

# Wardie Primary School



**Equality, Diversity and Anti-Bullying Policy and Procedures**

**2011-2015  
Update January 2016**

## OUR SCHOOL'S VALUES AND BELIEFS

All pupils and staff at Wardie Primary School 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. 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 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. It can make people feel frightened, threatened, left out and hurt. Something only needs to happen once for a person to feel worried or scared to go to school or other places. They are likely to fear that this will happen again and feel powerless to stop it. Just because someone does not realise how hurtful their behaviour is does not mean it is not bullying. 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 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, children with additional support needs, 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 and to treat all allegations seriously
- Record incidents in their planning diary
- Inform the SMT/Pastoral Care Group to ensure incidents are monitored
- Discuss regularly bullying with their class as part of the health and wellbeing curriculum

Pupil Support Assistants and other staff in school should report incidents of bullying to class teachers or the SMT.

Parents can help by

- 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 as soon as possible
- Helping to establish an anti-bullying culture outside of school.
- Speaking to the Head Teacher if their concerns are serious and ongoing.

Our Management Team is expected to

- Support pupils, staff and parents with issues and concerns, seeking the support of outside agencies, where appropriate
- Ensure a progressive anti-bullying teaching progression is in place throughout the school and it is discussed at two assemblies during the school year
- 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 through the school's Complaints Procedure. In general, this is a written correspondence to the Head Teacher detailing the concerns or complaint. If early resolution at this stage is not achieved, then the matter can be referred to the Department's Advice and Conciliation Service. 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
- The policy will be shown on posters which also tell pupils about Childline and other sources of confidential help
- We provide written guidance to all our pupils to explain what they should do if they are being bullied, or if they see another pupil being bullied. This is displayed around the school.

## **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
- Regular discussions at our Pastoral Care Meetings
- Rates of attendance, exclusions attainment and achievement of pupils in protected groups
- The yearly P6 and P7 anti-bullying questionnaire
- 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
- From the comments made by visitors and other people connected with the school
- The policy and procedures will be reviewed every 4 years

## PROCEDURES

The following procedures are in place to help us in preventing bullying.

### PREVENTION

- We remind pupils at least twice a year about how our school deals with bullying, including cyberbullying.
- Posters on school notice boards and in classrooms are updated and 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 assemblies
- Each class has a system to discuss or report concerns to their teacher e.g. Circle Time, comments box
- Training opportunities are promoted to staff and parents that explore the development of attachment, empathy, resilience and problem solving skills.
- The school is working towards the UN Rights Respecting Schools Award
- There is a buddy system on the playground
- 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.
- 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
- We will 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

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 across a range of school subjects
- Sex and Relationships Education is provided that meets the needs of every learner including LGB and T young people and always challenges homophobia, biphobia and transphobia

### 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.

#### Some examples of our strategies are:-

- Restorative practices, including acknowledging grievances
- Involvement of parent/carer where appropriate
- Peer support through our buddying system
- 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
- Provision of a safe place where feasible e.g. Sunshine Room, central garden
- 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 a sanction or punishment for bullying behaviour and will only be used as a last resort

#### **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
- 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 Behaviour 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 do this within two weeks, and again during the following half term.
- 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 their class teacher, Pupil Support Assistant, the Depute Head Teachers or the Head Teacher
- Pupils who see others being bullied should report this to a their Class Teacher, Pupil Support Assistant, the Depute Head Teachers or the Head Teacher
- Members of staff who receive reports that a pupil has been bullied should report this straight away to the Depute Head Teachers or the Head Teacher
- Reports of bullying are logged by the Depute Head Teachers or the Head Teacher
- Records of bullying are kept by the Depute Head Teachers or the Head Teacher and these are kept formally in the Head Teacher's office

All incidents are recorded and acts of bullying or discrimination on grounds 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 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 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 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 are aware of our local demography, through pupil census data
- 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:

- Behaviour Policy
- Additional Support for Learning Policy
- Child Protection Policy
- Complaints Policy