



**Broughton Cluster Equalities and
Anti-Bullying Policy
2012**

Rationale

All pupils and staff have the right to feel happy, safe and included. Our shared values of mutual respect between staff and pupils, and high expectations of success within a caring and supportive environment, form the basis of our positive school ethos.

We are committed to 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 achievements at school and in the community. We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination, and we aim to actively foster good relations between diverse groups and individuals. All parents and carers are welcomed and respected in school and are encouraged to participate as fully as possible. Interpreters and translated materials are available to assist parents for whom English is an Additional Language.

We recognise that disadvantage, prejudice or discrimination can be experienced on account of 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. Each person in school will be given fair and equal opportunities to develop their full potential.

Pupils in the school will be prepared for life in a multicultural society and will be assisted in appreciating the benefits of diversity.

AIMS

The aims of the anti-bullying policy are:

- To ensure that pupils can learn in a supportive, caring and safe environment without fear of intimidation;
- To change the behaviour of those who engage in bullying so that they do not continue with this behaviour into adult life;
- To describe clearly the school's procedures for investigating and dealing with bullying.

Definitions

Equalities

We use the legal definition of '*equalities*' which gives protection to people who have specific characteristics - for example members of a minority ethnic or religious group, being gay, lesbian or bisexual, being disabled or old. It also includes boys and girls and anyone undergoing gender change, as well as looked-after children, seriously ill children and young carers. The Equality Act 2010 defines all these as 'protected groups'.

Bullying is an abuse of power, which is defined by its effects. People who are bullied are distressed 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 which takes place via mobile phone or over the internet through emails, text messaging and social networking websites.

RIGHTS AND RESPONSIBILITIES

The Head Teacher is responsible for 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.

All members of the school community have the RIGHT:

- To be treated with respect and kindness by everyone in the school community.
- To experience a safe and secure environment in which to learn.
- To have someone listen to them and take necessary follow up action.
- To have all allegations of bullying behaviour treated seriously by staff.

Pupils are expected to:

- To contribute to the creation of a safe and secure environment in which to learn.
- To report all incidents of bullying behaviour that they either experience or witness to a member of staff.
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Staff are expected to:

- be proactive and alert to signs of discrimination and bullying.
- investigate all incidents in a fair and consistent manner.
- liaise with the appropriate Pupil Support Leader
- treat all allegations seriously and to keep records.

Parents can help by:

- supporting our equalities and anti-bullying policy and procedures.
- encouraging their children to be positive members of the school community.
- discussing with the Pupil Support Leader any difficulties that their child may be experiencing.
- helping to establish an anti-bullying culture outside of school.

Senior leadership will:

- support staff, pupils and families to seek positive resolution for all parties
- all records and reports are logged by the Head Teacher
- regularly monitor the implementation and effectiveness of this policy.
- supervise the review and updating of this policy at least every four years.
- Communicate this policy to the whole school community.

Concerns and Complaints

We recognise that there may be times when parents have concerns about how an incident of bullying is dealt with and we ask that this be brought to the Head Teacher's notice. If early resolution at this stage is not achieved, then the matter can be referred to the Department's Advice and Conciliation Service.

Evaluating and Reviewing Our Policy

We evaluate this policy using the following measures:

- the number of incidents which are reported to staff over a given period.
- rates of attendance, exclusions, attainment and achievement of pupils.
- feedback from pupils, parents, visitors and other people connected with the school.
- We take active steps to ensure that all data held on pupils' disabilities, ethnicity and looked-after status is accurate and regularly reviewed.
- review intervention strategies in support of positive behaviour

Procedures

Prevention of bullying

- Posters in classrooms and around the school are used to remind pupils that bullying and discrimination are not acceptable, and to tell them what to do if they are bullied.
- There are public, accessible welcoming messages throughout the school in a range of languages.
- We use evaluation tools which measure ethos and relationships in school, such as pupil well-being questionnaires, pupil focus groups and surveys.
- Training opportunities are promoted to staff and parents that explore the development of attachment, empathy, resilience and problem solving skills.
- The school holds diversity and anti-bullying assemblies and focus weeks.
- Sanctions, including detention, loss of privileges and ultimately possible exclusion from school, are applied as appropriate.
- Actively promote Positive behaviour as part of our school ethos and culture

Curriculum for Excellence is used to:

- Increase knowledge of children's rights and responsibilities as responsible citizens
- Provide age-appropriate reading materials and resources that provide a balanced diversity.
- Ensure that children and young people in protected groups are appropriately included in developing pupil participation as effective contributors.
- Build resilience and empathy in young people as confident individuals
- Promote an inclusive curriculum, which aspires to reflect the multi-ethnic nature of our society.
- Celebrate ethnic, cultural and religious diversity.

ACTIONS TO BE TAKEN FOLLOWING AN INCIDENT OF BULLYING

What We Do When Bullying or Discrimination Happens?

Pupils who experience bullying or discrimination will be listened to and supported, and pupils who engage in bullying behaviour or discrimination will be treated fairly and consistently using a range of measures.

Support for pupils who are bullied or discriminated against

- They are reassured that they do not deserve this and it is not their fault.
- 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.

Work with pupils who bully or discriminate against others

- We interview the pupil (or pupils) involved in bullying/discrimination separately.
- We listen to their version of events and talk to anyone who may have witnessed the incident.
- We reinforce the message that bullying/discrimination 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 or discriminated against.
- We consider and when necessary apply sanctions using our school's Positive Behaviour Policy. We will use restorative practices and reconciliation as part of this process.
- We remind pupils responsible for bullying that we will monitor the situation to ensure that bullying stops.
- We ensure that those involved know that we have done so.
- When bullying or discrimination occurs, we contact the parents of the pupils involved at an early stage.
- We follow up incidents to check that the bullying has not started again.
- We work with pupils who have been involved in bullying or discriminating against others to ascertain the sort of support that they need.

Reporting and Recording Incidents

Pupils who have been bullied or discriminated against, and pupils who see this happening to others, should report this to a member of staff.

Members of staff who receive reports that a pupil has been bullied or subject to incidents of discrimination should report this to the **Pupil Support Leader**.

All records and reports are logged by the Head Teacher.

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. When we are informed of bullying off the school premises we will:

- Talk to pupils and parents about how to avoid or handle bullying outside of school.
- Encourage pupils and parents to talk to the police.

Planning

We use all available information to ensure that the promotion of equality and anti-bullying issues features within our Standards and Quality Improvement Plans and appropriately resourced.

Involvement

- We actively encourage all our pupils to participate in school and extra-curricular activities and as far as possible we take positive action to make sure that the diverse school population is represented in activities, surveys and our Pupil Council.
- Parents are welcome and respected in school and all parents are encouraged to participate as fully as possible.

- Interpreters and translated materials are available to assist parents for whom English is an additional language.
- Parents from minority ethnic groups are encouraged to play an active role in the life of the school.
- Equality and fairness is at the heart of all the work of the school.
- Provision will be made for pupils to take time off for religious observance through leave of absence and authorised absence and adjustments will also be made in school.