

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

A Guide for the City of Edinburgh Schools



National, Local Authority
and School Policy

Training and
Approaches

Recording and Reporting

The purpose of this guide is to support schools to develop their own school policy to reflect their local context, to signpost schools to appropriate training and approaches to prevent and respond to bullying, and to provide information on reporting and recording bullying.

National, Local Authority and School Policy

Your school's anti-bullying policy should sit within the overarching policy landscape that embeds children's rights as defined in the [UN Convention on the Rights of the Child \(UNCRC\)](#).

Scottish Government introduced [Respect for All: The National Approach to Antibullying for Scotland's Children and Young People](#) in November 2017. This approach reflects the legal obligations of the UNCRC, the Children and Young People (Scotland) Act 2014 (CYPA) and the Equality Act (2010). It references [Better Relationships, Better Learning, Better Behaviour](#) (2013), [Getting it Right For Every Child](#) and [Included, Engaged and Involved 2](#) (2017) and these key drivers are reflected at Local Authority level.

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](#), but it is important to recognise that anti-bullying is a cross cutting theme that should be considered across all of the [Edinburgh Learns frameworks](#).

In the absence of a school policy, the City of Edinburgh Council policy applies; however, schools should have a clear timescale and plan in place to produce their own local policy by August 2020.

[respectme](#), Scotland's anti-bullying service, provides clear and helpful [advice](#) for producing your own school policy and schools are encouraged to use this advice. It is expected that all schools will:

- * Review current school policy and practice (including the use of self-evaluation tools and questions for engaging with staff, children and young people, and parents)
- * Write an anti-bullying policy in line with Local Authority policy and procedure
- * Implement and review your own school policy every 3 years.

The City of Edinburgh Council recognises that policy and procedures alone will not address the prevention of bullying; the culture and ethos in a school is key to ensuring respect, equality and inclusion and children and young people have a right to be included and consulted on their school's approach to anti-bullying.

‘We tell everyone about non-discrimination at assembly; it’s important to understand what other people are going through’
(P6 pupil, Holy Cross RC Primary School)

‘Schools should speak to parents... it is important for parents to be able to talk about bullying and to have strategies to help their child at home too’
(P7 pupil, Dean Park Primary School)

‘Schools should listen to us and let us have a say... senior management should discuss it (anti-bullying) with the children’ (P7 pupil, Dean Park Primary School)

Training and Approaches

All schools will be allocated training places with respectme as part of the City Wide implementation of the revised procedure. The 1 day course will explore the following themes:

- ✱ Why address bullying?
- ✱ What is bullying?
- ✱ Preventing bullying
- ✱ Responding to bullying

Within the City of Edinburgh Council, there are examples of effective inclusive practice in all of our schools. The core principles of inclusive learning communities are summarised as the ‘4Rs’: Relationships, Rights Respecting, Resilience Building, Restorative. The 4Rs are key to the culture of preventing and responding to bullying in our schools. The Edinburgh Learns Health and Wellbeing framework identifies resources and training to support schools in implementing national and local policy. Schools are encouraged to share effective practice so that we can build on our strengths.

Appendix 1 of The City of Edinburgh Council’s Preventing and Responding to Bullying and Prejudice Amongst Children and Young People procedure details a range of preventative, protective and responsive approaches to bullying.

Schools should work in partnership with parents and carers in developing a policy and approaches appropriate to the context of the local community. There is extensive advice available to parents and carers from the national anti-bullying service, respectme.

‘Bullying is both behaviour and impact; what someone does and the impact it has on the other person’s capacity to feel in control of themselves’ (respectme)

Celebrating Success in Preventing and Responding to Bullying

Gracemount High School was the first local authority secondary school in The City of Edinburgh Council to achieve a Gold UNICEF UK Rights Respecting Schools Award. Assessors observed the following:

Pupils reported that they are encouraged and supported to sort issues out between them respectfully. Staff are on hand to offer support when required and a number of external partners and agencies visit the school regularly to offer training, support, guidance and information to pupils and staff. Pupils have access to a number of pupil support groups such as anti-bullying, LGBTQ+ and pupils from the Mentors in Violence Prevention (MVP) group to support them in resolving conflicts. Pupils were involved in the creation of the antibullying policy and were confident that they would receive support when they asked for it. One pupil said 'We listen to each other here, it's good that we have each other'. The introduction of pupil statements is another way the school are able to track incidents and encourage pupils to reflect on incidents that may happen.

Recording and Reporting

From 3 June 2019, all incidents of bullying are to be recorded in the Bullying and Equalities module in SEEMiS (refer to 'Bullying module guidance' help sheets on the Orb). An annual Equalities return will be collected centrally by The City of Edinburgh Council from August 2020.

The nature of any incident and motivations should be recorded along with any actions taken. It would be reasonable to expect that every school in the local authority would have an entry in SEEMiS by December 2019. 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.

Checklist

Useful checklists can be accessed from respectme's [Policy Through to Practice](#) advice for schools (page 11–12).

It is essential that appropriate support is put in place for all children and young people involved in a bullying incident. This includes those who display bullying behaviour; they should be supported to identify the feelings and views that have caused them to act in this way and challenged, through education and learning, to develop alternative ways of behaving.