

CLUSTER VALUES AND BELIEFS

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 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 diverse 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 is an abuse of (assumed) power. People who are bullied are very 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. Their own dignity or 'agency' has been diminished. 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 social media.

Equalities We use the legal definition of 'equalities' which gives 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 can also be included as equalities groups.

Racism The Council uses the same classification as Police Scotland, taken from the MacPherson report on the Stephen Lawrence Inquiry that took place in 1999, i.e. "a racist incident is any incident which is perceived to be racist by the victim or any other person." While this is not absolutely definitive, it requires all allegations to be treated seriously from the outset, investigated and if substantiated, dealt with and then recorded. This approach is in line with our anti-bullying procedures and all forms of identity-based bullying.

RESPONSIBILITIES

The Head Teacher is responsible for introducing and implementing this policy. S/he is also responsible for nominating an Equalities Coordinator who is familiar with Council equalities guidance, including the most recent guidance on Supporting Transgender young people. 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.

Staff are expected to

- be proactive
- treat all allegations seriously
- keep records.

Parents are expected to

- supporting our anti-bullying policy and procedures
- encouraging their children to be positive members of the school community
- discussing with their child's teacher any concerns that their child may be experiencing
- helping to establish an anti-bullying culture outside of school
- 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

In spite of our serious intent to eliminate bullying, there may be parents who feel that schools have not taken their concerns seriously or not dealt effectively with incidents affecting their children. If having spoken to the Head Teacher they remain dissatisfied, they may seek further advice or make a complaint to the Council as described below.

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 through the school's Complaints Procedure by making an appointment with the Head Teacher. If early resolution at this stage is not achieved, then the matter should be referred to the Advice and Complaints Service at https://orb.edinburgh.gov.uk/info/200313/policies_and_procedures/71/education_advice_help_line_and_complaints. We are also pleased to receive compliments from parents when things have gone well.

COMMUNICATING THIS POLICY

We publicise our policy and procedures on the school website

EVALUATING AND REVIEWING OUR POLICY

We evaluate this policy using the following measures:

- The number of incidents that are reported to staff over a given period.
- Pupils' perceptions and experiences of bullying in secondary schools through periodic questionnaires.

The policy and procedures will be reviewed every 4 years.

PROCEDURES

PREVENTION

- There are public, accessible welcoming messages throughout the school in a range of languages
- We remind pupils at least twice a year about how our school deals with bullying, including cyberbullying
- We make use of the Council's 2016 Guidance on supporting Transgender, Gay, Lesbian and Bisexual pupils
- Sex, Relationships and Parenting Education is provided that meets the needs of every learner including LGB and T young people and always challenges sexism, homophobia, biphobia and transphobia.
- 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 days, weeks and/or assemblies and publishes its work
- The Mentoring Violence Prevention Programme/Roots of Empathy/other has been adopted in our cluster high school
- Pupils are supported to lead initiatives in bringing in speakers and organising e.g. anti-racist workshops or gender/sexuality alliances
- Training opportunities are promoted to staff that explore the development of attachment, empathy, resilience and problem solving skills
- There is a buddy system, especially at transition
- The school supports nurture and friendship groups
- Children in our school experience activities like Circle Time to share feelings and concerns
- Playground supervision is regularly reviewed to be alert to bullying and discrimination
- 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
- Provide age-appropriate reading materials and resources that provide a balanced diversity, e.g. family structures that include single parents, ethnic minorities, disabled people and same-sex parents
- Monitor and improve where needed the attainment and achievement of pupils in protected groups to develop successful learners
- 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
- Raise awareness about bullying and our Equality, Diversity and Anti-Bullying Policy and Procedures across a range of school subjects.

WHAT WE DO WHEN BULLYING OCCURS

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

- 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

- 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.

Our work with pupils who bully others

- We interview the pupil (or pupils) involved in bullying.
- We listen to their version of events and talk to anyone who may have witnessed the bullying.
- We seek to understand and address the causes of their behaviour
- Where there is mutual will, we undertake restorative meetings
- 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 if they are being bullied.

- We consider sanctions as appropriate in line with school policy
- We advise pupils responsible for bullying that we monitor 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 when it is considered helpful to the child and the situation
- We follow up after incidents to monitor 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 a member of staff
- Pupils who see others being bullied should report this to a member of staff
- Members of staff who receive reports that a pupil has been bullied should investigate and report this to a member of the senior leadership when it is considered helpful to the child or situation.

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 summaries of incidents to Council headquarters 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 to the Headteacher of another school whose pupils are allegedly bullying
- Consider additional support, police involvement and Child Protection procedures.

PLANNING

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

EQUALITY IMPACTS ANALYSIS

When reviewing or creating any new policies or services within our school, we give due regard to all protected groups 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 all aspects of school community life.

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 examine our annual records of incidents and survey information

RELATED POLICIES

This policy links with a number of other policies:

- Better Relationships, Better Learning, Better Behaviour Policy
- Child Protection Policy
- Complaints Policy
- Additional Support for Learning Policy
- City of Edinburgh Council Guidance (2016) on supporting Transgender, Gay, Lesbian and Bisexual young people