

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

Management Information	
Lead Officer	Name: Diana Dodd
	Designation: Principal Officer Equalities
	Tel: 0131 469 3370
Lead Service Area	Planning and Performance
Last Review Date	October 2010
Implementation Date	1 November 2013
Review Date	9 October 2017
Date Agreed	8 October 2013
Agreed by	Education, Children and Families Committee
Has Screening for Equality Impact been undertaken for this procedure	This policy directly assist us to meet our public sector duties to eliminate discrimination, advance equality and foster good relations. The impacts on the equalities duty are therefore very positive. In terms of children's rights, there are no infringements and the measures outlined will continue to enhance many of the Rights of the Child, including freedom of thought and association, protection from violence, the right to health, right to an education that encourages respect and the right to be treated with dignity.
Has Implementation and Monitoring been considered for this procedure	Yes: contained within the Procedures
If appropriate has Health and Safety section had oversight of this procedure	Yes/No: <i>(please specify)</i> Date
Name of Health and Safety contact	

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

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1. PURPOSE

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

2. SCOPE

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

3. DEFINITIONS

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

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

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

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

Prejudice and Discrimination

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

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

Parents/Carers are defined as

A guardian and any person who is liable to maintain or has parental responsibilities (within the meaning

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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

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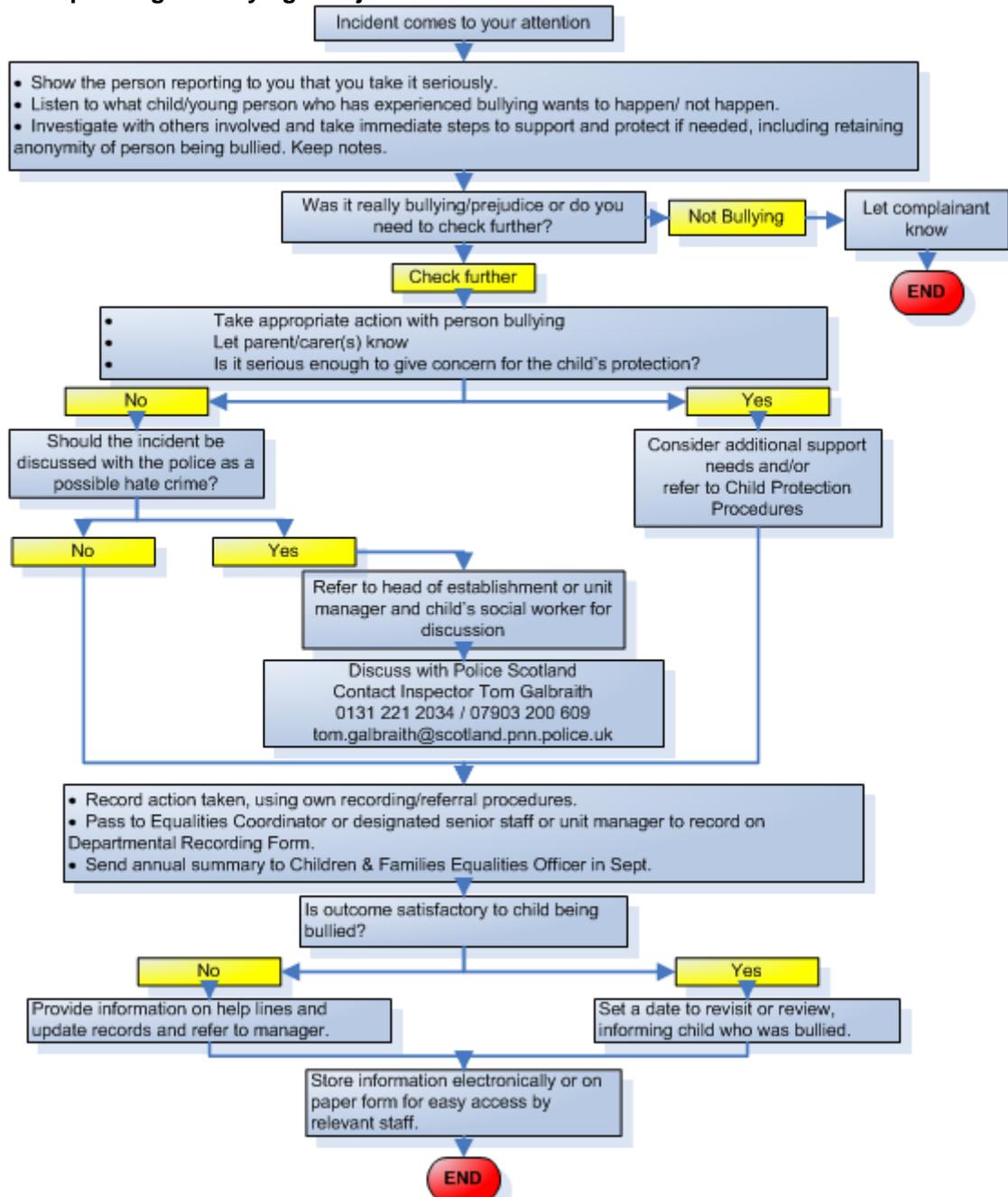
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4. ACTIONS

4.1. Responding to Bullying / Prejudice / Discrimination



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4.2. Prevention Strategies

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

4.3 Protective Strategies

- Buddy systems, especially at transition
- Nurture and friendship groups
- Use of curricular materials such as 'Seasons for Growth', 'Cool in School', 'Keeping Myself Safe'
- Children's Rights Officers in Residential Units
- Peer mentoring and mediation
- Counselling

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- Playground supervision
- Reviewing arrangements for young people to raise issues confidently with staff
- Involvement of other agencies and partners in health, police and voluntary sector
- Highlighting the roles and responsibilities of children as bystanders
- Involvement of educational psychologists
- Confidential 'Comments Box' or 'Listening Post' in neutral and confidential place

4.4 Reactive measures

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

- De-escalation strategies
 - Involvement of parent/carer where appropriate
 - Restorative practices, including acknowledging grievances
 - Physical separation of person/people bullying, where necessary and possible
 - Support base, safe room where feasible
 - Helping children to recognise that their actions have consequences
 - Sanctions, including loss of privileges
 - Assessment of additional support needs for person being bullied or person bullying.
 - Referral to specific support service, such as Educational Psychologist, Education Welfare Service, Social Work service or Child and Adolescent Mental Health Service
 - Involvement of police if incident relates to hate crime or harassment
 - Multi-agency team approach using GIRFEC principles
 - In the most extreme cases, Child Protection procedures will need to be considered
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- Exclusion from school is not itself a sanction or punishment for bullying behaviour and should only be used as a last resort

4.5. Recording incidents

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

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whether the incident has been completely substantiated, the incident and the doubts should be recorded using the Recording Form provided.

4.6 Gathering and analysing information

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

4.7 Monitoring

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

5. CYBERBULLYING AND BULLYING OUTSIDE THE SCHOOL PREMISES

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

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

6. RESPONSIBILITIES

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

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7. POLICY BASE

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

8. ASSOCIATED DOCUMENTS

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

[Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland](#)

9. RECORD KEEPING

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

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

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