



## **Equality, diversity and anti-bullying policy and procedures**

### OUR SCHOOL'S VALUES AND BELIEFS

All pupils and staff have the right to feel happy, safe and included.

Mutual respect between staff and pupils, high expectations of success within a caring and supportive environment form the basis of our positive school ethos. Within our wider school community, we promote tolerance and understanding of one another and value diversity.

We are committed to advancing equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination.

We recognise the effects that bullying and discrimination can have on pupils' feelings of worth, on their school work and in the community. We actively foster good relations between all groups and individuals.

We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination on account of their age, disability, ethnicity, gender, gender change, looked-after status, pregnancy or maternity, religion or belief, sexual orientation and socio economic status or any combination of these.

### DEFINITIONS

#### **Bullying**

Bullying is an abuse of power that is defined by its effects. People who are bullied are upset by something someone else has done or said to them or about them. They are likely to fear that this will happen again and 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. Cyber-bullying is bullying behaviour that takes place via mobile phone or over the internet through emails, instant messaging and social networking websites.

#### **Equalities**

We use the legal definition of 'equalities' which give protection to people who have specific characteristics – for example being gay, lesbian or bisexual or from a minority ethnic group or disabled or old. It also includes boys and girls and anyone undergoing gender change, as well as those of particular faith groups. The Equality Act 2010 defines these as 'protected groups'. Looked-after children, young carers and children and young people from poor backgrounds are also included as equalities groups.

## **RESPONSIBILITIES**

The Head Teacher is responsible for introducing and implementing this policy. However all staff, all pupils and their parents have an active part to play in the development and maintenance of the policy, and in its success.

Pupils are expected to

- Report all incidents of bullying and suspected incidents that other children may be afraid to report
- Support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school

Teachers are expected to be proactive, to treat all allegations seriously.

Parents are expected to

- Support our anti-bullying policy and procedures.
- Encourage their children to be positive members of the school community
- Discuss with their child's teacher any concerns that their child may be experiencing
- Speaking to the Head Teacher if their concerns are serious and ongoing.

Management Teams are expected to

- Monitor and report annually on the implementation of this policy
- Supervise the review and updating of this policy at least every four years.

## **CONCERNS, COMPLAINTS AND COMPLIMENTS**

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we ask that this be brought to the Head Teacher's notice. If the Head Teacher cannot resolve these concerns informally, parents can raise their concerns more formally by approaching the Department's Advice and Conciliation Service on 0131 200 2000. We are also pleased to receive compliments – feedback from parents when things have gone well.

## **COMMUNICATING THIS POLICY**

- We advertise our anti-bullying, equality and diversity policy on the school web-site
- Each year we undertake a focus (usually in November) on respect and pupils are issued with a copy of our 'Bully Off' leaflet.

## **EVALUATING AND REVIEWING OUR POLICY**

We evaluate this policy using the following measures:

Analysis of incidents that are reported to staff over a given period.

Rates of attendance, exclusions, attainment and achievement of all pupils

We investigate patterns of absence to ensure that children are not taking unnecessary days off school due to fear of being bullied.

The number of complaints and compliments that we receive from parents

The policy and procedures will be reviewed every 4 years.

## **PROCEDURES**

### **PREVENTION**

Periodic poster campaigns will be used to remind pupils that bullying and discrimination are not acceptable, and tells them what to do if they are bullied.

We use evaluation tools which measure ethos, relationships and confidence in schools, such as pupil well-being questionnaires, pupil focus groups and bullying surveys.

We involve other agencies and partners in health, police and the voluntary sector.

The school holds diversity and anti-bullying themes, weeks and assemblies

Training opportunities are promoted to staff and parents that explore the development of attachment, empathy, resilience and problem solving skills.

The school supports nurture and friendship groups

Children in our school experience Circle Time which is used to share feelings and concerns.

Bullying and equalities issues are a standing item on our Pupil Council agenda.

Our staff are supported in accessing professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination.

The Curriculum for Excellence is used to:

- Increase knowledge of children's rights and responsibilities as responsible citizens
- Monitor and improve where needed the attainment and achievement of all pupils to develop successful learners
- Ensure that all children and young people are appropriately included in developing pupil participation as effective contributors
- Build resilience and empathy in young people as confident individuals
- Raise awareness about bullying and our Equality, Diversity and Anti-Bullying Policy across the curriculum

#### **WHAT WE DO WHEN BULLYING OCCURS**

Pupils who experience bullying or discrimination will be listened to and supported

Pupils who engage in bullying behaviour or discrimination will be treated fairly and consistently using a range of measures.

Our support to pupils who are bullied or discriminated against

We assure them that it was right to report the incident.

We encourage them to talk about how they feel and try to ascertain the extent of the problem.

We engage them in making choices about how the matter may be resolved

We discuss strategies for being safe and staying safe

We ask them to report immediately any further incidents to us

We affirm that it can be stopped and that we will persist with intervention until it does.

Our work with pupils who bully others

We interview the pupil [or pupils] involved in bullying separately

We listen to their version of events and talk to anyone who may have witnessed the bullying.

We reinforce the message that bullying is not acceptable, and that we expect it to stop.

We seek a commitment to this end.

We affirm that it is right for pupils to let us know when they are being bullied.

We consider sanctions under our school's Behaviour/discipline Policy.

We advise pupils responsible for bullying that we check to ensure that bullying stops

We ensure that those involved know that we have done so.

When bullying occurs, we contact the parents of the pupils involved at an early stage.

We follow up after incidents to check that the bullying has not started again.

We work with pupils who have been involved in bullying others to ascertain the sort of support that they need.

### Reporting and Recording Incidents

Pupils who have been bullied should report this to any adult in the school

Pupils who see others being bullied should report this to any adult in the school

Members of staff who receive reports that a pupil has been bullied should report this to management

Reports of bullying are logged by management

Records are kept by management

All incidents are recorded and acts of bullying or discrimination on ground of race, disability, gender, faith and sexual orientation are of equal concern and are all clearly distinguishable.

We send annual reports of incidents to our departmental equalities colleagues on request

### **CYBERBULLYING AND BULLYING OUTSIDE THE SCHOOL PREMISES**

We know that bullying can occur outside the school gates and via mobile phones and social network internet sites. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying off the school premises we will:

- Talk to pupils about how to avoid or handle bullying outside of school
- Talk of the Head teacher of another school whose pupils are allegedly bullying

### **PLANNING**

We examine and use all available information to ensure that the promotion of equality and anti-bullying issues are contained within our development plans.

### **EQUALITY IMPACTS ANALYSIS**

When reviewing or creating any new policies or services within our school, we give due regard to all children and families and consider whether any individual or group might experience a particularly positive or negative impact. We keep a record of this and where necessary we take steps to reduce any negative impact.

### **INVOLVEMENT**

We actively encourage all our young people to participate in school and extra-curricular activities and we take positive action to make sure that the diverse school population is represented in activities, surveys and our student council.

### **GATHERING AND MONITORING INFORMATION**

Our school routinely monitors attainment of pupils by ethnicity and gender. We are also committed to developing measures for monitoring the achievements of our looked-after and disabled pupils

We also monitor attendance and exclusion of pupils by ethnicity, disability and gender

We examine our annual records of incidents and survey information

We use information from surveys of pupils' views and opinions

We take active steps to ensure that all data held on pupils' disabilities, ethnicity, caring and looked-after status is accurate and regularly reviewed.

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