

Guidance on Positively Challenging Bullying, Racism and Discrimination

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Guidance on Positively Challenging Bullying, Racism and Discrimination

1 Background

Introduction

In this document 'establishment' refers to all the places where children and young people come into contact with services provided by Children and Families Department.

Bullying, racism and other forms of discrimination are prevalent and a major cause of distress for children and young people in Scotland. There are no easy solutions or remedies. It may be one of the most difficult situations a child or young person, their parent/carer and a member of staff has to deal with. Some parents and adults in Children and Families establishments may also be bullied or use bullying behaviour. However, supportive individuals, institutions and families can make a difference, especially working together to lessen the frequency and degree of incidents by creating an ethos which promotes positive behaviour and dealing effectively with each incident when it occurs. The prevailing culture should be one where raising concerns is encouraged and everyone accepts their responsibility to positively challenge bullying and other forms of discrimination and harassment.

Definitions

Bullying, racism and discrimination are defined in Appendix 1.

Policy Context

The City of Edinburgh Council is committed to dealing with all forms of discriminatory practice which can operate within establishments at institutional, structural and personal levels. The Department's Race Equality Action Plan and the Council's Mainstreaming Equalities Scheme are key drivers. These guidelines will also contribute to a developing Multi-Agency Hate Crime Strategy across Edinburgh and the Lothians. A range of policies, strategies and action plans are in place to challenge unacceptable attitudes and behaviours. The Integrated Children's Services Plan encompasses these developments in line with statutory guidance setting out a vision for children in Scotland where children and young people are safe, nurtured, healthy, achieving, active, respected, responsible and included. Children and young people who experience bullying, racism and other forms of discrimination are denied life chances and the achievement of that vision.

All establishments must ensure that their policies comply with these guidelines and that appropriate policies are in place with members of staff assigned responsibilities as outlined on Page 3. The policies must be communicated and promoted to all children and young people, their parents/carers, staff and visitors. This can be done through:

- * anti-bullying events
- * assemblies, speakers
- * continuing professional development
- * displays
- * drama performances
- * equalities days or weeks
- * meetings: parents/carers, staff, School Boards
- * newsletters, posters, handbooks, websites, leaflets
- * Personal and Social Education
- * Pupil Councils
- * Word of mouth

Supportive References

This document articulates with a number of national publications which focus on the welfare of children and young people indicating the importance of investing effort in challenging behaviours and attitudes which can harm in both the short and longer term.

In particular attention is drawn to:

- * 'Protecting Children and Young People: The Charter' Scottish Executive 2004
- * 'Protecting Children and Young People: Framework for Standards' Scottish Executive 2004
- * 'Safe and Well : Good Practice in schools and education authorities for keeping children safe and well' Scottish Executive 2005
- * 'A Curriculum for Excellence' Scottish Executive 2004
- * 'Personal Support for Pupils in Scottish Schools' HMIE 2004
- * 'Happy, safe and achieving their potential' Scottish Executive 2005
- * 'Education for Citizenship in Scotland' Learning and Teaching Scotland 2002
- * 'Project 1 Review of Guidance on Dealing with Racist Incidents – Final Report' Scottish Executive 2006
- * 'Project 2 Promoting Equal Opportunity in Education. Guidance on Dealing with Homophobic Incidents. LGBT Youth Scotland. Scottish Executive, June 2006

Monitoring and Evaluation

HMIE and the Care Commission have strengthened their focus in inspections throughout services for children and young people paying increased attention to bullying and racism.

These guidelines and procedures are very much a 'living' document for a new Children and Families Department which brings together community learning and development, early years, schools and social work services. While effort has been made to meet the recording needs of each of these services, the need for further refinement and amalgamation with other procedures for recording incidents, (eg health and safety and violent incidents) is recognised. A commitment has been made to address this in the coming year.

The recording of incidents will be monitored annually and the guidelines reviewed in 2009.

2 Investigating, Handling, Reporting and Recording Incidents

These guidelines refer to incidents that take place in Children and Families Department establishments or in the course of departmental work or in services carried out on behalf of the Department. For all other incidents that take place in the community or in other places, it is recommended that people are made aware of 'Take Control' – a remote reporting service of incidents of hate crime. 'Take Control' can be contacted at 0131 311 3909 and further details can be found at <http://www.lbp.police.uk/takecontrol/>

Summary of Responsibilities

A The Children and Families Department is to:

- 1 Develop, maintain, communicate and implement Authority Guidelines on Dealing with Bullying, Racism and other forms of Discrimination.
- 2 Consult with relevant stakeholders.
- 3 Provide direction and guidelines on procedures and suggested strategies.
- 4 Monitor and review practice in establishments. This includes the collation of reports.
- 5 Report to the Executive of the Council on an annual basis.
- 6 Provide continuing professional development opportunities on anti-bullying, anti-discrimination and other related behavioural issues.
- 7 Provide information for parents/carers.
- 8 Provide an Advice and Conciliation Service.
- 9 Provide inserts into school and other planners on the guidelines.

B Neighbourhood Teams are to:

- 1 Ensure that equality, diversity, inclusion, anti-discrimination and anti-bullying are identified in team development and action planning.
- 2 Identify and share good practice.
- 3 Ensure establishments have in place up-to-date policies and procedures.

C Individual Establishments are to:

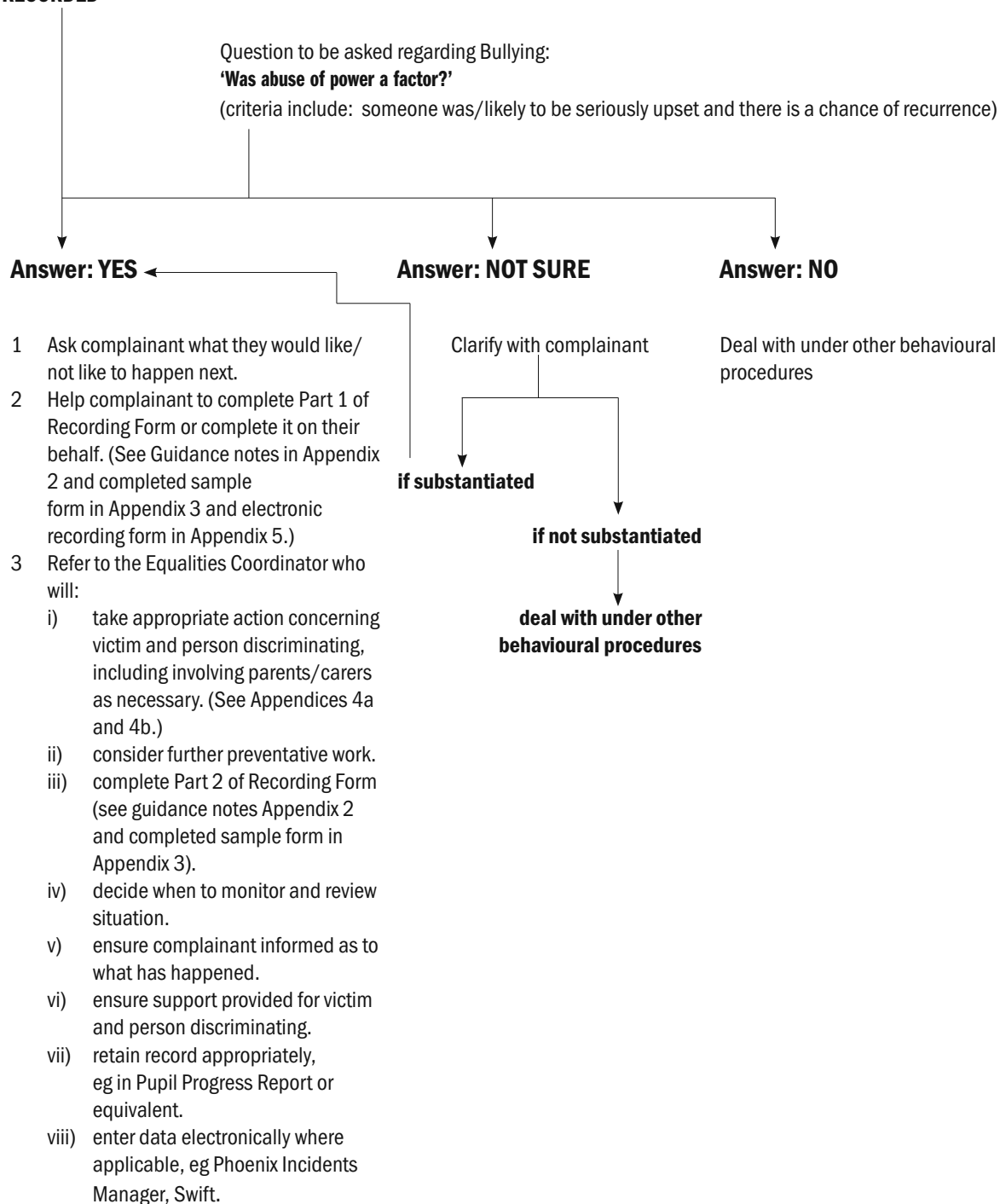
- 1 Follow the Authority's guidelines in dealing with incidents.
- 2 Develop, maintain and implement a policy and/or development plan on anti-bullying, anti-racism and anti-discrimination.
- 3 Identify a dedicated member of senior staff as the Equalities Coordinator.
- 4 Deal appropriately and effectively with all incidents.
- 5 Keep an up-to-date record of all instances of bullying, racism and discrimination which can be accessed by named persons within the Authority in order to produce an annual report.
- 6 Examine the establishment's records of bullying, racism and discrimination regularly to identify trends and target appropriate action.
- 7 Embed proactive work through the curriculum.
- 8 Ensure all staff are adequately trained in all aspects including how to support both victims of and those engaged in discriminatory behaviours.
- 9 Create an ethos whereby the whole community feel involved in challenging inappropriate behaviour, harassment, discrimination and bullying and are prepared to report incidents.
- 10 Inform all members of the establishment including parents and carers about policy and procedures.
- 11 Include information about dealing with bullying and racist incidents during the induction processes for all new staff and probationer teachers.
- 12 Ensure that incidents gathered electronically or by text (eg Text Someone) are passed to the Equalities Coordinator.

D Equalities Coordinators and Centre Managers or their Delegates are to:

- 1 Oversee the establishment's policy and its implementation.
- 2 Ensure the systematic recording of incidents including those recorded in schools via *Text Someone*.
- 3 Support the training of all staff.
- 4 Ensure all staff, children and young people are aware of the policy and procedures.
- 5 Liaise with the voluntary sector, as appropriate.
- 6 Report serious cases to the Police.
- 7 Ensure ongoing support to both victims of and those engaged in discriminatory behaviours (particularly in residential settings where 'detention' and 'exclusion' are not options).
- 8 Refer to Working Together arrangements, including case conferencing .

Procedures

ALL INCIDENTS INVOLVING RACISM, SEXISM, HOMOPHOBIA, SECTARIANISM, DISABILITY AND CLASS SHOULD BE RECORDED



Please refer to Appendix 6 for a summary of advice on dealing with incidents.

Recording Form

Paper recording form for all incidents of bullying, discrimination and harassment in Children and Families Department Establishments from 2006.

Part A of this form may be completed by any member of staff and then passed to the Equalities Coordinator for completion of Part B.

Part A

1 Name and position of person completing Part A and how you know the people involved.

--

2 Concern or allegation of discrimination on grounds of (you can tick more than one box).

Race	<input type="checkbox"/>	Disability	<input type="checkbox"/>	Gender (sexism)	<input type="checkbox"/>
Faith/Religion	<input type="checkbox"/>	Homophobia (anti-gay, lesbian, transgender or bisexual)	<input type="checkbox"/>	Other (please specify, eg social class/age/size/appearance)	<input type="checkbox"/>

3 Please tick here if it appears to have been a bullying incident.

4 Please give a brief description of what happened:

--

5 About the instigator (the bully or person discriminating). If several people involved, use majority.

Age Group:	0-4	<input type="checkbox"/>	5-11	<input type="checkbox"/>	12-17	<input type="checkbox"/>	18-26	<input type="checkbox"/>	27 plus	<input type="checkbox"/>
Gender:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>						
Ethnicity: (see Appendix 2)	<input type="text"/>			Religion: (only if relevant)	<input type="text"/>					

6 About the victim (the person who suffered bullying or discrimination, if present.) If several people involved, use majority.

Age Group:	0-4	<input type="checkbox"/>	5-11	<input type="checkbox"/>	12-17	<input type="checkbox"/>	18-26	<input type="checkbox"/>	27 plus	<input type="checkbox"/>
Gender:	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>						
Ethnicity: (see Appendix 2)	<input type="text"/>			Religion: (only if relevant)	<input type="text"/>					

7 Date of incident: Time of incident:

8 Place (please tick and write name of establishment here):

School	<input type="checkbox"/>	Children and Family Centre	<input type="checkbox"/>	Residential Unit	<input type="checkbox"/>
Community Centre	<input type="checkbox"/>	Early Years Centre	<input type="checkbox"/>	Other	<input type="checkbox"/>

Part B to be completed by the Equalities Coordinator

9 What immediate action has been taken to protect the complainant from further harm?

10 What action has been taken to alter the behaviour of those responsible?

11 What action has been taken to support any others involved?

12 What follow-up preventative work is planned as a result of the incident, if needed?

13 As a result of this incident, when will the situation be monitored or reviewed?

14 When will the complainant and others affected be advised of the outcome?

15 Was the incident reported to any other agency? Yes No

If yes, which agency?

16 Please estimate the total time taken on this incident, where possible.

17 Summary of incident (please tick):

Race	<input type="checkbox"/>	Disability	<input type="checkbox"/>	Gender (sexism)	<input type="checkbox"/>
Faith/Religion	<input type="checkbox"/>	Homophobia (anti-gay, lesbian, transgender or bisexual)	<input type="checkbox"/>	Other (please specify, eg social class/age/size/appearance)	<input type="checkbox"/>

18 Please tick here if it was a bullying incident.

Signed

Position

Date

RECORDING AND INCIDENT IS EXTREMELY IMPORTANT AND ONLY TAKES A FEW MINUTES.

Proactive Approaches

The establishment's ethos is central to challenging bullying, racism and discrimination. When all staff in the establishment proactively reinforce the message, the children and young people and their parents/carers are presented with a coherent and consistent approach. This brings about a greater understanding of and belief in the establishment's commitment to challenging inappropriate or discriminatory behaviour and attitudes.

All settings within Children and Families Department have a role to play, from the more formal curricular areas and programmes in schools to the less formal engagement with children and young people in youth groups and residential settings.

Examples of general good practice and specific approaches have been gathered from the range of excellent work already undertaken in Children and Families Department establishments. These are presented in Appendices 6, 7 and 8. They can be used in a variety of ways such as sharing with staff and parents/carers to improve practice, and in learning and teaching activities with children and young people.

3 Continuing Professional Development

It is essential that all staff from senior managers to front-line staff, ie nursery and Working Together staff, playground supervisors, teachers, social workers, residential care officers, drivers, medical and other auxiliary staff, are well-informed and able to implement policies. Heads of establishments are responsible for ensuring this.

To ensure understanding of the issues and procedures and consistency of implementation all departmental managers and Equalities Coordinators are required to take up training on new procedures as soon as possible and are expected to keep themselves abreast of developments as they occur.

Induction processes for all staff should include information on challenging bullying, racism and discrimination, including on how to report an incident and how to respond to incidents involving staff through personnel procedures.

Continuing Professional Development (CPD) opportunities for all staff on anti-bullying, anti-racism and anti-discrimination are offered through the CPD Directory and key staff must attend such courses.

The examples of good practice in Appendices 6, 7 and 8 provide a rich source of material for use in CPD sessions.

APPENDIX 1

Definitions

Bullying Incidents are difficult to define. However new guidelines emerging from the Anti-Bullying Network helped to formulate the following definition:

'Bullying is an abuse of power. People who are bullied are likely to be seriously upset by something someone else has done or said to them. They may fear that this will happen again and they may feel powerless to stop it happening. There are many different ways in which people can bully others. Sometimes groups do it and sometimes it is done by just one person. There are sometimes other people who are not involved directly but who know what is going on. Fights between people of approximately equal power and random attacks by strangers are serious, but they are not bullying. Neither is the proper exercise of power by people in positions of authority.'

An **Incident of Discrimination or Harassment** is not the same as an incident of bullying. The closest definition to be used is that applied to racism. This would indicate that a person is being adversely treated or offended on the grounds of their disability, gender, religion or faith or their sexual orientation. Insulting someone as an 'illegal immigrant' or 'gay' regardless of their actual identity is included in this definition.

A **Racist** incident is defined in law as *'any incident in which someone involved ('victim', 'perpetrator', 'witness' or person to whom the incident was reported) believes there to have been a racial motivation'*.

This legal definition enables all allegations to be treated seriously from the outset.

All such incidents must be investigated and then recorded in the same way as bullying incidents. With children and young people, the investigation can range from a conversation to a full, time-consuming inquiry, depending on the circumstances. If, following the conversation the young person and/or others involved no longer consider the incident to be racist, then no record need be made. If, however, following a conversation or discussion, there is uncertainty in anyone's mind as to whether or not the incident was of a racist nature, then this should be recorded on the incidents form.

Imbalance or Abuse of Power can take many forms. It may be quantitative (eg two on one, older on younger), emotional (confident or aggressive over unconfident or passive) or on the basis of physical ability, gender or sexual orientation. It might also manifest in isolating others.

See Appendix 7 and 8 for examples.

All establishments should regularly review their own working definitions against the above agreed definition.

Sometimes differing cultural and social norms can make agreement difficult, In some languages, there is no direct translation for the english word 'bullying'. How can you make sure that all staff, parents and young people understand each other when bullying is being discussed? (Anti-bullying Network)

APPENDIX 2

Guidance Notes on Completing the Recording Form

Purpose of the form

- * to enable establishments to examine trends in order to plan appropriate action.
- * to contribute to a city-wide overview
- * to demonstrate good practice

Those completing form

- * Part A can be completed by a member of staff whether or not they have witnessed the incident or on behalf of someone else, with or without them being present.
- * Part B to be completed by the Equalities Coordinator or designated responsible member of staff.

Individual pupil records

- * schools should record incidents and their handling of them in Pupil Progress Records as normal.

Series of incidents involving several people

- * do what is reasonable and make at least one record of the event.

Alleged instigator or victim is a member of staff

- * report to own line manager as this would be dealt with under specific procedures, including disciplinary.

Question 1 – The name and position of person completing the form

Please write the name of the person completing this part of the form and how you know the people involved, eg 'friend', 'teacher', 'member of staff', 'volunteer'.

Question 2 – Type of Incident

If in doubt, record all incidents that are believed by anyone involved to be incidents of discrimination.

Question 3 – Bullying

It is essential to answer this question. See Appendix 1 for a definition.

Question 4 – What happened

Please say in your own words what happened. Attach a separate page if needed. Include any previous history of such events.

Question 5 and 6 – Details of those involved

Include as much detail as you can about the person or people involved. This will enable you to monitor effectively. If you don't know or cannot answer these questions, it is still important to record the incident.

Details of Ethnicity are:

AB Asian-Bangladeshi	AP Asian-Pakistani	GT Gypsy Traveller	T Other Traveller
AC Asian-Chinese	BA Black-African	M Mixed	WUK White UK
AI Asian-Indian	BC Black-Caribbean	NK Not Known	WO White Other
AO Asian-Other	BO Black-Other	OT Occupational Traveller	

Questions 7-16

These are self-explanatory.

Questions 17 and 18

The summary is only for authority recording purposes and can be taken from the information on page 1.

Signing Off

The form should be signed by the named officer and retained within establishments. It can also be used to enter data into electronic systems as they are developed.

APPENDIX 3

Sample Recording Form

Paper recording form for Incidents of Discrimination and/or Bullying in all Children and Families Department Establishments from 2006.

Part 1 of this form may be completed by any member of staff and then passed to the Equalities Coordinator for completion of Part 2. Refer to Appendix 2 for guidance note for completion.

Part A

1 Name and position of person completing Part 1 and how you know the people involved.

T. M. (Classroom Assistant)

2 Concern or allegation of discrimination of grounds of (you can tick more than one box).

Race	<input checked="" type="checkbox"/>	Disability	<input type="checkbox"/>	Gender (sexism)	<input checked="" type="checkbox"/>
Faith/Religion	<input checked="" type="checkbox"/>	Homophobia (anti-gay, lesbian, transgender or bisexual)	<input type="checkbox"/>	Other (please specify, eg social class/age/size/appearance)	<input type="checkbox"/>

3 Please tick here if it appears to have been a bullying incident.

4 Please give a brief description of what happened:

2 boys (S3) repeatedly passed along beside victim, making noises, then made racist comments to victim (S1). She was upset and started to cry. Her friends tried to console her.

5 About the instigator (the bully or person discriminating). If several people involved, use majority.

Age Group:	0-4	<input type="checkbox"/>	5-11	<input type="checkbox"/>	12-17	<input checked="" type="checkbox"/>	18-26	<input type="checkbox"/>	27 plus	<input type="checkbox"/>
Gender:	Male	<input type="checkbox"/>	Female	<input checked="" type="checkbox"/>						
Ethnicity: (see Appendix 2)	WUK		Religion: (only if relevant)							

6 About the victim (the person who suffered bullying or discrimination, if present.) If several people involved, use majority.

Age Group:	0-4	<input type="checkbox"/>	5-11	<input type="checkbox"/>	12-17	<input checked="" type="checkbox"/>	18-26	<input type="checkbox"/>	27 plus	<input type="checkbox"/>
Gender:	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>						
Ethnicity (see Appendix 2)	AF		Religion (only if relevant)							

7 Date of incident: 19/9/09 Time of incident: 12.35pm (lunch time)

8 Place (please tick and write name of establishment here): South Anywhere High School

School	<input checked="" type="checkbox"/>	Children and Family Centre	<input type="checkbox"/>	Residential Unit	<input type="checkbox"/>
Community Centre	<input type="checkbox"/>	Early Years Centre	<input type="checkbox"/>	Other	<input type="checkbox"/>

Part B to be completed by the Equalities Coordinator

9 What immediate action has been taken to protect the complainant from further harm?

Taken to guidance base just off the social area.

10 What action has been taken to alter the behaviour of those responsible?

Interviewed separately and together. Letter to parents. Met parents - warned that any further such behaviour would result in exclusion. Boys wrote apologetic letters. One to one work with boys planned.

11 What action has been taken to support any others involved?

Spoke with victim's friends. Commended their behaviour. Re-assured them. Moved one boy to different class.

12 What follow-up preventative work is planned as a result of the incident, if needed?

School management to discuss issues raised. PSE programme to be reviewed.
Peer mediation support from school support group.

13 As a result of this incident, when will the situation be monitored or reviewed?

30/9/06 - end of term

14 When will the complainant and others affected be advised of the outcome?

3/10/06

15 Was the incident reported to any other agency? Yes No

If yes, which agency?

16 Please estimate the total time taken on this incident, where possible. 2 hours

17 Summary of incident (please tick):

Race	<input checked="" type="checkbox"/>	Disability	<input type="checkbox"/>	Gender (sexism)	<input checked="" type="checkbox"/>
Faith/Religion	<input checked="" type="checkbox"/>	Homophobia (anti-gay, lesbian, transgender or bisexual)	<input type="checkbox"/>	Other (please specify, eg social class/age/size/appearance)	<input type="checkbox"/>

18 Please tick here if it was a bullying incident.

Signed

Position

Date

RECORDING AN INCIDENT IS EXTREMELY IMPORTANT AND ONLY TAKES A FEW MINUTES.

APPENDIX 4(a) For Schools Use

Sample Letter to Parents/Carers of Victim

Example of a letter to notify parents/carers of victim in a reported incident of bullying/racism/discrimination.

Note. The young person's views should be sought before sending this letter home. Particular caution should be applied in respect of homophobic bullying in order to protect the confidentiality of the young person.

Dear

I am writing to let you know that [name of young person] has unfortunately experienced [enter bullying, racism, discrimination] today.

I can assure you that we do not tolerate any form of bullying or discrimination and the matter is being investigated and any necessary action will be taken. We will try to resolve the matter within three working days and have invited your daughter/son to say what they would like to happen. If necessary, we will invite you to also help resolve the matter. You may of course contact me about this at any time.

If you would like information on how best to support your child we will be happy to discuss this with you. Alternatively you or your child can contact the Childline Scotland's Bullying Helpline on 0800 441 111 which is open to children and young people calling from anywhere in Scotland or you can visit their website at <http://www.childline.org.uk/Scotland.asp>

What you can do:

- * Work with teachers to find a solution.
- * If you are not happy with a teacher's response, do not give up. Speak to someone else – perhaps another teacher or the head teacher.
- * Always discuss things with your child before you take action. If you don't do this you might damage your relationship with your child.

Things not to do:

- * Do not tell a child/young person being bullied to 'just ignore it'. If that were possible, the child/young person would not be asking us for help.
- * Do not tell a bullied child/young person to hit back. A very common and hurtful form of bullying is name-calling. If your daughter/son hits someone who is calling her/him names, there is a good chance that she/he will be the one who ends up being seen to be bullying by the teachers. You should discuss other ways in which she/he could stand up for her/himself.

Thank you for your assistance in this matter.

Yours sincerely

APPENDIX 4(b) For Schools Use

Sample Letter to Parents/Carers of Alleged Perpetrator

Example of a letter to notify parents/carers of alleged perpetrator in a reported incident of bullying/racism/discrimination.

Note. The victim's views should be sought before sending this letter. Particular caution should be applied in respect of homophobic bullying in order to protect the confidentiality of the victim's identity.

Dear

I am writing to let you know that an incident of [enter bullying, racism, discrimination] which would seem to have involved [name of child/young person] has been identified and is currently being investigated and dealt with.

We take any form of bullying, racism or discrimination very seriously. Our staff follow local authority procedures for investigating and recording all such incidents and we hope you will help us to challenge and change all such behaviour which hurts, upsets and frightens many children and young people.

If you would like information on how best to work with your child in response to the allegation, please do not hesitate to contact me to discuss possible approaches that can be taken by all of us working together.

Thank you for your assistance in this matter.

Yours sincerely

APPENDIX 5

Phoenix Incidents Manager Form

Form for schools to enter data into Phoenix Incidents Manager (optional)

Date:	Time:
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PLEASE HIGHLIGHT PRE PRINTED STATEMENTS.

Incident	Incident	Motivation
Verbal Abuse	Bullying – using Technology	Gender
Physical Abuse	Bullying – other	Racial
Damage to school property	Other	Drugs
Damage to personal property	Drugs	Alcohol
Bullying written	Alcohol	Other
Bullying verbal	Stalking	Sexual orientation
Bullying physical		Disability related
Bullying damage to property		Social class related
Bullying – isolation		Religion related
Bullying – incitement		

Location

Classroom	Other school premises	Transport
School grounds	Outside school grounds	

Names Victims	Names Perpetrators	Names Witnesses	Names not Known	Names Other

Details – brief summary [on back of sheet]

Action

Interview pupils	Interview witnesses	Detention	Reprimand
Punishment exercise	Contact parent victim telephone/letter	Contact parent perpetrator telephone/letter	Involvement external agency
Follow up work pupils	Follow up work class	Follow up work stage	Follow up work whole school

APPENDIX 6

Summary of Advice on Dealing with Incidents

The City of Edinburgh Council schools have dealt with incidents of bullying and discrimination for many years. The lessons learned are valuable for all establishments. The following is a list of dos and don'ts, which have been collated to support staff in dealing with incidents of bullying, racism and discrimination.

Do's	Don'ts
Do assume bullying does take place	Don't say there is no bullying or discrimination in your establishment
Do respect confidentiality, particularly on sexual identity.	Don't assume that all young people, parents and carers are straight/heterosexual.
<p>Do create an establishment policy, which encompasses short and long term strategies to deal with victims and perpetrators of discrimination such as:</p> <ul style="list-style-type: none"> * positive behaviour strategies including, eg daily conduct sheets * increased visibility of staff during breaks and in the areas where young people gather * restorative practices * self esteem and confidence building * establishing mentoring, buddying and peer mediation * involving police in the most serious cases * withdrawal of privileges * no-blame approaches * individual, group or class discussions * proactive work with bullies helping them talk about aggression 	
Do take complaints and concerns seriously.	Don't make assumptions based on previous incidents or misbehaviour.
Do investigate immediately when the complaint is received from a child/young person, parent or user.	Don't say 'I'm too busy just now'.
Do show fairness and consistency to all parties concerned during the investigation.	Don't say 'I think you brought this on yourself'.
Do invite the views of the complainant on what action is proposed. Taking the child's/young person's (reasonable) views into consideration, including taking no action other than monitoring the situation is often enough to raise their esteem sufficiently to put an end to the bullying. Asking 'What would you like to happen now?' helps a child who may have overcome a great hurdle of fear in coming to you.	Don't assume because the incident is apparently closed, it cannot happen again in varying forms. Establish ways of monitoring for this with the children/young people affected and staff/others as appropriate.
<p>Do let young people and parents know of support services including the Authority's Advice and Conciliation Service and Children's Rights Office.</p> <p>Do consider working with children/young people to devise a reporting form that they can complete themselves.</p> <p>Do invite the voluntary agencies mentioned in Appendix 9.</p> <p>Do encourage parents and carers to let you know of any incidents happening in the community that might spill over into the centre or school.</p>	<p>Don't forget to get back to the complainant before you close the matter and let them know it has been dealt with. Forgetting this can result in cynicism and a reduced willingness to report further incidents.</p> <p>Don't ignore the fact that bullying behaviour is evident in the early years and can be checked at this early stage.</p>

APPENDIX 7

Examples of Good Practice

Pre-fives

- * Looking at feelings and discussing the kinds of behaviour which cause hurt to others.
- * Encouraging children to think positively about differences and sharing this with parents.
- * Reading stories, which introduce children to people from wide variety of backgrounds through pictures and positive role models.
- * Inviting into the nursery, parents/carers and other members of the wider community reflecting diverse backgrounds.
- * Ensuring through discussion and Circle Time activities that children have the opportunity to raise and discuss any matters which are troubling them such as name-calling, being left out of activities, friendship difficulties, etc.
- * Using role-play, drama and puppets/dolls to raise issues of discrimination, exclusion and consider appropriate responses to these with the children.
- * Undertake action research involving parents, in early detection and intervention of bullying and discriminatory behaviour.

Cramond Nursery Class

Four years ago, a member staff discovered a book by an American writer, Vivian Gussin Paley, called *You Can't Say You Can't Play* and was impressed with the theory. The rule 'You can't say you can't play' is introduced to the children as an absolute must. Since children are learning lots of rules in their early years, this rule is easily accepted. The book advises that free play is often not tackled as an issue in equal participation as it is generally left as a private matter and that the sooner exclusion is tackled the better. By ignoring this issue, children are permitted to empower the assertive bossy element and reject classmates. The pattern of rejection can fall on a few children year after year. The rule doesn't mean that children cannot choose their companions to play with – no one is telling children not to play with someone. The point is that games should be open to all who want to play them so that exclusion of others is not even considered an option.

This approach is very successful at Cramond and children enjoy the mantra *You can't say you can't play*. It also dovetails neatly into the progression to the Whole School Quality Circle Time approach. This begins in nursery class and progresses throughout school. This approach has a strong emphasis on building good self esteem, supporting team work and promoting the class as a unit. This creates a healthy climate where thoughts of exclusion of others are unacceptable and the positive message is reinforced constantly.

Primary-age Children

- * Encourage children to resolve personal animosities and tensions which have found expression in an incident, through, for example, conflict resolution, restorative justice practices, mediation, Circle Time, group work, Place2be, Place2talk, etc.
- * Investigating issues such as diversity and racism through studies of the local community, local history, literature, art and media, etc.
- * Looking at historical topics which raise issues of discrimination and the effects of this on society.
- * Playground initiatives to support the development of good relations.
- * Surveys on bullying with young people and parents/carers.
- * Exploring solutions to bullying, homophobic taunts, discrimination and other behavioural issues in group discussion, pupil council meetings, parents/carers meetings, etc.
- * Creation of a 'worry box' in consultation with children.

Secondary-age Young People

- * Re-examining the establishment's ethos, behaviour, equalities and anti-discriminatory policies and procedures to acknowledge the collective responsibility of the whole community in tackling bullying and creating solutions. This can be done through meetings, questionnaires and so on with young people, parents/carers and all staff.
- * Dealing with discrimination, which often underpins bullying behaviour, through discussion of a particular incident or a hypothetical, but similar incident, in class or assembly. This can be done using an aspect of discrimination different from that displayed in an actual incident, which has occurred in the school. The aim is to help young people to empathise with victims, for example, exploring an incident of sexism can lead to greater understanding of and sympathy with victims of racism. Likewise, using an example of discrimination against young people when there has been a case of homophobic bullying in the school can encourage discussion about misuse of power and feelings of marginalisation. Drama can also play an important part in addressing such issues and discovering positive outcomes.
- * Providing anti-discrimination training to fifth and sixth year students (via the Drummond Equality Game for example) and assisting them to become mentors and guides for younger pupils.
- * Inviting input from voluntary organisations such as those listed in Appendix 9.

Drummond Community High School

Drummond Community High School is a non-denominational, six year comprehensive school serving north and central Edinburgh. The minority ethnic population is approximately 17 per cent, and Drummond Community High School has earned a positive reputation for its innovative work in equal opportunities and multicultural social inclusion.

Annual Equality Programme

The school's equality initiatives are led by a group of committed staff volunteers. With the support of management, the school has adopted an annual programme of equality events which involve staff and students from across the school. The outcome is a school culture that has a high level of equality awareness.

Details of Events

- * All S5 and S6 students attend a Senior Equality Day which offers a series of workshops and lectures on topics ranging from genocide in Rwanda to disability to lesbian and gay rights.
- * Senior volunteers form a vital part of the equality education programme. Training sessions held during Social Education classes prepare volunteers for work with younger students, who benefit greatly from this approach.
- * In the first term of the new school year, S1 students are made aware of the importance of not taking part in or tolerating racist and bullying behaviour by the S1 Equality Day. Led by senior students with the support of equality group members, the day introduces students to the concepts of prejudice and discrimination based on five main area of inequality. They address – through drama – practical examples of types of discrimination that might occur in the school, and develop a plan of action for dealing with these situations. Follow-up activities are then carried out in RME.
- * This is followed up by an S2 Equality Morning led by Senior students who introduce The Drummond Equality Game. The S3 Disability Equality Week is a cross-curricular event with every department taking part.
- * The observance of Ramadan is an annual event at Drummond Community High School. The Ramadan Club – open to Muslim students and their friends – gives students a relaxed place to spend the lunch break while fasting, and the opportunity to pray at the set times. The club is not only valuable for students observing the fast, but has enabled others to learn more about the beliefs of Muslim students and achieve a greater understanding of each other. A highlight of a recent Ramadan Club was the weaving of a prayer mat – an activity guided by a tapestry artist and which brought together a wide range of staff and students at the school.

APPENDIX 8

Case Studies: Dealing Effectively with Racist/Bullying Incidents

1 Although this case study is taken from a secondary school setting it has wider applications given the number of key issues which it raises. Such incidents as this will, however have to be handled quite differently in a residential setting where exclusion is not an option.

An S4 Asian girl who was new to the school broke down in tears one day. When given the opportunity to talk safely, she said that two white boys regularly approached her in the corridor, put their arms around her, said they 'fancied her' and asked her to go out with them, laughing with each other as they did so. She felt very strongly that they were doing this to upset her, because they knew it offended her religion to have such contact. She felt it was motivated by racism.

The boys were questioned individually in such a way as to elicit from them that they had been clearly aware of the effect they were having on the girl. They both claimed it was just a joke. It was made clear to them how offensive their behaviour was, and that such behaviour was both sexist and racist. Their parents were informed. The onus was put on each boy to ensure that he had no contact with the girl and avoided being near her. One boy was moved from a class which the girl also attended. Both the boys and their parents were warned that any further such behaviour would result in exclusion. Both boys took the opportunity offered to write a note of apology. One to one work was done with the boys over a period of time to address their attitudes, and their behaviour was closely monitored. Regular contact was maintained with the girl to ensure there was no repetition. The incident was noted in all three pupils' files and logged as a racist incident, along with the positive outcomes. The PSE programme was reviewed to ensure that the input on race issues was sufficient and robust.

2 An autistic boy had quite challenging behaviour in the Child and Family Centre crèche. Parents were generally present. The boy tended to be suddenly 'overcome' and would push other toddlers around. Parents reacted by referring to the bad behaviour of 'the black boy'. The staff recognised this as unconscious racism and questioned the parents as to why they focussed on his colour and not his name. They claimed not to know his name. After raising this, the parents referred to the boy by name from then on.

Many other examples of good practice exist. Equalities staff in Strategic Planning will be happy to receive further case studies and examples of good practice, particularly in social work settings and will distribute these as additional pages to the guidelines over the coming months and years.

APPENDIX 9

Useful Organisations

CHILDLINE

Core Line 0800 11 11
Bullying Line 0800 44 11 11

The Anti-Bullying Network

(Service ended June 2006. New service to be decided by Scottish Executive)
Moray House School of Education, University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ
Infoline and fax: 0131 651 6103
<http://www.antibullying.net/>

Capability Scotland

ASCS (Advice Service Capability Scotland)
11 Ellersly Road, Edinburgh EH12 6HY
Tel: 0131 313 5510; fax: 0131 346 1681
Textphone: 0131 346 2529
www.capability-scotland.org.uk or
e-mail: ascs@capability-scotland.org.uk
Will provide general disability awareness training to children and young people

The Centre for Education for Racial Equality in Scotland (CERES)

Charteris Building, School of Edinburgh, University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ
Tel: 0131 651 6371 (Main office); 0131 651 6274 (Resource Centre); fax: 0131 651 6511
<http://www.education.ed.ac.uk/ceres/>

Childline Scotland

18 Albion Street, Glasgow G1 1LH
Tel: 0870 336 2910; fax: 0870 336 2911
<http://www.childline.org.uk/Scotland.asp>

Children in Scotland

(The national agency for voluntary, statutory and professional organisations and individuals working with children and their families in Scotland)
Princes House, 5 Shandwick Place, Edinburgh EH2 4RG
Tel: 0131 228 8484; fax 0131 228 8585
<http://www.childreninScotland.org.uk/>

Children's Rights Office

(Provides advocacy service for children and young people accommodated by City of Edinburgh Council)
Tel: 0800 132 265, 0800 169 4997

Deafblind Scotland

Interactive website for children, young people and teachers. Organises visits to schools and centres.
Telephone/text on 0141 777 6111; fax: 0141 775 3311
www.deafblindscotland.org.uk
info@deafblindscotland.org.uk

Edinburgh and Lothians Racial Equality Council

14 Forth Street, Edinburgh EH1 3LH
Tel: 0131 556 0441; fax: 0131 556 8577
<http://www.elrec.org.uk>

Enable

(Support children and adults with learning difficulties)
6th Floor, 7 Buchanan Street, Glasgow G1 3HL
Tel: 0141 226 4541
<http://www.enable.org.uk/>

Enquire

(The Scottish Advice Service for Additional Support for Learning)
Tel: 0845 123 2303
<http://www.enquire.org.uk/>

LGBT Youth Scotland

(Working towards the inclusion of lesbian, gay, bisexual and transgender young people in the life of Scotland)
John Cotton Centre, 10 Sunnyside, Edinburgh EH7 5RA
Tel: 0131 622 2266
Call the LGBT Youthline on 0845 113 0005 (Tues: 7.30–9.00pm)
<http://www.lgbtyouth.org.uk>

Scotland's Commissioner for Children and Young People

85 Holyrood Road, Edinburgh EH8 8AU
Tel: 0131 558 3733; fax: 0131 556 3378
<http://www.sccyp.org.uk/index.php>

Scottish Schools Ethos Network

Moray House School of Education, The University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ
Tel: 0131 651 6551; fax: 0131 557 3458
<http://www.ethosnet.co.uk/>

Take Control

Remote Reporting of Incidents of Hate Crime. Lothian and Borders Police
www.lbp.police.uk/takecontrol/
Tel: 0131 311 3909

Who Cares? Scotland

Speaking out for young people in care
40 Shandwick Place, Edinburgh EH2 4RT
Tel: 0131 2267403
<http://www.whocaresscotland.org>

Useful Websites

Bullying

BBC Newsround: Bullying: <http://news.bbc.co.uk/cbbcnews/hi/specials/bullying/default.stm>

Bully B'ware: Take Action Against Bullying: <http://www.bullybeware.com>

Bullying at school: <http://www.bullyonline.org/schoolbully/child.htm>

<http://www.scre.ac.uk/bully>

<http://www.prim-ed.com>

Bullying and Child Abuse: <http://www.kidscape.org.uk/kidscape>

Bullying: Red Cross Education: <http://www.redcross.org.uk/standard.asp?id=40410>

Bullying at Childline: <http://www.childline.org.uk/bullying.asp>

Child and Youth Care: cyc-net.org

Don't Suffer in Silence: <http://www.dfes.gov.uk/bullying/>

Support for Learning: Bullying: http://www.support4learning.org.uk/counselling/bullying___harassment.cfm

Homophobia

Homophobia: Avert: Aids Education and Research Trust Young people's Section:

<http://www.avert.org/ynindx.htm>

www.eachaction.org.uk

www.healthy-respect.com/

www.lgbtyouth.org.uk/content/resources/download.asp?id=58

www.d2digital.co.uk

www.stonewall.org.uk/education_for_all

Racism

<http://www.concordvideo.co.uk/>

Multicultural Pavillion: <http://www.edchange.org/multicultural/>

Britkid: <http://www.britkid.org>

The Commission for Racial Equality: <http://www.cre.gov.uk>

Racism - No Way: <http://www.racismnoway.com.au/>

Show Racism the Red Card: <http://www.srtrc.org/>

Text Bullying

<http://www.chatdanger.com> (site about online chat by Childnet, covers bullying)

www.childnet-int.org

<http://www.cyberbullying.ca>

www.kidsmart.org.uk

<http://www.stoptextbully.com> (site about text bullying by NCH)

www.thinkuknow.co.uk

