

Education, Children and Families Committee

10am, Tuesday, 8 October 2019

Preventing and Responding to Bullying and Prejudice Amongst Children and Young People

Executive/routine

Wards

Council Commitments

1. Recommendations

- 1.1. The Education, Children and Families Committee is asked to:
 - 1.1.1. Note the continued work of teams across City of Edinburgh Council, our staff in schools and partners to promote respect, positive attitudes and positive relationships by embedding the rights of children in our schools
 - 1.1.2. Note the revised procedures for Preventing and Responding to Bullying and Prejudice in City of Edinburgh schools based on recent Scottish Government guidance.
 - 1.1.3. Note that greater effort is required from all stakeholders including staff, Parent Councils, and in supporting children's voice in extending rights-based learning.
 - 1.1.4. Note the current incident figures, including concerns of under reporting in relation to racist incidents.
 - 1.1.5. Note that the delivery of the actions set out in this report is likely to require additional resource.

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Report

Preventing and Responding to Bullying and Prejudice Amongst Children and Young People

2. Executive Summary

- 2.1 Bullying and discriminatory behaviours must not be tolerated in any establishment or service. This unequivocal stance has been in place locally and nationally for many years. Across the City of Edinburgh schools, anti-bullying and anti-discriminatory attitudes and behaviours are promoted through a range of preventative, proactive and responsive approaches. Despite the best efforts of many people, consultations with children, young people and agencies show that bullying and discriminatory behaviours persist.
- 2.2 All local authorities in Scotland are supported by RespectMe, Scotland's national anti-bullying service to ensure that children's rights are embedded in strategic guidance and training. The City of Edinburgh Anti-Bullying Policy (Appendix 1) has been revised in light of recent collaboration with RespectMe, and by working in closer partnership with children, parents and staff, is intended to address the real and concerning behaviours reported.

3. Background

- 3.1 The Edinburgh Children's Partnership has the highest aspirations for all Edinburgh's children and young people. We are committed to equalities and the wellbeing and protection of children and young people from bullying and prejudice by other children and young people and we aim to prevent bullying and prejudicial behaviours and attitudes.
- 3.2 The City of Edinburgh Council's overarching policy Included, Engaged and Involved, provides the context for the local authority's Preventing and Responding to Bullying and Prejudice Amongst Children and Young People procedure. The policy also provides the framework for Edinburgh Learns Inclusion. It is important to recognise that anti-bullying is a cross cutting theme that should be considered across all of the Edinburgh Learns frameworks.

- 3.3 We gather information on progress from a range of sources, including the Bullying Incidents Return from primary, secondary and special schools, the Pupil Wellbeing Questionnaire and other surveys.
- 3.4 Each year our schools evaluate themselves against HGIOS? 4 Quality Indicator 3.1. This provides information on the extent to which schools feel they are 'Ensuring Wellbeing, Equality and Inclusion'. HMIE inspections (full model) also evaluate QI 3.1 and this provides further information regarding wellbeing and inclusion, both in relation to sharing good practice and in identifying areas for improvement
- 3.5 This information alongside consultation with young people and advice from our partners at 'respectme' helps to guide the priorities of all officers and school leaders in supporting improvements in promoting equality and preventing and responding to bullying across the city.

4. Main report

- 4.1 Through HMI Inspections of Quality Indicator 3.1: Ensuring Wellbeing, Equality and Inclusion session 2018-19) we have reliable evidence that strong practice exists in some schools:
 - "Teachers have a good understanding of the need to support young people to understand and value diversity"
 - Young people are gaining confidence in their ability to recognise and challenge discrimination"

(Appendix 2 Extract from Edinburgh Learns Health and Wellbeing Annual Report (2018/19) provides further information about inspection of Quality Indicator 3.1)
- 4.2 The Edinburgh Learns Health and Wellbeing Annual Report 2018/19, also notes that surveys demonstrate a decrease in how safe children and young people feel in school.
- 4.3 More work with pupils needs to be done to establish whether the recent rise in the number of bullying incidents that have been recorded and reported by schools reflects more prominent bullying behaviours, or that of better informed and better empowered children and young people who are more readily challenging discrimination and reporting prejudice-based bullying and language. This will be addressed more fully as our new procedures are implemented (para 4.10)
- 4.4 In addition, more work needs to be done with Parent Councils to ensure that anti-bullying is high on the agenda for review, on the understanding that this issue requires action at all levels of the system.
- 4.5 Currently, our schools use a range of strategies to proactively encourage children and young people to report incidents and suspected incidents of bullying. These

include whole school assemblies, making procedures accessible on the school website, themed weeks, displays and newsletters, confidential comments boxes, buddy systems and listening posts. Some schools make use of counselling services and published resources (for example Emotion Talks, Cool Calm and Connected, The Diana Award, Rights Respecting Schools Award).

- 4.6 Schools need to work with young people to listen to their views and recognise their experiences to better understand trends in bullying. Good practice has been shared in the new summary booklet for schools. For example, children from Holy Cross RC Primary School and Dean Park Primary School have their voice recognised: “We tell everyone about non-discrimination at assembly; it’s important to understand what other people are going through” (Primary 6 pupil), “Schools should listen to us and let us have a say... senior management should discuss it (*anti-bullying*) with the children” (Primary 7 pupil)
- 4.7 Many of our schools target support towards groups or individual learners with protected characteristics and often use partner agencies to support this work (for example LGBT Youth Scotland, Stonewall, Saheliya, Sikh Sanjog, Enquire; Reach service)
- 4.8 We encourage our schools to celebrate diversity. Schools use a range of approaches to ensure young people feel included. Five of our secondary schools have achieved the LGBT Youth Scotland Charter Award, with many more working hard to meet the needs of our LGBT learners. Records of bullying incidents in schools indicate a decreasing trend in homophobic bullying in both primary and secondary schools since 2014/15.
- 4.9 The October 2019 the Education, Children and Families’ Committee report on Equalities provides details of issues identified through our engagement with the BAMEed Network, to support Black, Asian and Ethnic Minority children and young people, including unconscious bias training for staff and engagement and consultation with Muslim and Sikh parents.
- 4.10 As stated, schools use a range of approaches to seek the views of children and young people regarding their experiences of equalities, diversity and bullying. Pupil Councils play an active role in schools, with some choosing to use HGIOS – which is the HGIOS4 version for pupils to complete self-evaluation of “OUR” school to conduct focus groups with their peers, particularly around feeling safe in school. This approach will be developed to support respect and rights based learning and will be reported to this Committee in due course by the Pupil Participation Board.
- 4.11 Concerns about under-reporting, particularly of racist bullying, has been raised by various agencies over the past two years. The Council is committed to working with specialist agencies to find culturally appropriate ways of supporting children and young people to report bullying. Previous good practice in, for example Royal High School and Drummond Community High School has been highlighted, where young

people worked with the third sector in specific projects, developing strong supportive links, and were thus empowered to discuss discriminatory behaviour. Should the ECF Committee wish to support further work of this nature, additional resource may need to be identified.

- 4.12 The City of Edinburgh's Preventing and Responding to Bullying and Prejudice Amongst Children and Young People procedure has recently been revised and has been shared with schools this session. In line with the revisions to the procedure, a supporting summary document for schools has been produced in collaboration with *respectme* (the national anti-bullying service). This is currently with the publications team and will also be shared with schools by October 2019. The revised procedure and accompanying summary booklet directs schools to guidance from *respectme* for involving children and young people in reviewing current practice and writing school policy
- 4.13 To ensure that the revised procedures have maximum impact, schools will be required to identify Anti-Bullying Champions from both the staff and pupil bodies. The procedures will be formally launched to these Champions in parallel with full training for schools, delivered by *respectme* over a 6 month period from November 2019 – April 2020. The training will address areas including; Why address bullying?, What is bullying?, Preventing bullying and Responding to bullying. This training will also specifically support schools to address issues of under-reporting. Presentations will also be offered to Parent Councils via the Locality Parent Council networks and ongoing consultation with all stakeholders will ensure that the planned rollout meets its stated objectives. Specifically, children and young people will be consulted via Pupil Councils and Young Edinburgh Action as the new procedure is implemented to ensure success and keep it under review. This will also be reported via the Pupil Participation Board (see para 4.8 above).
- 4.14 In line with national expectations, our practice in recording incidents of bullying has been revised. The Bullying and Equalities module in SEEMiS is now used in schools to record all incidents of bullying behaviour and will enable the local authority to collate and analyse more detailed information centrally, for example the data gathered can help identify trends and patterns, specific issues around equality and diversity and help schools and the local authority to guide improvements in practice.

5. Next Steps

- 5.1 Ensure that all schools have received and discussed the recently revised 'Preventing and Responding to Bullying and Prejudice Amongst Children and Young People' Procedures.
- 5.2 Share new A5 summary booklet ('Preventing and Responding to Bullying') with all schools.
- 5.3 Ensure that all schools have identified Anti-Bullying Champions in staff in pupil teams.

- 5.4 Establish Anti-Bullying and Equalities Project steering group which would include young people and in particular young people from BAME communities.
- 5.5 Present summary of procedures to Locality Parent Council networks.
- 5.6 Support schools to write their own anti-bullying policy by December 2020.
- 5.7 Work with partners from *respectme* to provide high quality professional learning for staff.
- 5.8 Work with pupils to tackle causes of under-reporting.
- 5.9 Work with specialist providers to tackle race & cultural-specific causes of under reporting (if approved by ECF Committee).

6. Financial impact

- 6.1 Measures to address issues highlighted in this report that require additional resource be brought forward for consideration in the Council budget setting process.

7. Stakeholder/Community Impact

- 7.1 Consultation and engagement took place with school senior managers and officers within the local authority and will be embedded within all work going forward. In particular, consultation with Pupil Councils and Parent Councils will be scheduled and planned over session 19/20.

8. Background reading/external references

- 8.1 Included, Engaged and Involved (Education Scotland) 2018
- 8.2 City of Edinburgh Council's Included, Engaged and Involved policy
- 8.3 Respect Me Scotland's Anti Bullying Service www.respectme.org.uk
- 8.4 Edinburgh Learns: Health and Wellbeing
- 8.5 Edinburgh Learns: Inclusion

9. Appendices

- 9.1 Appendix 1 Revised Anti Bullying Procedure
- 9.2 Appendix 2 Extract from Edinburgh Learns Health and Wellbeing Annual Report (2018/19)
- 9.3 Appendix 3 Anti-bullying Survey of 37 Primary and 20 Secondary (including Special) Schools May 2019
- 9.4 Appendix 4 Incidences of Bullying and Discrimination recorded by schools 2008-2017

Appendix 1

Anti Bullying Procedure

Procedure Title - **Preventing and Responding to Bullying and Prejudice Amongst Children and Young People**

Procedure Number -

| Management Information | |
|---|---|
| Lead Officer | Name: |
| | Designation: |
| | Tel: |
| Lead Service Area | |
| Date Agreed | <<e.g. 01 January 2012>> |
| Last Review Date | <<If applicable>> <<e.g. 01 January 2012>> |
| Next Review Date | <<e.g. 01 January 2012 = press F1 key for help>> |
| Agreed by | <<e.g. Senior Management Team>> |
| Has <u>Screening for Equality Impact</u> been undertaken for this procedure? | <p>Yes: This procedure promotes equalities and the well-being and protection children and young people. The procedure informs practice at all levels with the purpose of ensuring effective implementation. The implementation of this procedure will promote equality and children's' rights and prevent unlawful discrimination.</p> <p>Date <<e.g. 01 January 2012>></p> |
| Has <u>Implementation and Monitoring</u> been considered for this procedure? | <p>Yes: The Communities 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. A review of the procedure will begin between 2021-22.</p> <p>Date <<e.g. 01 January 2012>></p> |
| If appropriate, has Health and Safety | Yes/No: <i>(please specify)</i> |

| | |
|--|--|
| <p>section had oversight of this procedure?</p> <p>Name of Health and Safety contact</p> | <p>Date <<e.g. 01 January 2012>></p> |
|--|--|

1. PURPOSE

This procedure reflects our commitments to equalities and the wellbeing and protection children and young people from bullying and prejudice by other children and young people and aims to prevent bullying and prejudicial behaviours and attitudes

2. SCOPE

- 2.1 This procedure covers our children and young people in all City of Edinburgh Council services and establishments. Where relevant and possible, the procedure extends beyond establishments; for example, online bullying which takes place outside of the establishment will be taken as seriously as any other form of bullying and may also be addressed by the establishment where health, wellbeing and learning is impacted
- 2.2 This procedure sits within the overarching context of City of Edinburgh Council's Included, Engaged and Involved Policy. Edinburgh Children's Partnership's core principles guide our working and define our service culture, specifically the vision '*Edinburgh's children and young people enjoy their childhood and achieve their potential*'. Sections 5.7 and 6.2-6.4 of our Included, Engaged and Involved policy are particularly relevant.
- 2.3 Schools and partners are committed to developing strong collaborative working through a 'one service approach' that is based on professional trust and transparency informed by listening to and working *with* children and their parents.
- 2.4 Our core practices reflect our commitment to the development of positive relationships at all levels and in all settings. Our core practices are the 4 Rs:
- Relationships
 - Rights Respecting
 - Resilience
 - Restorative
- 2.5 A commitment to developing positive relationships with all members of school communities and partnerships is instrumental to our approach to getting it right for every child, creating communities that allow children to be Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included.

3. DEFINITIONS

- 3.1 **Bullying.** The Council has adopted the definition in Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (Scottish Government, 2017):

“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”.

- 3.2 **Bullying behaviour** is a more useful phrase than 'bully'. The term bully labels an individual with a fixed trait. Whereas bullying behaviour can be transient and temporary and can be changed/corrected.

- 3.3 **Person being bullied/picked on/isolated or person on the receiving end of bullying behaviour** are more useful phrases than 'victim'. The label victim can be disempowering. The term victim labels an individual with a fixed trait whereas bullying experiences can be temporary. There can also be a complex interplay between those involved and there may not be a clear beginning and end.

- 3.4 **Online bullying or cyberbullying** is bullying behaviour that takes place via mobile phone or over the internet through email, messaging, social networking websites or online gaming and should be taken as seriously as any other form of bullying.

- 3.5 **What is not bullying behaviour?**

“You don't have to like me...agree with me...or enjoy the same things I do. But you do have to respect me.” (Respect Me, 2018). In order to work effectively, positively and diligently to prevent and respond to all forms of bullying and allegations of bullying behaviour, it is important to distinguish between what is and is not bullying behaviour.

Anyone can make a mistake or behave in a way that is inappropriate but not every action that has a negative impact on someone else is “bullying behaviour”. Part of our responsibility and duty is to support our children and young people to develop resilience. We cannot condone the overuse or misuse of the term “bullying” or react disproportionately to children and young people's behaviours. To do so would be counterproductive.

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of development and most children and young people have the ability to bounce back from these experiences. It is important to discuss how they feel and help them to develop resilience to manage their relationships. This is in line with guidance from *respectme*. *“We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.”* (Respect Me, 2018).

Furthermore, bullying behaviour can sometimes be unsuccessful as bullying behaviours can sometimes have no impact. In this case the person the behaviours were directed at has not been bullied but the behaviour still needs to be challenged appropriately and should not be ignored. For example, the use of homophobic or prejudicial language, which may have no impact on the person it is aimed at, must still be challenged, as the language itself is unacceptable and could affect other people.

respectme state “Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it.” (2018).

Incidents may be perceived as bullying when they are, in fact, criminal in nature. It is important to ensure that criminal offences such as hate crime, child sexual exploitation and gender-based violence are clearly distinguished from bullying. For example, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. It is sexual assault, sexual abuse or gender-based violence. There are laws to protect children and young people from this very serious behaviour.

3.6 **Hate crime, equalities and prejudice-based bullying**

Hate crime is a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or gender identity. Hate crime can take a number of forms. Advice and guidance from Police Scotland should be sought if a hate crime may have taken place.

We are committed to advancing equality of opportunity for all. All forms of bullying and discrimination are unacceptable. At the City of Edinburgh Council we actively foster positive relations between diverse groups and people and we work towards eliminating any abuse of power or relationships. City of Edinburgh Council strives to ensure that we treat all people with respect and provide a positive and safe space in which to access services and work. There may be additional barriers or risks for people with certain characteristics or beliefs. The Equality Act (2010) outlines characteristics protected by the Act:

- Age
- Disability
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex
- Sexual orientation

In addition, we recognise that children who do not have a protected characteristic may also be at risk of experiencing disadvantage, prejudice and discrimination. For example, care experienced children, young carers, non-heterosexual children, children with English as an additional language. Body image and socio-economic status can also be negatively impacted by prejudice.

3.7 **Race, religion, belief and faith**

Bullying based on race, religion, belief or faith is motivated by racism or belief based prejudice. Children and young people do not have to be of a different race, religion, belief or faith themselves to experience this sort of bullying. It may be directed towards young people perceived to be of a different race, religion, belief or faith or those who have friends or family of a different race, religion, belief or faith.

3.8 **Sexual orientation and gender identity:** lesbian, gay, bisexual, transgender and intersex plus bullying based on sexual orientation is motivated by a prejudice against non-heterosexual people. It is also sometimes referred to as homophobic or biphobic bullying. Biphobic bullying refers to bullying targeted around bisexuality. Children and young people do not have to be non-heterosexual themselves to experience homophobic or biphobic bullying. This type of bullying may be directed towards young people perceived to be non-heterosexual or bisexual or those who have non-heterosexual or bisexual friends or family.

Although homophobic bullying is distinct from sexist and transphobic bullying, it is related to these forms of bullying through underlying sexist attitudes. The term transgender is an umbrella term for those whose gender identity or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two. Some individuals identify as Lesbian, Gay, Bisexual, Transgender and Intersex plus (LGBTI+).

Transgender people can face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, those who identify as transgender, non-binary or gender questioning can be particularly vulnerable to bullying and prejudice. This can manifest in many ways, including name calling, deliberate mis-gendering and/or dead-naming. Dead naming is the act of referring to someone by their previous name and/or gender identity. An individual may also experience transphobic bullying as a result of a perception that they are LGBTI+ or that a parent, friend or family member is LGBTI+.

For further information: <http://respectme.org.uk/wp-content/uploads/2017/11/Ad-dressingInclusion-FINAL-NOV-17-1.pdf>

3.9 Additional support needs

Every child gets help in school with their learning and development. As part of our commitment to inclusion schools and service's maintain effective arrangements to ensure the widest range of individual needs are met as a natural part of what we do on a day-to-day basis. This includes planning to meet children's needs, collaborative working, tracking children' progress, identifying any barriers to learning, helping children with any difficulties that arise, communicating with parents/ carers and supporting transitions. A child has additional support needs if they need more, or different, support to what is normally provided in schools to children of the same age. Some children may need a lot of support all through school. Others may need only a small amount of additional support for a short time. Children with additional support needs may be at risk of experiencing bullying or discrimination and conversely children who are bullied are likely to develop additional support needs.

3.10 Parents/carers

Parents/carers are defined as a guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Section 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, as corporate parents, have a responsibility for the wellbeing of children in the council's care.

4. ACTIONS

- 4.1 City of Edinburgh Council's approach to preventing and responding to bullying sits within a context of the wider Council policy and ethos and in particular the rights of the child.

The United Nations Convention on the Rights of the Child (UNCRC) sets out the fundamental rights of all children and young people. We use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood. The City of Edinburgh has a strong commitment to Getting it Right for Every

Child (GIRFEC) and promoting the wellbeing of all our children and young people. Specifically that they should be as safe, healthy, active, nurtured, achieving, respected, responsible and included as possible. We are also committed to The Children and Young People Act, The Equalities Act, seeking educational inclusion for all children and young people, promoting resilience, and restorative approaches. To promote and maintain the wellbeing of all children and young people we:

- Place children at the centre of practice
- Focus on strengths and build resilience
- Prioritise prevention
- Improve fairness
- Listen to and work *with* children and the key adults in their lives

4.2 Bullying and discriminatory behaviours are not tolerated in any establishment or service. Anti-bullying and anti-discriminatory attitudes and behaviours should be promoted through a range of preventative, proactive and responsive approaches. These can be found in appendix 1.

4.3 This procedure requires that allegations of bullying must be treated seriously from the outset, investigated, recorded and if substantiated, dealt with according to the procedure. Guidelines for responding to instances of bullying or prejudice can be found in Appendix 2.

4.4 Information gathered in relation to anti-bullying should be recorded on the Bullying and Equalities Module within SEEMIS with effect from June 2019. In City of Edinburgh we take data protection seriously and comply with the European Union General Data Protection Regulation 2018. This applies fully to information gathered in relation to anti-bullying.

4.5 An exemplar establishment anti-bullying procedure can be found in Appendix 3 and further advice from respectme to support establishments to develop local policy is available here: <http://respectme.org.uk/wp-content/uploads/2017/11/Policy-throught-to-Practice-2017.pdf>

5. RESPONSIBILITIES

5.1 It is the responsibility of all staff and partners in Communities and Families to prevent and respond to bullying and prejudice amongst children and young people.

5.2 **Communities and Families is responsible for:**

- Developing, maintaining and monitoring this procedure.
- Supporting establishments to develop their own local policies and procedures to

Reflect this local authority guidance and to communicate this to staff, volunteers, children, young people, parents and carers.

- Consulting with stakeholders on this procedure.
- 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 as required.
- Providing advice and conciliation services.
- Working with other Council agencies and partners to prevent and reduce bullying and discrimination.

5.3 Heads of establishments are responsible for:

- Ensuring that all staff are aware of this procedure and the locally developed policy and procedures.
- Dealing appropriately and effectively with all allegations brought to their attention.
- Following Communities and Families guidance including recording of incidents.
- Ensuring that their establishment procedure corresponds with this procedure.
- 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 experiences of bullying and prejudice to members of staff and are assured that any allegations will be investigated and action taken, where appropriate.
- Encouraging all staff, volunteers, children, young people, parents and carers to express their concerns and views through robust consultation exercises.
- Referring to Child Protection Procedures and/or Police Scotland where necessary.
- Examining the possible extent of bullying and prejudice in their establishment.

5.4 In addition, Head Teachers are responsible for:

- Communicating their local policy and procedure to staff, volunteers, children, young people, parents and carers.
- Identifying a designated senior manager as the Equalities Coordinator
- Embedding and evidencing regular and frequent proactive work through the School Standards, Quality and Improvement Plan and/or Curriculum for Excellence.
- Supporting all staff and volunteers in following this guidance and local policy and procedures
- Liaising with parents/carers and voluntary organisations as appropriate.

5.5 All other Communities and Families staff are responsible for:

- Promoting positive attitudes and relationships.
- Dealing appropriately and effectively with all allegations of bullying.
- Supporting their head of establishment in undertaking investigations and gathering information.

- Being aware of this procedure and local policy and procedures.
- Seeking learning and development opportunities.
- Supporting children and young people to understand the differences between bullying and other non-bullying behaviours.
- Building the capacity of children and young people to challenge prejudice and bullying behaviour.

5.6 Children and young people are responsible, as far as possible, for:

- Promoting positive attitudes and relationships.
- Respecting others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Questioning and learning the differences between bullying and other non-bullying behaviours.
- Where they feel safe, telling someone if they have any worries about bullying and/or prejudice.
- Seeking support from others to tell if they need it.
- Keeping themselves and others safe, with support from adults.
- Encouraging and supporting others to tell a responsible adult or speaking on their behalf.
- Challenging bullying and prejudicial behaviour, if safe to do so.

5.7 Parents and carers are expected to:

- Respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Question and learn the differences between bullying and other non-bullying behaviours.
- Safeguard and promote their child(ren)'s health, development and welfare.
- Ensure the safety of their child/children on the way to and from school.
- Maintain communication with a relevant member of staff.
- Work in partnership with staff to maintain the rules, regulations and expectations of the establishment.
- Discuss issues related to bullying and prejudicial behaviour with their child(ren) according to their age and maturity and taking account of their views.
- Speak to an appropriate member of staff if they have any concerns about bullying of their child or of another child/children.
- Speak to the Head Teacher if their concerns continue following school staff's intervention.
- Make use of the school's complaints procedure/City of Edinburgh Council's Advice and Conciliation service if concerns continue following the Head Teacher's Intervention.

5.8 Support and advice for parents

respectme have a guide for parents and carers on their website. <http://respectme.org.uk/wp-content/uploads/2017/11/Bullying-a-guide-for-parents-and-carers-2016.pdf>. Parents/carers can help by supporting the establishment's anti-bullying procedure.

6. POLICY BASE

- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 as amended
- [Equality Act 2010](#)
- [Offences \(Aggravation by Prejudice\) \(Scotland\) Act 2009](#)
- [Schools \(Consultation\) \(Scotland\) Act 2010](#)
- [UN Convention on the Rights of the Child](#) 1992

7. ASSOCIATED DOCUMENTS

- City of Edinburgh Council's [Advice and Complaints Procedure](#)
- [City of Edinburgh Council's Framework to Advance Equality and Rights](#)
- City of Edinburgh Council Guidance on supporting Transgender, Gay, Lesbian and Bisexual young people 2016
- City of Edinburgh Council's Included, Engaged and Involved policy
- City of Edinburgh Council's Risk Management Procedure
- [Getting It Right For Every Child](#)
- Included, Engaged and Involved (Education Scotland) 2018
- [In on the Act](#) (City of Edinburgh Council's framework for implementing the Additional Support for Learning Act)
- Inter-agency Child Protection Procedure Edinburgh and the Lothians [Child Protection Procedures](#)
- LGBT Youth Scotland website <https://www.lgbtyouth.org.uk/>
- Respect Me Scotland's Anti Bullying Service www.respectme.org.uk
- Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland (Education Scotland) Respect me 2018
- Teenage pregnancy strategy <http://www.gov.scot/Publications/2016/03/5858/0>.

8. **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 |
|---------------------|-----------------|----------------------------|---------------------------------|
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Appendix 1 City of Edinburgh Council preventative, protective and responsive approaches

City of Edinburgh Council is committed to the key themes of promoting positive relationships, resilience, restorative approaches and developing Rights Respecting Schools at the heart of our communities. Welcoming diversity and ensuring equality underpin the ethos of our establishments and create the right environment to prevent bullying and discrimination. To promote respect, positive attitudes and relationships City of Edinburgh Council use a variety of preventative, protective and responsive approaches. Some of which are described below.

Preventative approaches

- Establishments to have clear procedures that guide staff responses to bullying incidents, informed by this procedure. Consultation with stakeholders on establishment procedure is recommended.
- Using the advice of **respectme**, “Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland (Education Scotland) and “Included Engaged and Involved (Education Scotland).
- Information provided to children, young people and parents/ carers explaining how the establishment deals with bullying.
- Ongoing events involving the school community that promote equality and diversity.
- Building resilience and empathy through Edinburgh Health and Wellbeing Team’s range of Growing Confidence and resilience programmes
- Use of appropriate approaches and resources for example nurture and Emotion Talks, to develop social skills and emotional literacy.
- Staff to access staff development on core themes: promoting positive relationships, resilience, restorative approaches, rights respecting schools, growing confidence, nurture, equalities etc.
- Consistent responses to negative interactions, distressed behaviours and bullying behaviours led by restorative practices.
- Frequent opportunities for children and young people to discuss issues and for them to request private appointments with staff to talk.
- Welcoming public messages throughout the establishment in a range of languages.
- Use of self-evaluation tools which measure ethos, relationships and confidence in the establishment, such as pupil well-being questionnaires and surveys.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Audits of race, equality, inclusion and achievement of bilingual and minority ethnic pupils (Additional Support for Learning Services can offer advice)

- Promotion of training opportunities to parents that explore the development of attachment, empathy and resilience and developing problem solving skills e.g. Psychology of Parenting Project, Incredible Years, Growing Confidence, Teen Psychology of Parenting Project.
- Working towards award programmes, e.g. UN Rights Respecting Schools Award, Diana Award, LGBT Charter.

Protective approaches

- Establishments will have a number of interventions that aim to build protective resilience factors in children and young people, particularly those who are identified as being vulnerable or at risk.
- Buddy systems, especially at transition times.
- Groups to support identified pupils for example nurture groups and Seasons for Growth'
- Use of materials such as 'Cool in School', 'Keeping Myself Safe'.
- Participation in the Emotional Wellbeing academy led by Psychological Services and Child and Adolescent Mental Health Service (CAMHS).
- Peer mentoring and mediation.
- Specialist individual supports within and beyond school e.g. counselling and therapeutic services
- Playground supervision from trained staff who encourage and lead play
- Arrangements for young people to raise issues confidently with staff including for example, confidential 'Comments Box' or 'Listening Post' in neutral and confidential place.
- Encouraging everyone to respect others even if they don't like them, they don't agree with them or do they don't enjoy the same things they do.
- Involvement of other agencies and partners in social work, health, police and the voluntary sector.
- Involvement of Psychological Services where appropriate and with consent from the child and their parents

Responsive approaches

Sometimes a child or young person may not be engaging consciously in bullying behaviour. They may not understand or be aware that they are bullying. However, this behaviour can still impact negatively on others and must be taken seriously. The level of understanding and awareness of a child who is bullying is a significant factor in how it is dealt with. Establishments will have an appropriate and proportionate response to bullying incidents, in line with their legal responsibility to support and educate all those involved, including pupils identified as displaying bullying behaviours.

- De-escalation strategies delivered consistently by staff.

- Physical separation of person/people bullying, where necessary, possible and safe.
- Involvement of parents/carers where appropriate.
- Use of restorative practices, including acknowledging grievances.
- Helping children to recognise that their actions have consequences and involving them in a discussion about how to make things better.
- City of Edinburgh Council Risk Management Procedure.
- Consequences for the person/people bullying.
- Consideration of whether known or unidentified additional support needs have contributed to the bullying.
- Specific support services, such as Psychological Services, Additional Support for Learning Service, Education Welfare, Edinburgh Together, Social Work or CAMHS with consent from the child and their parents.
- Involvement of police if incident involves any criminal acts.
- GIRFEC child planning processes.
- Where appropriate, Child Protection procedures must be followed.
- All substantiated incidents should be recorded on a Wellbeing Concern. Record should include whether the incident is bullying and/or prejudice-based and the nature of this.
- If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or discrimination, the incident and the doubts should be recorded.

Appendix 2 Guidelines for responding to instances of bullying or prejudice

Initial investigation following an observed, alleged or reported incident

- Ensure child who perceives they have been bullied or experienced prejudice is taken seriously.
- Listen to the views of the child who perceives they have been bullied or experienced prejudice about what would be helpful.
- Take immediate steps to protect individuals if necessary.
- Investigate the observation, allegation or report with others involved preserving the confidentiality of the individuals concerned.
- All substantiated incidents should be recorded on in the SEEMiS Bullying and Equalities module from June 2019 for all instances of bullying or prejudice. Records should include whether the incident is bullying and/or prejudice-based and the nature of this.
- If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or discrimination, the incident and the doubts should be recorded.

Next steps

1. If there are child protection concerns follow your establishments Child Protection procedures immediately.
2. If there are or potentially are criminal implications contact Police Scotland if appropriate.
3. If risk management is required follow the Risk Management Procedures.
4. Was the incident of a bullying or prejudicial nature?
5. If not, let the individual who reported it know.
6. If you don't know, investigate further.
7. If yes, address the person exhibiting bullying behaviour.
8. Inform parents/carers

Following investigation

1. Check outcome with child who perceives they have been bullied or experienced prejudice.
2. Record actions. All substantiated incidents should be recorded on in the SEEMiS Bullying and:
3. Equalities module from June 2019 for all instances of bullying or prejudice. Records should include whether the incident is bullying and/or prejudice-based and the nature of this.
4. Annual returns will be collected centrally, from SEEMiS from August 2020 (annual return based
5. On paper records for academic session 2018/19 will be sent out to schools in Autumn 2019)

Appendix 3 Exemplar Establishment Anti Bullying Procedure

[Establishment Name] Anti Bullying Procedure [Date]

We are a Rights Respecting School. This procedure covers the following articles of the UNCRC:

- | | |
|------------|--|
| Article 2 | You have the right to protection against discrimination. |
| Article 19 | You have the right to be protected from being hurt or badly treated. |
| Article 29 | You have the right to and education which develops your personality and your respect for other's rights and the environment. |

Purpose

This exists to protect all children, young people and staff within [Establishment Name] from all form of unacceptable behaviours by other children and young people.

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start to life and are ready to succeed and become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

This procedure has been revised and updated following consultation with staff, parent and pupil groups, including our Pupil Council, Equalities Committee and Rights Respecting School Committee.

Our values and beliefs

All pupils and staff have the right to feel happy, safe and included. [Establishment Name] supports every young person to achieve and attain their very best.

We respect individuality and celebrate diversity.

We provide opportunities for success through a variety of curricular and extra- curricular options and pathways.

We encourage creativity and support our young people to build the skills and resilience they need for the future.

We have the courage to aspire to the very best we can be. We belong to our school and we are very proud of our tradition and heritage.

We use restorative approaches to repair and strengthen relationships between staff and pupils within our whole school community.

We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination

We recognise the effects that bullying and discrimination can have on a young person's feelings of worth, on their health and wellbeing and on their school work.

We actively foster good relations between diverse groups and individuals.

We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination because of their age, disability, ethnicity, gender, gender change, looked-after status, pregnancy or maternity, religion or belief, culture, sexual orientation and socio-economic status or any combination of these.

Definitions

"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".

Bullying behaviours may include:

- Name calling, teasing, putting down or threatening.
- Ignoring, leaving out or spreading rumours.

- Hitting, tripping, kicking.
- Taking and damaging belongings.
- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (online bullying).
- Making people feel like they are being bullied or fearful of being bullied.
- Targeting someone because of who they are or who they are perceived to be. (This may include racism, sexism, disability or homophobia, as well as differences in socio-economic background.)
- Online bullying, or 'cyberbullying' will not be treated any differently; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them. We will address online bullying in the same way as the behaviours described above

Equalities

We use the legal definition of 'equalities', which gives protection to people who have specific characteristics - for example being gay, lesbian or bisexual or from a recognised ethnic group or disabled or old. It also includes boys and girls and anyone being or becoming transsexual, as well as those of particular faith groups. The Equality Act 2010 defines these as 'protected groups'. Individuals who do not have any of the legally protected characteristics may also be vulnerable to bullying. For example, care experienced children, young carers and children and young people from poorer backgrounds.

RESPONSIBILITIES

The Head Teacher is responsible for the introduction and implementation of their local procedure. However, all staff, all pupils and their parents/carers must play an active part in the development and maintenance of the procedure and in its success. Teachers and support staff are expected to be proactive, to treat all allegations seriously and to refer reports of incidents to other staff as appropriate, who will maintain accurate appropriate records.

Pupils are asked to:

- Report all incidents of bullying and suspected incidents that other young people may be afraid to report where it is safe for them to do so
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.

All school staff are obligated to:

- be proactive in implementing the procedure.
- to treat all allegations seriously.
- to keep records.
- to inform the equalities co-ordinator of any instances of bullying.

Parents/carers can help by:

- Supporting anti-bullying procedure.

- Encouraging their children to be positive members of our school communities.
- Monitoring closely their child's use of mobile phone and the internet and intervening if there is a suspicion that these are being used inappropriately helping to establish an anti-bullying culture outside of school.
- Speaking to an appropriate member of staff if they have any concerns about bullying of their child or of another child/children.
- Speaking to the Head Teacher if their concerns continue following school staff's intervention.
- Making use of the school's complaints procedure/City of Edinburgh Council's Advice and Conciliation service if concerns continue following the Head Teacher's intervention.

The Equalities Co-ordinator, in consultation with the Head Teacher, is required to

- Monitor and report annually on the implementation of this procedure.
- Supervise the review and updating of this procedure at least every four years.

CONCERNS AND FEEDBACK

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of bullying or a wider community issue. We ask that if the parent/carer feel that the incident/issue has not been fully resolved to their satisfaction then this should be brought to the Head Teacher's notice. If the Head Teacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure. If early resolution at this stage is not achieved, then the matter can be referred to the Department's *Advice and Conciliation Service*. We are also pleased to receive compliments – feedback from parents/carers when things have gone well.

COMMUNICATING THIS PROCEDURE

We promote our anti-bullying, equality and diversity procedure throughout the session. The procedure is on the school web-site and various posters are on display around the school advising pupils how they can report bullying or seek confidential help. The email service is regularly promoted via the school bulletin. The procedure is also reinforced through PSE classes and assemblies.

EVALUATING AND REVIEWING OUR PROCEDURE

We evaluate the effectiveness of this procedure on an annual basis, reviewing the number of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils in protected groups.

Pupils' perceptions and experiences of bullying are reviewed through questionnaires and focus groups.

The feedback received from parents is also taken into consideration.

The procedure is formally reviewed every 3 years.

PROCEDURES

PREVENTION

By promoting a positive school ethos with regard to bullying, rights, equalities and health and wellbeing, we hope to prevent instances of bullying taking place:

- Posters on the school notice boards and classrooms are regularly updated and used to remind pupils that bullying and discrimination are not acceptable. Posters also remind pupils what to do if they or someone they know is being bullied.
- Regular surveys and focus groups are carried out to evaluate ethos and health and wellbeing in the school.
- Respect week – Our annual Anti-bullying event in the school which raises awareness of bullying behaviours, bullying prevention and supports available for victims of bullying. Respect week features anti-bullying - year group assemblies, key adult time tasks and PSE lessons.
- The Rights Respecting School group ensure that all the pupils are aware of and learn about their human rights through lessons, events, assemblies and display's. The Rights-respecting values are being embedded in the school and in turn the pupils are being empowered to become more active citizens and learners.
- The Mentors in Violence Prevention (MVP) programme is now established in the school. Senior pupils are trained and empowered to prevent incidents that could lead to gender violence, which can be domestic abuse, sexting, assault or homophobia. Pupils are taught to challenge peers about their behaviour if and when it's appropriate.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos. This also includes working with organisations such as Stonewall, Respect me, LGBT Youth Scotland.
- The school holds diversity and anti-bullying projects to raise the profile of these issues.
- There is a highly regarded befriending system in place to support transition from primary school and senior pupils have also been trained in peaceful resolution to conflict in order to promote the positive school ethos.
- Bullying and equalities issues are a standing item on our Pupil Council agenda.
- Our staff are supported in accessing professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination as well as skills in restorative justice.

Curriculum for Excellence is used to:

- Increase knowledge of children's rights and responsibilities as responsible citizens.
- Provide age-appropriate reading materials and resources that provide a balanced diversity, e.g. family structures that include single parents, ethnic minorities, disabled people and same-sex parents.
- Monitor and improve where needed the attainment and achievement of pupils in protected groups to develop successful learners.
- Ensure that children and young people in protected groups are appropriately included in developing pupil participation as effective contributors.
- Build resilience and empathy in young people as confident individuals.

- Raise awareness about bullying and our Equality, Diversity and Anti-Bullying Procedure across a range of school subjects.

WHAT WE DO WHEN BULLYING OCCURS

A young person may not be engaging consciously in bullying behaviour, but its impact is still felt and this is taken seriously.

Pupils who experience bullying or discrimination will be listened to and will be supported.

Pupils who engage in bullying behaviour or discrimination will be treated fairly and consistently using a range of measures.

Some examples of our strategies are

- Restorative practices, including acknowledging grievances.
- Involvement of a parent/carer where appropriate.
- Peer mentoring and mediation.
- De-escalation strategies.
- Physical separation of person/people bullying, where necessary and possible.
- Use of support base to bolster confidence and provide support.
- Consequences, including loss of privileges.
- Assessment of additional support needs, including counselling, for person being bullied or person bullying.
- Involvement of other agencies and partners in health, police and voluntary sector.
- Referral to specific support service, such as Psychological Services, Education Welfare Service, Social Work or Child and Adolescent Mental Health Service.
- If appropriate, Child Protection procedures will be followed.
- Exclusion from school is not itself a sanction or punishment for bullying behaviour and would only be effected as a last resort.

Our support to pupils who are bullied or discriminated against

- Young people are reassured that they do not deserve this and it is not their fault.
- We assure them that it was right to report the incident.
- We encourage them to talk about how they feel and try to ascertain the extent of the problem.
- We involve them in making choices about how the matter may be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report immediately any further incidents to us.
- We affirm that it can be stopped and that we will persist with intervention until it does.

Our work with pupils who bully others

- We interview the pupil (or pupils) involved in bullying separately.
- We listen to their version of events and talk to anyone who may have witnessed the bullying.
- We reinforce the message that bullying is not acceptable, and that we expect it to stop.
- We seek a commitment to this end.
- We affirm that it is right for pupils to let us know when they are being bullied.
- We consider consequences under our school's Positive Behaviour Management Procedure.
- We consider whether other referrals (to the educational psychologist, counsellor or police, for instance) are required.
- We advise pupils responsible for bullying that we check to ensure that bullying stops.
- We ensure that those involved know that we have done so.
- When bullying occurs, we contact the parents of the pupils involved at an early stage.
- We follow up after incidents to check that the bullying has not started again in any form (for instance if someone else has been encouraged to take over the intimidation).
- We work with pupils who have been involved in bullying others to ascertain the sort of support that they need.

Reporting and Recording Incidents

Pupils who have been bullied should report this to their guidance teacher or their year head, or any member of staff if they prefer.

Pupils who see others being bullied should report this to their guidance teacher or their year head, or any other member of staff.

Members of staff who receive reports that a pupil has been bullied should report this to the designated senior manager. All instances should be recorded on a Wellbeing Concern form. The designated senior manager will share relevant and proportional information as necessary and maintain the appropriate records.

(Secondary only - In some instances, it may be more appropriate for a Guidance Teacher to conduct the investigation than the Year Head)

The Year Head or Guidance Teacher will record the incident in the Bullying and Equalities module in SEEMiS. The nature of the incident and motivations are recorded along with actions taken.

All incidents are recorded and acts of bullying or discrimination on ground of race, disability, gender, faith and sexual orientation are of equal concern and are all clearly distinguishable

The annual Equalities return will be collected centrally from SEEMiS by the local authority from August 2020.

ONLINE BULLYING AND BULLYING OUTSIDE THE SCHOOL PREMISES

We know that bullying can occur outside the school gates and via mobile phones and social network internet sites. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying out with the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school.
- Talk to the Head Teacher of another school whose pupils are allegedly bullying.
- Talk to the transport company about bullying on buses.
- Talk to the police if appropriate.

PLANNING

We examine and use all available information to ensure that the promotion of equality and anti-bullying issues are contained within our improvement plans.

EQUALITY IMPACTS ANALYSIS

When reviewing or creating any new policies or services within our school, we give due regard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact. We keep a record of this and where necessary we take steps to reduce any negative impact.

INVOLVEMENT

We actively encourage all our young people to participate in school and extra-curricular activities and we take positive action to make sure that the diverse school population is represented in activities, surveys and our student council.

GATHERING AND MONITORING INFORMATION examples

Our school routinely monitors attainment of pupils by ethnicity and gender. We are also committed to developing measures for monitoring the achievements of our looked-after and disabled pupils.

We also monitor attendance and exclusion of pupils by ethnicity, disability and gender.

We examine our annual records of incidents and survey information

We use information from surveys of pupils' views and opinions

We take active steps to ensure that all data held on pupils' disabilities, ethnicity, caring and looked-after status is accurate and regularly reviewed.

Appendix 2

Extract from Edinburgh Learns Health and Wellbeing Annual Report (2018/19)

Quality Improvement (Indicator 3.1)

Following analysis of School Standard and Quality Reports, most schools self-evaluate quality of provision as good for Quality Indicator 3.1

6 – Excellent, 5 – Very Good, 4 – Good, 3 – Satisfactory, 2 – Weak, 1 - Unsatisfactory

Primary Schools

| Grade | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------|---|---|----|----|----|---|
| No of schools | | | 10 | 43 | 35 | |

Secondary Schools

| Grade | 1 | 2 | 3 | 4 | 5 | 6 |
|----------------|---|---|---|----|---|---|
| No. of schools | | | 2 | 15 | 6 | |

School Inspections

During session 18/19, 2 primary schools and one special school were inspected using the full model which includes evaluation of the Wellbeing, Equality and Inclusion Quality Indicator 3.1. To date, two reports has been published. One school was graded at very good and the other good. Analysis of comments relating to Health and Wellbeing included the following key strengths and areas for improvement:

Strengths

The school has a strong, inclusive ethos where children are encouraged to achieve their best. The commitment to rights education is evident across the life and work of the school. Policies and practices relate very well to the United Nations Convention on the Rights of the Child.

Wellbeing of children, staff and parents is valued and understood by the whole school community.

Relationships across the school are very positive. Children, staff and parents are proud of the school and its strong sense of community. Staff and children support one another and articulate the core values of the school very well.

The continuous cycle of improving wellbeing throughout the school is very good and impacts very well on children. Rights education features prominently and is increasingly embedding across the life and work of the school.

Teachers have a good understanding of the need to support young people to understand and value diversity. Young people are gaining confidence in their ability to recognise and challenge discrimination through religious and moral education, and interdisciplinary learning.

Most staff model positive behaviour and are calm and patient in their interactions with young people. Almost all young people feel that staff treat them with respect and as an individual.

Appendix 3

Anti-bullying Survey of 37 Primary and 20 Secondary (including Special) Schools May 2019

1. What strategies/resources do you use to proactively encourage children and young people to report all incidents and suspected incidents of bullying?

| Answer Choices | Primary | Secondary | | |
|--|-----------------|-----------|-----------------|-----------|
| Raising awareness of school anti-bullying procedures at assembly/whole school events | 94.59% | 35 | 90.00% | 18 |
| Procedures on school websites | 62.16% | 23 | 75.00% | 15 |
| Themed anti-bullying/equality/diversity events | 70.27% | 26 | 95.00% | 19 |
| Posters displayed throughout the school | 64.86% | 24 | 80.00% | 16 |
| School bulletin | 8.11% | 3 | 20.00% | 4 |
| School newsletter | 43.24% | 16 | 15.00% | 3 |
| PSE programme | 64.86% | 24 | 100.00% | 20 |
| Pupil Council agenda | 40.54% | 15 | 35.00% | 7 |
| 1:1 private appointments with staff to talk | 54.05% | 20 | 85.00% | 17 |
| Confidential comments box | 35.14% | 13 | 30.00% | 6 |
| Listening post | 5.41% | 2 | 10.00% | 2 |
| Use of 'Cool in School' | 5.41% | 2 | 0.00% | 0 |
| Use of 'Keeping Myself Safe' | 86.49% | 32 | 75.00% | 15 |
| Emotional Wellbeing Academy | 13.51% | 5 | 30.00% | 6 |
| Buddy systems | 67.57% | 25 | 55.00% | 11 |
| UN Rights Respecting Schools Award | 51.35% | 19 | 65.00% | 13 |
| Mentors in Violence Prevention (MVP) Programme | 0.00% | 0 | 85.00% | 17 |
| Diana Award | 0.00% | 0 | 30.00% | 6 |
| LGBT Charter | 0.00% | 0 | 55.00% | 11 |
| Peer mentoring | 8.11% | 3 | 50.00% | 10 |
| Counselling services | 16.22% | 6 | 85.00% | 17 |
| Emotion Talks resources | 89.19% | 33 | 70.00% | 14 |
| Other (please specify) | 18.92% | 7 | 40.00% | 8 |
| | Answered | 37 | Answered | 20 |
| | Skipped | 0 | Skipped | 0 |

2. Do you target support specific to groups of pupils based on any of the following?

| Answer Choices | Primary | Secondary | | |
|----------------------------------|-----------------|-----------|-----------------|-----------|
| Race, religion, belief and faith | 52.94% | 9 | 68.75% | 11 |
| LGBTI+ | 17.65% | 3 | 93.75% | 15 |
| Gender | 23.53% | 4 | 62.50% | 10 |
| Disabilities | 58.82% | 10 | 68.75% | 11 |
| Additional Support Needs | 100.00% | 17 | 100.00% | 16 |
| Comment(s) | | 17 | | 8 |
| | Answered | 17 | Answered | 16 |
| | Skipped | 20 | Skipped | 4 |

3. How do you seek the views of children and young people regarding their experiences of equalities, diversity and bullying in your school?

| Answer Choices | Primary | Secondary | | |
|--|-----------------|-----------|-----------------|-----------|
| 'My Views' completed prior to Child/Young Person's Planning meetings | 86.49% | 32 | 80.00% | 16 |
| Comments boxes | 32.43% | 12 | 5.00% | 1 |
| Pupil focus groups | 64.86% | 24 | 85.00% | 17 |
| Regular surveys/questionnaires | 72.97% | 27 | 65.00% | 13 |
| Youth Talks feedback | 0.00% | 0 | 20.00% | 4 |
| Working with partners (eg Lifelong Learning) | 10.81% | 4 | 50.00% | 10 |
| Right Respecting Schools group (evaluation/feedback) | 48.65% | 18 | 60.00% | 12 |
| Pupil Council feedback | 54.05% | 20 | 80.00% | 16 |
| Other (please specify) | 18.92% | 7 | 15.00% | 3 |
| | Answered | 37 | Answered | 20 |
| | Skipped | 0 | Skipped | 0 |

4. Do you work with any of the following partner organisations/use any of their materials to address issues of equality, discrimination and bullying?

| Answer Choices | Primary | Secondary | | |
|--------------------------------------|-----------------|-----------|-----------------|-----------|
| Respect Me | 45.71% | 16 | 55.00% | 11 |
| LGBT Youth Scotland | 8.57% | 3 | 70.00% | 14 |
| Stonewall | 11.43% | 4 | 35.00% | 7 |
| Saheliya | 11.43% | 4 | 35.00% | 7 |
| Amina | 0.00% | 0 | 10.00% | 2 |
| Sikh Sanjog | 2.86% | 1 | 20.00% | 4 |
| Mentors in Violence Prevention (MVP) | 0.00% | 0 | 85.00% | 17 |
| Enquire (Reach service) | 8.57% | 3 | 5.00% | 1 |
| Psychological Services | 74.29% | 26 | 85.00% | 17 |
| CAMHS | 57.14% | 20 | 85.00% | 17 |
| Police | 68.57% | 24 | 95.00% | 19 |
| Lifelong Learning/CLD | 8.57% | 3 | 30.00% | 6 |
| Other (please specify) | 22.86% | 8 | 30.00% | 6 |
| | Answered | 35 | Answered | 20 |
| | Skipped | 2 | Skipped | 0 |

Appendix 4

City of Edinburgh Council Incidences of Bullying and Discrimination recorded by Schools 2008 - 2017

Primary Schools

| Year | Bullying (non-specific) | Racist | Homophobic | Disability | Gender | Faith (of which Islamophobic) | Transgender | 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 |
| 2015-2016 | 120 | 60 | 15 | 0 | 1 | 2 (0) | 0 | 0 | 198 |
| 2016-2017 | 140 | 92 | 9 | 1 | 4 | 1 (1) | 2 | 0 | 249 |

Secondary Schools

| Year | Bullying (non-specific) | Racist | Homophobic | Disability | Gender | Faith (of which Islamophobic) | Transgender | 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 |
| 2015-2016 | 112 | 44 | 15 | 1 | 5 | 4 (1) | 5 | 0 | 186 |
| 2016-2017 | 128 | 67 | 9 | 2 | 3 | 4 (1) | 4 | 0 | 217 |

Special Schools

| Year | Bullying (non-specific) | Racist | Homophobic | Disability | Gender | Faith (of which Islamophobic) | Transgender | Other | Total |
|-----------|-------------------------|--------|------------|------------|--------|-------------------------------|-------------|-------|-------|
| 2013-2014 | 32 | 12 | 0 | 1 | 0 | 1 | 0 | 0 | 46 |
| 2014-2015 | 38 | 3 | 1 | 3 | 0 | 0 | 0 | 0 | 45 |
| 2015-2016 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2016-2017 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |