



Equalities Policy

January 2018

Stenhouse Primary School's Values

Our shared values form the basis of our positive school ethos. Within our wider school community, we promote tolerance and understanding and value diversity.

All pupils and staff have the right to feel happy, safe and included.

Our shared values of mutual respect between staff and pupils, 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

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. They are likely to fear that this will happen again and feel powerless to stop it. It can make them feel frightened, threatened, left out and hurt. Just because someone doesn't realise how hurtful their behaviour is doesn't 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.

"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 realise how hurtful their behaviour is doesn't mean its not bullying" (Respectme)

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 are also 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 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. The Head Teacher 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. The equalities Coordinator at Stenhouse Primary is the Depute Head Teacher. 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
- support each other and to seek help to ensure that everyone feels safe, and nobody feels excluded or afraid in school
- create a Class Charter outlining their Rights and Responsibilities

Teachers are expected to:

- treat all allegations seriously and report instances to the depute head teacher
- regularly address bullying within the health and wellbeing curriculum
- promote diversity within the curriculum
- facilitate the creation of a Class Charter by pupils

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, depute or head teacher any concerns that their child may be experiencing
- helping to establish an anti-bullying culture outside of school
- speaking to the senior management team if their concerns are serious and ongoing

The senior management team are expected to:

- monitor and report annually on the implementation of this policy
- supervise the implementation, review and updating of this policy at least every four years
- lead and model a culture of equality throughout the school

Concerns, Complaints and Feedback

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 attention. If the Head Teacher cannot resolve these concerns informally, parents can raise their concerns more formally by writing to the Head Teacher.

If early resolution at this stage is not achieved, then the matter should be referred to the Council's *Advice and Conciliation Service*.

We are also pleased to receive compliments and positive feedback from parents when things have gone well.

Communicating This Policy

- This policy is to be available on the on the school website at www.stenhouseprimary.co.uk
- We work with pupils and parents to produce user-friendly versions of what we do about bullying and prejudice

Evaluation

The policy is evaluated using the following measures:

- logging the number of incidents reported to staff over a given period
- Examining staff, parents and pupils views from surveys or focus groups
- monitoring pupil attendance patterns
- recording the number of complaints and compliments that we receive from parents
- reviewing the policy and procedures every 4 years

Procedures

1. A pro-active approach to the promotion of equalities is taken through:

- consistent and thorough implementation of our Behaviour Management Policy.
- regular and planned opportunities to learn about equalities, diversity, rights and responsibilities within the curriculum
- providing opportunities for pupils to report concerns to trusted adults
- encouraging pupils to report instances of “unfair” behaviour to school staff
- pupil sampling, questionnaires, the pupil council and other pupil groups
- the promotion of pupil voice throughout the school
- gather rounds, assemblies and whole school events
- links with local churches and organisations
- using a buddy system for P1-3 pupils
- regularly up-dating staff training in equalities and diversity
- A member of SMT as Equalities Co-ordinator
- Regular self-evaluation of our policy and practice
- 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.
- Periodic posters campaigns are used to remind pupils that bullying and discrimination are not acceptable and tell 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 days, weeks and/or assemblies
- There is a buddy system, especially at times of transition
- We promote The Wellbeing Indicators throughout school as part of GIRFEC.
- Playground supervision is regularly reviewed to be alert to bullying and discrimination as part of PSA staff meetings
- Building Resilience is delivered to P1-P7.

What We Do When Bullying Occurs

Pupils who experience bullying or discrimination will be listened to and supported.

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 engage in bullying behaviour or discrimination will be treated fairly and consistently.

Depending on the severity and nature of the incident a combination of the following actions may be taken:

- implementation of the school behaviour system
- involvement of parent/carer
- referral to a partner service
- implementation of child protection procedures
- exclusion from school

Victims of bullying and discrimination will be supported in the following ways:

- reassured that they do not deserve this and it is not their fault
- assured that it was right to report the incident
- encouraged to talk about how they feel and try to ascertain the extent of the problem
- supported to make choices about how the matter may be resolved
- helped to identify strategies for being safe and staying safe
- reminded to report immediately any further incidents
- reassured that it can be stopped and that staff will persist with intervention until it does

Pupils who have displayed bullying behaviour will:

- be interviewed and listened to about their version of events
- have the message reinforced that bullying is not acceptable, and that it is expected to stop
- be reminded that it is right for pupils to let us know when they are being bullied
- have the causes of their behaviours understood and addressed
- receive sanctions under our school's Behaviour Policy
- be advised that checks will be made to ensure that bullying stops
- be advised that parents will be informed
- be advised that if the behaviour does not stop sanctions will be escalated

Reporting and Recording Incidents

- pupils who have been bullied should report this to a member of school staff
- pupils who see others being bullied should report this to a member of school staff
- members of staff who receive reports that a pupil has been bullied should report this to the depute head teacher
- reports of bullying are logged by the depute head teacher
- records are kept by the depute head teacher

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.

Annual reports of incidents are sent to departmental equalities colleagues on request.

Cyberbullying and Bullying Outside the School Premises

School staff are aware 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 out with the school premises staff will:

- talk to pupils about how to avoid or handle bullying outside of school
- talk to the head teacher of another school whose pupils are allegedly bullying
- talk to the transport company about bullying on buses
- talk to the police

Planning

School staff 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 school, staff give due regard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact. They keep a record of this and where necessary take steps to reduce any negative impact.

Involvement

Staff actively encourage all young people to participate in school and extra-curricular activities and take positive action to make sure that the diverse school population is represented in activities, surveys, pupil council and other pupil groups.

Gathering And Monitoring Information

Staff routinely monitor:

- attainment of pupils by ethnicity, gender, looked-after, disability, SIMD and ASN.
- attendance and exclusion of pupils by ethnicity, gender, looked-after, disability, SIMD and ASN.
- our annual records of incidents and survey information
- our local demography, through pupil census data
- pupils' views and opinions

Active steps are taken 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 policies:

- The School Code of Conduct
- Additional Support for Learning Policy
- Behaviour Management Policy

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