

PREVENTING BULLYING AND PREJUDICE POLICY

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

Updated November 2020, following City of Edinburgh Council updated guidance to schools.

INTRODUCTION AND PURPOSE

City of Edinburgh Council is strongly committed to providing a safe environment for all people in its educational establishments. We are committed to ensuring positive relationships. Bullying, prejudice and discrimination are never acceptable and children, young people and staff have the right to learn and work in a safe, fair and secure environment.

This school procedure follows the City of Edinburgh Council's Communities and Families Procedure on 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' (2020) which is based on '[*Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People*](#)'.

The emotional health and wellbeing of children, young people and staff is essential for our children to have the best start to life and to have successful life chances. We are committed to developing positive relationships between all in the school community, children, young people, staff and parents. Our core practices are the 4 Rs: Relationships, Rights Respecting, Resilience, Restorative.

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

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

This procedure has been revised and updated in consultation with staff, parent and student groups, including our Equalities Group and Parent Council.

Our Values and Beliefs

Vision

Preston Street Primary is a school where all children belong, achieve and develop confidence and creativity.

Our Aims

- To develop strong literacy and numeracy skills
- To recognize and manage our own health and wellbeing and develop positive relationships
- To use set-backs as learning opportunities
- To value, respect and promote diversity and fairness.

Our Values

- Respect
- Responsibility
- Resilience

Beliefs

- All students and staff have the right to feel happy, safe and included. We support everyone to achieve and attain their very best.
- We actively foster good relations between diverse groups and individuals, respect individuality and celebrate diversity.
- We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying, prejudice and discrimination. We challenge inequality and promote inclusive, nurturing environments.
- We recognise the effects that bullying, prejudice and discrimination can have on a child or young person's feelings of worth, on their health and wellbeing and on their school-work.
- 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 students within our whole school community.

What do we mean by bullying?

"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" (*respectme* 2015).

Bullying behaviours can take many forms. Examples of bullying behaviours 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 or cyber-bullying).
- Targeting someone because of who they are or who they are perceived to be.

Discrimination, Prejudice-based Bullying and the Equality Act 2010

Bullying behaviour can often be rooted in prejudice and discrimination due to difference or a perceived difference. We are committed to challenging discrimination, prejudice-based bullying and language, and to fulfilling our duty under the Equality Act 2010.

The Equality Act 2010 sets out rights which include legal protection from discrimination to any of the nine protected characteristics: **disability; race; sex (gender); pregnancy/maternity;**

religion/belief; sexual orientation; gender re-assignment; age; marriage/civil partnership

Note: In relation to the education of children and young people, the protected characteristics of age, marriage and civil partnership are not included.

We recognise that children and young people can also experience bullying in relation to: asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members.

We recognise that children and young people can experience disadvantage, prejudice or discrimination because of any of these individual factors or a combination of factors.

Hate incident or hate crime

A bullying incident is a hate incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on actual or perceived disability, race, religion, sexual orientation or transgender identity. If the incident is a criminal offence and the offender targeted the victim because of their prejudice or hostility based on any of these characteristics, this is a hate crime. All hate crimes should be reported to Police Scotland through the School Link Officer. In the case of hate incidents, the designated member of staff / Equality Co-ordinator should seek advice from the School Link Officer.

Responsibilities and Reporting bullying, prejudice and discrimination incidents

At Preston Street, the Head teacher and Equalities Co-ordinator is responsible for:

- the introduction and implementation of this procedure. *However, all staff, all students and their parents/carers must play an active part in following the guidance and putting it into practice. Teachers and support staff are expected to be pro-active, to treat all allegations seriously and to refer reports of incidents to the Equalities Co-ordinator / designated member of the senior leadership team. The incident is recorded accurately with future actions detailed.*
- ensuring that all allegations are reported and recorded rigorously
- monitoring SEEMiS Bullying and Equalities module reports at least termly
- monitoring and reporting annually on the implementation of this procedure
- supervising the review and updating of this procedure at least every three years.

Children are asked to:

- report all incidents and suspected incidents of any type of bullying, discrimination or prejudice that they experience to a member of staff, where it is safe for them to do so
- support each other and to seek help from a member of staff, to ensure that everyone feels safe and nobody feels excluded or afraid in school
- if they don't feel able to speak to a member of staff, (speak to a trusted adult at home or contact Childline, LGBT Youth Scotland or Edinburgh & Lothians Regional Equality Council (ELREC).

All school staff are required to:

- be pro-active in implementing the procedure

- treat all allegations and observation of bullying, discrimination and prejudiced behaviour or language seriously
- seek to address incidents, where appropriate
- record any incidents on a Wellbeing Concern form
- inform the Equalities Co-ordinator / designated member of staff of all incidents.

Parents/carers are asked to:

- be aware of respectme, Scotland's Anti-bullying Service booklet – Bullying Behaviour: A Guide for Parents and Carers (available at <http://respectme.org.uk/resources/publications/>)
- work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying, discrimination and prejudice cannot thrive
- speak to any member of staff (the class teacher, guidance teacher or member of senior leadership team) if they have any concerns about bullying, discrimination and prejudice experienced by their child or by another child / children at the time of the incident or as soon as possible thereafter
- encourage their children to be positive members of our school community
- monitor closely their child's use of mobile phone and the internet and to intervene if there is a suspicion that these are being used inappropriately
- understand that we seek to understand the experiences and address the needs of all children and young people who experience bullying, discrimination or prejudiced behaviour as well as those who present bullying, discrimination or prejudiced behaviour. We do this within a framework of respect, responsibility, resolution and support.
- speak to the Head Teacher if their concerns continue following initial intervention
- be aware that they can contact a relevant external organisation for advice and support
- be aware of the school's complaints procedure and the Council's Advice and Conciliation Service and their rights with regard to these procedures.

PROMOTION OF EQUALITY

Through our curriculum we:

- Increase knowledge of children's rights and responsibilities as responsible citizens
- Challenge stereotypes, bias and discrimination, including prejudice-based attitudes and language
- Teach Critical Literacy
- Provide age-appropriate reading materials and resources that positively reflect and represent diversity, e.g. family structures that include single parents, people from minority ethnic backgrounds, disabled people, same-sex parents.
- Build resilience and empathy in young people as confident individuals.
- Raise awareness about bullying and our Anti-Bullying Procedure across a range of school subjects.

PREVENTION

By promoting a positive school ethos, with a focus on rights, equalities and health and wellbeing, we hope to prevent bullying, prejudice and discrimination happening. For example:

- We update posters and school display screens regularly and use them to remind students that bullying, prejudice and discrimination are not acceptable and what to do if they or someone they know is being bullied or experiencing prejudice.
- Our Equalities Group actively supports the school's work on prevention of bullying, prejudice and discrimination.
- We carry out regular surveys and focus groups to evaluate ethos and health and wellbeing in the school.
- The school holds diversity, anti-bullying assemblies and focus weeks to raise the profile of these issues.
- We ensure all students learn about their human rights through lessons, events, assemblies and displays.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos. This includes working with organisations such as LGBT Youth Scotland, respectme,
- Our staff can access training to increase their awareness and understanding of all forms of bullying, prejudice and discrimination as well as to develop skills in restorative practice.

SUPPORT

How we support students who are bullied or experience prejudice and discrimination

See also supplementary guidance on preventing and responding to incidents of prejudice and discrimination related to the protected characteristics in the Equality Act 2010. Part 1: Tackling Racist Incidents / Creating an Anti-Racist Culture.

We listen to the child or young person

- We reassure them that they have done the right thing by telling.
- We encourage them to talk about how they feel, find out what happened and who was involved
- We involve them in making choices about how the matter could be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report any further incidents to us straight away.
- We affirm that the bullying can be stopped and that we will persist with intervention until it does.
- We say clearly what will happen next and that we will update them on progress.
- When the incident has been resolved, we monitor and check that bullying has not started again.

What happens next?

- The teacher or member of staff who receives the report will record the incident on a Wellbeing Concern form and discuss next steps with the designated member of senior leadership team

- At all times, child protection procedures and/or Risk Management procedures should be followed, if necessary.
- In most cases, further investigation will be done by the designated member of senior leadership team
- Further investigation may involve:
 - Speaking with the children or young people involved, preserving confidentiality.
 - Speaking with children or young people or others who witnessed the incident, preserving confidentiality.
 - Speaking with parents (after consultation with the child or young person)
 - Seeking advice from partner services and relevant organisations.
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime), the designated member of senior leadership team will report this to Police Scotland.
- In the case of hate incidents, the designated member of the senior leadership team / Equalities Co-ordinator will seek advice from Police Scotland.
- If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action (see examples of possible actions below)
- If it is found that bullying, prejudice or discrimination has not taken place, we will speak with the child or young person who reported the incident and offer further support if needed.
- We will update the child or young person who reported bullying, prejudice or discrimination.

Our work with students who bully others or present prejudiced or discriminatory attitudes/behaviour

A child or young person who is bullying someone else may not be doing this consciously but the impact of bullying, prejudice or discrimination is still felt and this is taken seriously. Students who engage in bullying behaviour or present prejudiced or discriminatory attitudes / behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident (see below).

- We interview the student (or students) involved in the incident separately
- We listen to their version of events and take time to discover the reasons for the behaviour
- We talk to anyone who may have witnessed the incident
- We reinforce the message that bullying, prejudice and discrimination are not acceptable, and that we expect it to stop
- We address prejudicial or discriminatory attitudes that may be behind the behaviour
- We seek a commitment to stop bullying
- We affirm that it is right for students to let us know when they are being bullied
- We consider consequences under our school's Relationships and Behaviour Policy
- We consider what support the student needs and whether other referrals are required, e.g. educational psychologist, counsellor

- In all cases where there may be criminal implications (e.g. sexual assault or hate crime) we report this to Police Scotland.
- In the case of hate incidents, we seek advice from Police Scotland.
- We advise students responsible for bullying, prejudice or discrimination that we check to ensure that the behaviour stops.
- We contact the parents of the student(s) at an early stage.
- We follow up after incidents to check that the bullying, prejudiced or discriminatory behaviour has not started again in any form.

Some examples of our actions

- Restorative practices, including acknowledging grievances.
- Involvement of a parent/carer where appropriate.
- De-escalation strategies.
- Physical separation of person/people presenting bullying, prejudiced or discriminatory behaviour, where necessary and possible.
- Use of areas outwith classroom and playground to provide support.
- Consequences, including loss of privileges.
- Assessment of additional support needs, including counselling, for the person being bullied or experiencing prejudiced or discriminatory behaviour or for the person who is bullying or displaying prejudiced or discriminatory behaviour.
- 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 (CAMHS).

Note: Exclusion from school is not itself a sanction or punishment for bullying, prejudiced or discriminatory behaviour and would only be used in specific circumstances and as a last resort.

Online bullying and bullying outside the school premises

We know that bullying, prejudice and discrimination can occur outside the school gates and via mobile phones and social network internet sites. The behaviour may be presented by students from our own school, by students from other schools or by people who are not at school at all. Where a student or parent informs us of bullying, prejudice or discrimination outwith the school premises we will:

- • Talk to students about how to avoid or handle these incidents outside of school.
- • Talk to the Head Teacher of any other school(s) whose students are allegedly presenting bullying, discrimination and prejudiced behaviour.
- • Talk to the transport company about bullying on buses
- • Talk to the police, if appropriate.

Follow-up

When the incident has been resolved, we monitor and check with the child or young person that bullying has not started again.

RECORDING AND MONITORING BULLYING INCIDENTS

School will record all incidents in the Bullying and Equalities module in SEEMiS.

The following information is recorded:

- the person experiencing the behaviour
- the person displaying the behaviour
- the nature and category of the incident
- the perceived reason(s) for bullying
- actions already taken and future actions
- conclusion (being addressed, resolved, not resolved, unfounded).

All incidents should be recorded. 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 prejudice, the incident and the doubts should be recorded.

HT and senior management team will:

- ensure that this procedure is implemented
- monitor SEEMiS reports on regular basis, at least termly.

Records of bullying, discrimination and prejudice-based incidents will be collected centrally from SEEMiS by the local authority from August 2020 on a termly basis.

COMMUNICATING THIS PROCEDURE

This procedure is on the school website. Regular assemblies and lessons remind students how they can report bullying, discrimination and prejudice, or seek confidential help.

CONCERNS AND FEEDBACK

We recognise that there may be times when students or parents/carers feel that we have not dealt well with an incident of bullying, discrimination and prejudice or a wider community issue. If a student or parent/carer feels that an incident/issue has not been fully resolved to their satisfaction, we ask them to contact the Head Teacher in the first instance.

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 parents/carers can use the Council's Advice and Conciliation Service. We are also pleased to receive positive feedback from parents/carers when things have gone well. At any time, a student or parent/carer can seek advice and support from an external organisation.

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

students in protected groups. Students' perceptions and experiences of bullying are reviewed through questionnaires and focus groups. Feedback received from parents is also taken into consideration. The procedure is reviewed formally every 3 years.

Suggested Resources

Personal, Social and Emotional Education resources	In Health & Wellbeing resources area
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Bullying Online	http://bullying.co.uk
Kidscape	www.kidscape.org.uk
Anti-bullying network	www.antibullying.net
Anti-bullying alliance	www.anti-bullyingalliance.org.uk/Page.asp
Anti-bullying week class lessons	www.bratz-toolkit.co.uk/
Anti-bullying week class lessons	http://bullying.co.uk
Anti-bullying week activities	www.antibullyingweek.co.uk/
Powerpoint for older children; how to recognize bullying behaviour. Bullying and the law.	www.bullyfreezone.co.uk/downloads.php?s=3&p=1276
Bullying advert movie explaining "Tell someone" (P3-7)	www.dfes.gov.uk/bullying/video.shtml
Bullying playscript (bullying and drugs) (P6-7)	www.actionwork.com/freescripts.html
Movies where famous actors talk about being bullied at school	www.dfes.gov.uk/bullying/teachersindex.shtml#a
Advice on homophobic bullying	www.schools-out.org.uk/
Professional development videos on dealing with bullies	www.teachers.tv/video/browser/1290
Anti-bullying week film (P4-7)	www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/makingthedifferencefilm/
Bullying cartoons (USA)	http://stopbullyingnow.hrsa.gov/index.asp?Area=webisodes&webisodes
Professional development for staff on dealing with bullies	www.teachers.tv/bullying/link

Policy written by:	Danny Hoyle, Head Teacher	Date:	November 2020
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Agreed with staff:	Jan 2021	Agreed with Parent Council:	Jan 2021
Review date:	Annual		

Appendix 1 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 uses a variety of preventative, protective and responsive approaches, some of which are described below.

Preventative approaches (examples)

- 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**, and 'Included Engaged and Involved' (Scottish Government / Education Scotland)
- Information provided to children, young people and parents/ carers explaining how the establishment deals with incidents of bullying and prejudice
- 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 Emotions Talk, to develop social skills and emotional literacy
- Staff learning and development on core themes: promoting positive relationships, equalities, resilience, restorative approaches, rights respecting schools, growing confidence, nurture etc
- Consistent responses to negative interactions, distressed behaviours, bullying and prejudicial 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 and images throughout the establishment, with text in a range of languages
- Use of self-evaluation tools which measure ethos, relationships and confidence in the establishment, such as student 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 students (Additional Support for Learning Service 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

Protective approaches

- School uses a range 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 students for example nurture groups, LIAM and 'Seasons for Growth'
- Use of materials such as 'Cool in School', 'Keeping Myself Safe' and 'Socially Thinking'.
- Participation in the Emotional Wellbeing academy led by Psychological Services and Child and Adolescent Mental Health Service (CAMHS).
- Peer mentoring and mediation (where appropriate)
- 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 a 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 or prejudicial behaviour. 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 and prejudice incidents, in line with their legal responsibility to support and educate all those involved, including students identified as displaying bullying or prejudicial 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, where appropriate, including acknowledging grievances
- Helping children to recognise that their actions have consequences and involving them in a discussion about how to make things better
- 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, including possible hate crimes
- GIRFEC child planning processes.
- Where appropriate, Child Protection procedures must be followed.
- City of Edinburgh Council Risk Management Procedure.
- All incidents must be recorded on the SEEMiS Bullying and Equalities Module (see detailed guidance in Appendix 3)

- 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 incidents of bullying or prejudice

INITIAL RESPONSE

The response of the teacher or other member of staff is crucial, whether they witness something which could be bullying or prejudicial behaviour or a child or young person reports to them that they are being bullied. Children and young people may have been experiencing bullying or prejudice and a negative impact on their health and wellbeing for some time before they report it. The child or young person's experience may be directly affected by the response they get from the adult.

1. Listen to the child, reassure them that they have done the right thing by telling.
2. Show the child or young person that you are taking the reported bullying or prejudice seriously.
3. Be ready to offer support whenever required, no matter how busy you are at the time.
4. Find out what happened, who was involved, where and when.
5. Let the child or young person speak without interruption as far as possible.
6. Ask the child or young person what would be helpful to resolve the issue and what they want to happen next. Take the views of the child or young person seriously, with awareness that bullying and prejudice cannot go unchallenged even when the person targeted may be reluctant to seek a solution or want to avoid a direct approach.
7. Record the incident on a Wellbeing Concern form. It may be helpful to keep notes. If you do, it is important that the child or young person knows why and how the notes will be used. This information will form the basis for further investigation and recording.
8. Use professional judgement to decide on appropriate action.
9. Tell the child or young person clearly about what happens next. It is essential that they are involved and updated on progress, especially in cases where it takes time to work towards a resolution.
10. Discuss and agree next steps with the Equalities Co-ordinator / designated member of the senior leadership team (Primary) or Student Support Team (secondary). This should include how the case will be investigated, monitored and reviewed.

Respectme recommend that staff ask the following five questions:

- What was the behaviour?
- What impact did it have on the school environment, learning or health and wellbeing?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

At all times, child protection procedures and / or Risk Management procedures should be followed if necessary.

NEXT STEPS / FURTHER INVESTIGATION

1. Follow through the next steps agreed with the HT or stage leader.

2. In most cases, further investigation will be done by the HT or stage leader. Further investigation may involve:
 - Speaking with child/children or young person/people involved, preserving confidentiality
 - Speaking with children or young people or others who witnessed the incident, preserving confidentiality
 - Speaking with parents (after consultation with the child or young person – see ‘Parents as Partners’ below)
 - Seeking advice from relevant partner services
 - In all cases where there may be criminal implications (e.g. sexual assault or hate crime), contact Police Scotland.
3. bullying or prejudice is substantiated, decide on appropriate action – see Appendix 1: Responsive Approaches.
4. Where bullying or prejudice is not substantiated, speak with the child or young person who reported the bullying or prejudice and offer further support if needed.
5. At each stage of the process, update the child or young person who reported the bullying or prejudice.

Parents as Partners

The views of the child or young person who has experienced bullying should always be considered when deciding whether to inform their parents/carers. There may be both risks and benefits of informing parents: the child or young person may think that this will make matters worse or it may place the child or young person in a harmful situation. In most cases, it is likely that parents/carers will be informed as they can play an essential role in preventing and addressing bullying. Contact may be face-to-face, by telephone or letter. A record of all communication should be kept and the child or young person informed about who their information has been shared with. In the small number of cases when, in the best interests of the young person, the decision is taken by a member of the senior leadership team not to inform parents/carers, this must be recorded in the student’s pastoral notes with a clear rationale for not informing.

RECORDING, MONITORING AND REVIEWING A BULLYING INCIDENT

1. Record all incidents on the SEEMiS Bullying and Equalities module. (See Appendix 3)
2. If there is any dispute or doubt about whether an incident was bullying or prejudice, the incident and the doubts should be recorded
3. Continue to check in with the child or young person who experienced bullying to ensure it has stopped / hasn’t resumed.

Appendix 3

SEEMiS: Recording, reporting and monitoring of bullying and discriminatory incidents / alleged incidents

This guidance should be read in conjunction with the Scottish [Government's 'Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools' Recording and Monitoring Bullying Incidents](#) - schools.

Responsibility

The designated member of senior leadership team should have responsibility for:

- ensuring that procedures relating to allegations of bullying and prejudice are implemented
- monitoring SEEMiS reports on regular basis, at least once per term.

Recording

The following information must be recorded in the SEEMiS Bullying and Equalities module:

1. Person experiencing the behaviour
2. Person displaying the behaviour
3. Nature of the incident
4. Specific perceived reason for bullying

Nature of incident	Perceived reason(s) for bullying (previously 'Characteristics')
• Name calling, teased, put down or threatened • Hit, tripped, pushed or kicked • Belongings taken or damaged • Being ignored • Spreading rumours • Abusive Messages - online/phone/ • gaming/social media • Online/phone/gaming/social media • Targeted because of who they are/ perceived to be • Other (Please Specify)	• Actual or perceived sexual orientation (e.g. homophobic, bi-phobic) • Additional support needs • Asylum seekers or refugee status • Body image and physical appearance • Care experience • Disability • Gender identity or Trans identity • Gypsy/Travellers • Marriage/civil partnership of parents/ • carers or other family members • Mental health • Not known • Other: please specify

	• Pregnancy and maternity • Race and racism including culture • Religion or belief • Sectarianism • Sexism and gender • Socio-economic prejudice • Young carer • If 'Other' is selected from the list and added to the incident, an additional Other text box will be displayed to enable details of the 'Other' incident to be recorded.
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As well as recording that an alleged incident has been reported, detail about the incident should be recorded. Information about how the situation is to be monitored and reviewed should be entered in the appropriate section and the views of the person experiencing, the person displaying, and, if appropriate the views of parent/carers should be recorded.

Monitor and review

- Do they feel their concerns were listened to? If not, why not?
- Do they feel satisfied with the outcome? If not, why not?
- Does the parent/carers feel satisfied with the outcome? If not, why not?
- Has some form of restorative action taken place, if appropriate? What form did this take?

The **Action Progressed** section should then be completed outlining the actions taken and the conclusion of the investigation.

Incident Conclusion

- Being addressed
- Resolved
- Not resolved
- Unfounded

Automatic link with 'pastoral notes'

Information recorded in this part of the Module automatically creates an entry into the pastoral notes for each of the children or young people. This entry does not contain detail about the incident – its purpose is to indicate that an incident has been recorded in the Bullying and Equalities module.

Appendix 4

Supplementary guidance

Tackling Racist Incidents and Creating an Anti-Racist Culture

This supplementary guidance for staff should be read alongside the Communities and Families 'Procedure for Preventing and Responding to Bullying and Prejudice' and your establishment procedure.

It should be known and followed by all staff and administered by the designated member of the senior leadership team / Equalities Co-ordinator. Whilst this guidance focuses on responding to racist incidents experienced by children and young people, the principles apply equally to racist incidents experienced by staff and parents from minority ethnic backgrounds. Incidents experienced by staff will be dealt with using the relevant Council policies and procedures.

1. WHAT IS RACISM?

Racism is when someone is discriminated against because of their race, the colour of their skin, nationality, ethnicity (includes culture, religion and language) or national origin.

A racist incident is any incident which is perceived to be racist by the victim or any other person. (*The Stephen Lawrence Inquiry 1999, Recommendation 12*)

Any incident which is perceived to be racist must be recorded and investigated with rigour, commitment and transparency. Whether or not the person responsible intended their behaviour or actions to be racist is irrelevant. When dealing with an incident, the person's intentions and attitudes are an important consideration. However, at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue. The main issue is that they have behaved in a racist manner.

What can racism look like? For example:

- Isolating or marginalising someone because of the colour of their skin, nationality, ethnic* or national origin *Ethnicity includes culture, religion and language
- Verbal or non-verbal abuse, e.g. threats, derogatory name-calling, gestures, racist jokes
- Damage to property
- Physical assault and harassment, e.g. hitting, tripping, pushing, kicking
- Visual - racist text or images such as posters, notices or graffiti
- Incitement of others to behave in a racist manner
- Cyber - using social media to promote or incite racism
- Provocative behaviour such as wearing racist badges or insignia.
- Refusal to co-operate with other students because of their race or ethnicity, or their perceived race or ethnicity.

Many of these behaviours can also take place online, through social media or messaging platforms.

Racist language, negative views and their impact on children and young people

Racist language, stereotypes and jokes around the school can exclude, threaten, hurt or humiliate young people, whether experienced directly or indirectly. Sometimes, racist language can be used without malice or understanding, but this does not mean that it has no impact on young people who hear it used in this way. Both minority ethnic young people and the wider school community may be seriously affected by these negative messages. The cumulative effect on the emotional and mental health of minority ethnic children and young people should not be under-estimated. It can lead to: loss of self-esteem; feelings of exhaustion; reduced ability to thrive in an environment; mistrust of peers, staff and the 'system'; decreased participation and ability to study; underachievement; reduced attendance. Not all racist incidents would be considered bullying. For example, a teacher might observe a young person telling a racist joke which isn't directed at anyone in particular. This should still be addressed and recorded as a racist incident.

2. TACKLING RACIST INCIDENTS

A racist incident may be a hate incident or hate crime

A racist incident is a hate incident if the victim or anyone else thinks it was carried out because of hostility, discrimination or prejudice based on race. In the case of hate incidents, the designated member of staff / Equalities Co-ordinator should seek advice from the Police School Link Officer.

If the incident is a criminal offence and the offender targeted the victim because of their prejudice or hostility based on race, this is a hate crime. All possible hate crimes should be reported to Police Scotland through the School Link Officer.

Supporting a child or young person who has experienced racism

This guidance applies in the following situations:

- A child/young person tells you about a racist incident towards them
- A child/young person (third party) tells you that they have seen or heard about a racist incident involving another child/young person
- You witness a racist incident involving a child/young person
- A parent tells the school about a racist incident that their child has experienced or has witnessed.

Be aware that a child / young person from a black and minority ethnic background may react strongly to racism because they experience this not just as a personal attack but as an attack on their family, community and culture. Furthermore, the immediate incident may be only the latest in a series of other racist incidents (micro-aggressions or more significant incidents) which the child or young person has experienced. The child/young person's strong reaction may itself be unacceptable. In such cases, it is important to treat both the racist incident and the young child/young person's reaction appropriately and proportionately.

NOTE: at all times child protection / risk management procedures should be followed if necessary.

Show belief and treat the concern seriously

Children and young people often say they don't feel believed or taken seriously; they can be deeply affected at their core by what they perceive as racism against them, and even if it doesn't appear to you to be a racist event, it is important that you show belief and investigate thoroughly before making a judgment.

Discuss what the child/young person would like to happen - follow this as far as possible

Children and young people often feel teachers want to help but don't always handle it well and may make it worse; they may under-react or over-react. Teachers, especially those with less experience of responding to racist incidents, may not feel confident about what to do. So, ask the child/young person what they would like to happen and as far as possible follow their feelings.

They may want nothing to happen at this point – it may be enough to tell you, and you have to take a decision on how serious the issue is, and whether you can hold on to that information and support the child for a bit, to help them resolve it in their own way. Take the views of the child or young person seriously, with awareness that racism cannot go unchallenged even when they may be reluctant to seek a solution or want to avoid a direct approach.

In all cases, tell them what you plan to do and who you need to tell, so they can feel in control as far as possible.

Parents as Partners

Taking into consideration the views of the child or young person, inform their parents/carers of the incident, how their child is being supported and how the incident is being dealt with.

Give as much feedback as possible on actions and outcomes

Children and young people often say they report racism and they never hear about it again. This can happen even where the incident has been very effectively handled in terms of the child or young person who displayed racist behaviour, because of the need to recognise their rights and privacy too. There needs to be a balance between the privacy of the child/young person who displayed racist behaviour (in terms of the consequences and support for them), and the rights of the child/young person who experienced the racist behaviour to feel that justice has been done.

Rights Respecting and Restorative approaches

Two of our core practices in developing positive relationships are: Rights Respecting and Restorative. Our aim is to address the root causes of the racist behaviour and for the behaviour to stop. Where appropriate, we will use restorative approaches, balancing this with respecting children and young people's rights. We recognise that for the child / young person who experienced racism, a purely restorative approach may not feel enough for justice to have been done and their rights to have been respected.

Revisit to check on a sustained basis

Children and young people often say that the teacher dealt with it and it stopped for a time, and they didn't want to keep going back because they would be seen as a 'wimp' or a 'moan'. So, it's important that you take the initiative on a sustained basis, to check that the child or young person is not having problems again. Peer mentoring or buddy systems may be supportive.

Follow up

Ensure that key staff are aware on a need-to-know basis and can help you monitor for future events / occurrences.

Working with a child or young person who has displayed racist behaviour

A child or young person who is displaying racist behaviour may not doing this consciously. Nevertheless, all racist behaviour and language must be challenged, with support to change. Students who present racist behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident. Our aim is to address the root causes of the behaviour and for the behaviour to stop (see examples of actions in main procedure).

An approach which relies only on consequences can be counter-productive; it does not address the underlying cause and can generate resentment and reinforce racist feelings or behaviour. Similarly, a 'zero tolerance' approach ('we don't allow racism here - no further discussion') may merely suppress the behaviours or beliefs and allow them to grow stronger, below the surface.

Fully addressing racist attitudes and behaviour (rather than a simple 'consequences' or 'zero tolerance' approach) is more time-consuming in the short-term but is essential to eliminate racism. There is clear evidence that school policy and practice in dealing effectively with racist incidents is an essential part of creating an anti-racist school culture.

Some suggested approaches:

- Avoid confrontation
- Repeat the comment or define the action to ensure you have understood it correctly – ask the child concerned to repeat themselves and/or explain what they mean
- If there is any uncertainty, point out that the event could be construed as racist, and ensure they understand this
- Ask the child / young person why they said or did this
- Challenge the ideas – not the person
- Acknowledge any sense of grievance or hurt which has led to the racist comment/action, without accepting that it justifies the comment/action. Ensure that any valid sense of grievance or hurt is addressed too. This is vital to avoid increasing resentment
- Relate the issue to the child or young person's age/gender/class/disability and try to find some parallels, to gain empathy
- Expose irrational or contradictory arguments by sharing the relevant research/statistics/counter-arguments/historical context/legislation
- Seek a positive way forward which enables the person to retain self-esteem, (while ensuring that the needs of the child/young person who experienced racism are fully met)
- Where appropriate, encourage witnesses/others involved to suggest an appropriate response/way forward
- Revisit the situation as often as necessary with both parties to ensure the resolution is effective and there has been no repetition or negative ramifications

- Where appropriate and helpful, inform parents to try and gain their support in ensuring that the racist behaviour does not happen again.

Recording: at all stages, all actions and outcomes should be fully recorded, monitored and updated on the SEEMiS Bullying and Equalities module.

Monitoring: the number of racist incidents reported and recorded should be monitored on a regular basis, along with other types of incident recorded on the SEEMiS Bullying and Equalities module.

3. CREATING AN ANTI-RACIST CULTURE

Micro-aggressions

Micro-aggressions are the most common way racist and other forms of discrimination are expressed on a daily basis, both online and face-to-face, so tackling them is very important. Racial micro-aggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to people based solely on their race. In many cases, these hidden messages can invalidate the person, demean them on a personal or group level. Micro-aggressions communicate that they are lesser human beings, suggest they do not belong with the majority group, threaten and intimidate, or relegate them to inferior status and treatment. The individual and cumulative impact of racial micro-aggressions can have a significant impact on health and wellbeing.

Examples of micro-aggressions:

- A teacher continually mispronounces a student's name or suggests using an anglicised version because that will be 'easier' for them to pronounce (Hidden message: You are an outsider and don't belong here. To belong, you need to change to fit in with 'us'.)
- An Asian Scottish student, born and raised in Scotland, is complimented for speaking "good English." (Hidden message: You are not a true Scot. You are a perpetual foreigner in your own country).
- A black couple is seated at a table in the restaurant next to the kitchen despite there being other empty and more desirable tables located at the front. (Hidden message: You are a second-class citizen and undeserving of first-class treatment).

Managing student views – an anti-racist stance

It is the teacher's responsibility to create and maintain an open, safe and supportive learning environment where children and young people can explore and develop their understanding of sensitive topics related to 'race' at an age-appropriate level. At times, children and young people to express views which may be controversial or distressing to others. If these views remain unchallenged by the group or by the teacher, the silence effectively condones the views. This may leave others feeling unwelcome, unsafe, or marginalised and doesn't give children and young people the opportunity to really consider the issues and examine their personal, or learned, assumptions. Censorship is counter-productive. However, it is important that children and young people develop the skills to put their point across in a clear and respectful manner and that the teacher is able to manage the learning situation to support all to feel safe and learn.

Responding to micro-aggressions using the ACTION framework

<https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/>

Whether we are the observer, the target, or the unintentional ‘perpetrator’ of micro-aggressions, we may not know how to respond to them in the moment. Common reactions are to feel ‘frozen’ (if the observer) or defensive (if the target or ‘perpetrator’). How we respond can have an immediate effect on students and the learning environment. Certain practices can increase the likelihood of maintaining a supportive climate. One of these is the **ACTION** communication framework (Cheung, Ganote and Souza, 2016).

ACTION Framework

Ask clarifying questions to assist with understanding intentions.

“I want to make sure that I understand what you were saying. Were you saying that...?”

Come from curiosity not judgement.

- Listen actively and openly to their response.
- If they disagree with your paraphrase and clarify a different meaning, you could end the conversation. If you suspect they are trying to “cover their tracks,” you may consider making a statement about the initial comment to encourage learning.

“I’m glad to hear I misunderstood you, because, as you know, such comments can be...”

- If they agree with your paraphrase, explore their intent behind making the comment.

“Can you tell me what you were you hoping to communicate with that comment?”

“Can you please help me understand what you meant by that?”

Tell what you observed as problematic in a factual manner.

“I noticed that . . .”

Impact exploration: ask for, and/or state, the potential impact of such a statement or action on others.

“What do you think people think when they hear that type of comment?”

“As you know, everything speaks. What message do you think such a comment sends?”

“What impact do you think that comment could have on ...”

Own your own thoughts and feelings around the impact.

“When I hear your comment, I think/feel...”

“Many people might take that comment to mean...”

“In my experience, that comment can perpetuate negative stereotypes and assumptions about... I would like to think that is not your intent.”

Next steps: Request appropriate action be taken.

“Our class is a learning community, and such comments make it difficult for us to focus on learning because people feel offended. So I am going to ask you to refrain from stating your thoughts in that manner in the future. Can you do that please?”

“I encourage you to revisit your view on X as we discuss these issues more in class.”

“I’d appreciate it if you’d consider using a different term because it is inconsistent with our course agreement regarding X...”

With practice, the ACTION framework can become a tool to organize your thoughts and unpack the micro-aggression in a way that addresses the situation and cools down tension. In this way, we can engage thoughtfully and purposively in strategies that maintain a positive climate that is conducive to learning and at the same time, model the skills needed to respond to micro-aggressions in any context.

REFERENCE

Harassment and Victimisation (Equality Act 2010)

Harassment related to a protected characteristic is unwanted behaviour which is related to a relevant protected characteristic and which has the purpose or effect of:

- Violating a child, young person’s dignity or
- Creating an intimidating, hostile, degrading, humiliating or offensive environment for the child or young person

The word ‘unwanted’ means ‘unwelcome’ or ‘uninvited’. It is not necessary for the child or young person to say that they object to the behaviour for it to be unwanted.

Victimisation is defined in the Equality Act as:

Treating someone badly because they have done a ‘protected act’ (or because you believe that a person has done or is going to do a protected act).

A protected act is:

- Making a claim or complaint of discrimination (under the Equality Act)
- Helping someone else to make a claim by giving evidence or information
- Making an allegation that you or someone else has breached the Act.
- Doing anything else in connection with the Act.

Direct and Indirect Discrimination (Equality Act 2010)

Direct Discrimination is when you are treated worse than another person or other people because:

- you have a protected characteristic
- someone thinks you have that protected characteristic (known as discrimination by perception)

- you are connected to someone with that protected characteristic (known as discrimination by association)

Indirect discrimination happens when there is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic, and you are disadvantaged as part of this group. If this happens, the person or organisation applying the policy must show that there is a good reason for it.

A 'policy' can include a practice, a rule or an arrangement. It makes no difference whether anyone intended the policy to disadvantage you or not.