REPORT TO: EDUCATION COMMITTEE - 11 January 2010

REPORT ON: ANTI-BULLYING POLICY

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 11-2010

**1.0 PURPOSE OF REPORT**

1.1 To seek Committee approval for a revised anti-bullying policy

**2.0 RECOMMENDATIONS**

2.1 It is recommended that the Education Committee:

i) notes the content of this report; and
ii) approves the revised anti-bullying policy (appendix).

**3.0 FINANCIAL IMPLICATIONS**

3.1 None

**4.0 MAIN TEXT**

4.1 The Education Department introduced its *Anti-Bullying and Anti-Racist Policy and Guidelines* in October 2003 and the revised *Anti-Bullying Guidelines and Procedures for Dundee City Council Schools* in September 2007. The Department's Race Equality Policy was published in October 2006 and revised in January 2009 (report 52-2009 refers). This policy replaces the September 2007 document**.**

4.2 The Education Department and its partners seek to promote the safety, well-being, happiness and achievements of all the children and young people of this city. The revised anti-bullying policy has guiding principles of fairness and social justice for all. All our children and young people will have the support that will enable them to become successful learners, confident individuals, responsible citizens and effective contributors to society.

4.3 The aim of this policy revision is to reduce the numbers of children and young people harmed by bullying, to outline the steps necessary to prevent bullying behaviour, and to increase the participation of all children and young people in a safe and secure school community and beyond.

4.4 Essentially, the anti-bullying policy is designed to increase participation in society by developing personal capacity of children who are vulnerable and prone to victimisation and harassment, and also of those whose behaviour presents a threat to others and themselves. The policy is designed to promote the integration of all pupils in a supportive social environment and ensure their personal safety and security as far as it is possible to do so.

4.5 The Education Department has a long history of anti-bullying strategy development and has usefully trained previous and current staff members in specific techniques and general policy and procedures. The city has hosted major initiatives and has led the country in this area of work. However, teachers and other members of the school communities of Dundee are not complacent and accept that the city's schools must continue to act against bullying behaviour.

4.6 The proliferation of cheap, available and expanding means of interpersonal and, in many respects, impersonal internet communication by computer and mobile telephone presents a significant new challenge for school communities. 'Arms length' means of harassing, humiliating and hurting individuals can be exploited by children and young people out in the

community. This presents families and schools alike with fresh challenges as community-based issues are brought into the school arena. It is imperative that, as *cyber-bullying* becomes increasingly common, schools develop appropriate community partnership approaches to challenge and eliminate this form of bullying behaviour.

4.7     Schools will use this policy to develop their own statements and procedures designed to challenge and defeat bullying and their work with pupils, parents and partners will be supported by the Department.

4.8     Training is available to ensure that all staff can play an important role in reducing bullying behaviour and intervening appropriately when it does occur.

4.9     To support schools in implementing this policy, a new information leaflet for school communities, 'Bullying - together we will stop it', has been published for dissemination to all educational establishments. Pupils were consulted on its content.

4.10    In June 2008, the leading Scottish Government funded anti-bullying service 'respect*me*' (http://www.respectme.org.uk/) was invited to consider and comment on the previous guidelines and the following is the final paragraph of their feedback: *"Overall this is a very thorough policy which is partnered with guidelines on misuse of camera and video phones in school. The policy is up to date, very relevant and robust and will have a positive impact upon policies within schools in Dundee and ultimately a very positive impact on the experiences of children and young people in Dundee's schools."*


## 5.0     POLICY IMPLICATIONS

5.1     This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. It is not envisaged that implementation of this policy will have an adverse impact on children and young people in Dundee's educational establishments.

5.2     As bullying tends to be faced by more vulnerable members of the community, often on the basis of stereotyping by peers, this policy is a key plank in removing prejudice and challenging the values of those who bully others.


## 6.0     CONSULTATIONS

6.1     The Chief Executive, Depute Chief Executive (Support Services) and Director of Finance, Head Teachers, Parent Councils, trade unions and the City-wide Pupil Council were consulted in preparation of this report.


## 7.0     BACKGROUND PAPERS

7.1     None


JIM COLLINS                                              DATE:  19 December 2009
Director of Education

**December 2009**

# Anti-Bullying Policy

Aims of this Policy

- to prevent bullying of children and young people

- to support children, young people and their parents and carers who are affected by bullying

- to build the capacity, resilience and skills in children and young people, parents and carers, to respond effectively to bullying behaviour

- to support our schools and services to develop and sustain a positive ethos, culture, and effective practices which proactively prevent and deal with all types of bullying

- to ensure provision of information, training and support to staff

- to ensure a co-ordinated and cohesive approach to anti-bullying in Dundee

# CONTENTS

## INTRODUCTION

A key priority for public bodies in Scotland is to address inequalities – of whatever origin - promote positive attitudes and create a more equal society. Schools have a major role to play in this process. The overarching concern of Dundee City Council Education Department and its partners is to promote the safety, well-being, happiness and achievements of all the children and young people of this city. All our children and young people will have the support that will enable them to become successful learners, confident individuals, responsible citizens and effective contributors to society. This Anti-Bullying Policy (hereafter referred to as 'the Policy') has been written with these principles at its heart.

### Basic Principles

- All children and young people have the right not to be bullied, intimidated, humiliated, exploited or harassed.

- All children and young people have a responsibility not to bully, intimidate, humiliate, exploit or harass other children or young people.

- All children and young people are valued equally in all Dundee schools.

- What we want to do with this Policy is to keep children safe and to prevent children from being abused by others in our schools.

- Bullying amounts to abuse of children and young people others and, in common with all other forms of abuse, is completely unacceptable.

- Bullying will be stopped in schools where everyone knows what is meant by bullying, what to do when it happens, who to ask for help and how to give help to those who may need it.

- We will treat all types of prejudice-based bullying (e.g. racist sexist, homophobic) with the same importance.

- The most important things for schools to do are to try to stop bullying from happening in the first place and, if it does happen, stop it and help the people affected by it.

- Stopping bullying early is crucial and all schools must be prepared to get involved and support people when bullying behaviour begins to happen.

- While punishment may be a part of what happens, all schools must help those involved in and affected by bullying to behave in ways that will help stop it.

- To do this schools need the active support of parents. Parents are encouraged to work with staff in schools and others to solve problems and stop the bullying.

- Schools must keep a record of bullying along with information about what they do when it happens and what happens afterwards.

- Schools should be loudly and clearly saying NO to bullying

NOTE: *ChildLine*, the charity for children in need, reported that, in 2006, 20,000 children contacted its 0800 1111 number about bullying – the largest number of calls it received about a single subject. *ChildLine Scotland* also runs a dedicated Bullying Helpline on 0800 441111 which is open free of charge to children and young people calling from anywhere in Scotland between 3.30pm and 9.30pm on weekdays.

This Policy will be reviewed every three years.
Lead Officer: Head of Support for Learning
Next Review Date: December 2012

**1      BACKGROUND TO ANTI-BULLYING WORK IN THE CITY OF DUNDEE**

1.1      Dundee has a long history of anti-bullying strategy development and has usefully trained previous and current staff members in specific techniques and general policy and procedures. The city has hosted major initiatives in this field of work and has led the country in a pilot parent line.

1.2      A National Equalities Seminar in September 1998 was held to discuss issues concerning equality education. It was emphasised that policy and procedures on dealing with and reporting harassment and discriminatory incidents must take account of the following issues:

- procedures for monitoring and recording
- links between generic and specific approaches
- links between all kinds of bullying
- support available to schools in dealing with incidents and creating proactive strategies
- schools and other education schools should be places of safety for all people
- all forms of bullying are unacceptable and will not be tolerated within Dundee City Council's schools.

1.3      Departmental *Anti-Bullying and Anti-Racist Policy and Guidelines* were published in October 2003 being superseded by *Anti-Bullying Policy and Procedures for Dundee City Council Schools* published in September 2007 are replaced by this document and the Department's Race Equality Policy published in October 2006 and revised in January 2009.

**2      DEFINITION OF BULLYING**

2.1      For the purposes of this Policy, bullying is regarded as a repetitive and, very often, premeditated series of behaviours designed to hurt, intimidate, humiliate or embarrass a person. Bullying can take many forms, including any of the following
- being called names
- being teased or taunted
- being subjected to threatening or embarrassing e-mails, mobile telephone or multimedia messages, pictures or videos*
- being humiliated via inappropriate use of websites*
- rumours being spread about someone
- being pushed or pulled about
- being hit or attacked
- having bags and other possessions taken and thrown around
- being ignored and isolated
- being forced to hand over money or possessions

*also referred to as cyber-bullying

2.2      While an individual act can be a single, unconnected, spontaneous event, bullying can be subtle or it can be blatant and all shades in between. While in this Policy a formal distinction is made between an individual act done to one individual or group of individuals and bullying, staff must be alert to the fact that what appears to have been a single spontaneous incident may disguise what is, in fact, systematic peer abuse and thus bullying.

2.3      People can be bullied on various pretexts including:
- race
- gender
- sexual orientation and identity
- disability
- socio-economic status
- nationality
- language
- religion
- just 'being different' even if only in some small way

2.4    At times, bullies bully others for no apparent reason. They may bully because they
- have their own problems
- feel upset or angry or feel that they don't fit in
- have problems at home
- get bullied themselves, perhaps by someone in their own family or other adults
- are scared of getting picked on so they do it first
- want to show off and look tough
- don't like themselves and so take it out on someone else

2.5    Bullying behaviour may be related to prejudice-based behaviours including racism, sexism or homophobia which may compound other differences or difficulties in a child's life. In extreme cases, such behaviour can become sexually inappropriate or threatening behaviour amounting, at times, to sexual abuse.

2.6    In the worst cases, a person can be bullied over years. It can cause short-term, long-term and even, in extreme cases, life-long suffering. It is always damaging and it must always been taken seriously and, if encountered, addressed fully.

## 3 ANTI-BULLYING STATEMENT

3.1 Dundee City Council Education Department will not accept any form of bullying within its Education schools. The Education Department is firmly committed to preventing bullying in its schools. All schools will respond as effectively as possible to reported bullying.

3.2 Considerable benefits can be gained from tackling bullying effectively and consistently:
- improved safety of young people
- young people being more resilient and socially responsible
- more relaxed schools where people respect and support each other better
- better behaviour
- better learning
- pupils feel better about themselves and want to learn
- better attendance
- improved partnerships with better communication and trust with all parties including parents

3.3 **All schools will**

- adhere to this Policy

- develop, implement, monitor and review a school policy on dealing with bullying which will include a summary note of curricular and proactive approaches in use (e.g. anti-bullying events, special work with parents, class or whole-school projects)

- inform all staff, parents, pupils and users about the policy and the procedures for implementing it

- publish individual policy statements within an ongoing review process

- nominate a senior member of staff to act as the school's Anti-Bullying Coordinator (see paragraph 5.1.2 for further details) whose responsibilities are to oversee
    a) the school policy and its implementation,
    b) the responses to and recording of bullying, and
    c) the development of a positive ethos

- not tolerate any form of harassment or abuse of pupils, visitors and staff

- use the Bullying Report Form (Appendix 1) to record all cases of (i) reported and (ii) confirmed bullying; those incidents which have a racist motive or element must be recorded on the Racist Incident Report pro-forma contained within the Education Department's Race Equality Policy - guidance on what is to be recorded and details of the procedures to be followed is provided within this document. *NB While all reporting documentation will be made available for online electronic completion, it will be necessary to maintain paper-based records using the pro-forma provided in Appendix 1 until this process is established.*

- monitor internally the nature and extent of bullying in the school and take steps to intervene when trends or specific problems are identified

- appropriately challenge bullying immediately it is identified as such

3.4 **School community development and training**

- The Education Department will continue to give support to staff in addressing these issues and providing materials aimed at addressing inequalities and discrimination. Professional development opportunities for all staff on bullying and equalities will be offered and reviewed annually through the CPD Online Directory. Staff are to be encouraged to attend relevant courses. Schools can also request whole staff training on these issues.

- Such training and development opportunities should be mirrored by schools taking lead responsibility to involve parents in awareness-raising and training events to support a whole-school community approach to bullying.
- All Anti-Bullying Coordinators and other key members of staff are expected to attend training as appropriate (e.g. on responding to bullying and racism and procedures for recording such incidents) and to stay informed about latest trends and developments in this area of pupil support.
- Anti-Bullying Coordinators will ensure that all staff in their school are well informed and able to implement relevant policies.

3.5     **The curriculum**

- The curriculum – formal, informal and hidden – is a powerful tool in challenging bullying behaviour and promoting equality of opportunity.
- The Education Department believes that it is the responsibility of all nursery, primary, secondary, special schools and offsite centres to address bullying issues through the curriculum. Parents should be informed as partners about the place of anti-bullying in the curriculum and how bullying is tackled in individual schools and across the authority.
- Much excellent work is already done in Dundee's education schools. Examples of these include the following.

3.5.1     **Nursery sector**
- looking at feelings and discussing with children the kinds of behaviour which cause hurt to others
- encourage children to think positively about differences
- reading stories which introduce children to people from wide variety of backgrounds through pictures and positive role models
- inviting into the nursery, parents and other members of the wider community reflecting diverse backgrounds
- ensure 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, bullying, or unequal access to certain activities

3.5.2     **Primary sector**
- encourage young people to resolve personal animosities and tensions which have found expression in an incident, through, for example conflict resolution, mediation, peer mediation, Circle Time, and group work
- investigating issues such as diversity and racism through studies of the local community, local history, literature, art and media.
- reading and discussing books, which tackle issues of bullying and diversity
- running special events; e.g. a high profile school community anti-bullying week

3.5.3     **Secondary sector**
- in the context of values education, lessons on inequalities and discrimination can lead to useful discussion of intolerance which sheds light on the nature and harmful consequences of prejudice
- personal and social education classes as the main conduit for anti-bullying education in the secondary sector
- use of drama and role-play to address such issues
- restorative practices to help both the victim and the bully break free of previous behaviours

3.5.4     The School Community Support Service (SCSS) will provide supportive intervention in cases where particularly serious bullying behaviour requires to be addressed.

3.6     **Communication**

3.6.1   The Education Department is committed to ensuring that all communications to parents and guardians and to other education service users are accessible both in their use of plain English and in offering opportunities for signing, translation or interpretation.

3.6.2   When communicating with adults for whom English is an additional language, all schools are encouraged to consult the Bilingual Pupils' Support Service or the Council's Interpreting and Translation Service. The Multi-Sensory Service can help where parents have a hearing or visual impairment or require specific communication tools.

3.6.3   Partnerships with pupils, parents, Parent Councils and community organisations are essential to the delivery of an open and quality education service and the Education Department is committed to ensuring that all such groups are included in consultation and development of provisions within the service.

3.6.4   It is important that all staff within the Education Department are aware of and committed to the Policy. Therefore, all staff will be notified of its location on the Council internet site as well as there being copies made available by Head Teachers in nurseries, schools and offsite learning centres.

**4 IMPLEMENTATION**

4.1 **Importance of preventing bullying in Dundee City Council schools**

4.1.1 There is clear evidence that bullying continues to happen in schools. It is a major cause of distress for young people. Things to watch out for that might show young people are being bullied include: increased absence, having no or very few friends, asking to stay in school at intervals, regular loss of money, personal items or school equipment going missing, becoming withdrawn and anxious, increased aggression, onset of self harming.

4.1.2 Positive anti-bullying strategies must include the encouragement of a 'telling' ethos whereby all members of the community take personal responsibility for preventing, challenging and reporting bullying.

4.2 **Policy and communication**

4.2.1 Every individual educational establishment's policy statement on anti-bullying must be readily available to all staff, pupils, users and parents. It will reflect the school's commitment to implement the Department's Policy. The school statement can be publicised and made available through:
- the development plan
- handbooks
- regular updates in newsletters
- specific anti-bullying initiatives such as Anti-bullying Weeks or Days.
- specific equal opportunities initiatives such as Equalities Weeks or Days
- parents' meetings or public meetings
- staff development
- pupil councils

4.2.2 Each school's three-year development planning process should include a review and audit of its anti-bullying policy and procedures within the regular cycle of policy review. Schools will also look outwardly at local or national developments in approaches to tackling bullying.

4.3 **Proactive approaches**

4.3.1 The key proactive approach by schools is the establishment of mutually respectful, supportive, positive and open relationships with all stakeholders. A helpful tool in the creation of a whole-school community approach is the use of a pro-active peer network support system, such as a well planned and implemented 'buddying' scheme.

4.3.2 One important element of anti-bullying strategies is the proactive work done through the curriculum in addressing the underlying issues and looking at ways of challenging inappropriate behaviour as outlined above.

4.3.3 It will be helpful to re-examine periodically the establishment's ethos, behaviour, and equalities policies and procedures to acknowledge the collective responsibility of the whole school community in tackling bullying. This can be done through meetings, questionnaires and focus groups involving pupils, parents and all staff.

4.3.4 An emphasis on child protection and the promotion of personal safety in the formal and informal curriculum will ensure that all children and other members of the school community know when, how and with whom to share concerns.

4.4 **Ethos**

4.4.1 In addition to ensuring that the curriculum addresses issues of bullying, it is also important to ensure that the ethos of the school gives positive messages to staff, pupils, parents and visitors. Schools should ensure that all people are made welcome, are treated with equal

value and that they feel appropriately supervised, supported and safe in all parts of the building and school grounds.

4.4.2    Schools should pay careful attention to the images portrayed throughout the building and ensure that a positive attitude is prevalent among staff and pupils with regard to the acceptance of difference.

4.4.3    All communication to home or the public should be in plain English and should comply with the interpretation and translation needs and requests of parents. Signs and notices around the building should be in the main community languages of Dundee in addition to English. Currently, these are Punjabi, Urdu, Arabic, Polish and Chinese (Mandarin and/or Cantonese) This makes parents, pupils and visitors for whom English is an additional language feel welcomed and raises the status of minority languages for the whole community.

5    **INVESTIGATING, DEALING WITH, RECORDING AND MONITORING BULLYING**

5.1    **Investigating and dealing with bullying**

5.1.1    Bullying occurs in all schools and in all communities.  All alleged bullying is taken seriously and dealt with in an appropriate and prompt manner. Where schools have instituted particular internal communication and investigation pathways which they have found to be particularly effective, these should continue to be used.

5.1.2    The Anti-Bullying Coordinator must be known to all parents, pupils, and members of staff along with the procedures for reporting bullying.  The Anti-Bullying Coordinator will be responsible for recording and responding to bullying and embedding anti-bullying in the policies and practices of the school.

5.1.3    The final responsibility for ensuring that bullying is consistently dealt with and allegations and actions correctly recorded rests with the Head Teacher. Responsibilities for working with and supporting the victim and perpetrator will often be delegated to others.

5.1.4    The member of staff to whom the allegation is first reported, or who witnesses apparent bullying, must take it seriously. They must use their professional judgement in deciding on appropriate action to be taken. This will depend on the following factors:
- age of those involved
- persistence/repetition/frequency of bullying
- level of premeditation or calculation
- numbers of individuals involved
- knowledge of the individuals involved
- level of distress caused
- location and time of alleged bullying behaviour/s

5.1.5    All bullying - reported, observed or suspected - must be taken seriously.  It must be borne in mind that, when a child or young person expresses the view that bullying has taken place, that view must be taken account of by school staff. If the finding is that the allegation is not substantiated, then only part 1 of the reporting pro-forma (ref. page 16) will be completed.

5.1.6    When it is clear that the allegation of bullying behaviour may have substance, contact should be made with the parents of children on both sides of the allegation to inform them (i) that an allegation has been made, (ii) that it is under investigation and (iii) that they will be contacted upon completion of the investigation. Parents should be given an indication of how long an investigation is likely to take. In reported incidences which are managed immediately, contact with parents will be to inform them of both the allegation, the results of the investigation and actions taken, if any.

5.1.7    Delays in responding to an allegation of bullying should only occur when reported at the end of a school day. Any investigation should be commenced and completed in as short a time as possible after receipt of the allegation. Complex cases will inevitably take longer than more clear-cut and obvious incidences.

5.1.8    In order to support the investigation of alleged bullying, the following questions should be considered.

- Who was involved – is there or are there apparent victims? If so, who is it/are they?
- In what way did the victims (if such exist) suffer?
- How did the alleged bullying start?
- Was the observed/reported incident spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the alleged bullying take place?
- Where did the alleged bullying take place?
- Who witnessed the alleged bullying (pupils, parents, centre users, visitors, staff and other)?
- Who reported it? To whom and when?
- Is there any background or history to the alleged bullying?
- Is there any other reason for considering this to be bullying?

- Why does the reporter or investigator perceive this to have been bullying?
- To what extent did what happened affect others?
- What was the response of the victim(s), if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?
- Have parents been contacted?

5.1.9    If the investigation shows a need for further action to be taken, parents will be informed on the approaches to be taken. The following measures may be considered.

- Explain that what happened will be recorded as bullying.
- Make it clear that the type of behaviour exhibited is totally unacceptable in all circumstances.
- Explain to perpetrator and the parents that his/her actions have an effect and a consequence and ask him/her to consider the results of action taken.
- Involve other members of staff to work with the perpetrator and victim as appropriate.
- Inform both sets of parents of the incident in writing and of any action taken, looking for their support.
- Meet with the parents of both victim and perpetrator to discuss the issues.

5.1.10   In *extreme* circumstances, such as or single episodes of significant violence or sexual assault, persistent physical attacks or ongoing harassment and/or behaviour which is linked to the school and continues outside the school, the following actions may also be considered.

- Exclude the perpetrator.
- Notify the police.

5.1.11   In all cases, the staff involved should take all appropriate measures to try to prevent the bullying from happening again. Restorative practices can be deployed in difficult cases where bullying behaviour persists despite interventions of other types. This can also include involving the School Community Support Service in mediating between families where conventional school-based intervention is not helping to stop the bullying.

5.1.12   Action taken should be in accordance with this Education Department Policy and the school's own discipline policy and procedures.  Action taken is to be recorded on the Bullying Report Form.

5.1.13   Support for the victim is essential both immediately following the incident and during an agreed period of review.  Peer support, staff support, parental support, and partner agency support can all play a vital role in reducing or eliminating long-term damage to the victim.

5.1.14   Consideration should be given to how best to discipline and also support the perpetrator. Disciplinary procedures against the perpetrator are intended to change or modify behaviour rather than label anyone as a bully.

5.1.15   Such procedures may include:
- positive behaviour strategies with agreed individual goals to be attained
- working with parents to increase a child or young person's - or indeed the family's - understanding of the consequences of continuing to behave inappropriately and to effect and sustain a change in behaviour
- involvement of agencies such as educational psychologists, educational support workers, on-site support bases
- setting up social skills groups
- establishing mentoring or 'buddying' systems for perpetrator as well as victim
- daily behaviour monitoring
- withdrawal of privileges
- class, group or individual discussion with staff about the affects of bullying
- peer mediation
- restorative practices

5.1.16   Each report of bullying should be reviewed after an agreed period of time. At that point, staff should endeavour to meet with both perpetrator and victim to reassess the situation and the relationship between those involved unless it would be considered counter-productive,

unhelpful or insensitive to do so. The manner in which such a review takes place will depend on the nature of the bullying and age of those involved (e.g. the extent to which parents are actively involved at the review stage).

5.2 **Recording bullying**

- The Education Department will collect information on prevalence of bullying behaviour from schools three times each year in order to gather authority-wide data.

- The information collected will also assist in targeting resources and supporting schools and the authority in addressing bullying.

- Monitoring the information from schools may also indicate the need for action in relation to a particular sector and/or type of behaviour and also good practice, which can then be shared with other schools.

- Regular surveys will be carried out by the Education Department aimed at reviewing pupil, parents and staff perceptions of safety and ethos in schools.

- It is important that data on bullying is used to inform regular review of policies and procedures for addressing bullying at school and authority levels.

5.2.1 To ensure consistency across Dundee schools, the Education Department is providing a pro-forma for recording bullying – the Bullying Report Form (Appendix 1). A key to completion of certain sections of the form is also provided (Appendix 2). Arrangements are in hand to enable online reporting although the online reporting form will not look like the current paper copy.

5.2.2 Part 1 of the Bullying Report Form may be used in recording individual incidents of alleged violent or aggressive behaviour.  Professional judgement must be used to decide on the appropriate response to an alleged occurrence.  The best guidance is to be taken from the victim.  If they feel that bullying has taken place, then that view must be taken seriously and investigated.  What might seem trivial to an adult can have serious psychological damage to a child or young person and to their feelings of safety, self-esteem and value within the community.  If, on initial investigation, the accusation of bullying is confirmed, part 2 of the Bullying Report Form must be completed.

5.2.3 Individual incidents must be recorded on the pro-forma held if any of the following factors are present.
- Bullying behaviour is repeated after action has been taken by the school.
- The perpetrator has already been made aware of the unacceptable nature of their behaviour through a verbal reprimand.
- The behaviour is premeditated or calculated.
- The personal safety of the victim has been threatened.
- There is a clear intent to bully.

5.2.4 A flowchart for procedures is provided in Appendix 3.

5.2.5 Recording of the action taken during and after the investigation of bullying will provide evidence that the school is following the Education Department's Policy and responding appropriately. The validity of the information contained in the monitoring reports will depend on the effective and consistent use of the Bullying Report Form and procedures.

5.2.6 Bullying which amounts to or is alleged to be racial harassment is to be recorded on the Racist Incident Report pro-forma. (Refer to the Education Department's Race Equality Policy for details.) The law states that *an incident is racist if it is perceived to be racist* by the target or a witness to an incident. If, having received such an allegation, a member of staff fails to act, then he or she could be vicariously guilty of racism. Therefore, any Council employee who receives an allegation of a racist incident is duty-bound to ensure that it is appropriately reported, recorded and acted upon.

5.2.7 It is highly unlikely that every occurrence of bullying or racist, homophobic, sexist, religious and disability discrimination will be reported. Unreported occurrences will not appear in the record of bullying. This could result in there being a misleading understanding of the scale of the problem in schools and across the city. In order to gather views of community members, a

questionnaire will be sent to every school on a regular basis from the Education Department. Administered from the centre, this will allow pupils, staff and other education service users to give their views about bullying, how well schools address issues of equality and behaviour and will allow the Education Department to have an overview. The results of this exercise will be made known to all schools and support services.

5.2.8    In cases where a parent is dissatisfied with the outcome of an investigation or action taken by a school, he or she should contact the Head Teacher in the first instance. If concerns persist, the parent may wish to refer the case to the Department's Advice and Conciliation Manager who can be contacted on 01382 433477.

**6    Summary of anti-bullying responsibilities**

6.1    **Education Department**
The responsibilities of the Education Department are to:
- develop, maintain, communicate and implement  the Policy
- provide direction and guidelines on procedures and suggested strategies
- monitor and review anti-bullying in schools; this will include reviewing policies, procedures and ethos in each school.
- provide in-service training and staff development opportunities
- provide information for parents and the wider community in plain English and in appropriate formats

6.2    **School**

The responsibilities of every school are to:

- provide a social and learning environment which is as safe as possible for all pupils
- develop an ethos which values and appropriately rewards positive behaviour
- create an ethos whereby the whole school community knows how to and will recognise, challenge and report bullying
- develop, maintain and implement a school policy [see section 6 below for sample school policy statement]
- deal with and record reported bullying behaviour in line with this Policy
- inform parents of those involved in recorded bullying in writing - pro-forma letters are appended for school use
- work in partnership with parents, where possible, to resolve differences and end conflict
- make available to parents a copy of this Policy and related internal school documents
- drive anti-bullying values and approaches through the formal and informal curriculum
- ensure all staff are adequately trained
- inform all members of the school community about policy, procedures and relevant personnel

6.3    **School Staff Members**
The responsibilities of every member of staff in education schools include:
- set an example of appropriate behaviour towards others by avoiding the use of sarcasm, humiliating behaviour or threatening demeanour towards pupils or colleagues
- listening to pupils when they wish to talk about bullying
- being sensitive to pupils' needs  for privacy and respect
- reporting and recording alleged bullying in line with authority and school policies

6.4    **Pupils**
The responsibilities of every pupil include:
- contributing to keeping themselves and all fellow pupils safe
- respecting the collective and personal property of all others
- including others in activities
- ensuring that more vulnerable pupils are protected from harm
- accepting and abiding by the rules of their school

6.5    **Parents**
The responsibilities of parents include:
- supporting their child by ensuring they attend school regularly
- talking with their child about their school day
- contacting their child's class teacher or other main school contact if the child says or does something that leads the parent to believe the child may be being bullied
- giving appropriate guidance to their children and working with the school if problems arise

## 7    SCHOOL ANTI-BULLYING POLICY STATEMENT

Schools may wish to make use of the suggestions on this page to help in formulating their own Anti-Bullying Policy Statement. The following elements should be contained in such a statement.

**A statement endorsing the Education Department Anti-Bullying Policy and Procedures**

*Example* [School Name] endorses the Education Department Anti-Bullying Policy (2009) taking into account the values and beliefs underpinning the five National Priorities, in particular, National Priority 3, Inclusion and Equality and National Priority 4, Values and Citizenship. The Policy also links with developing pupils' capacity to become responsible citizens, effective contributors, confident individuals and successful learners – the four capacities outlined in 'A Curriculum for Excellence'.

**A statement (similar to School Handbook) giving information about your school and its population**

*Example* [School Name] is a [....] nursery/primary/secondary/special school located in the [....] of Dundee. The current school roll is [....]. The school's catchment area consists of [....] housing, resulting in a wide mix of social, cultural, emotional and academic needs. The school consists of [....] classes, and a nursery which has [....] children in attendance. [The school has enhanced provision in order to cater for the additional support needs of children who [....].]

**A statement linking the school aims which will be met through the implementation of the Education Department Anti-Bullying Policy and Procedures**

*Example* One of the main aims of the school is to encourage each child to develop in a climate of co-operation, trust and respect for others, promoting his or her own self-esteem and that of others.

This is achieved through encouraging children's understanding of the uniqueness and worth of all children regardless of background and promoting an ethos of belonging and a strong sense of identity.

Children are encouraged in many formal and informal ways to think of others positively and to consider the feelings of others in their daily interactions both in and out of class.

The Anti-Bullying Co-ordinator for this school is (name and contact details)

signed by Head Teacher

Date:

This statement will be reviewed within the cycle of each school-development planning process. The responsibility for ensuring that the review is carried out is the Head Teacher's.

**Bullying Report Form**

If the alleged behaviour had racist elements, then it should be recorded on the Racist Incident Report which is provided in the Race Equality Policy and **NOT** on this form.

**PART 1**
**Name of Education School:** _____

**Anti-Bullying Coordinator:** _____

**Date reported:** _____   **Date occurred (if different):** _____

**1 A: Names and Details of those involved) – Please add information to supplementary sheets if more than 2 involved on either side.** (See pupil records and Appendix 2 below for codings)

|  | Person(s) alleged to have bullied | | Person(s) alleged to have been bullied | |
|---|---|---|---|---|
|  | 1 | 2 | 1 | 2 |
| **Name(s)** |  |  |  |  |
| **Age (Class Group)** |  |  |  |  |
| **Gender** |  |  |  |  |
| **Ethnicity (if known)** |  |  |  |  |
| **Religion (if known)** |  |  |  |  |
| **Disability, (if known)** |  |  |  |  |

**1 B: Type/Nature of Alleged Bullying Behaviour**

| | | | |
|---|---|---|---|
| **Written** e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings | ☐ | **Damage to property** e.g. theft of bags, clothes, money; tearing clothes, ripping books | ☐ |
| **Verbal** e.g. name-calling, 'slagging', threatening, sarcasm, discriminatory comments during classes | ☐ | **Isolation** e.g. 'sent to Coventry', shunned, rejected, left out of activities/groups | ☐ |
| **Physical** e.g. pushing, shoving, fighting, tripping-up | ☐ | **Incitement** e.g. encouraging others to bully, behave in a racist*, sexist or discriminatory manner; wearing discriminatory insignia such as sectarian or racist* badges, distributing racist* or other discriminatory literature | ☐ |
| **Other:** (please specify) | | | ☐ |

**1 C: Please indicate if there is/was any suspicion that the alleged bullying behaviour may have been influenced by any of the following (you may wish to tick more than one box):**

| | | | | | |
|---|---|---|---|---|---|
| **Race*** | ☐ | **Religion** | ☐ | **Gender** | ☐ |
| **Disability** | ☐ | **Sexual Orientation** | ☐ | **Other** ☐ | |

*NB If this behaviour had racist elements, then it should be recorded on the Racist Incident Report which is provided as Appendix 8 and **NOT** on this form.

**1 D: When did the alleged bullying occur?**

| Before school | ☐ | During class | ☐ | Between classes | ☐ | Interval | ☐ |
|---|---|---|---|---|---|---|---|
| Lunch | ☐ | After school | ☐ | Various | ☐ | Unknown | ☐ |
| Other (please state) | | | | | | | |

**1 E: Where did the alleged bullying occur?**

| In school/other education centre | ☐ | In school grounds | ☐ | Various locations | ☐ |
|---|---|---|---|---|---|
| On school bus | ☐ | Outwith premises | ☐ | Unknown | ☐ |
| Other (please state) | | | | | |

**1 F: Who reported the alleged bullying?**

| Victim(s) | ☐ | Member of staff | ☐ | Parent | ☐ |
|---|---|---|---|---|---|
| Visitor to school | ☐ | Other pupil/user | ☐ | | |
| Other (please specify) | | | | | |

**1 G: Please indicate the investigative procedures carried out:**

| Interviewed pupils involved | ☐ | Interviewed witnesses | ☐ |
|---|---|---|---|
| Discussed with parents of victim(s) | ☐ | Discussed with parents of perpetrator(s) | ☐ |
| Other (please specify) | | | |

**1 H: Following investigation, was the allegation substantiated?**

YES ☐      NO ☐      **(Retain notes made during investigation which led to this conclusion for future reference.)**

**If 'YES', please complete part 2 below.  If 'NO', please omit part 2 and sign at part 3.**

**2 A: Please indicate action taken with respect to the perpetrator/s.**

| Support from staff | ☐ | Support from other pupils | ☐ | Counselling | ☐ | Peer mediation | ☐ | Restorative practice | ☐ |
|---|---|---|---|---|---|---|---|---|---|
| Verbal reprimand | ☐ | Final Warning | ☐ | Written Punishment | ☐ | Detention | ☐ | Exclusion | ☐ |
| Letter to parents | ☐ | Police Involvement | ☐ | Other agency | ☐ | Other action | ☐ | | |

**2 B: Please indicate action taken to support victim(s)**

| Support from staff | ☐ | Letters to parents | ☐ |
|---|---|---|---|
| Support from other pupils | ☐ | External agency involvement | ☐ |
| Other (please specify) | | | |

**2 C: Please indicate if any follow-up preventative work was done as a result:**

| Whole school | ☐ | Group work | ☐ |
|---|---|---|---|
| Whole class | ☐ | Individual | ☐ |
| Other (please specify) | | | |

**2 D: Please indicate at what stages, if any, this will be monitored/reviewed**:

| One week | ☐ | *One month* | ☐ | *Six months* | ☐ | Other | ☐ | |
|---|---|---|---|---|---|---|---|---|

**2 E:** Incident closed ☐ Date of closure:

| Further comment, if required: |
|---|
| |

**PART 3**

Date:_____      Signed:_____

Print Name:_____

Designation:_____

2

# *Key to completing the Bullying Report Form*

**Age/Class**

| | |
|---|---|
| N - Nursery | M – Member of staff |
| P1,P2,P3 etc | A – Adult other than staff |
| S1,S2,S3,S4, etc | U – Unknown |

**Gender**

M – Male
F – Female

**Ethnicity Code, if declared**

Taken from SEEMIS

**Disability Code, if known**

Taken from SEEMIS

**Religion of perpetrator(s) or victim(s), if declared**

This information will also be available on pupils' SEEMIS records

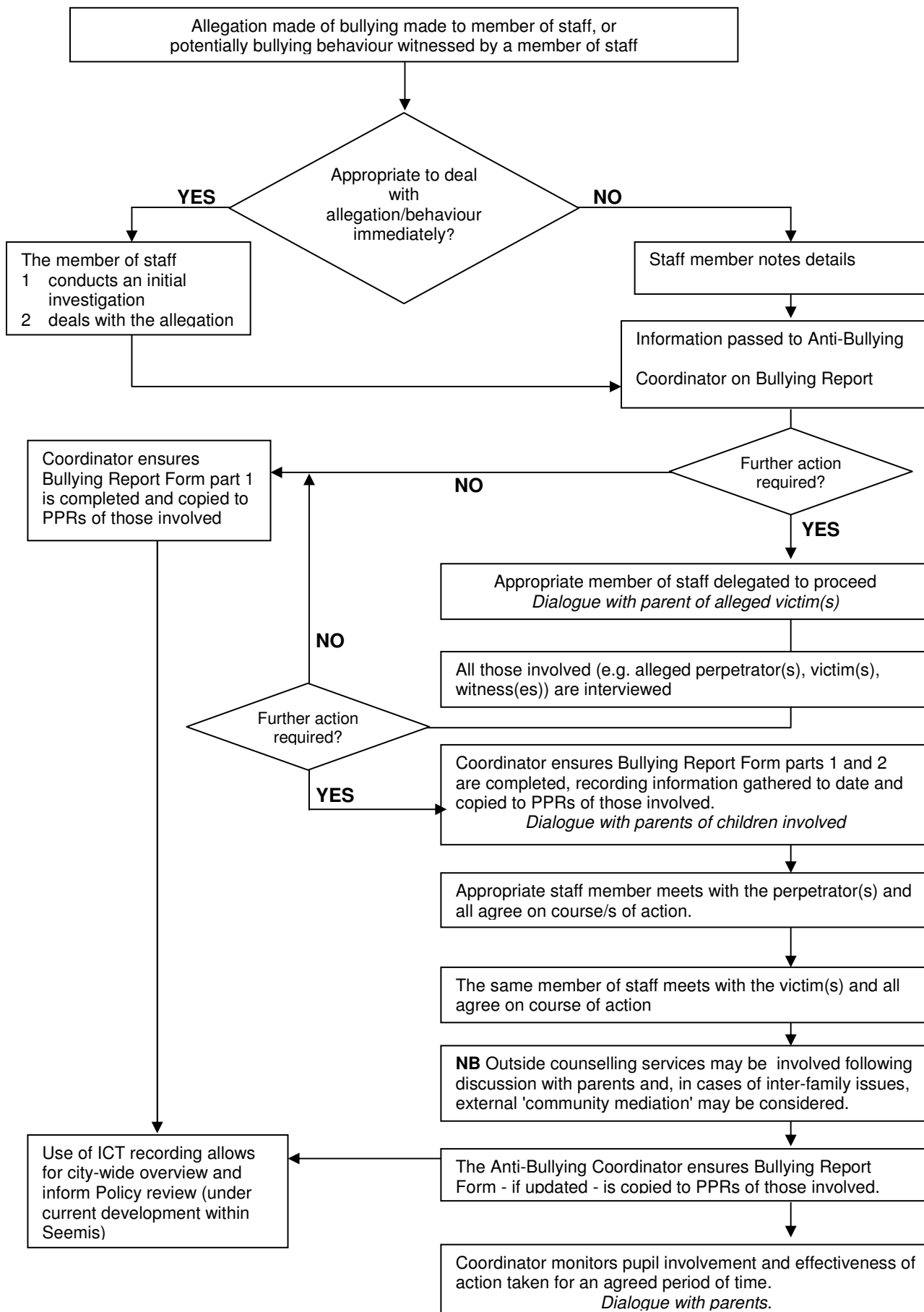| | |
|---|---|
| B – Buddhist | M – Muslim |
| C – Christian other than Roman Catholic | N – No religion |
| H – Hindu | RC – Roman Catholic |
| J – Jewish | S – Sikh |
| JW – Jehovah's Witness | O – Other |

**Flowchart of procedures for dealing with bullying (for adaptation at a local level)**

Allegation made of bullying made to member of staff, or
potentially bullying behaviour witnessed by a member of staff

Appropriate to deal with allegation/behaviour immediately?

**YES**

**NO**

The member of staff
1   conducts an initial investigation
2   deals with the allegation

Staff member notes details

Information passed to Anti-Bullying Coordinator on Bullying Report

Further action required?

**NO**

**YES**

Coordinator ensures Bullying Report Form part 1 is completed and copied to PPRs of those involved

Appropriate member of staff delegated to proceed
*Dialogue with parent of alleged victim(s)*

All those involved (e.g. alleged perpetrator(s), victim(s), witness(es)) are interviewed

**NO**

Further action required?

**YES**

Coordinator ensures Bullying Report Form parts 1 and 2 are completed, recording information gathered to date and copied to PPRs of those involved.
*Dialogue with parents of children involved*

Appropriate staff member meets with the perpetrator(s) and all agree on course/s of action.

The same member of staff meets with the victim(s) and all agree on course of action

**NB** Outside counselling services may be involved following discussion with parents and, in cases of inter-family issues, external 'community mediation' may be considered.

Use of ICT recording allows for city-wide overview and inform Policy review (under current development within Seemis)

The Anti-Bullying Coordinator ensures Bullying Report Form - if updated - is copied to PPRs of those involved.

Coordinator monitors pupil involvement and effectiveness of action taken for an agreed period of time.
*Dialogue with parents.*

## *Dealing with reported or observed bullying behaviour*

The Education Department has been dealing with bullying for a number of years.  The lessons learnt from this experience in making appropriate responses are of great value to our schools.  The following is a list of *do's* and *do not's* which have been collated to support staff in dealing with bullying. Many of these will be second nature to most of our staff and bear inclusion in this Policy as examples of good practice. This list can be used by Anti-Bullying Co-ordinators to audit current procedures.

### DO

establish a school policy statement
that states how your school will
implement this Departmental Policy

assume bullying does take place

take complaints and concerns seriously

investigate immediately when the complaint
is received

show fairness, consistency and impartiality
to parents concerned during the investigation

respect confidentiality and limit knowledge
of the bullying to those directly involved
with it and in dealing with any action
which follows, if any

ensure that provision is made for positive
discipline in the school and that bullying is
understood by all not to be tolerated

hold information separately in an Anti-Bullying
file with the outcome of the investigation
clearly noted

maintain a watching brief on the number and
nature of reported bullying incidences

be prepared to provide reports to the Director
of Education on request

### DO NOT

say there is no bullying in your
school

say 'I'm too busy just now'

make assumptions based on previous
reports, previous bullying or other
misbehaviour by parties involved

**Helpful Approaches**

# *Across all Sectors*

- Anti-bullying awareness weeks
- Anti-bullying and equalities games
- Promoting positive behaviour packages
- Grounds for improvement schemes
- Pupil and Parent Councils special events
- Circle Time
- Mentoring schemes
- Involving and consulting with parents in school procedures (making appropriate use of the Dundee Interpreting and Translating Service)
- Annual questionnaires to pupils, users and parents about bullying in the school or community education centre to monitor issues
- Displays of books and posters about bullying
- Displays of behaviour, anti-bullying statements
- Deployment of bi-lingual assistance
- Other monitoring mechanisms include school review process and Quality Development Teams

All these strategies are consistent with

- *How Good is Our School (The Audit Unit, 1996)*
- *Taking a Closer Look at Promoting Social Competence (Audit Unit, 1999)*
- *A Route to Equality and Fairness (The Audit Unit, 1999)*
- *How Good is Our School 2002 Edition*

Although it is recognised that in schools, Personal and Social Development is one area of the curriculum in which behaviour, bullying and other equality issues are addressed, there are other curricular areas which have a role to play in raising the awareness of pupils to these issues. These include English, Modern Studies, History, Religious and Moral Education, and Drama.

# Building equality into policies

When assessing the potential impact of policies, here are some examples of questions you could ask to take account of equality in your other policies, and to build policy statements for them.

**Policies on attainment, progress and assessment**

- How do you make sure that you have equally high expectations of all pupils and are committed to encouraging and helping them achieve the highest standards?

- How do you recognise and value different kinds of achievement?

- Do you monitor pupils' attainments and progress by equality group (e.g. gender, ethnicity, religion), and analyse the information to identify trends and patterns of underachievement?

**Policies on behaviour, discipline and exclusion**

- How do you make sure your procedures for disciplining pupils and managing behaviour are fair to all pupils?

- Do staff use rewards and sanctions consistently?

- Do you monitor exclusions to see if there are any patterns or trends?

- Do your strategies for integrating long-term truants and excluded pupils in the school consider the needs of pupils from all equality groups?

**Policies on attendance**

- Do you monitor school attendance by pupils' racial or ethnic backgrounds?

**Policies on the curriculum**

- How do you construct the curriculum so that it includes the principle of equality for all and recognises and values diversity?

- How do you make sure that pupils get the opportunity to explore questions of identity, diversity and equality?

- How do you monitor the curriculum and assess whether it helps all pupils to achieve their full potential?

- What do you do to give pupils the chance to experience other cultures?

- How do extra-curricular activities and events cater for the interests and abilities of all pupils, and take account of parents' and carers' concerns about religion, culture or ethnic background?

**Policies on personal development and pastoral care**

- How do you make sure that pastoral support takes account of gender, religious and ethnic differences and the experiences and needs of particular groups of pupils, such as Scottish Gypsy Travellers, refugees and asylum seekers?

- How do you encourage all pupils to consider the full range of options after they are 16?

- How you monitor work experience placements by gender or ethnicity to make sure there is no stereotyping?

- That support do you give the victims of gender-based, racial, sexual or religious harassment through the school or with help from outside agencies?

**Policies on teaching and learning**

- How do you create an environment where all pupils can contribute fully and feel valued?

- How does your teaching take account of pupils' cultural backgrounds, language needs and different learning styles?

- How are different cultural traditions valued and made meaningful to pupils? Do you help pupils to make connections with their own lives?

- How do your teachers challenge stereotypes and give pupils the understanding they need to recognise prejudice and reject discrimination?

**Policies on working with parents and carers and with communities**

- What steps do you take to encourage all parents and carers to get involved in the school?

- How do you make sure that information and material for parents and carers is written clearly and is available (where necessary) in languages other than English and in special formats?

- How do you make sure that your premises and facilities are fully accessible to, and can be used by, everyone in your community?

**Policies on harassment, bullying and school values**

- How do you publicly promote good personal and community relations, and what steps do you take to prevent discrimination?

- How do you record, investigate and report bullying to your education authority?

- What training do you give staff to make sure they know how to deal firmly, consistently and effectively with bullying?

- How do you work with others to tackle bullying in the school and in the community?

**National and local government framework**

This summary is taken from 'A NATIONAL APPROACH TO ANTI-BULLYING FOR SCOTLAND'S CHILDREN AND YOUNG PEOPLE' published by the Scottish Government in November 2009 (page 11).

*The Scottish Government has a single purpose – to create a more successful country where all of Scotland can flourish through increasing sustainable economic growth which depends upon the future wellbeing and achievements of our children and young people. The concordat is an agreement between the Scottish Government and local government through which they are jointly committed to achieve 15 national outcomes, including that:*

- *Our children have the best start in life and are ready to succeed*
- *Our young people are successful learners, confident individuals, effective contributors and responsible citizens (the four capacities)*
- *We have improved the life chances for children, young people and families at risk*
- *We have tackled the significant inequalities in Scottish society*

**GIRFEC** – *Getting it right for every child – promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:*

- *builds solutions with and around children, young people and families*
- *enables children and young people to get the help they need when they need it*
- *supports a positive shift in culture, systems and practice*
- *involves working together to make things better*

**Curriculum for Excellence** *is the framework to meet the needs of all learners 3-18 and to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. It is based upon the values of wisdom, justice, compassion and integrity. The curriculum must be a stimulus for personal achievement which broadens experience and encourages informed and responsible citizenship. The curriculum is the totality of all that is planned for children and young people throughout their education and includes:*

- *ethos and life of the school as a community*
- *curriculum areas and subjects*
- *interdisciplinary learning*
- *opportunities for personal achievement*

**Dundee** City Council Education **CHANGING** FOR THE **FUTURE**

**Name of Educational Establishment:**

**Equality Coordinator:**

**Date incident reported**:

**Perpetrator(s) and Victim(s) – Please add if more than 4 involved.**
(See pupil records and attached codings)

| | Perpetrator(s) | | | | Victim(s) | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| **Name** | | | | | | | | |
| **Age (Class Group)** | | | | | | | | |
| **Gender** | | | | | | | | |
| **Ethnicity** | | | | | | | | |
| **Religion (if known)** | | | | | | | | |

**Type/Nature of Incident**

☐ **Written**
(eg graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings, other)

☐ **Verbal**
(eg name-calling, slagging, threatening, sarcasm, discriminatory comments during classes, other )

☐ **Physical**
(eg pushing, shoving, fighting, tripping-up, other)

☐ **Other**
**Please specify**

☐ **Damage to property**
(eg theft of bags, clothes, money; tearing clothes, ripping books, other)

☐ **Isolation**
(eg 'sent to Coventry', shunned, rejected, left out of activities/groups)

☐ **Incitement**
(eg encouraging others to behave in a racist, manner; wearing discriminatory insignia such as racist badges, distributing racist literature).

**When did the incident occur?**

| Before school | ☐ | During class | ☐ | Lunch time | ☐ | After school | ☐ |
|---|---|---|---|---|---|---|---|
| Between classes | ☐ | Mid-morning break | ☐ | Various | ☐ | Unknown | ☐ |
| Other (please state) ☐ | | | | | | | |

**Where did the incident occur?**

| In educational establishment | ☐ | On establishment grounds | ☐ | Outwith premises | ☐ |
|---|---|---|---|---|---|

| On school bus | ☐ | Various | ☐ | Unknown | ☐ |
|---|---|---|---|---|---|
| Other (please state) | ☐ | | | | |

**Who Reported the Incident?**

| Victim(s) | ☐ | Member of staff | ☐ | Parent | ☐ |
|---|---|---|---|---|---|
| Visitor to school | ☐ | Other pupil/user | ☐ | Other | ☐ |

**Please indicate the investigative procedures carried out:**

| Investigated incident | ☐ | Interviewed pupils/users involved | ☐ |
|---|---|---|---|
| Discussed with parents of victim(s) | ☐ | Discussed with parents of perpetrator(s) | ☐ |
| Other (please specify) ☐ | | | |

**If allegation was substantiated, please indicate action taken to deal with the perpetrators. If action taken continue through following sections. If 'none' please go to end of form.**

| Verbal reprimand | ☐ | Peer Mediation | ☐ | Written Punishment | ☐ | Final Warning | ☐ | Letter to parents | ☐ |
|---|---|---|---|---|---|---|---|---|---|
| Detention | ☐ | Exclusion | ☐ | Police Involvement | ☐ | Other Please specify below | ☐ | | |
| Other: | | | | | | | | | |

**Please indicate what action was taken to support victim(s)**

| Support from Staff | ☐ | Letters to parents | ☐ |
|---|---|---|---|
| Support from other pupils | ☐ | External agency involvement | |
| Other (please specify) | | | |

**Please indicate what action was taken to support perpetrator(s)**

| Support from Staff | ☐ | Letters to parents | ☐ |
|---|---|---|---|
| Support from other pupils | ☐ | External agency involvement | ☐ |
| Other (please specify) | | | |

**Please indicate if any follow-up, general, preventative work was done as a result of the incident:**

| Whole school | ☐ | Group work | ☐ |
|---|---|---|---|
| Whole class | ☐ | Individual | ☐ |
| Other (please specify) | | | |

**Please indicate when the incident and its aftermath was/will be\* monitored and reviewed after action was instigated:**

| One week | ☐ | One month | ☐ | Six months | ☐ |
|---|---|---|---|---|---|

\*delete as appropriate

| Further comments: |
|---|
| |

Incident closed ☐

| Date: | Signed | |
|---|---|---|
| | Designation | |

**FORM B RACISM**

## THIS FORM MUST BE COMPLETED AND SUBMITTED ALONG WITH 'FORM A RACISM' IF A MULTI AGENCY PANEL (RIMAP) MEETING IS REQUESTED

If you require any assistance in completing of this form, please contact the Education Department on 01382 433132

Which agencies should be involved in the RIMAP meeting?

| Police | ☐ | TREC | ☐ | Victim Support | ☐ |
|---|---|---|---|---|---|
| Communities | ☐ | Social Work | ☐ | Education | ☐ |
| Housing Representative | ☐ | Health Services | ☐ | Procurator Fiscal | ☐ |
| Other (specify) | ☐ | | | | |

Complete this table in BLOCK CAPITALS

| Complainant's Name | | | | | |
|---|---|---|---|---|---|
| Date of Birth | | Male | ☐ | Female | ☐ |
| Occupation | | | | | |
| Address | | | | | |

I agree to the above agencies being involved in investigating the incident(s) reported in this form.

Signature of complainant
(if age-appropriate)

Date:

**Parent's/Carer's Signature**

**Form completed by**

**Signature**

**Designation**

**Forms A and B RACISM must be sent to: OFFICER RESPONSIBLE FOR RIMAP, Central Division, Tayside Police HQ, West Bell Street, Dundee, Tayside Police (Monitoring Agency). (Fax 01382 591529)**

Date/Time Sent          **at**

**Forms A and B RACISM must also be sent to the Advice and Conciliation Manager, EDUCATION DEPARTMENT, Floor 8, Tayside House. (Fax 01382 433080)**

Date/Time Sent          **at**

rirb