

Davidson's Mains Primary School

Equality, Diversity & Anti-Bullying Policy & Procedures



POLICY

School Values and Beliefs

Everyone in our school has the right to feel safe, respected and included.

Our clear set of values give a strong foundation to our ethos and behaviour. We expect everyone to be kind and helpful to each other and encourage everyone to understand, respect and value the different cultures and backgrounds that enrich our school and its community.

We are committed to advancing equality for all and we work actively towards eliminating bullying and discrimination. We recognise bullying behaviour and the impact this can have on a person's capacity to feel in control of themselves. We know that certain individuals and groups in society experience disadvantage, prejudice or discrimination and actively raise awareness of the protected characteristics.

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela

Definitions

Bullying

Bullying is an abuse of power. People experiencing bullying behaviour feel upset because of something someone has done or said to them or about them. They will likely feel afraid this will happen again and their dignity or 'agency' is diminished. Bullying also breaches children's rights under several articles within the United Nations Convention for the Rights of the Child (UNCRC). Bullying may also take place via mobile phones or social media, this is called cyber-bullying.

'Bullying can make you feel frightened, threatened, left out and hurt. Something only needs to happen once for you to feel worried or scared to go to school or other places you enjoy going to. Just because someone doesn't appreciate how hurtful their behaviour is doesn't mean it's not bullying.' (Respect Me)

Equalities

We use the legal definition of equalities which means protection is given to people with specific characteristics. For example, being LGBTQ+, from a minority ethnic group, being disabled or elderly. It also includes anyone undergoing gender change as well as those belonging to particular faith groups. The 2010 Equality Act defines these as 'protected groups'. Looked after children, young carers and children experiencing poverty can also be included as equalities groups.

Racism

City of Edinburgh Council defines a racist incident as '...any incident perceived to be racist by the victim or any other person'. Police Scotland classifies targeting behaviour because of a dislike or prejudice of a person's disability, race, religion, sexual orientation or transgender identity as a hate crime. All allegations are required to be taken seriously, investigated and, if substantiated, dealt with and recorded.

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Responsibilities

The Head Teacher, Depute Head Teacher and Equalities short life working party are responsible for introducing and implementing this policy.

However, all staff, all pupils and their families must be actively involved to develop and maintain this policy in order to achieve success.

Pupils are expected to:

- Report all incidents of bullying and suspected incidents that another child may be afraid to report.
- Support each other and seek help to ensure everyone feels safe, included and happy in school.

Teachers are expected to be proactive, to treat allegations seriously, investigate, report incidents to SLT and keep appropriate records.

Families can help by:

- Supporting our policy and procedures.
- Encouraging children to be positive members of our school community.
- Discussing any school raised concerns with their child.
- Helping to establish an anti-bullying culture outside of school.
- Raising concerns with a member of staff (class teacher or senior leadership team).

Senior Leadership Team are expected to:

- Treat allegations seriously, investigate in accordance with Authority procedures, including reporting to parents and keep appropriate records.
- 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 understand that there may be occasions where parents feel we have not suitably dealt with an incident of bullying. We ask that this is brought to the attention of the Head Teacher. If the Head Teacher cannot resolve concerns informally, these may be raised more formally through the Advice and Complaints Service at:

https://orb.edinburgh.gov.uk/info/200313/policies_and_procedures/71/education_advice_helpline_and_complaints

We are also pleased to receive positive feedback, when things have gone well.

Communicating this Policy

We publicise our policy and procedures on our school website.

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Evaluating and Reviewing our Policy

We evaluate this policy using the following measures, at least every 4 years:

- Gathering the views of pupils, staff and families through surveys and/or focus groups.
- Reviewing the number of incidents reported to staff.
- Evaluating rates of attendance, exclusions and attainment and achievement of pupils in protected groups.
- Considering feedback from families.

PROCEDURES

Prevention

- We use evaluation tools which measure ethos, relationships and confidence in schools such as pupil wellbeing questionnaires and pupil voice groups
- We involve other agencies and partners in health, police and voluntary sectors.
- We actively raise awareness of and celebrate diversity through assemblies and have developed a library with a wide range of appropriate texts at early, first and second level (CFE) to further support this.
- We hold diversity and anti-bullying days/weeks and publish our work on Twitter/school website. Training opportunities which explore the development of attachment, empathy, resilience and confidence are promoted to staff and families.
- We have a buddy system to support our youngest pupils and P7 prefects.
- We have a whole school approach to nurture, run nurture groups and implement restorative practice to help resolve disagreements.
- Circle time, emotions check-in systems and worry boxes support children to share their feelings and concerns with their teacher.
- Pastoral care is regularly reviewed in weekly leadership, support for learning and pupil support assistant meetings and as part of termly attainment meetings.
- Playground supervision is reviewed regularly to ensure best possible support.
- Our staff are supported to access professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination.

The Curriculum for Excellence is used to:

- Increase understanding of children's rights and commitments as responsible citizens.
- Provide age appropriate reading materials and resources which celebrate diversity.
- Monitor the attainment and achievement of pupils in protected groups and continue to support them to become successful learners.
- Ensure that children in protected groups are appropriately represented in pupil voice groups as effective contributors.
- Build resilience and empathy in children as confident individuals.
- Raise awareness about bullying and our Equality, Diversity and Anti-Bullying Policy and Procedures across the curriculum.

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What to do when Bullying Occurs

A child may not be consciously engaging in bullying behaviour, but its impact is still felt and this is taken seriously. The level of awareness of a child who is showing bullying behaviour 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 for pupils who experience bullying or discrimination:

- Reassurance that they had no control over others' behaviour, that this was undeserved and not their fault.
- Assurance that it is their right to report the incident.
- Encouragement to talk about their feelings and investigation to try to ascertain the extent of the problem.
- Engagement in making choices about how to resolve the matter and, if appropriate, restore the relationship.
- Discussion around strategies for being safe and staying safe.
- Encouragement to report further incidents immediately.
- Reassurance that bullying behaviours can be stopped and that we will persist with intervention until we are successful.
- We report to parents about the incident at an early stage and follow up to explain what has happened and the actions taken.

Our support for pupils who display bullying behaviours towards others:

- We speak with the pupil/s separately.
- We listen to each pupil's version of events and speak with anyone who may have witnessed the bullying behaviour.
- We seek to understand and address the causes of the bullying behaviour.
- Where appropriate, we undertake restorative meetings.
- We reinforce the message that bullying behaviours are unacceptable and must stop.
- We seek a commitment to a change in behaviour.
- We remind that pupils have the right to let us know about unsafe, unkind and/or discriminatory behaviours.
- We consider suitable strategies to support positive behaviour.
- We advise pupils showing bullying behaviour that we will check to ensure their behaviour has changed.
- When bullying occurs we contact the parents of all involved at an early stage.
- We follow up after incidents to check bullying behaviours have stopped.
- We ask pupils about the support they need.

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Other strategies include:

- De-escalation strategies
- Physical separation of person/people displaying bullying behaviour where necessary
- LIAM
- Nurture group
- Informing and engaging parents to support their child
- Request for support to other agencies/partners in health, police and voluntary sector
- Assessment of Need meeting held to determine whether to initiate the Child Planning Process – referral to specific support service e.g. Educational Psychologist, Education Welfare Service, Social Work service or Child and Adolescent Mental Health Service.
- Child Protection procedures may be considered in extreme cases.
- Exclusion from school may be used in extreme cases, if required, in accordance with CEC policy.

Reporting and Recording Incidents

- Pupils who experience bullying behaviour should report this to an adult.
- Pupils who witness bullying behaviour should report this to an adult.
- Members of staff who receive information about, or witness, bullying behaviour should report this to a member of the senior leadership team who will record the incident.
- All incidents are recorded and bullying behaviour or discrimination linked to race, disability, gender, faith or sexual orientation are of equal concern and are all clearly distinguishable.
- We send annual summaries of incidents to CEC.
- Please see appendix A for flowchart.

Cyberbullying and Bullying Outside the School Premises

We know that bullying behaviours can occur outside the school gates and via mobile phones and social media. Bullying behaviours may come from our pupils, pupils from other schools or people who are not at school.

Where a pupil or parent reports an incident of bullying outwith the school premises we will:

- Talk to the pupils and offer advice on how to avoid/handle these behaviours, if appropriate.
- Contact the Head Teacher of another school to discuss the bullying behaviours.
- Consider additional support such as involving the police and/or child protection services.
- Talk to the transport company about bullying behaviours on buses/trains.
- Inform parents of all involved.

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Planning

We examine and use all available information to ensure equalities, diversity and anti-bullying issues are included within our school development plans.

Involvement

We encourage all pupils to participate in school and extra-curricular activities. We welcome diversity in all aspects of school life.

Gathering and Monitoring Information

- Our school routinely monitors attainment of pupils by ethnicity and gender.
- We are also committed to monitoring the attainment and 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.
- We use information gathered from pupil, staff and parent surveys.
- We ensure that all information held on pupils' disabilities, ethnicity, looked after and young carer status is accurately and regularly reviewed/updated.
- We are aware of our local demography through pupil census data.

Appendix A

Davidson's Mains Anti-Bullying and Prejudice Procedure Checklist

Listen to the child, reassure them that they have done the right thing by speaking up.



Show the child that you are taking the reported bullying or prejudice seriously.



Offer support whenever required, no matter how busy you are at the time.

Ask for help from SLT or a PSA to allow the conversation to take place.



Find out what happened, who was involved, where and when.

Let the child speak without interruption as far as possible.



Ask the child what would be helpful to resolve the issue and what they want to happen next. Take the views of the child seriously, with awareness that bullying and prejudice cannot go unchallenged even when the person targeted may be reluctant to seek a solution or want to avoid a direct approach.



Discuss with SLT how the incident will be recorded e.g. WBC/SEEMIS/Pastoral note. Record the incident. It may be helpful to keep notes. If you do, it is important that the child knows why and how the notes will be used. This information will form the basis for further investigation and recording.



Use professional judgement to decide on appropriate action e.g. phone call home, support in the playground, restorative chat etc.



Tell the child clearly about what happens next. It is essential that they are involved and updated on progress, especially in cases where it takes time to work towards a resolution.



Discuss and agree next steps with the SLT. This should include how the case will be investigated, monitored and reviewed. SLT will record on SEEMIS as appropriate.

Appendix A

‘Respect me’ recommend that staff ask the following five questions:

- What was the behaviour?
- What impact did it have on the school environment, learning or health and wellbeing?
- What does the child want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Use clear, child-friendly language which is age and stage appropriate. Support the conversation with visuals if needed.

At all times, child protection procedures and / or Risk Management procedures should be followed if necessary.

NEXT STEPS / FURTHER INVESTIGATION

1. Follow through the next steps agreed with the senior leadership team.
2. In most cases, further investigation will be done by the SLT.

Further investigation may involve:

- Speaking with child/children involved, preserving confidentiality.
 - Speaking with children or others who witnessed the incident, preserving confidentiality.
 - Speaking with parents (after consultation with the child – see ‘Parents as Partners’ below).
 - Seeking advice from relevant partner services.
 - In all cases where there may be criminal implications (e.g. sexual assault or hate crime), contact Police Scotland.
3. At each stage of the process, update the child who reported the bullying or prejudice.
 4. Update/close the incident on SEEMIS as appropriate.

Family Partnerships

The views of the child who has experienced bullying should always be considered when deciding whether to inform their parents/carers. There may be both risks and benefits of informing parents: the child may think that this will make matters worse, or it may place the child in a harmful situation. In most cases, it is likely that parents/carers will be informed as they can play an essential role in preventing and addressing bullying. Contact may be face-to-face, by email, telephone or letter. A record of all communication should be kept, and the child informed about who their information has been shared with. In the small number of cases when, in the best interests of the child, the decision is taken by a member of the senior leadership team not to inform parents/carers, this must be recorded in the pupil’s pastoral notes with a clear rationale for the decision.