

REPORT TO: EDUCATION COMMITTEE – 15 SEPTEMBER 2003

REPORT ON: EQUALITY SCHEME AND ANTI-BULLYING/ANTI-RACIST POLICY

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 507-2003

1.0 PURPOSE OF REPORT

1.1 This report seeks approval for the Education Department Equality Scheme and Anti-Bullying/Anti-Racist Policy for Head Teachers, schools and services. This updates the authority's policy and procedures on Equality and proposes new measures for Race Equality.

2.0 RECOMMENDATIONS

2.1 The Committee is asked to:

- i) note and approve the Education Department Equality Scheme and Anti-Bullying/Anti-Racist Policy, and
- ii) instruct the Director of Education to monitor the implementation of the policy, including feedback from schools' Bullying and Racist incidents.

3.0 FINANCIAL IMPLICATIONS

3.1 There are no direct financial implications arising from this report.

4.0 LOCAL AGENDA 21 IMPLICATIONS

4.1 These developments will extend support and offer guidance to schools to ensure that all pupils are included regardless of their personal beliefs, race, gender or sexuality.

5.0 EQUAL OPPORTUNITIES IMPLICATIONS

5.1 These developments will improve the equality of access to educational opportunities for all pupils in Dundee schools without any unlawful racial discrimination and promote good relations between different racial groups.

6.0 BACKGROUND

- 6.1 The Education Department aims to promote a culture in schools where everyone is valued. The Race Relations Amendment Act 2002, the Race Relations Act 1976 (Statutory Duties) (Scotland) Order 2002 and the full implications of the Disability Discrimination Act 1995 have necessitated a review of how Local Authority Education departments undertake equality work.
- 6.2 The attached reports give details of how the Education Department will ensure compliance with these new legal requirements. (Equality Scheme - Appendix 1 and Anti-Bullying/Anti-Racist Policy - Appendix 2).

The Education Department last issued guidelines to Head Teachers and school on Anti-Bullying in 1995.

Since that time new national legislation and national and local policies have emerged which have made it necessary to revise the guidelines we offer to schools and support services.

Specifically there have been:

- the Standards in Scotland's Schools etc. Act 2000;
- the Scottish Executive's National Priorities for Education; and
- the Race Relations Amendment Act 2002.
- the Race Relations Act 1976 (Statutory duties) (Scotland) order 2002

7.0 PROPOSALS

- 7.1 The Education Department is committed to inclusive school communities where respect for others is promoted and there is support for all pupils. Therefore the Education Department proposes that Dundee City Council adopts the attached policy.

All schools must recognise the change in law that requires the recording of all racist incidents

Schools must be vigilant that procedures for investigating bullying and racism are adhered to.

Schools and services should take advantage of the partnerships to promote race equality through access to the RIMAP (Racist Incident Multi-Agency Panel).

- 7.2 The Education Department will continue to support schools by providing training opportunities for staff on the implications of the Equality Scheme and Policy and other related issues.

8.0 CONSULTATION

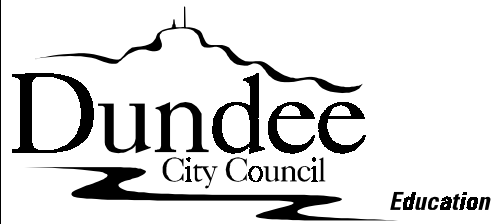
- 8.1 This report has been the subject of consultation with the Chief Executive, the Depute Chief Executive (Support Services), the Depute Chief Executive (Finance), the Head of Communities, Head Teachers and the City-wide Pupil Council.

9.0 BACKGROUND PAPERS

No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information), were relied on to any material extent in preparing the above Report.

Anne Wilson
Director of Education

4 September 2003



EQUALITY ACTION SCHEME 2002-2005

EQUALITY ACTION SCHEME 2002-2005

LIST OF COUNCIL FUNCTIONS

EDUCATION DEPARTMENT

Early Years Education and Childcare

Primary Education

Secondary Education

Special Education

Support for Learning Services:

- Home School Support
- Educational Psychology
- School Support for Learning Staff
- Alternative Education Provision
- Bilingual Pupil Support
- Multi-Sensory Services

Educational Development Service

General Support Services

Staffing

Finance

Property Management and Maintenance

Catering Services

Janitorial Services

ICT support

Building equality into other policies

As part of our Equality Policy Schools are asked to:

- Recognise and value different kinds of achievement
- Monitor pupils' attainments and progress across all groups, and analyse the information to identify trends and patterns of underachievement
- Ensure that procedures for disciplining pupils and managing behaviour are fair to pupils for all racial, gender and ability groups
- Ensure that their admission policy is equally open to all pupils
- Offer a curriculum that helps all pupils to achieve their full potential
- Ensure that extra-curricular activities and events cater for the interests and abilities of all pupils, and take account of parents' and guardians' concerns about religion or culture
- Ensure that pastoral support takes account of religious and ethnic differences and the experiences and needs of particular groups of pupils, such as Scottish Gypsy Travellers, refugees and asylum seekers
- Give the victims of racism and racial harassment support through the school or with help from outside agencies
- Create an environment where all pupils can contribute fully and feel valued
- Take account of pupils' cultural backgrounds, language needs and different learning styles when planning teaching
- Take steps to encourage all parents and guardians to get involved in the school
- Ensure that information and material for parents and guardians is written clearly and is available (where necessary) in languages other than English and in special formats
- Ensure that your premises and facilities are fully accessible to, and can be used by, everyone in your community
- Publicly promote good personal and community relations, and take steps to prevent racial discrimination
- Record, investigate and report racist incidents and racial harassment to your education authority as described in the Dundee City Council Policy

EQUALITY SCHEME ACTION PLAN 2002-2005

Function	Equality Implications ? Y/N	What Groups Are Affected?	Action (See Aims)	Lead Officer	Timescale	Monitoring & Evaluation of Arrangements
See detailed list of functions. All Schools	Yes	All groups	On-going development of Access to Schools (barrier free) and services for all pupils and parents. e.g. Repairs, toilets, signage, furniture will all be given attention through PPP. Accessibility Strategies Action Plan	Gillian Ross Pond To be confirmed	Phased in line with Development Planning cycles April 2003	School Access Audits Business Plan and Output Specifications of PPP Action Plan Targets

EQUALITY SCHEME ACTION PLAN 2002-2005

Function	Equality Implications? Y/N	What Groups Are Affected?	Action (See Aims)	Lead Officer	Timescale	Monitoring & Evaluation of Arrangements
See detailed list of functions. All Schools:	Yes	SEBD pupils	Pupil support Bases: 100% in Secondary Schools 50% in Primary Schools	Jim Collins	June 2004	Education Department Development Plan progress checks

EQUALITY SCHEME ACTION PLAN 2002-2005

Function	Equality Implications? Y/N	What Groups Are Affected?	Action (See Aims)	Lead Officer	Timescale	Monitoring & Evaluation of Arrangements
See detailed list of functions. All Schools:	Yes	All Groups	Implement Policy, Protocol & Monitoring for Race Equality in schools Provide Access to training for staff in schools re. Implementation of Policy	Audrey May	Session 2002-2003 Session 2002 - 2003	Statistical Analysis of Standards & Quality Reports and Attainment, including SQA & 5-14 data from schools. Management Information System monitoring Multi-Agency Panel referrals from schools.
			Develop Management information Systems (Phoenix) to include ethnic background in pupil records	Sandy Weston & Fiona McCarthy	Session 2002 - 2003	On-going monitoring of pupil composition of schools and attainment results.

EQUALITY SCHEME ACTION PLAN 2002-2005

Function	Equality Implications? Y/N	What Groups Are Affected?	Action (See Aims)	Lead Officer	Timescale	Monitoring & Evaluation of Arrangements
See detailed list of functions. All Schools:	Yes	Ethnic Minority Parent groups	Consultation & Communication Strategy: Translate Annual Parents' Survey into minority ethnic languages	Niall Joss	June 2003	Return totals year on year
			Consultation with ethnic minorities communities	Audrey May	May 2003	Increased Referrals to MAP
			City wide Pupil Council consulted on Anti-bullying/Anti-Racist Policy to produce 'pupil' guidelines		On-going	Pupil awareness of policy – reduction of 'incidents'
			Conference to launch policy for all HTs and Senior Managers in all sectors and support services	Audrey May & David Johnstone	April 2003	Schools using Recording Procedure

EQUALITY SCHEME ACTION PLAN 2002-2005

Function	Equality Implications? Y/N	What Groups Are Affected?	Action (See Aims)	Lead Officer	Timescale	Monitoring & Evaluation of Arrangements
			Follow up INSET for teachers on Equality Issues	Audrey May & David Johnstone	Session 2003/2004	Teachers confidence increased in the delivery of curriculum areas and use referral system

EQUALITY SCHEME ACTION PLAN 2002-2005

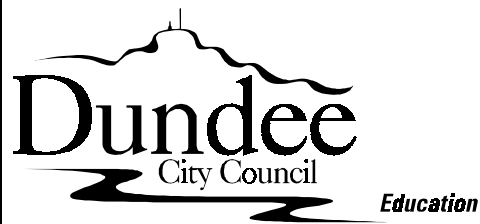
Function	Equality Implications? Y/N	What Groups Are Affected?	Action (See Aims)	Lead Officer	Timescale	Monitoring & Evaluation of Arrangements
See detailed list of functions. Available to all schools	Yes	All pupils undertaking SQA examinations	Analysis of Attainment data to identify trends in relation to gender and to support implementation strategies to ensure that all pupils are able to achieve their full potential	Deirdre McVean	Annually	Education Department progress checks Standard & Quality Reports

EQUALITY SCHEME ACTION PLAN 2002-2005

Function	Equality Implications? Y/N	What Groups Are Affected?	Action (See Aims)	Lead Officer	Timescale	Monitoring & Evaluation of Arrangements
See detailed list of functions. Available to all schools	Yes	All pupils	Delivery of in-service and school based strategies to raise awareness of learning styles & preferences to ensure that all pupils are able to achieve	Deirdre McVean	Delivery to support identified school priorities	School & Department Development Plans

EQUALITY SCHEME ACTION PLAN 2002-2005

Function	Equality Implications? Y/N	What Groups Are Affected?	Action (See Aims)	Lead Officer	Timescale	Monitoring & Evaluation of Arrangements
See detailed list of functions. Available to all schools	Yes	All pupils	5-14 Curriculum Development – Citizenship Agenda	David Johnstone Graham Stevenson Staff Tutors	August 2003	School & Department Development Plans



Anti-Bullying and Anti-Racist Policy and Guidelines for Dundee City Educational Establishments

Policy Guidelines

2003

CONTENTS

	Page	
1	Introduction – Background to Anti-Bullying and Anti-Racism in the City of Dundee	3
2	Policy statements	4-7
3	Guidelines and Implementation	8
	What do we mean by bullying and racism?	8
	Preventing bullying and racism in schools	9
	Policy and its communication	9
	Proactive approaches	9-10
	Ethos	10-11
	Staff Development and Training	11
4	Investigating, Dealing with, Recording and Monitoring Incidents	12
	Investigating and Dealing with an incident	12-13
	Recording incidents	14
	Monitoring	14
5	Summary of anti-bullying and anti-racism responsibilities	15
	Appendix 1 Proforma for the recording of Bullying and Racist Incidents	16-18
	Appendix 2 Key to the Proformas	19
	Appendix 3 Flowchart on the procedures for dealing with an incident	20
	Appendix 4 Advice on Dealing with Incidents	21
	Appendix 5 Exemplar letter to accompany young victim(s) of incidents home	22
	Appendix 6 Helpful approaches	23
	Appendix 7 List of Useful Organisations	24-25
	Appendix 8 Building Equality into other Policies	26-27

INTRODUCTION

BACKGROUND TO ANTI-RACISM AND ANTI-BULLYING IN THE CITY OF DUNDEE

Anti-Bullying

In 1995, under the auspices of Tayside Regional Council, the then Director of Education wrote to Head Teachers of all authority schools and establishments reminding them of the authority's commitment to the elimination of bullying. That communication reaffirmed the need for each school to have an anti-bullying policy which is accessible and current.

A National Equalities Seminar, held in September 1998 to discuss issues concerning equality education highlighted the need for 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 anti-bullying and anti-discrimination of all kinds
- Support available to establishments in dealing with incidents and creating proactive strategies
- Schools and other education establishments should be places of safety for all people
- Any forms of harassment, abuse or unfair discrimination are unacceptable and will not be tolerated within Dundee City Council's educational establishments.

Schools and other education establishments are recommended to use monitoring which records incidents of bullying and racism. Incidents, which have a racist motive or element, should be clearly indicated on the form. The combined monitoring, however, will allow for a number of things.

- Avoidance of duplication and possible inconsistencies
- Natural links being made between different forms of unfair discrimination and harassment
- Clear analysis of the relationship between bullying and unfair discrimination and the need to target resources and staff development to look at specific issues and specific age groups or areas for further development
- Young people are often more willing to report incidents of bullying than they are willing to see themselves as victims of racism.

POLICY STATEMENTS

Anti-Bullying

Dundee City Council Education Department will not accept any form of bullying within its Education establishments. The Department is committed to eliminating bullying from its establishments.

Bullying is an unacceptable form of behaviour where an individual or group of individuals are made to feel threatened, abused or undermined by another individual or group of individuals. Bullying can be expressed through physical, verbal or intimidatory behaviour or in the form of marginalisation. People can be bullied on the grounds of race, gender, sexual orientation, disability, socioeconomic status, nationality religion or other real or perceived differences. However, it can also be for no apparent reason.

There are considerable benefits from tackling bullying effectively and consistently:

- improved safety of young people
- improved standards of behaviour
- improved academic performance
- increased self-esteem and motivation
- improved attendance
- improved partnerships, communications and trust with all parties

Anti-Racism

All schools are required to produce a statement which sets out its policy with regard to multicultural education and are in addition asked to keep Logs of Racist Incidents and provide the Department with annual statistics. These recording procedures are in line with Section 71 of the Race Relations Act 1976, the Race Relations Amendment Act 2000 and the Code Of Practice for the Elimination of Discrimination in Education (Scotland) published by the Commission for Racial Equality in 1991.

‘Scotland benefits from being a multicultural society and that ethnic diversity should be valued. All individuals, whatever their race or ethnic origin have equal rights. Responsibilities and opportunities. Racial discrimination and racism are harmful and unjust, not only to victims but also to the country as a whole because they prevent members of our community making their full contribution to the life and wealth of the nation.

Accordingly, Dundee City Council, recognises the need to update existing guidance on countering Bullying and Racism. The Scottish Office response to the MacPherson report into the murder of Stephen Lawrence shapes the new Guidelines and Policy for all Dundee City Council educational establishments.

All Establishments will

- produce, implement, monitor and review a policy on dealing with bullying.
- inform all staff, parents, pupils and users of this policy and the procedures for deploying and implementing it.
- be asked to submit their policies to the Department as part of an ongoing review of addressing bullying and racism across all establishments in the Dundee City Council.
- not tolerate any form of racial harassment of pupils, users or staff in schools or other education centres.
- from next session, use a new monitoring form, which records incidents of bullying and racism. Incidents, which have a racist motive or element, will be clearly indicated on the form.
- will identify a dedicated member of senior staff as the Anti-Bullying and Anti-Racist Coordinator whose responsibilities are to oversee the policy and its implementation, the responses to and recording of incidents and the development of a positive establishment ethos.

- monitor of incidents and will ensure that patterns of behaviour are recognised and measures are put in place to respond appropriately to this.

Dealing with Recording and Monitoring Incidents

- schools and other establishments will be required to follow the Department's guidelines on dealing with incidents of bullying.
- all reported incidents will be taken seriously and investigated.
- guidance on dealing appropriately with the incidents and informing parents will be provided by the authority.
- all establishments will record incidents of bullying on proformas provided by the Department.
- guidance on which incidents are to be recorded and details of the procedures to be followed will be provided.
- the Department will collect copies of the proformas from schools and other Educational establishments on an annual basis in order to gather authority-wide statistics.
- the resulting analysis will be reported to the Education Committee and used to inform future procedures, programmes and policies within establishments and the authority.
- the information collected will also assist in targeting resources and supporting establishments and the authority.
- monitoring returns may also indicate the need for action in relation to a particular sector and/or type of incident and also good practice, which can then be disseminated across establishments.

Staff Development and Training

- staff development opportunities for all staff on bullying and anti-discrimination will be offered through the Staff Development and Training Directory and staff are encouraged to attend such courses.
- all Anti-Bullying and Anti-Racist Coordinators are expected to attend a course on responding to incidents of bullying and racism and procedures for recording such incidents.

Anti-Racism

Dundee City Council Education Department will not accept racism within its educational establishments. The Department is committed to the principles of equality of opportunity and social justice, and to tackling social exclusion.

The Council accepts the definition of 'institutional racism' as outlined in the 1999 Macpherson Inquiry into the death of Stephen Lawrence. This definition states that:

'Institutional racism is the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen, or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.'

The Education Department also accepts the Commission for Racial Equality's definition of what constitutes racial discrimination.

'Racial discrimination occurs when you are treated less favourably on racial grounds than other people are treated, or would be treated, in similar circumstances. This is called **direct discrimination**. A less obvious form of discrimination is **indirect discrimination**. This is where a requirement or condition which is applied to everyone actually works as a barrier to people from a particular racial group. An example of this is a dress requirement imposed by a school or employer which in practice would prevent someone from wearing a 'hijab' (headscarf) or a turban.'

Direct discrimination takes many forms. In the treatment of pupils and students, for example, it may vary from crude racist remarks to subtle differences in assessment, expectation, provision and treatment. It may be unconscious, but is nonetheless unlawful.

The Department has a duty under the Race Relations Act 1976 to ensure that its education services are provided in ways that do not discriminate on racial grounds. Racism limits the educational achievement of black and minority ethnic and young people. As the Department is committed to raising achievement, it is also committed to actively promoting racial equality and addressing all forms of racial harassment and discrimination throughout its educational establishments.

The following statements form the basis for the Education Department's strategy to tackle racism within its services.

Ethnic Monitoring

- ethnic monitoring is an essential aspect of the work of the Department. The data collected through such monitoring is used to inform establishments and the Department of trends and needs which can then be addressed through targeted resourcing, training and policies. It also provides the basis for action in relation to important areas of the Department's work such as raising achievement and supporting the linguistic and religious needs of pupils.

Monitoring and Reviewing

- and staff perceptions of safety and ethos in school and other Educational establishments. It is important that policies and procedures for addressing racism are reviewed in each establishment on a regular basis. Schools and other Education Establishments are asked to ensure that such a review is built into their development plans and Establishment Reviews will consider policies and ethos to ensure that adequate action is being taken.
- an annual survey will be carried out by the Department aimed at reviewing pupil, user and staff perceptions of safety and ethos in school and other Educational establishments.

Staff Development and Training

- staff development opportunities for all staff on issues of equality, racism and bullying will be offered through the Staff Development and Training Directory and staff are encouraged to attend

such courses. Schools and other Education establishments can also request whole staff training on these issues.

- key school personnel are expected to attend a course on responding to incidents of bullying and racism and procedures for recording such incidents.

The Curriculum

- the Curriculum – formal, informal and hidden – is a powerful tool in countering racism and promoting equal opportunities.
- the Department believes that it is the responsibility of all nursery, primary, secondary and special schools and all education establishments to address issues of race and racism through the curriculum.
- the Department will continue to give support to staff in addressing these issues and providing materials aimed at addressing inequalities and discrimination.

Communication

- the 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 translation or interpretation into community or disability languages when requested.
- all establishments are encouraged to make use of the Council's Interpreting and Translation Service when communicating with adults for whom English is an additional language or who require specific communication tools.
- partnerships with parents, schools boards and community organisations are essential to the delivery of an open and quality education service and the Department is committed to ensuring that all such groups are included in consultation and development of provisions within the service.

Employment

- the Department is responsible for ensuring that all staff are offered support and training in the delivery of the Anti-Racist Policy. It is equally important that all staff within the Department are aware of and committed to the Policy. Induction materials and training ensure that staff are introduced to the Department's Policy and Procedure.
- staff development and training is available to all staff wishing to further address the issues of equality, anti-discrimination and anti-bullying.
- staff Recruitment and Selection procedures ensure that staff or potential staff are not discriminated against on grounds of sex, race, colour, ethnic origin, marital status, disability, sexuality, age, religious belief, trade union activity, responsibility for dependents, employment status or HIV status.
- whilst employment legislation requires the Department to avoid direct or indirect discrimination on grounds of race, there is also a need to be proactive in addressing the imbalance of the workforce. The Department is therefore committed to investigating ways of increasing the numbers of black and minority ethnic people employed at all levels within its services.

GUIDELINES ON IMPLEMENTATION

What do we mean by bullying and racism?

Bullying

Bullying can be subtle or it can be blatant. It can cause short-term suffering for the victim or it can go on for years. It is always damaging and it must always be taken seriously and addressed.

People can be bullied on the grounds of:

- race
- gender
- sexual orientation
- disability
- socioeconomic status
- nationality
- language
- religion or
- other real or perceived difference

Bullying can take many forms, including

- being called names
- being teased or taunted
- being pushed or pulled about
- being hit or attacked
- having bags and other possessions taken and thrown around
- having rumours spread
- being ignored and left out
- being forced to hand over money or possessions
- being attacked because of religion, colour, ethnicity, language, sexual orientation, disability, gender, class

Racism

Racism is the belief that some 'races' are superior to others – based on the false idea that different physical characteristics (like skin colour) or ethnic background make some people superior to others.

Racism adversely affects the lives of many minority ethnic, refugee, Gypsy-Traveller and non-Scottish (including English) children and families. In addition it concerns staff as a possible cause of underachievement and a negative influence on ethos and behaviour. Racism operates in all aspects of life, including within educational establishments both at an institutional and a personal level. It is essential that staff are aware of how racism works and are vigilant in ensuring it is challenged.

In order to comply with the Commission for Racial Equality's Code of Practice (Scotland) for the Elimination of Discrimination in Education (1991), the 1976 Race Relations Act and recommendations of the 1999 MacPherson Report, and the subsequent Race Relations (Amendment) Act 2000, the authority is obliged to keep a record of racist incidents.

The authority recognises that telling racist jokes or using offensive racist language constitutes racist incidents whether or not black or ethnic minority people are present. This is acknowledged in the monitoring procedures.

Racial harassment can take a number of different forms of which bullying is one. Discriminatory incidents and bullying both require to be dealt with in similar ways both proactively and reactively and therefore combined monitoring will ensure consistency. Schools are expected to be vigilant in eradicating racism in all its forms and challenging any behaviour, which might be construed as racist or likely to incite racism. Proactive work to counter the effects of institutional racism is a central component of the Department's anti-racist strategy.

Preventing Bullying and Racism in Schools

There is clear evidence that bullying and racism continue to be prevalent and a major cause of distress for young people. Common symptoms displayed when young people are being bullied include; increased absence, lack of friends, requests to stay in school at intervals, regular loss of money or school equipment, becoming withdrawn, increased aggression, self harm.

Childline, the national charity for children in need, reported that 17% of its calls in 1998 were from children suffering from bullying – the largest percentage attributed to any one cause. In response to concerns from schools and parents across the country, the Scottish Office in 1999 established an Anti-Bullying Network.

Positive anti-bullying and anti-racist strategies must include the development of an ethos whereby all members of the establishment's community take responsibility for reporting and challenging bullying and all aspects of discrimination.

Policy and its Communication

Every establishment must have a policy/policies on anti-bullying and anti-racist behaviour available to all staff, pupils, users and parents. This can be done through:

- development plan
- handbooks
- regular updates in newsletters
- specific anti-bullying initiatives such as Anti-bullying Weeks or Days.
- specific equal opportunities and anti-racist initiatives such as Equalities Weeks or Days
- parents meetings or public meetings
- staff development
- pupil councils

Each establishment's three-year development planning process should include a review and audit of its anti-bullying and anti-racist policies. These policies will be asked for by the Department on a regular basis to review progress. School Reviews may also look at developments in approaches to tackling bullying and racism.

Proactive Approaches

One important element of anti-bullying or anti-discriminatory or anti-racist strategies is the proactive work done through the curriculum in addressing the underlying issues and looking at ways of challenging inappropriate behaviour.

Much excellent work is already done in Dundee's education establishments. Examples of these include:

Nursery Stage

- 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, unequal access to certain activities and so on.

Primary Stage

- 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, group work etc.
- investigating issues such as diversity and racism through studies of the local community, local history, literature, art and media, etc.
- reading books, which tackle issues of discrimination, bullying and diversity especially within a British context.
- looking at historical topics which raise issues of discrimination and the effects of this on society.

Secondary Stage

- dealing with discrimination which often underpins bullying behaviour. Discussion of the incident on a hypothetical, but similar, incident can take place in class or assembly. This can be done using an aspect of discrimination different from that displayed in the incident, but which may make the students empathise with the victim, for example, using an example of sexism if the incident has involved racism, using an example of discriminating against young people when the incident has involved homophobia, etc.
- drama can also play an important part in addressing such issues.

Re-examining the school's ethos, behaviour, equalities and anti-discriminatory policies and procedures to acknowledge the collective responsibility of the whole school community in tackling bullying can be done through meetings, questionnaires and so on with pupils, parents and all staff.

Ethos

In addition to ensuring that the curriculum addresses issues of discrimination and equality, it is also important to ensure that the ethos of the school or other educational establishments given positive messages to staff, pupils, users and parents. Establishments should ensure that all people are welcome, are treated with equal value and that they feel safe in all parts of the building.

In addressing this issue, school and other education establishments 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 differences.

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 or users.

Signs and notices around the building should be in the main community languages of Dundee in addition to English. This not only makes parents, pupils and users for whom English is an additional language feel welcomed, but also raises the status of community languages for the whole community.

As all incidents of bullying, racism, homophobia, sexism and disability discrimination are unlikely to be reported to staff and will not therefore appear in the record of incidents, a questionnaire will be sent to every establishment on an annual basis from the Department. This will allow pupils staff and education service users to give their perceptions about how well the establishment is addressing issues of equality and behaviour and will allow the Department to have an overview of such ethos indicators.

Staff Development and Training

It is important that all staff (including Janitorial, playground supervisors, part-time youth workers, tutors, secretarial, kitchen, cleaning, library, medical and other auxiliary staff) are made aware of the implications of the Departmental and establishment policies on anti-bullying and anti-racism and are involved in the implementation process.

To ensure consistency and understanding of the issues and procedures, staff should be offered training on anti-bullying, anti-racism and anti-discrimination. The Department will continue to offer staff development opportunities either centrally through the Staff Development Directory or in individual establishments on request.

All Anti-bullying and Anti-Racist Coordinators are expected to attend regular training sessions to keep themselves abreast of developments as they occur and ensure that all staff in their establishment are well informed and able to implement the policies.

INVESTIGATING, DEALING WITH, RECORDING AND MONITORING INCIDENTS

Investigating and Dealing with an Incident

Incidents of Bullying and racism occur in all school and community groups. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner.

Each establishment is asked to identify a senior member of staff who will be responsible for the recording and overseeing of incidents and embedding anti-bullying and anti-racism in the policies and practices of the school or community education centre. This Anti-Bullying and Anti-Racist Coordinator must be identified to all parents, pupils, users and members of staff along with the procedures for reporting incidents. A pupil or parents may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with and recorded lies with the Coordinator and the Head Teacher.

The member of staff to whom the incident is first reported, or who witnesses the incident, should take the incident 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 of incidents
- level of premeditation or calculation
- numbers of individuals involved
- knowledge of the individuals involved
- level of distress caused
- location and time of incident

Any member of staff might deal with an incident or it may be dealt with by the Anti-Bullying and Anti-Racist Coordinator or the Head Teacher, appropriate Guidance Teacher or Project Leader. The incident should be reported to the Anti-Bullying and Anti-Racist Coordinator and recorded.

All reported or suspected incidents must be investigated timeously. Delays in dealing with the incident should only occur when reported at the end of a school day or group session. The maximum time to carry out a full investigation is three working days. If a delay is unavoidable and the incident involves a child or young person, a letter should go home with the individual who has made the allegation, stating that the matter is under investigation and that the school or education establishment will be contacting the parents or guardians upon completion of the inquiry. An exemplar letter is attached in Appendix 6.

In order to support the investigation of an incident 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 incident start? Was it spontaneous or premeditated?**
- **what is alleged to have happened, from the perspective of all those involved?**
- **when did the incident take place?**
- **where did the incident take place?**
- **who witnessed the incident (pupils, parents, centre users, visitors, staff and other?)**
- **who reported it to whom and when?**
- **is there any background to this incident?**
- **is there any other reason for considering this to be bullying or racist behaviour?**
- **why does the reporter or investigator of the incident perceive this to have been a bullying or racist incident?**
- **to what extent did the incident 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?**

and crucially

- **have we spoken to parents?**

If the investigation shows a need for disciplinary action to be taken against the perpetrator(s), the following measures may be considered:

- explain that the incident will be recorded
- make it clear that the type of behaviour exhibited is totally unacceptable in any circumstances
- explain to alleged perpetrators that their actions have an effect and ask them to consider the results of action taken
- Involve other members of staff who work with the alleged perpetrator(s) and victim(s)
- interview the parents of victim and alleged perpetrator
- inform both sets of parents or guardians of the incident and any action taken, looking for their support

And in extreme circumstances such as physical attacks or ongoing harassment which is continuing outside the school gates or education establishment:

- Exclude the perpetrator(s)
- Notify the police

In all cases the staff involved should take preventative measures to ensure that similar incidents do not recur.

The action taken should be set against the context of the Department's policy and the establishment's own discipline policy and procedures. It should be recorded on the monitoring form provided.

Consideration should be given to both the discipline and the support given to the perpetrator(s). Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully or a racist.

Such procedures may include:

- Positive behaviour strategies with agreed individual goals to be attained
- Involvement of agencies such as educational psychologists, educational support workers, support units, and so on
- Setting up social skills groups
- Establishing mentoring or 'buddying' systems for perpetrator(s) as well as victim(s)
- Daily behaviour monitoring
- Withdrawal of privileges
- Class, group or individual discussion with staff about the affects of bullying, discrimination or racism
- peer mediation

Support for the victims is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support, and outside agency support can all play a vital role in ensuring the victim does not suffer from any long term damage.

Each incident should be reviewed after an agreed period of time. After this period of time, staff should endeavour to meet with both perpetrator(s) and victim(s) to reassess the situation and the relationship between those involved. The manner in which this review takes place will depend on the nature of the incident and age of those involved.

If at any stage during the session, an incident occurs which gives particular cause for concern, staff are encouraged to consult with relevant members of staff within the Education Department. Building supportive partnerships between schools and organisations such as the Racial Equality Council, Youth Projects and the under range of community resources may also be of great value.

Recording Incidents

In order to avoid duplication and possible inconsistencies, the logging of racist incidents will now be incorporated into the recording of bullying incidents on a combined recording form. For the purpose of easily identifying racist incidents, establishments are asked to indicate on the monitoring forms if the incident involves a possible racial motive. To ensure consistency across Dundee education establishments, the Department is providing a proforma for recording incidents. (See Appendix 1, p17 and Appendix 2 on p20).

The proforma is not intended for use in recording every isolated incident of inappropriate behaviour. Professional judgement must be used to decide on the appropriate response to an incident. The best guidelines are to be taken from the victim(s). If they feel that an incident of bullying or racism has taken place, then they 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 or racism appears to be confirmed, the incident must be recorded.

Incidents **must** be recorded on the proformas held by the Anti-Bullying and Anti-Racist Coordinator or in the future when more schools have an Incident Manager available, when any of the following factors are present:

- bullying or racist behaviour is repeated
- perpetrator(s) have already been made aware of the unacceptable nature of their behaviour through a verbal reprimand or work on the establishment policies
- the behaviour is premeditated or calculated
- the safety of the victim(s) has been threatened
- there is a clear intent to bully or racially harass

Every establishment is asked to record and report of incidents and this information will be available to the Director of Education if required.

A flowchart for procedures is provided in Appendix 4 (page 23).

Recording of the action taken during and after the investigation of an incident will provide evidence that the establishment is following the Department's guidelines and responding appropriately. The validity of the information contained in the monitoring returns will depend on the effective and consistent use of the authority recording form and procedures.

Monitoring

The Director of Education is responsible for monitoring the occurrence and nature of incidents across the City of Dundee schools and other education services.

The Department will collect the proformas from establishments three times per year in order to gather authority-wide statistics, which will be reported to the Director of Education and used to inform future procedures, programmes and policies within establishments and the authority. Monitoring information at the authority level, will assist in targeting resources and support for establishments and staff in the most effective way. Monitoring returns may also indicate the need for action in relation to a particular sector and/or particular type of incident.

Monitoring information might also be used to identify effective practice ie a low record of incidents or a reducing trend in incidents over a period of time in a particular establishment where the practice could then be evaluated and introduced elsewhere.

Within each establishment, the monitoring of incidents is encouraged in order to ensure patterns of behaviour are recognised and measures are put in place to respond appropriately to this.

Summary of Anti-Bullying and Anti-Racist Responsibilities

The responsibilities of the Department are to:

- develop, maintain, communicate and implement a Departmental policy
- provide direction and guidelines on procedures and suggested strategies
- monitor and review anti-bullying in educational establishments. This will include reviewing policies, procedures and ethos in each establishment.
- report to the Education Committee on an annual basis
- provide in-service training and staff development opportunities
- provide information for parents and the wider community in plain English and with appropriate translation.

The responsibilities of every education establishment are to:

- ensure a safe environment for all pupils.
- develop, maintain and implement a school policy.
- identify a dedicated member of senior staff as the Anti-Bullying and Anti-Racist Coordinator whose responsibility is to oversee the policy and its implementation, the responses to and recordings of incidents and the development of a positive ethos within the centre with regard to behaviour.
- deal with and record incidents.
- embed proactive work through the curriculum.
- make compulsory annual returns to the Department.
- ensure all staff are adequately trained.
- create an ethos whereby the whole school community feel involved in challenging inappropriate behaviour, harassment, discrimination and bullying and are prepared to report incidents.
- inform all members of the school community about policy, procedures and relevant personnel.



Proforma for the Recording of Bullying and Racist Incidents

Bullying Racism

Name of School/Other Education Establishment

Senior Member of staff (Anti-Bullying and Anti Racist 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
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)

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

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

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

Physical
(eg pushing, shoving, fighting, tripping-up)

Incitement
(eg encouraging others to bully, behave in a racist, sexist or discriminatory manner; wearing discriminatory insignia such as racist badges, distributing racist Or other discriminatory literature).

Other
Please specify

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

Race		Class		Gender	
Disability		Sexual Orientation		Other differences (please specify)	

When did the incident occur?

Before School		During Class		Lunch		After School	
Between Classes		Mid-Morning break		Various		Unknown	
Other (please state)							

Where did the incident occur?

In school /other education centre		Outwith premises		In grounds	
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	
Interviewed parents of victim(s)		Interviewed parents of perpetrator(s)	
Other (please specify)			

If 'yes' please continue on to next section. If 'no' please go to end of form.

If allegation was substantiated, please indicate action taken to deal with the perpetrators.

Verbal reprimand		Peer Mediation		Written Punishment		Final Warning		Letter to parents	
Detention				Police Involvement		Exclusion		None	
Other (please specify)									

Please indicate what action was taken to support victim(s) if such existed

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

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

Whole school		Group work	
Whole class		Individual	
Other (please specify)			

Please indicate at what stages, if any, the incident was monitored/reviewed after action was instigated:

One week		One month		Six months	
----------	--	-----------	--	------------	--

Incident closed

Any other comments

Date Signed

THIS FORM SHOULD BE COMPLETED IF A MULTI AGENCY PANEL(MAP) MEETING IS REQUESTED

If you require any assistance while completing of this form, please contact the Education Department on 433111

If a MAP meeting has been requested, which agencies should be involved:

Police	<input type="checkbox"/>	TREC	<input type="checkbox"/>	Victim Support	<input type="checkbox"/>
NRDD	<input type="checkbox"/>	Social Work	<input type="checkbox"/>	Education	<input type="checkbox"/>
Housing Representative	<input type="checkbox"/>	Health Services	<input type="checkbox"/>	Procurator Fiscal	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	_____			

Complainant/Victim's Name _____

Date of Birth _____ **Sex** _____ **Occupation** _____

Address _____

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

Name of Complainant or victim _____
(BLOCK CAPITALS)

Signature of complainant (if age appropriate) _____

Date _____

Parent's/Carer's Signature _____

Form completed by _____

Signature _____

Designation _____

This form should be passed to the appropriate Education Officer, EDUCATION department, Floor 8, Tayside House. (Fax 01382 433080)

Date/Time Sent _____

This report should be copied to: (1 copy) Chief Inspector Cameron, Central Division, Tayside Police HQ, West Bell Street, Dundee, Tayside Police (Monitoring Agency). (Fax 01382 591529)

Date/Time Sent _____

Key to the Proformas

Age/Class (for both perpetrator(s) or victim(s) – if there are any)

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

Gender (for both perpetrator(s) or victim(s) – if there are any)

M – Male	U - Unknown
F – Female	

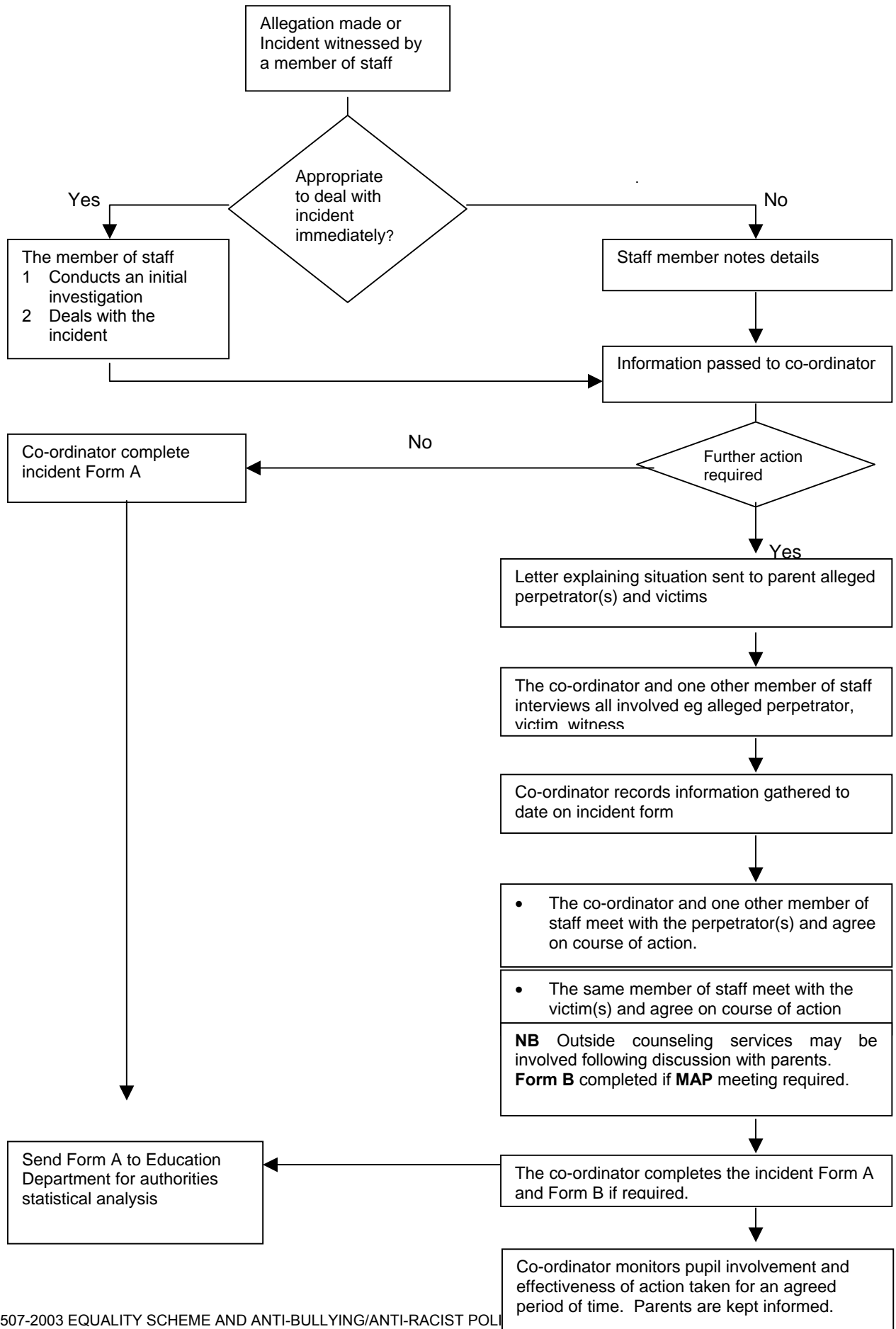
**Ethnicity of perpetrator(s) and victim(s) if such exist
(This information should be available on pupils' Phoenix Computer Records)**

B – Bangladeshi	I – Indian
BA – Black – African	MP – Mixed Percentage
BC – Black Caribbean	O – Other
BO – Black other	P – Pakistan
C – Chinese	W – White
E – English	U – Unknown
GT – Gypsy Traveller	

**Religion of perpetrator(s) or victim(s) if such exist
(This information should be available on pupils' Phoenix Computer 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

APPENDIX 3



Appendix 4

Dealing with Incidents

The Education Department has been dealing with incidents of bullying and racism for a number of years. The lessons they have learnt from this experience in making appropriate responses are of great value to our establishments. The following is a list of do's and don't's which have been collated to support staff in dealing with incidents of bullying and racism. This list may also be used to Audit current procedures.

DO

establish a whole school/centre policy, Which encompasses short and long term strategies to deal with bullying and racism

assume bullying does take place now'.

take complaints and concerns seriously.

investigate immediately when the Complaint is received from a pupil, parent Or user.

show fairness, consistency and Impartiality to parents concerned during the Investigation

respect confidentiality and limit Knowledge of the incident to those directly Involved with it and in dealing with any Necessary action, which follows.

hold information separately in an Anti-Bullying and Anti-Racism file with the outcome of the investigation justified or unjustified clearly noted.

ensure that provision is made for positive Discipline in the school and that bullying is Understood by all not to be tolerated.

DO NOT

say there is no bullying or racism in your establishment

say 'Go away, I'm too busy just

make assumptions based on previous Incidents or misbehaviour

Exemplar letter to notify parents or guardians of an incident

Dear

Allegation of Bullying/Racism

Your son/daughter has reported on (date) that he/she has been subjected to a bullying/racist incident. You can be reassured that the school is taking this report seriously and does not tolerate any form of bullying/racism and this allegation is being investigated thoroughly. You will receive further information within three working days. Please do not hesitate to contact us if you need to discuss this further.

If at a later date you become aware of any incidents of this nature, we ask you to alert the school/education establishment in order that further action may be pursued.

Please ensure that you return the attached acknowledgement slip.

Yours

I acknowledge receipt of this letter

Name Signature

Pupil class

Helpful Approaches

Across all Sectors

- Anti-Bullying Awareness Weeks
- Anti-Bullying and Equalities Game
- Promoting Positive Behaviour packages
- Multicultural and Anti-Racist Education
- Grounds for Improvement Schemes
- School Councils
- 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 and racism in the school or community education center to monitor issues
- Displays of books and posters about Bullying and Racism
- Displays of behaviour, anti-bullying and Anti-Racist 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 racism 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. This encourages Pupils to understand the effects of inappropriate or discriminatory behaviour on all the people concerned.

Useful Organisations

Home School Support Service
Dundee City Council
Molison Street (North)
Dundee DD4 6TH - Tel 01382 438780

The Corner
18 Dock Street
Dundee DD1 3DP – Tel 01382 206060

The Anti-Bullying Network
Infoline and Fax Number 0131 651 6100
E-mail Address: abn@mhie.ac.uk

Childline Scotland
18 Albion Street
Glasgow G1 1LH - Tel 0141 552 1123

Useful Websites

Bullying at School Information
[Http://www.scre.ac.uk/bully](http://www.scre.ac.uk/bully)

Kidscape
<http://www.kidscape.org.uk/kidscape>

Childline: Bullying and How to Beat It
<http://www.childline.org.uk/racism/index.html>

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

Avert: Aids Education and Research Trust – Young People's Section
<http://www.avert.org/yngindx.htm>

Multicultural Pavillon
<http://curry.edschool.virginia.edu/go/multicultural/home.html>

The Gateway to Educational Materials
(contains many pages of lessons on subjects including Behaviour Problems, Disability, Equality, Racial Discrimination, Racial Bias, Racism, Sexism, Homophobia, etc for all stages)
<http://thegateway.org>

My Hero: celebrate the best of humanity
<http://www.myhero.com/home/asp>

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

Safe Child: Bullies
<http://www.safechild.org/bullies.htm>

No Bully
<http://www.no-bully.org.nz>

Dr Ken Rigby's Bullying Page
<http://www.indignet.unisa.edu.au/bullying>

BBC's Bullying: A Survival Guide
<http://bbc.co.uk/education/bully>

Bully On Line: Child Bullying and School Bullying
<http://www.successunlimited.co.uk/child.htm>

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

Let's Kick Racism out of Football campaign
<http://www.cre.gov.uk/about/football/cam.html>

Building equality into policies

We suggest below 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 their racial group, 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 pupils for all racial groups?
- do your 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 racial groups?

Policies on admission and attendance

- is your admission policy equally open to pupils from all racial groups?
- do you monitor the admission process to make sure it is applied consistently and fairly to applicants from all racial groups?
- do you monitor school attendance by pupils' racial groups?

Policies on the curriculum

- how do you place the curriculum so that it includes the principle of race equality and recognises and values diversity?
- how do you make sure that pupils get the opportunity to explore questions of identity, race equality and racism?
- 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 guardians' concerns about religion or culture?

Policies on personal development and pastoral care

- how do you make sure that pastoral support takes account 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 racial group to make sure there is no stereotyping?
- that support do you give the victims of racism and racial harassment through the school or with help from outside agencies?

Policies on teaching and learning

- how do your staff 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 racial discrimination?

Policies on working with parents and guardians and with communities

- what steps do you take to encourage all parents and guardians to get involved in the school?
- how do you make sure that information and material for parents and guardians 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 racial harassment, bullying and school values

- how do you publicly promote good personal and community relations, and what steps do you take to prevent racial discrimination?
- how do you record, investigate and report racist incidents and racial harassment to your education authority?
- what training do you give staff to make sure they know how to deal firmly, consistently and effectively with racist incidents, racial harassment and bullying?
- how do you work with the education authority and others to tackle racism and racial harassment in the school and in the local area?