



Implementing the Equality, Diversity and Anti-Bullying Behaviour Policy for Children and Young People in the Forrester High School Cluster

The Procedure

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, eg 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 across a range of school subjects.

HOW WE PROMOTE EQUALITY, DIVERSITY AND A CULTURE OF ANTI-BULLYING BEHAVIOUR WITHIN THE FORRESTER HIGH SCHOOL CLUSTER

As a Cluster we commit to the following:-

- We will explore all means of support to resolve bullying behaviour and discrimination issues
- There are public, accessibly welcoming messages in the school in a range of languages
- 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 assemblies
- Training opportunities are promoted to staff and parents that explore the key issues which can arise from Equality, Diversity and Anti-Bullying
- There are buddy systems in our cluster schools
- The school supports nurture and friendship groups

- In the primary schools within the cluster children experience Circle Time which is used to share feelings and concerns
 - Bullying and equalities are on our Pupil Council agenda
 - There are opportunities for the pupil voice to influence and promote the Equality, Diversity and Anti-Bullying Policy
 - All pupils are encouraged to Speak Up, Speak Out.
 - Rights Respecting School
 - 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 and on LGBTi and Allies group operates in Forrester High School.
- The MVP Programme has been adopted in Forrester High School.

WHAT WE DO WHEN BULLYING OR DISCRIMINATION 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 discriminate against includes:

- 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
- Involvement of parent/carer where appropriate
- Sensitive sharing of appropriate information with key school staff
- Restorative practices, including acknowledging grievances
- Involvement of parent/carer where appropriate
- Peer mentoring and mediation
- Counselling
- Involvement of other agencies and partners in health, police and voluntary sector
- De-escalation strategies
- Physical separation of person/people bullying, where necessary and possible
- Support base, safe room where feasible
- Sanctions, including loss of privileges
- Assessment of additional support needs for person being bullied or person bullying
- Referral to specific support service, such as Educational Psychologist, Education Welfare Service, Social Work service or Child and Adolescent Mental Health Service.

- In extreme cases, Child Protection procedures will be considered
- Exclusion from school is not itself the only sanction or punishment for bullying behaviour, but can be used.

Our work with pupils who are bully or discriminate against others we:

- Interview the pupil (or pupils) involved in bullying separately
- Listen to their version of events and talk to anyone who may have witnessed the bullying
- Reinforce the message that bullying is not acceptable and that we expect it to stop
- Seek a commitment to this end
- Affirm that it is right for pupils to let us know when they are being bullied
- Consider sanctions under the School's Behaviour/Codes of Conduct
- Seek to understand and address the causes of their behaviour
- Advise pupils responsible for bullying that we check to ensure that bullying stops
- Ensure that those involved know that we have done so
- Contact the parents of the pupils involved at an early stage when unacceptable behaviour occurs
- Follow up after incidents to check that the bullying has not started again
- Work with pupils who have been involved in bullying others to ascertain the sort of support that they need
- Share sensitively appropriate information with key school staff

HOW WE WILL DEAL WITH BULLYING BEHAVIOUR OUTSIDE THE SCHOOL PREMISES AND/OR CYBERBULLYING

We know that bullying behaviour can occur outside the school gates and via mobile phones and social network internet sites. The bullying behaviour may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. We take these issues seriously and we would tackle any instances that we are made aware of

- Talk to pupils about how to avoid or handle bullying behaviour outside of school
- Make pupils aware of the impact of using social networking sites or mobile phones to be involved in bullying behaviour or discrimination against other/s
- Involvement of parent/carer where appropriate.
- Talk to the Headteacher of another school whose pupils are allegedly using bullying behaviour
- Talk to the police or other agencies if appropriate

REPORTING AND RECORDING INCIDENTS

- Pupils who have been bullied should report this to their Support for Pupils Teacher or any other member of staff.
- Pupils who see others being bullied should report this to the class teacher or their Support for Pupils Teacher or any member of staff.
- Members of staff who receive reports that a pupil has been bullied should report this to Support for Pupils Staff or Senior Management as appropriate.

- Reports of bullying are logged by Support for Pupils staff or Senior Management
- Records are kept by designated Senior 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.

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 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 including our student council. 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 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.

RELATED POLICIES

This policy links with a number of other school policies:

- The School Code of Conduct
- Additional Support for Learning Policy
- E Praise
- Home School Agreement
- Child Protection Policy
- Complaints Policy
- School Improvement Plan
- *City of Edinburgh Council Guidance (2016) on supporting Transgender, Gay, Lesbian and Bisexual young people.*