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**Procedure Title – Procedures to Prevent and Respond to Bullying and Prejudice amongst children and young people in social work establishments**

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Management Information		
Lead Officer	Name:	Diana Dodd
	Designation:	Principal Officer Equalities
	Tel:	0131 469 3370
Lead Service Area	Planning and Performance	
Last Review Date	January 2013	
Implementation Date	1 May 2013	
Review Date	April 2017	
Date Agreed	1 March 2013	
Agreed by	Senior Managers and Residential Unit Managers	
Has <a href="#">Equality and Rights Impact</a> been undertaken for this procedure?	<p>The policy underpinning these procedures underwent a full ERIA in 2010.</p> <p>These procedures are directly focussed on protecting children and young people, particularly looked after children and those with protected characteristics. It is assessed that it can have only a positive impact in terms of the rights of the child and in terms of the public sector equalities duty to foster good relations and eliminate discrimination.</p>	
Has <a href="#">Implementation and Monitoring</a> been considered for this procedure	<p>Yes: via the Equalities Monitoring and Implementation Group and Unit Manager meetings</p> <p>Date: on going</p>	
If appropriate has Health and Safety section had oversight of this procedure	<p>Yes</p> <p>Date 10 April 2013</p>	
Name of Health and Safety contact	Health and Safety (H&S) Adviser has advised that it is not appropriate to have H&S oversight which should remain with designated staff above.	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

## 1. PURPOSE

Unit staff and managers have a responsibility to promote a culture of respect for all. The procedures provide detailed guidance to consistently implement the Department's Policy to Prevent and Respond to Bullying and Prejudice amongst children and young people. This will help staff to show that we are meeting the moral and legal duties to protect all vulnerable children from bullying and unlawful discrimination on any grounds, including grounds of disability, faith, gender, race, sexual orientation, socio-economic status and being looked-after.

## 2. SCOPE

The procedures apply primarily to unit managers, assistant managers, residential care officers and auxiliary staff and residents.

## 3. DEFINITIONS

**Bullying** is an abuse of power that is defined by its effects. There are generally three effects that work together - a) People who are bullied are very upset by something someone else has done or said to them or about them, b) they are likely to fear that this will happen again and c) they feel powerless to stop it. Bullying is also a breach of children's rights under several articles of the Convention on the Rights of the Child.

**Bullying behaviour** is more useful than 'bully' to avoid labelling individuals as this tends to become fixed.

**Person being bullied/picked on/isolated** is used as an alternative to 'victim' for the same reason.

**Cyber bullying** is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

### **Prejudice and Discrimination**

Racism, homophobia, sexual harassment, sexism, sectarianism, disability, class and faith discrimination are all areas of prejudice and discrimination that are initially defined by the perceptions of the victim(s) or others involved. This definition was laid down in the Race Relations (Amendment) Act, 2000 in respect of racism and it is City of Edinburgh Council policy to adopt the highest standards to challenge all forms of discrimination. The definition reflects legislation and guidelines to ensure that all allegations are treated seriously from the outset, investigated, recorded and if substantiated, dealt with according to these Procedures.

**Parents/Carers** are defined as

A guardian and any person who is liable to maintain or has parental responsibilities (within the meaning of Sec 1(3) of the Children (Scotland) Act 1995) in relation to, or has care of a child or young person, for example

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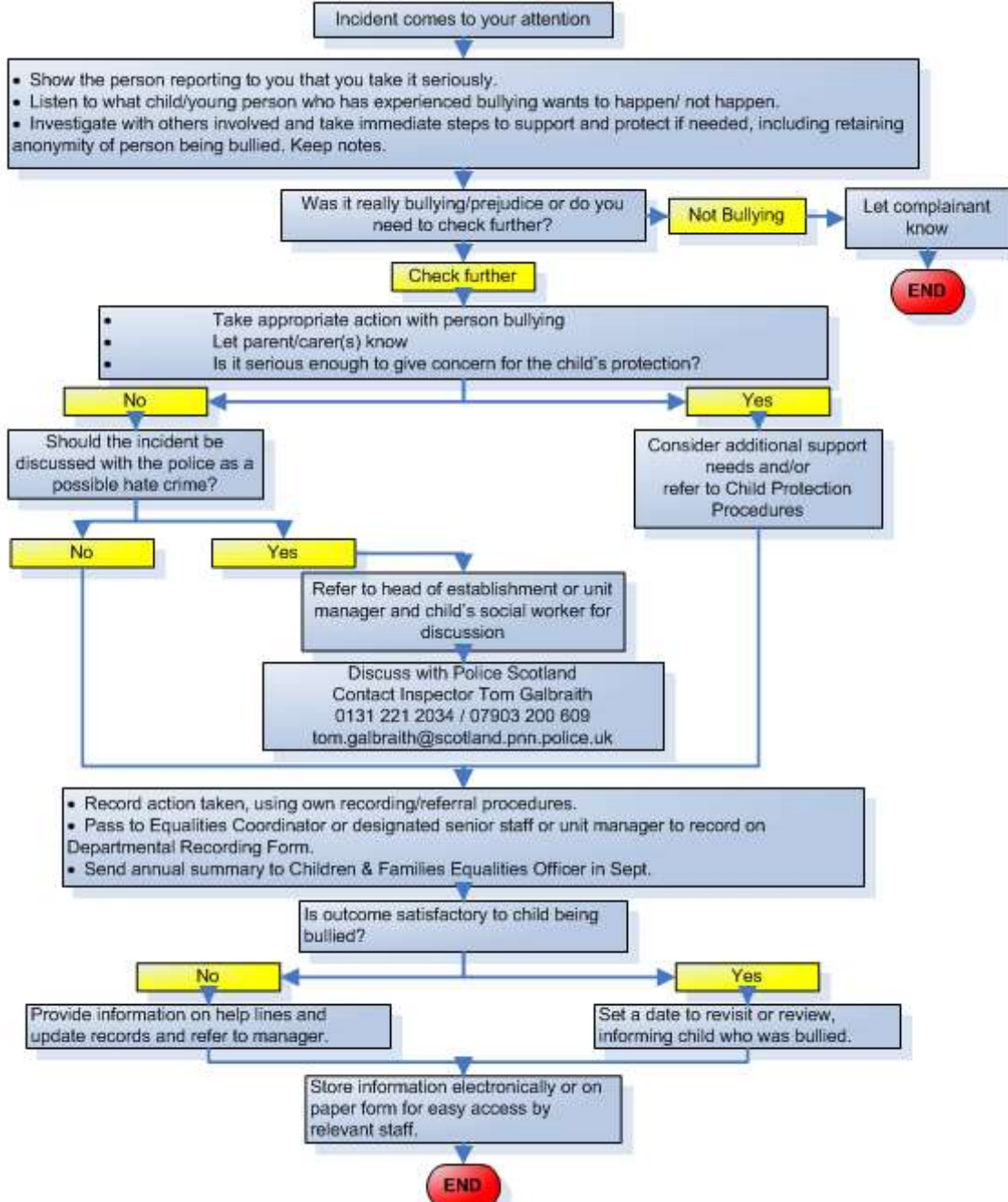
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- Non-resident parents who are liable to maintain or have parental responsibilities in respect of a child
- Carers who can be parents
- Others with parental responsibilities, e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements
- Close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements
- All councillors have a responsibility as 'corporate parents' for the wellbeing of children in the council's care

## 4. MEASURES

### 4.1. Responding to Bullying / Prejudice / Discrimination



There are times in group living when behaviours will create conflict between young people and between young people and staff. The impact of this can be reduced by the use of preventative, protective and reactive measures. Examples of these include

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Authorised by: [Senior Managers and Residential Unit Managers]

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Lead Officer: [Diana Dodd]

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#### 4.2. Preventative Measures

- Managers and all staff have specific responsibility to promote positive relationships amongst children, young people, staff and the local community and to welcome diversity. The ethos of the unit is one of the keys to preventing bullying and discrimination
- Involving young people and parents in the life of the unit
- Building resilience, empathy and attachment in a range of ways
- Consistent handling of challenging behaviour through restorative practices and group work
- Providing frequent reminders to staff, children, young people and parents/carers of these procedures which have been developed and agreed by children and young people
- Staff development opportunities
- Frequent opportunities for children and young people to discuss issues
- Use of care planning mechanisms to discuss issues that arise, if relevant
- Use of evaluation tools which measure ethos, relationships and confidence in residential units
- Raising awareness of emerging issues, e.g. cyber bullying and offences aggravated by prejudice
- Involvement of other agencies and partners in health, police and the voluntary sector
- Special events with children and young people
- Promotion of training opportunities to carers that explore the development of attachment, empathy and resilience and developing problem solving skills

#### 4.3. Protective Measures

- Reviewing arrangements for young people to raise issues confidently with staff
- Peer mentoring and mediation
- Counselling
- Involvement of other agencies and partners in health, police and voluntary sector, e.g. use of Edinburgh Connect
- Highlighting the roles and responsibilities of children as bystanders
- Confidential 'Comments Box' or 'Listening Post' in neutral and confidential place
- Ensuring all children have access to Childline's contact details, Children's Rights Officers and Who Cares? Staff.

#### 4.4. Reactive measures

**A child may not be engaging consciously in bullying behaviour, but its impact is still felt and must be taken seriously. However the level of awareness of a child who is bullying will be a significant factor in how it is dealt with.**

- Team meeting discussions
- Raise within individual care planning meetings
- De-escalation strategies
- Restorative practices, including acknowledging grievances

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- Physical separation of person/people bullying, where possible
- Helping children to recognise that their actions have consequences
- Sanctions, including loss of privileges
- Re-assessment of additional support needs at school for person being bullied or person bullying
- Involvement of police where relevant
- Child Protection procedures will be considered where relevant

## **5. ADDITIONAL ACTIONS**

5.1 All substantiated incidents should be recorded using existing and future incident reporting arrangements. In relation to recording the incident

- Staff should specify if the incident is bullying and/or prejudice-based and the nature of this
- If there is any dispute or doubt (on the part of staff, parents or children) about whether the incident was or wasn't bullying or discrimination, the incident and the doubts should be recorded.
- The incident form is used by unit staff, external managers and the Care Inspectorate to review arrangements, identify good practice and to monitor trends. Requests may be made by managers and equalities staff on an annual basis to view a summary of the records. This will be for the purpose of identifying and sharing good practice.
- Staff may refer to the flowchart provided with these procedures for dealing with all incidents of bullying and prejudice

5.2 Gathering and analysing information

- The Children and Families Department may provide residential units with an anti-bullying survey tool. These can be carried out and examined by Children's Rights Officers in the Children and Families Department and reported to Unit Managers and the Equalities Monitoring and Implementation Group (EMIG)

**6. RESPONSIBILITIES**

The Principal Officer Equalities and Senior Manager, Looked After Children have the responsibility for the maintenance of these procedures. Responsibilities of other members of staff are outlined in the policy.

**7. POLICY BASE**

These procedures have been developed to implement the Policy to Prevent and Respond to Bullying and Prejudice amongst Children and Young People using Children and Families Department Services.

**8. ASSOCIATED DOCUMENTS****9. RECORD KEEPING**

*When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.*

Record Title	Location	Responsible Officer	Minimum Retention Period
No new records generated by these procedures			