



GHS Equalities and Anti-Bullying Policy 2020 DRAFT

Gracemount High School – We are a Rights Respecting School



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OUR SCHOOL VALUES AND BELIEFS

Gracemount High School is a *GOLD LEVEL* Rights Respecting School, we are committed to advancing equality of opportunity for all, understanding and valuing diversity and work actively towards eliminating all forms of bullying and discrimination. During our rights respecting journey we have made it our goal to put **children's rights** at the centre of what we do and in turn the UN Convention on the Rights of a Child (UNCRC) directly influences all of our work.

Our vision statement “**Gracemount High School creates a Responsible, Respectful and Safe community that values learning, success and wellbeing**” was developed in partnership with our staff, pupils and school community. It was created with the values of the UNCRC in mind and we believe that we learn and work in a safe caring environment that promotes growth for all.

Over the past five years we have realised that promoting and celebrating equalities and diversity is equally important as dealing with bullying issues. We know 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, religion or belief, sexual orientation and socio economic status or any combination of these.

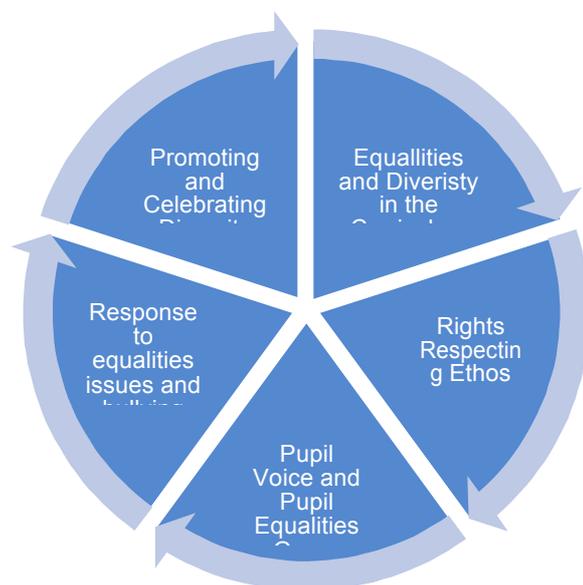
The UNCRC includes a number of Articles that link directly to anti-bullying and we believe that by being a rights respecting school it will help us create a positive ethos of respect between all of our school pupils, teachers and support staff. The UNCRC also celebrates and promotes children and young people to celebrate differences and to respect everyone no matter who they are.

Rights Respecting School Ethos

A key part of our strategy for promoting equalities, diversity and tackling bullying is the culture that we create through out rights respecting ethos. Children's rights and the UNCRC were created to ensure that all children can thrive and achieve in life many of the articles of the UNCRC link closely to equalities and anti-bullying but some of the key articles to remember are:

- **Article 2** – You have the right to protection against discrimination.
- **Article 19** – You have the right to be protected from being hurt or badly treated.
- **Article 29** – You have the right to and education which develops your personality and your respect for other's rights and the environment.

Key Drivers to Improving Equality and Diversity At GHS



Promoting and Celebrating Diversity

As a rights respecting school one of our key goals is to promote and celebrate diversity and equality. As **Article 1** of the UNCRC states EVERYONE under the age of 18 has access to the rights, no matter who you are, where you come from or how you live your life. To increase the celebration of diversity in the school we have created an **equalities calendar** throughout the year. This is a calendar that highlights special occasions throughout the year where we can celebrate diversity such as **Black History Month** in October and **LGBT History Month** and **Purple Friday** in February. We encourage pupils and staff to take part in events and activities throughout the year and to celebrate our work in school and on social media.

We also have our annual respect week in November that coincides with National Anti-Bullying Week. In 2020 our focus was on how we speak to each other and using Rights Respecting Language. This event happens each year and it is a celebration of children's rights and how we can support each other and defend the rights of others.

A link to our rights, equalities and diversity calendar can be found [here](#). This highlights some of the key events in the year that we encourage pupils, staff and other members of our school community to get involved with.

As well as promoting and celebrating diversity we actively want to defend the rights of others, this can mean things like actively teaching anti-racism or actively promoting equalities at all times.

Equality, Diversity and Rights in the Curriculum

As well as celebrating equalities and diversity throughout the year we understand that it is extremely important to educate people in equalities issues. To ensure that we are doing this effectively we have created an equalities and diversity curriculum tracker for GHS.

This tracker was completed by all faculties and it allows us to know when we are educating pupils about equalities issues in throughout the school year. By educating young people on these issues it has a positive impact on bullying as the more people understand the less likely they are to display bullying behaviours to others. At Gracemount we realise that educating our young people will be a preventative measure and in turn lead to less bullying.

We actively try to encourage our curriculum to show a wide range of viewpoints and voices from a range of backgrounds to increase representation, especially in minority groups. We are also reviewing our curriculum to ensure that it is sensitive to most up to date information on equalities.

Another important factor to consider is that not all equalities issues involve bullying. As we help our young people learn more about equalities issues we know that this will have a positive impact on pupils wellbeing as a whole.

Examples of equalities issues that do not involve direct bullying:

- **A trans-gender pupil wants information on transitioning, where could they find this and where could they go for support?** *This is covered in the PSE curriculum the pupil could be supported by <https://www.lgbtyouth.org.uk/>*
- **A pupil wants to celebrate their culture and religious events in the school and feels that it is not addressed in the school calendar.** *Our RME lessons discuss many different cultures and help promote and understand them, we are planning a diversity day in 2021 and this could be addressed there too.*
- **A pupil has a physical disability and finds it difficult to move around the school, they ask staff for support.** *An individualised support plan can be put in place to support the pupil in school.*

Above shows a small number of examples, but it does highlight the importance of education and making information available to our young people. Our Pupil Support Leaders for each House Group are always available to answer any other questions linked to equalities that pupils, staff, parents or partners may have.

As Article 17 of the UNCRC states, young people should have the right to information, through creating our curriculum tracker we hope to provide that key information on equalities and diversity.

Article 29 of the UNCRC states that a young persons education should have goals and help them to develop as a well rounded person. By increasing a young persons knowledge of equalities, rights and diversity we are helping them have a better understanding of the world.

Pupil Voice and Equality Groups

Article 12 of the UNCRC states that all young people should have a voice and should be consulted on decisions that will impact their life. This is something that we take very seriously at GHS. We always strive to take pupil voice on board when making decision about the future of the school and it has been no different during the creation of this new equalities and anti-bullying policy. We have created a pupil Equalities and Anti-Bullying Group and asked for their opinion on how we deal with equalities issues and bullying in the school. We also carried out a pupil survey for all pupil on equalities and anti-bullying and the results were used to directly create this policy. Some of the key issue that were raised by the pupil feedback:

- GHS Pupil Equalities Group felt that we did not do enough to teach people about equalities issues and also the consequences of bullying.
 - **Our response – we have created our rights and equalities curriculum tracker and revisited the consequences of bullying during Respect Week.**
- GHS Pupil Equalities Group wanted more celebration of diversity and equalities and to cover more equalities issues throughout the year.
 - **Our Response – we have created our new equalities and diversity calendar so that we can track all of the times that we celebrate diversity in the year.**
- GHS Pupil Equalities Group wanted to focus more on supporting pupils who had been the victims of bullying or who want support with equalities issues.
 - **Our Response – greater focus on this issue during PSE and our Pupil Support Leaders are dedicated to following up with pupils after dealing with such issues.**

A key factor of pupil voice is our various groups in the school that pupils can get involved in. We want pupils to know the variety of group that they can join to help promote rights, diversity and equalities in the school. If you are interested in joining the groups below please speak to the staff member who runs the group.

GHS Equalities Groups:

- **Rights Respecting School Award groups (Senior and Junior) – Mrs Fleming and Mr Whale**
- **Pupil Leadership Team (S6 only in 2020/21 but we are looking to expand this) – Ms Grieg**
- **Pupil Equalities and Diversity group – Mr Whale.**
- **LGBTQ+ group – Mrs McDonald**



Response to Equalities Issues and Bullying

At Gracemount High School we want to deal with any equalities and bullying issues that impact on our young people. It is important to remember that not all equalities issues are linked to bullying and some may actually be linked to the school, home or wider life of our young people. One thing that will always be the same is our response to such issues. We will take every issue seriously and support our young people with them. We always say that the more information that we have, the better we can deal with a situation and with that in mind we would always encourage our young people to speak to our staff and seek support when needed. We go into more detail about the actions that we take to combat bullying linked to equalities issues in our responsibilities section.

Where can you go when you need advice or support with an equalities or bullying issue?

There are a range of places that you could go for support and advice with equalities issues. We would always encourage pupils and families to speak to a member of staff when a bullying or equalities issue occur, the earlier we know about an issue the better we can deal with it. Places you can go for help:

- Speak to your guidance teacher (Pupil Support Leader).
- Talk to a trusted teacher who could then point you in the direction of support.
- Visit one of our pupil equalities groups (Pupil Council, LGBTQ+ Group, RRSA Group, Equalities Pupil Group etc). This can be particularly supportive as there may be other pupils who have experienced a similar situation to you and you can talk to them.
- Speak to a friend or relative and ask them for support in reporting to the school.
- In 2021 we are going to introduce a new QR code to the school that pupils can scan and it will automatically take them to a form that they can fill in. This will then be sent to Mr Whale and then to the relevant member of staff to deal with it. This form will let people report equalities issues or bullying issues.

Staff Training

To ensure that our staff are fully aware of our current policy as well as national guidance, all staff have taken part in at least 3 hours of training on Equalities and Diversity this year. This included an online training course for all staff to complete and then a training session delivered by our Equalities Officer (Mr Whale). During this training we covered a range of equalities issues including protected characteristics, unconscious bias, equalities law and then our new school policy.

Our staff are fully committed to our Rights Respecting Ethos and to promoting Equalities Issues.

Protected Characteristics

The Equalities Act 2010 sets out a number of protected characteristics that are protected by law. The GHS Equalities and Anti-Bullying Policy also recognises and looks to protect those same characteristics.



Religion, belief or lack of religion/belief

Definition

Article 14 of the UNCRC states that no one should face discrimination for their religious beliefs or lack of religious. As a rights respecting school we celebrate all belief systems and try to educate pupils on different religions to help stop discrimination. Religious belief may be in an established religion such as Islam, Christianity, Judaism, Sikhism, Buddhism or Hinduism. The belief could be of a particular sect or group of a larger religion such as Protestantism or Catholicism, or in a newer belief system such as scientology. You are also protected by the act if you have no religious belief and should not be discriminated because of this.

What are we doing as a school?

- Opportunities are created for pupils to observe religious occasions in the school, for example opt-in assemblies to mark Easter and Christmas, Eid celebration at the end of Ramadan.
- When Ramadan falls in term time, arrangements are made so that pupils can have access to washing and praying.
- Teaching about different religions and religious belief in our curriculum, especially in RME classes.

Disability

Definition

If you have a disability this should not be a barrier to you completing your education or getting a job in the future. This could include any type of definition of disability such as a physical or mental disability. Correct support should be given to all people with a disability.

What are we doing as a school?

- We ensure our school building is inclusive to all people, including people with a disability.
- We offer support to all people with a disability and ensure the correct plans are put in place to support them. This would be done through a young persons planning meeting with appropriate partner agencies.
- We include lessons on accepting and supporting people with disabilities in our PSE lessons.
- Additional support is offered to pupils with disabilities when looking for a pathway after school such as a job or a college or university course.

Being or becoming a transsexual person

Definition

Transgender people are protected under the equalities Act, and the Act no longer requires a person to be under medical supervision to be protected – so a woman who decides to live as a man but does not undergo any medical procedures would still be protected. Consideration to transgender people should be given when assigning toilets in school.

What are we doing as a school?

- The school has a supportive and active LGBT+ group and all pupils are welcome to attend.
- GHS teaches using the most up to date materials in PSE and this covers trans issues in multiple year groups.
- We have a yearly LGBT+ group led LGBT History Month and celebrate on Purple Friday.

Race including colour, nationality, ethnic or national origin

Definition

Tackling racism in GHS is one of our main objectives for the 2021/2022 session and beyond. No one should ever face discrimination race, colour, nationality, ethnicity or national origin. We are aware that the number of incidents involving racist language has increased over the last year and we are working to help combat this.

- Rights Respecting Language focus for the 2019/20 and 2020/21 sessions.
- Respect Week themed around anti-racist language in 2020 and 2021. This input was designed by the RRSA pupil group.
- PSE lessons themed around anti-racism and hate crime.
- Black History Month to be a key focus in 2021/22 session.

More information on how we tackle racism in school can be seen on page 11.

Age

Definition

No one should be discriminated against because of their age and the equalities act protects people of all ages. For example people should not be left out of activities or miss out on opportunities just because of their age. However we do understand that some activities are age appropriate and therefore any laws or guidelines would be followed.

What are we doing as a school?

- We are expanding our pupil leadership opportunities to more year groups in the 2021/22 session.
- Our RRSA group now includes both senior and junior pupils for the first time.
- We take all of our pupils views into account S1-S6 when surveying the school.

Sex

Definition

Discrimination due to someone's sex is not permitted under the Act. No one should be excluded from an activity or opportunity due to their sex.

What are we doing as a school?

- We create equal opportunities for our pupils and try to encourage gender equality. This is taught in PSE throughout S1-S6.
- We promote STEM to all pupils and encourage females to get involved with STEM subjects.
- Our School of Football promotes both a male and female team.
- We are dedicating one of our Equalities and Rights Calendar Months to gender equality in 2021/22.

Sexual orientation

Definition

Sexual orientation is also a protected characteristic under the act. A person's sexual orientation should never be a factor which causes them to be discriminated against.

What are we doing as a school?

- The school has a supportive and active LGBT+ group and all pupils are welcome to attend.
- GHS teaches using the most up to date materials in PSE and this covers sexual orientation in multiple year groups.
- We have a yearly LGBT+ group led LGBT History Month and celebrate on Purple Friday.

Please Note:

Pregnancy and Maternity and Marriage and Civil Partnership are also protected characteristics under the Equalities Act 2010, however they are less relevant in schools and are not covered in this document.

Types of Discrimination

What is direct discrimination?

Direct discrimination takes place where a person treats another person who has a protected characteristic less favourably than he or she treats or would treat others not possessing the protected characteristic.

The following types of conduct would be seen as examples of less favourable treatment:

- Segregating a person, or not allowing them to take part in activities, due to their race.
- Less favourable treatment of a person due to their sex, for example not promoting someone into a position for being a woman.
- Not allowing a person to take part in an activity due to their sexual orientation.

Some types of positive discrimination can be applied through the act. For example, more favorable treatment of a disabled person trying to get a job.

What is indirect discrimination?

Indirect discrimination can occur when a practice or policy discriminates against a protected characteristic. This may not always be obvious and it may be that the policy does not seem to discriminate on the surface.

An example could be a policy that is applied in the same way to all people, but then by doing this excludes people with a protected characteristic. If a gym has a policy that all people must have a fixed address to join, this could mean that people from a travelling background may not be able to join.

What is harassment?

Harassment occurs where a person is subjected to unwanted conduct related to a relevant protected characteristic which has the purpose or effect of violating their dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. This can include unwanted conduct of a sexual nature or that is related to gender reassignment or sex.

Harassment could be towards any of the protected characteristics and harassment can also occur to people who do not fall into the protected characteristics too. Harassment can occur in many forms and could be physical, verbal, mental or online harassment.

What is victimisation?

Victimisation is when someone is wrongly treated after coming forward with a claim or discrimination against an employer or an organisation. Victimisation is not permitted under the Equalities Act 2010 and so that people do not feel scared to come forward and report issues.

An example could be if someone reports an incident of sexual harassment on a school activity and is then excluded from activities in the future.

Tackling Racism in the school

There is no place for racism in our society and a key part of our rights respecting ethos is to tackle incidents of racism if they occur. For the past two years our Rights Respecting Schools steering group have recognised that racist language was being used by a small minority of people in the school and set out to help tackle this. We have had two campaigns during respect week that focus on the language that people use towards each other, with a focus on racist and homophobic language, and the impact that this can have.

As well as the Respect Week campaigns we have also added additional hate crime lessons into our PSE programme with input from our School Link Police Officer. In the lessons we talk about the consequences of racism and hate crime and the seriousness of this type of offense.

We take all incidents of racism seriously at Gracemount High School and ensure that they are fully recorded on equalities forms and that the incidents are dealt with and resolved. We take a restorative approach to dealing with racism as we know that it is best to educate people and work to restore relationships between the person displaying racism and the person that it impacts on.

If you feel that you have been the victim of a racist incident or if you feel that you have witnessed a racist incident it is important that you report this right away. The GHS staff will then fully investigate and put the appropriate actions in place. Where needed the school link police officer will also be involved.

LGBTQ+ Support

The Gracemount High School LGBTQ+ Pupil Group is one of our longest standing equalities and pupil voice groups. The group offer pupils a place to meet to discuss LGBTQ+ issues and to meet new people and form friendships. The group also encourages the pupils involved to take part in LGBTQ+ campaigns and to promote LGBTQ+ issues within the school. Some of the work that group has done in the last 5 years:

- A weekly meeting for pupils from S1-S6 to talk about LGBTQ+ issues and share experiences.
- Each year the group plan a campaign during LGBTQ+ History Month, this involves pupils presenting at assemblies and a planned campaign that changes each year.
- A purple Friday event each year to celebrate the LGBTQ+ community. This often involves many staff and pupils dressing up and taking part in fund raising events.
- Help in promoting LGBTQ+ equality and rights within the school. An example of this was the group being instrumental in the school setting up our first gender neutral toilet.

The group also work with LGBT Youth Scotland and more information can be found on the following website: <https://www.lgbtyouth.org.uk/>

LGBTQ+ Support Continued

Bullying can be based on sexual orientation and is motivated by a prejudice against non-heterosexual people. It is also sometimes referred to as homophobic or biphobic bullying. Biphobic bullying refers to bullying targeted around bisexuality.

Children and young people do not have to be non-heterosexual themselves to experience homophobic or biphobic bullying. This type of bullying may be directed towards young people perceived to be non-heterosexual or bisexual or those who have non-heterosexual or bisexual friends or family.

Although homophobic bullying is distinct from sexist and transphobic bullying, it is related to these forms of bullying through underlying sexist attitudes. The term transgender is an umbrella term for those whose gender identity or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two. Some individuals identify as Lesbian, Gay, Bisexual, Transgender and Intersex plus (LGBTI+).

Transgender people can face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, those who identify as transgender, non-binary or gender questioning can be particularly vulnerable to bullying and prejudice. This can manifest in many ways, including name calling, deliberate mis-gendering and/or dead-naming. Dead naming is the act of referring to someone by their previous name and/or gender identity. An individual may also experience transphobic bullying as a result of a perception that they are LGBTI+ or that a parent, friend or family member is LGBTI+.

For further information: <http://respectme.org.uk/wp-content/uploads/2017/11/AddressingInclusion-FINAL-NOV-17-1.pdf>



Definitions

Bullying

Bullying is NOT a normal part of growing up and should be challenged – bullying behaviour can make you feel frightened, threatened, left out or hurt. Bullying behaviour is an action either physical, **verbal**, social or psychological which hurts someone or group of people because they are perceived to be different. [Article 19 of the UNCRC states that all children should be protected from harm including physical, mental or emotional harm and it is a key aspect of being a rights respecting school.](#)

Bullying is abuse of (assumed) power. People who are bullied are affected by what someone else has done. The response to this is likely to be one of loss of power to stop it and fear that it will happen again. Feelings include loss of dignity or self-belonging. Bullying is also a breach of children's rights under several articles of the United Nations Convention on the Rights of the Child. Bullying can take place face to face, in and out of school and online.

Bullying behaviour is a more useful phrase than 'bully'. The term bully labels an individual with a fixed trait. Whereas bullying behaviour can be transient and temporary and can be changed/corrected.

Person being bullied/picked on/isolated or person on the receiving end of bullying behaviour are more useful phrases than 'victim'. The label victim can be disempowering. The term victim labels an individual with a fixed trait whereas bullying experiences can be temporary. There can also be a complex interplay between those involved and there may not be a clear beginning and end.

Cyber-bullying

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 anyone belonging to the LGBT+ (lesbian, gay, bisexual, transgender, etc) community or from a minority ethnic group or disabled or old. It also includes 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. Article 2 of the UNCRC focuses on non-discrimination and states that every child no matter who they are have the rights.

Unintentional bullying

Bullying is not always intentional. Sometimes a person can feel that they are being bullied when the other person has not meant to bully them. It is how a person feels about their situation that is important. School staff will take seriously the worries of any young person who feels that they are being bullied. Quarrelling, 'falling out' and fighting are not bullying unless a person feels powerless to stop what is happening to them. Learning to deal with conflict and respecting the views of others are an important part of child development and we work hard to help young people develop skills to cope with these situations. The school ensures that they discuss bullying at a wider level rather than just encourages pupils to tell someone about it.

Restorative practice

Restorative practice is one of the key principles that we use at Gracemount High School. Restorative practice is a strategy that looks to repair relationships that have been damaged, including those that are damaged through bullying. It does this by trying to bring a sense of remorse from the person displaying the actions and forgiveness from the victim. Restorative action works best when both parties involved in the incident work together to find a better outcome.

Microaggressions

A microaggression is an act by a person that they may know that they are doing or not that can cause offense or harm to others. Examples could be using homophobic language to describe something without realising the meaning ("That is so gay" when referring to something as bad) or using the wrong pronouns for a person. Microaggression could also be discriminating against someone without knowing it on a regular basis even if this is unconscious and you don't realise that you are doing it.

What is not bullying behaviour?

"You don't have to like me...agree with me...or enjoy the same things I do. But you do have to respect me." (Respect Me, 2018). In order to work effectively, positively and diligently to prevent and respond to all forms of bullying and allegations of bullying behaviour, it is important to distinguish between what is and is not bullying behaviour.

Anyone can make a mistake or behave in a way that is inappropriate but not every action that has a negative impact on someone else is "bullying behaviour". Part of our responsibility and duty is to support our children and young people to develop resilience. We cannot condone the overuse or misuse of the term "bullying" or react disproportionately to children and young people's behaviours. To do so would be counterproductive.

We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of development and most children and young people have the ability to bounce back from these experiences. It is important to discuss how they feel and help them to develop resilience to manage their relationships. This is in line with guidance from respectme. **“We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don’t like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.”** (Respect Me, 2018).

Furthermore, bullying behaviour can sometimes be unsuccessful as bullying behaviours can sometimes have no impact. In this case the person the behaviours were directed at has not been bullied but the behaviour still needs to be challenged appropriately and should not be ignored. For example, the use of homophobic or prejudicial language, which may have no impact on the person it is aimed at, must still be challenged, as the language itself is unacceptable and could affect other people.

respectme state “Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it.” (2018).

Incidents may be perceived as bullying when they are, in fact, criminal in nature. It is important to ensure that criminal offences such as hate crime, child sexual exploitation and gender-based violence are clearly distinguished from bullying. For example, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. It is sexual assault, sexual abuse or gender-based violence. There are laws to protect children and young people from this very serious behaviour.



Hate crime, equalities and prejudice-based bullying

Hate crime is a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or gender identity. Hate crime can take a number of forms. Advice and guidance from Police Scotland should be sought if a hate crime may have taken place.

We are committed to advancing equality of opportunity for all. All forms of bullying and discrimination are unacceptable. At Gracemount High School we promote positive relations between diverse groups and people and we work towards eliminating any abuse of power or relationships. Gracemount High School strives to ensure that we treat all people with respect and provide a positive and safe space in which to work and learn. There may be additional barriers or risks for people with certain characteristics or beliefs. The Equality Act (2010) outlines characteristics protected by the Act:

- Age
- Disability
- Being or becoming a transsexual person
- Being married or in a civil partnership · Being pregnant or on maternity leave
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sex
- Sexual orientation

In addition, we recognise that children who do not have a protected characteristic may also be at risk of experiencing disadvantage, prejudice and discrimination. For example, care experienced children, young carers, non-heterosexual children, children with English as an additional language. Body image and socio-economic status can also be negatively impacted by prejudice.

Equalities Act 2010 – [Click here to access](#)



Responsibilities of our school community

The Head Teacher (Ross Hunter) is responsible for introducing and implementing this policy. He is also responsible for nominating an Equalities Co-ordinator (Lewis Whale, DHT) who is familiar with council equalities guidance. However, all staff, all pupils and their parents/carers have an active part to play in the development and maintenance of the policy, and in its success.

Pupils are expected to:

- Support our rights respecting culture and celebrate diversity in the school.
- Treat everyone equally and with respect at all times.
- Report all incidents of bullying and suspected incidents that other young people 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.
- Seek support during the entire process and keep reporting incidents if there is no improvement

Teachers and staff are expected to:

- Teach about equality, rights and diversity in our curriculum.
- Celebrate diversity and equalities throughout the school year.
- Defend the rights of others.
- Treat all allegations seriously
- Follow procedures in place
- Monitor and record incidents accurately
- Follow council initiatives and guidelines including updating the policy regularly including being aware of the most recent updates in the policy and ensuring a focus on professional development – i.e CIRCLE doc
- Be vigilant in the classroom and create a positive and inclusive environment
- Where possible have a presence at classroom doors and in the corridors to help support positive and inclusive environment around the school
- Ensure relevant people are aware – including parents/carers
- Check in with the pupil to ensure they are feeling supported and the incident/s are no longer occurring

Parents/Carers can help by:

- Supporting our anti-bullying and equalities policy and procedures
- Promoting equality and diversity as well as children's rights and the UNCRC.
- Supporting pupils to report concerns to the relevant person
- Updating the school about any incidents they find out about
- Encouraging their children to be positive members of the school community
- Discussing with their child's Pupil Support Leader any concerns that their child may be experiencing
- Helping to establish an anti-bullying culture outside of school including modelling their own positive behaviour in school as well as in the community

The Senior Leadership Team is expected to:

- Promote a rights respecting ethos that values equalities and diversity.
- Monitor and report annually on the implementation of this policy.
- Supervise the review and updating of this policy at least every four years.
- Be an active part in serious bullying issues
- Ensure a robust enhanced p7 transition programme is in place to highlight any potential concerns regarding bullying behaviour

Concerns, Complaints... and Compliments

As a Rights Respecting School, we are committed to dealing appropriately to all incidents raised. In spite of our determination to eliminate bullying, we recognise that there may be times when parents/carers feel that we have not dealt effectively 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 and parents/carers remain dissatisfied, then the matter can be referred to council as described below.

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

Advice and Complaints Service:

<http://www.edinburgh.gov.uk/educationcomplaints>

COMMUNICATING THIS POLICY

- We advertise our anti-bullying, equality and diversity policy on the school web-site
- We share this at assemblies and in PSE lessons at regular points each year
- School staff can access it on the shared drive
- The policy will be shown on posters around the school
- A leaflet is available for pupils/parents/carers/partners summarising this policy – this will be in the form of a SWAY presentation completed by pupils by August 2021.

EVALUATING AND REVIEWING OUR POLICY

We evaluate this policy using the following measures:

- S2 City of Edinburgh Council bullying questionnaire
- The number of incidents recorded over a year
- Focus groups and questionnaires with pupils where pupils are encouraged to be honest
- Feedback from the Pupil Council and groups across the school including the Rights Respecting School group and the LGBTQI+ group
- Feedback from the parent council
- The policy and procedure will be reviewed every 4 years

Procedures and Strategies

Prevention

- We remind pupils at least twice a year about how our school deals with bullying, including cyberbullying.
- Periodic poster campaigns will be used to remind pupils that bullying and discrimination are not acceptable, and tells them what to do if they are bullied. There is a main focus on this during Respect Week each year.
- We use evaluation tools which measure ethos, relationships and confidence in schools, such as pupil well-being questionnaires, pupil focus groups and bullying surveys.
- The school holds diversity and anti-bullying assemblies regularly and consistently so there is a clear message.
- A pupils' comments box is held in at the school office where pupils can leave comments.
- Training opportunities are promoted to staff and parents that explore the development of attachment, empathy, resilience and problem solving skills.
- There is a buddy system where every S1 pupil has an S6 buddy in their registration class. (This has been stopped due to the Covid 19 pandemic but we will set this back up when we can).
- The school has the Gold Level of the Rights Respecting School Award. We were the first local authority school to achieve this in the City of Edinburgh Council.
- The school has a whole-school nurture approach which all pupils are made aware of break and lunch times are supervised by staff and prefects 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.
- Restorative practices are embedded within our school ethos and values.

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.
- Supervised break and lunch club identified pupils can access.

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
- Counselling
- Involvement of other agencies and partners in health, police and voluntary sector such as the Health Opportunities Team, Educational Psychologist, CAMHS
- De-escalation strategies
- Physical separation of person/people bullying, where necessary and possible
- Time out in Ambition/Cool-Down as agreed and support from Pupil Support staff
- Appropriate sanctions
- 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:

- Pupils will be consulted at all stages to ensure they are involved with how the situation is being dealt with.
- 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
- We work in partnership with parents/carers at all stages to ensure that their child is supported appropriately.
- We follow up with pupils who have reported bullying to ensure that there have been no further concerns

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 work restoratively to help pupils to understand the impact of their behaviour on others.
- We affirm that it is right for pupils to let us know when they are being bullied.
- We consider appropriate sanctions.
- We advise pupils responsible for bullying that we check to ensure that bullying stops.
- Where both parties are willing, we facilitate restorative meetings so that relationships can be repaired.
- We work in partnership with parents/carers at all stages to ensure that their child is supported appropriately.
- We work with pupils who have been involved in bullying others to ascertain the sort of support that they need.

An important aspect of our anti-bullying policy is to remember that the most effective solution in dealing with bullying and equalities issues is to use restorative practice and educate the person displaying the behaviours so that this type of behaviour does not happen again.

REPORTING AND RECORDING INCIDENTS

Pupils who feel that they are experiencing bullying, or are worried about someone else who is being bullied should report this to their Pupil Support Leader or their Year Head.

Staff should report any bullying concerns to the appropriate Pupil Support Leader or Year Head. They can also complete a Wellbeing Concern Form.

Where bullying has been substantiated, or in any case of bullying or discrimination on the grounds of race, gender, disability, faith, economic status or sexual orientation, incidents are recorded using a

City of Edinburgh Council form and stored on the shared drive. We report to the council annually on this matter.

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.
- Discuss agencies who could help to support pupils/families including Childline/Respectme
- Consider additional support including the support of the police School Police Link Officer (PC
- Fiona Swanston)
- Contact other schools where appropriate

EQUALITY IMPACTS ANALYSIS – from 2021/22 onwards

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 pupil council.

GATHERING AND MONITORING INFORMATION

Our school routinely monitors the attainment of pupils by ethnicity, socio-economic status, gender, Additional Support Needs and whether they are Looked After. We also monitor attendance and exclusion of pupils and discuss appropriate supports we can offer to help support with this. We examine our annual records of incidents and survey information We are aware of our local

demography, through pupil census data. We take active steps to ensure that all data held on pupils' disabilities, ethnicity, caring and lookedafter status is accurate and regularly reviewed.

Policy Base and Associated Documents

POLICY BASE

- Children and Young People (Scotland) Act 2014
- Education (Additional Support for Learning) (Scotland) Act 2004 as amended ·
- Equality Act 2010 ·
- Offences (Aggravation by Prejudice) (Scotland) Act 2009
- Schools (Consultation) (Scotland) Act 2010
- UN Convention on the Rights of the Child 1992

ASSOCIATED DOCUMENTS ·

- City of Edinburgh Council's Advice and Complaints Procedure ·
- City of Edinburgh Council's Framework to Advance Equality and Rights
- City of Edinburgh Council Guidance on supporting Transgender, Gay, Lesbian and Bisexual young people 2016
- City of Edinburgh Council's Included, Engaged and Involved policy
- City of Edinburgh Council's Risk Management Procedure · Getting It Right For Every Child
- Included, Engaged and Involved (Education Scotland) 2018 ·
- In on the Act (City of Edinburgh Council's framework for implementing the Additional Support for Learning Act) ·
- Inter-agency Child Protection Procedure Edinburgh and the Lothians Child Protection Procedures · LGBT Youth Scotland website <https://www.lgbtyouth.org.uk/> ·
- Respect Me Scotland's Anti Bullying Service www.respectme.org.uk
- Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland (Education Scotland) Respect me 2018 ·
- Teenage pregnancy strategy <http://www.gov.scot/Publications/2016/03/5858/0>