in. The ideas of becoming aware of

who you are, and being honest with yourself and with your friends, were also key to the play. Approximately 15 primary schools, two high schools and one special school saw the play.

3.18 As well as this piece of work, Creative Traditions of Music was an ACLT programme, funded by the Youth Music Initiative. It aimed to break down barriers of race and religion by using Afro Caribbean and Afro Brazilian music and culture and was piloted in the joint campus primary schools in the autumn of 2014. A further input with African musicians will take place in May/June 2015 and a resource pack is being developed to share the project ideas more widely.

3.19 All schools continue to record incidents of bullying and discrimination and to monitor them on an annual basis and send annual returns to the Principal Officer Equalities. Schools value the recording of incidents to evidence to pupils how seriously they regard what has happened. However, similar to incidents of hate crime that are reported to and by Police Scotland, the production of trends from this data has consistently been reported to Committee as problematic. An increase in recorded incidents in schools could mean that children and parents feel more confident in bringing incidents to the attention of school staff. It could also mean that more work needs to be done in finding a common language around the very emotive issue of bullying and separating this out from other forms of challenging behaviour as well as normal childhood interactions such as falling out and making up again.

"I feel that not enough is done about it. It happens a lot, but secretly. Its sly, the type of bullying that happens is the kind where you cannot straight up say, I'm being bullied. You can't say that someone is bullying you; you can only say that someone is making you feel bad. That's the worst type of bullying" (S2 pupil)

"If I do share pictures of someone, it's of my friends for a joke..." (S2 pupil)

"I think that it is very hard for kids (especially in high school) to know the difference between mucking around and bullying because a lot of mucking around can in a way be quite hurtful..." (S2 pupil)

3.20 Schools continue to be provided with anti-bullying and equalities resources and advice as well as staff development. This happens throughout the school year as well as for anti-bullying fortnight in November. Good practice is gathered and shared through the Council website and via an Equalities Coordinator in every school.

"Our school is a bully free zone" (P6/7 pupil)

"It is a serious issue but my school deals with it very well and nobody is left out or feels alone" (S2 pupil)

"Bullying is a horrible thing and I hope nobody every goes through it. Our school is amazing at stopping bullying from what I've experienced so far!" (S2 pupil)

Individual Schools' Good Practice

- 3.21 As described above, a wide range of strategies to tackle bullying and discrimination are promoted and more strategies are identified in schools' own policies and procedures. Examples of good practice found during 2014 are provided in Appendix 2.
- 3.22 There are some overarching features, including:
- a positive whole-school ethos of good relationships, respect, kindness, inclusion and safety;
 - open discussion and inquiry with children and young people, including pupil councils about the reality and impacts of bullying and prejudice;
 - effective communication with parents and carers, including mediation to reach a common understanding of the causes of concerns;
 - acting swiftly when incidents arise;
 - using a strength-based approach, particularly with vulnerable children;
 - widespread awareness of equality and fairness.

As well as this, individual schools often invite key speakers, hold diversity days, assemblies and involve with anti-bullying fortnight.

Measures of success

- 4.1 In an anonymous sample survey, the percentage of children in Edinburgh schools who said they were bullied at school in the previous year was 29%. This is in line with the national findings of 30%.
- 4.2 In 2010, 67% of children and young people said that their school was good or fairly good at dealing with bullying. This percentage agreeing with this statement increased annually. Surveys carried out by schools in 2014 raised the threshold to very good or good and 73% of children and young people agreed this was the case. This therefore is the new baseline measure from which to continue to improve.

*"I think the way schools have been dealing with bullying has come a long way."
(S2 pupil)*

"This school is very good at letting you be heard without letting on that you have been speaking if you have a problem" (S2 pupil)

Financial impact

- 5.1 Anti-bullying and anti-discrimination work is delivered without a specific budget by one FTE post of Principal Officer Equalities working with a wide range of staff and partners. Occasional ad-hoc funding to support and develop this work has so far been found within existing budgets.

Risk, policy, compliance and governance impact

- 6.1 The Policy on Preventing and Responding to Bullying and Prejudice meets the Council's requirement and the requirements of the Equality Act 2010 for having an up to date policy and set of procedures describing agreed courses of action or sets of standards for this service area and also for schools.
- 6.2 The Children and Families Risk Register recognises the inherent risk of not fully or properly implementing equalities legislation which leads to poor experience for service users and potential reputational damage. The work to tackle bullying and prejudice is key to meeting one of the public sector duties of the Equality Act 2010.

Equalities impact

- 7.1 The work described in this report directly assists the Council to meet its 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.

Sustainability impact

- 8.1 Working towards the elimination of bullying and discrimination will improve outcomes for children, families and communities as well as potentially contribute to a reduction of youth crime, including offences aggravated by prejudice.

Consultation and engagement

- 9.1 The Council Policy and Procedures underwent considerable consultation. The views of parents, children and young people informing this report are analysed from surveys, including the biennial pupil and parent surveys as well as from focus groups. These views are reported back to schools who implement any necessary change. A further consultation on forthcoming draft guidance on homophobia and transphobia will be undertaken with Stonewall Scotland, LGBT Youth Scotland as well as with a focus group of pupils and with Head Teachers.

Background reading/external references

None.

Gillian Tee

Director of Children and Families

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Links

Council pledges	P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum
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	SO 3 -Edinburgh's children and young people enjoy their childhood and fulfil their potential.
Appendices	1 Prevent and Respond to Bullying and Prejudice Policy 2 Good Practice in Schools 3 Extract from EHRC Report "Prejudice-based Bullying in Scottish Schools".

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

Implementation date: 1 November 2013

Control schedule

Approved by	Education, Children and Families Committee
Approval date	8 October 2013
Senior Responsible Officer	Diana Dodd
Author	Diana Dodd
Scheduled for review	9 October 2017

Version control

Version	Date	Author	Comment
0.1	23/4/15	Diana Dodd	

Committee decisions affecting this policy

Date	Committee	Link to report and minute
8.10.13	Education Children and Families	http://www.edinburgh.gov.uk/meetings/meeting/3116/education_children_and_families_committee

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

Policy statement

- 1.1 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.

Scope

- 2.1 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.

Definitions

- 3.1 **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.
- 3.2 **Bullying behaviour** is more useful than 'bully' to avoid labelling individuals as this tends to become fixed.
- 3.3 **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.
- 3.4 **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

3.5 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.

3.6 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.

3.7 **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.

Policy content

- 4.1 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.
- 4.2 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.
- 4.3 Bullying and discriminatory behaviours are not tolerated in any Children and Families establishment.
- 4.4 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.

Implementation

- 5.1 For details of the completed [Implementation and Monitoring form](#), contact the named author of the policy.

Roles and responsibilities

- 6.1 Tackling bullying and prejudice is the responsibility of all staff and partners in Children and Families.
- 6.2 Children and Families 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.
- Providing advice and conciliation services.
- Working with other Council agencies and partners to prevent and reduce bullying, discrimination and hate crime.

6.3 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.

6.4 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.

6.5 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.

6.6 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.

6.7 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.

Legislative Context

- [UN Convention on the Rights of the Child](#)
- [Offences \(Aggravation by Prejudice\) \(Scotland\) Act 2009](#)
- [Schools \(Consultation\) \(Scotland\) Act 2010](#)

- [Equality Act 2010](#)
- [In on the Act](#) (Supporting children and young people with additional support needs)

Related documents

- [City of Edinburgh Council's Framework to Advance Equality and Rights](#)
- [Getting It Right For Every Child](#)
- [Child Protection Procedures](#)
- [CEC Fair Treatment at Work Policy](#)
- [Advice and Complaints Procedure](#)

Equalities and impact assessment

- 9.1 For a statement concerning the Equality and Rights Impact of this policy, contact the named author of the policy.

Strategic environmental assessment

- 10.1 There are no environmental impacts resulting from this policy.

Risk assessment

- 11.1 The Children and Families Risk Register recognises the inherent risk of not fully or properly implementing equalities legislation which leads to poor experience for service users and potential reputational damage. The work to tackle bullying and prejudice is key to meeting one of the public sector duties of the Equality Act 2010.

Review

- 12.1 A review of the policy will begin during 2016 throughout all relevant Children and Families services.

EXAMPLES OF GOOD PRACTICE IN SCHOOLS**Total Craigroyston**

(Information to complement the Total Craigroyston Report of 3 March 2015 to the Education, Children and Families Committee)

In the Craigroyston area, schools, Community Learning and Development (CLD) staff and parents have worked together in primary schools to produce parent friendly school leaflets and have promoted popular messages to end bullying. CLD also supports Pilton Community Health's 'Living in Harmony' project which aims to create more opportunities for friendships between different ethnic communities in North Edinburgh.

Taking this forward the Primary Schools have all agreed to implement the Rights Respecting Schools approach, which supports children and young people to make positive choices based on understanding their own and other people's rights. The parent councils will be helping to roll this approach out into the wider community.

Craigroyston Community High School (CCHS) has carried out surveys that show the school is extremely well regarded by students in relation to bullying. Students throughout the school were involved in developing the school policy in focus groups of 12 students per year group.

The Head Teacher and Senior Management Team place the importance of students' safety alongside attendance, subject choices, informal activities and after-school choices. If any serious incident of bullying arises, including cyber-bullying an emergency assembly is held with messages that are hard hitting.

CCHS is also one of the 11 secondary schools taking part in the Mentors in Violence Prevention programme and they presented their work to the Cabinet Secretary for Justice in early March 2015.

A conclusion from a brief study of Craigroyston has identified that a school that is positively regarded in general will also be a school that deals well with issues around bullying and discrimination. Some of the components of this are:-

- Leadership
- Whole school ethos of maintaining good relationships between staff and pupils and a positive 'buzz' around the school
- Whole school staff meetings which lead to for example, eliminating the use of 'gay' as an insult.
- Regular assemblies
- Police Scotland School Link Officer being fully integrated as a member of staff
- Support from English as an Additional Language
- Many actions that show that pupils are cared for generally, for example making sure there is an in-school vocational pathway for all S4 students.

Comments from students in an anonymous survey

“My guidance teacher is a fantastic person”

“At first I joined in and then I realised I was in the wrong situation so I helped the person that was getting bullied”

A Strength-Based Approach in an Edinburgh Secondary School

“In my work with a young person, I made sure that the school had a ‘go to’ person who was aware of his particular challenges. My work was strength based in its approach – accentuating the young person’s capacities, skills and potential. This approach leads to better social networks, a safer peer group and an improved ability for the young person to jointly look at solutions with a supportive adult.

Mediation was not the answer in this situation as it would have given him a sense of joint blame or responsibility which there clearly wasn’t. Restorative practices have a place but not in every situation.

I already had an established relationship with the young person that allowed him to trust that he was heard and valued and that he would be appropriately supported to manage a difficult situation. It was also important for him to know that he had an advocate who could ensure that his voice was heard. The on-going strength based approach bolstered his self-esteem and gave him the personal capacity and resilience to respond appropriately to bullying behaviour and feel less isolated in his school community.

The young person’s own feedback was

“I’m happy that things got sorted out and now feel more able to tell adults when I’m having a hard time’. ‘It’s harder in high school than it is in primary school to speak up”

There needs to be a whole school approach when tackling bullying. This means that it is not only the Support for Learning staff that hold the information about bullying incidents. Subject teachers are often well placed to notice subtle behaviour changes which could indicate there is an on-going problem.”

Team Manager

Barnardos Community Support Service

(The Council has a long-standing partnership with Barnardos to provide support services for looked after children and other children in need)

Firrhill High School’s Diversity Day

While many secondary schools hold Diversity Days or events, it was the first time for Firrhill High School. What made this event particularly special was the combined focus on the WW2 Holocaust and its relevance to the present day, as shown through diversity of workshops below. The main speaker was the Holocaust survivor, Harry Bibring who presented his testimony to 300 students from S3 and 50 members of staff. The day also included pupils from the neighbouring Braidburn Special school. Workshops were provided by:

- Show Racism the Red Card
- TRUE Colours (Edinburgh equality ambassadors programme for young people)

- LGBT Youth Scotland
- ENABLE (Scotland's learning disability organisation)
- See Me (Campaign to end stigma of mental health)
- Waverley Care (Supporting people living with HIV and Hepatitis C)
- Holocaust Education Trust
- Firrhill's own Anne Frank ambassadors
- Firrhill's own Auschwitz ambassadors

As a result of this work, Firrhill has been chosen to host next year's Holocaust Memorial Day.

Tollcross Primary School

Tollcross Primary is a small city centre school where almost all the P6 and P7 pupils say the school is really good at dealing with bullying. They all feel confident that they can speak to a teacher in the school and that their problems will be dealt with.

"Since it's a small school, it's like we are all friends. In my class, there's no one who is unkind to me"

"It's good because the teachers solve the problem instantly..."

"The teachers deal with things by talking to everyone and making sure it doesn't happen again"

"Bullying is bad but sometimes it's not the bully's fault"

The characteristics of the school that make it a good practice school were described by the Head Teacher and Principal Teacher who teaches the above class. These include:

- Good relationships between and amongst pupils, staff and parents
- A whole-school ethos of equality and that "it's everyone's job". Awareness that this needs to be maintained.
- Sense of belonging (despite high turnover of pupils in the city centre)
- P1/P7 buddy system that provides both social and academic support
- Transparent and consistent sanctions and awards system
- High expectation of good manners which is always modelled by staff
- Other uses of staff as good role models, for example when boys started using the term 'gay' as an insult, a male teacher helped them recognise quickly that this isn't 'cool'
- Use of restorative practices when both parties are ready to sit down and reconcile
- General sense of 'kindness' as common parlance in the school
- In a smaller school, there is always time to go back and check up
- On the rare occasion when a situation has escalated, the involvement of a school manager has been described as hugely helpful
- Every member of the school community is valued. Learning assistants are prized for their sensitivity to the needs of individual pupils and ability to take appropriate action and for their presence in the playground. Children are also good role models and support the teaching staff to deal with behaviour issues.

St Mark's Primary School

"It's not a nice thing to be happening and if I saw anyone getting bullied I would tell a teacher or an adult"

"Don't call people names, don't be racist don't leave anyone out"

- Relatively small classes allow staff to really get to know the children as individuals
- The P6 class had substantial support from the Hospital and Outreach Teaching Service between January and June 2014, focusing on managing emotions and friendships
- During 2014, half of the P6 children took part in Seasons for Growth before Christmas, with the remainder of the class taking part between January and Easter, 2015
- Our Support for Service Pupils Teacher has been providing regular input to some of our P7 children, again in emotional literacy (Monday mornings)
- Whole school approaches such as Creating Confident Kids and Rights Respecting Schools also appear to be paying dividends
- Making full use of resources developed by the Quality Improvement Service and Principal Officer Equalities

Report to Education, Children and Families Committee on Preventing and Responding to Bullying and Prejudice in *City of Edinburgh Council Schools*

Extract from “Prejudice-based bullying in Scottish schools: a research report” by the Equality and Human Rights Commission, March 2015

10.2 City of Edinburgh Council: prevention and awareness raising

City of Edinburgh Council’s anti-bullying policy was identified as a good practice example in the policy review. The policy includes raising awareness of diversity, equal opportunities policies, and hate crime, and recommends using Education Scotland’s guidance in *Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland* (Education Scotland 2013).

City of Edinburgh Council shared a number of examples of good practice in anti-bullying prevention work. The authority has developed programmes to improve resilience and self-esteem such as Growing Confidence, a training programme for staff, parents, carers and pupils, to promote mental health and emotional well-being. LA leads cite this as improving staff confidence to deal with bullying. The council have adapted lessons initially developed at the Royal High School covering bullying, stereotypes and discrimination, and rights and responsibilities, to be available electronically to all schools. The English as an Additional Language Service has produced a Global Citizenship programme, covering topics such as diversity, inclusion and anti-racism (Tee 2013: 6). The council provides all schools with guidance and lesson plans prior to Anti-bullying Fortnight, covering bullying based on race, religion, disability, learning disability, sexual orientation and sex and gender.

City of Edinburgh Council has developed a tool entitled the ‘palette of responses’ for staff training, which presents a list of words and encourages discussion about whether or not these are offensive, and introduces alternative terminologies. The LA explains that this exercise encourages discussion on changing terminologies and actively examines ‘political correctness’ in a non-threatening way, with the aim of increasing confidence to challenge language.

The authority has engaged in various partnerships in order to raise awareness of different equalities areas. In 2013, council staff supported the Crown and Procurator Fiscal Office to hold a public speaking contest with secondary pupils on ‘diversity’ (Tee 2013: 8). The council has a partnership arrangement with Stonewall, achieving status as Stonewall Education Champions last year, as well as LGBT Youth Scotland and Show Racism the Red Card. Recently, City of Edinburgh Council has worked with ENABLE to produce resources on bullying of people with learning disabilities.

City of Edinburgh Council evidences a positive approach to preventing bullying and prejudice, reflective of the recommendations of *A National Approach*: the promotion of education and awareness raising about diversity and equality; proactive information strategies and campaigns, and programmes designed to promote emotional health and well-being.