



Preventing and Responding to Bullying/prejudicial behaviour and Prejudice Policy and Procedures

(updated August 2024)

VALUES AND BELIEFS

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/prejudicial behaviour and discrimination.

We recognise the effects that bullying/prejudicial behaviour 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/prejudicial behaviour

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online".

(respectme 2017)

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.

RESPONSIBILITIES

Headteachers are:

- responsible for the introduction and implementation of this procedure. However, all staff, all pupils and their parents/carers must play an active part in following the guidance and putting it into practice. Teachers and support staff are expected to be pro-active, to treat all allegations seriously and to refer reports of incidents to the Equalities Co-ordinator / designated member of the senior leadership team. The incident is recorded accurately with future actions detailed.

The Equalities Co-ordinator, in consultation with the Head Teacher, is required to:

- ensure that all allegations are reported and recorded rigorously
- monitor SEEMiS Bullying and Equalities module reports regularly, at least termly
- monitor and report annually on the implementation of this procedure
- supervise the review and updating of this procedure at least every three years

Pupils are asked to:

- report all incidents and suspected incidents of any type of bullying, discrimination or prejudice that they experience to a member of staff, where it is safe for them to do so
- report all incidents and suspected incidents of bullying, discrimination and prejudice that they see to a member of staff, where it is safe for them to do so
- support each other and to seek help from a member of staff, to ensure that everyone feels safe and nobody feels excluded or afraid in school.

All school staff are required to:

- be pro-active in implementing the procedure
- treat all allegations and observation of bullying, discrimination and prejudiced behaviour or language seriously
- seek to address incidents, where appropriate
- record any incidents on a Wellbeing Concern form
- inform the Equalities Co-ordinator / designated member of staff of all incidents

Parents/carers are asked to:

- be aware of respectme, Scotland's Anti-bullying Service booklet – Bullying Behaviour: A Guide for Parents and Carers ([available at http://respectme.org.uk/resources/publications/](http://respectme.org.uk/resources/publications/))

- work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying, discrimination and prejudice cannot thrive
- speak to any member of staff (the class teacher, guidance teacher or member of senior leadership team) if they have any concerns about bullying, discrimination and prejudice experienced by their child or by another child / children at the time of the incident or as soon as possible thereafter
- encourage their children to be positive members of our school community
- monitor closely their child's use of mobile phone and the internet and to intervene if there is a suspicion that these are being used inappropriately.
- understand that we seek to understand the experiences and address the needs of all children and young people who experience bullying, discrimination or prejudiced behaviour as well as those who present bullying, discrimination or prejudiced behaviour. We do this within a framework of respect, responsibility, resolution and support.
- speak to the Head Teacher if their concerns continue following initial intervention
- be aware that they can contact a relevant external organisation for advice and support
- be aware of the school's complaints procedure and the Council's Advice and Conciliation Service and their rights with regard to these procedures

EVALUATING AND REVIEWING OUR POLICY

We evaluate this policy using the following measures:

- The number of incidents that are reported to the Head Teacher over a given period.
- Tracking and investigation of 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.

PROMOTION OF EQUALITY

Through the Curriculum for Excellence, we:

Increase knowledge of children's rights and responsibilities as responsible citizens.

- Challenge stereotypes, bias and discrimination, including prejudice-based attitudes and language
- Deliver an inclusive curriculum that reflects all identities: disability; race; sex; pregnancy/maternity; religion/belief; sexual orientation; gender reassignment; age; marriage/civil partnership as well as asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities; imprisonment of parents/carers, siblings, or other family members. This enables our children and young people to develop their sense of understanding and inclusion of others as well as seeing themselves reflected in the learning community.
- Provide age-appropriate reading materials and resources that positively reflect and represent diversity, e.g. family structures that include single parents, people from minority ethnic backgrounds, disabled people, same-sex parents.
- Have an Equalities Group which presented at City-Wide Equalities event Jun '22
- All staff consider diversity and representation in class materials e.g. PowerPoint slides etc.
- Pupil Led Anti-bullying weeks including assembly and supporting tasks
- Welcome signs in 81 languages in reception area, with particular focus on our most commonly spoken languages by Clermiston pupils
- Build resilience and empathy in young people as confident individuals through Building Resilience Assemblies and accompanying lesson plans with themes such as Be Kind to Others.
- 'Diversity in Schools' by Bennie Kara shared with pupil group as a potential gift for teachers, consequently purchased and distributed
- Raise awareness about bullying and our Anti-Bullying Procedure across a range of school subjects.
- Completion of Equality and Equity at Clermiston 2023 video
- RSHP Programme established throughout school, covering issues such as 'Unique, Similar and Different' (P1) and 'Stereotypes and Equality' (P5)
- Standing item in Weekly Staff Meetings to share requests/actions/viewpoints from Pupil Groups, CLPL opportunities, planning and teaching resources such as ClickView playlists and national/international day info

PREVENTION

- We remind pupils regularly about how our school deals with bullying/prejudicial behaviour, including cyberbullying/prejudicial behaviour.
- Periodic poster campaigns will be used to remind children of where they can seek help / support.
- There are public, accessible welcoming messages throughout the school in a range of languages.
- We use evaluation tools which measure ethos, relationships and confidence in schools, such as pupil well-being questionnaires, pupil focus groups and bullying/prejudicial behaviour surveys.
- The school holds diversity and anti-bullying/prejudicial behaviour days, weeks and assemblies.
- There is a buddy system in place in the school.
- Older children support and help younger children in the playground.
- Playground supervision is regularly reviewed to be alert to bullying/prejudicial behaviour and discrimination.
- We annually review our arrangements for young people to raise issues confidently with staff
- Our staff are supported in accessing professional development opportunities that increase their awareness and understanding of bullying/prejudicial behaviour, prejudice and discrimination.
- All pupils took part in NSPCC Speak Out, Stay Safe programme in December 2022 and will do so again next school session.
- Pupil Participation in the RespectMe Anti-Bullying training which was then fed back to individual classes and age/stage appropriate activities shared with teachers Oct '22
- Bonus Ball discussions with supporting questions such as Tell me about your time in the playground.

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 and disabled people
- 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/prejudicial behaviour and our Equality, Diversity and Anti-Bullying/prejudicial behaviour Policy across a range of school subjects.

WHAT WE DO WHEN BULLYING/PREJUDICIAL BEHAVIOUR OCCURS

A child may not be engaging consciously in bullying/prejudicial behaviour, but its impact is still felt and this is taken seriously. The level of awareness of a child who is bullying/prejudicial behaviour is a significant factor in how it is dealt with.

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

Pupils who engage in bullying/prejudicial 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 and the opportunity to make and receive apologies and expressions of remorse.
- Involvement of parent/carer where appropriate
- Involvement of other agencies and partners in health, police and voluntary sector
- De-escalation strategies
- Physical separation of person/people bullying/prejudicial behaviour, where necessary and possible
- Consequences and sanctions, including loss of privileges
- Assessment of additional support needs for person being bullied or person bullying/prejudicial behaviour.
- Referral to specific support service, such as Educational Psychologist, Education Welfare Service, Social Work service or Child and Adolescent Mental Health Service
- GIRFEC Child Planning Processes
- In extreme cases, Child Protection procedures will be considered
- In extreme cases exclusion from school will be considered

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
- We share with parents and carers our support sheet "Responding to racist incident –recipient" so that supportive conversations can be continued at home.

Our work with pupils who bully others

- We interview the pupil (or pupils) involved in bullying/prejudicial behaviour separately.
- We listen to their version of events and talk to anyone who may have witnessed the bullying/prejudicial behaviour.
- We reinforce the message that bullying/prejudicial behaviour 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 appropriate sanctions
- We advise pupils responsible for bullying/prejudicial behaviour that they will be monitored for repeat behaviour in the future.
- We ensure that those involved know that we have done so.

- When bullying/prejudicial behaviour occurs, we contact the parents of the pupils involved at an early stage.
- We share with Parents/Carers our support sheet “Responding to racist incident – initiator” so that supportive and challenging conversations can be
- We follow up after incidents to review that the bullying/prejudicial behaviour has not re-occurred.

Reporting and Recording Incidents

- Pupils who have been bullied should report this to a key adult or the Head Teacher.
- Pupils who see others being bullied should report this to a key adult or the Head Teacher.
- Members of staff who receive reports that a pupil has been bullied should report this to the Head Teacher.
- Reports of bullying/prejudicial behaviour are logged and monitored by the Head Teacher.
- If the act of bullying/prejudicial behaviour involves discrimination then the reporting teacher can report to the School Equalities Lead or to the Head Teacher.

All incidents are recorded and acts of bullying/prejudicial behaviour or discrimination on ground of race, disability, gender, faith and sexual orientation are of equal concern and are all clearly distinguishable.

We send annual reports of incidents to our departmental Equalities colleagues on request.

CYBERBULLYING/PREJUDICIAL BEHAVIOUR AND BULLYING/PREJUDICIAL BEHAVIOUR OUTSIDE THE SCHOOL PREMISES

We know that bullying/prejudicial behaviour can occur outside the school gates and via mobile phones and social network internet sites.

The bullying/prejudicial behaviour may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent tells us of bullying/prejudicial behaviour off the school premises we will:

- Talk to pupils about how to avoid or handle bullying/prejudicial behaviour outside of school.
- Talk to the Head Teacher of another school whose pupils are allegedly bullying/prejudicial behaviour.
- Consider additional support, police involvement and Child Protection procedures
- Talk to the transport company about bullying/prejudicial behaviour on buses.
- Discuss with the parent of the pupils involved

PLANNING

We examine and use all available information to ensure that the promotion of equality and anti-bullying/prejudicial behaviour 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 pupil 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 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.

Supplementary Notes

This policy should be read in conjunction with the City of Edinburgh Council Procedure: **Preventing and Responding to Bullying/prejudicial behaviour and Prejudice Amongst Children and Young People**

Supplementary Guidance (from CEC)

A series of supplementary documents will provide specific guidance for school staff on preventing and responding to incidents of prejudice and discrimination related to six of the protected characteristics under the Equality Act 2010. The first document in the series addresses racism.

- Tackling Racist Incidents / Creating an Anti-Racist Culture (October 2020)
- Homophobic, biphobic and transphobic discrimination (planned)
- Faith-related discrimination (planned)
- Disability-related discrimination (planned)
- Gender-related discrimination (planned)