

Anti-Bullying, Equality and Diversity



awareness



drive



aspiration



purpose



trust

adapt

succeed

aim high



Overview

The City of Edinburgh Council is strongly committed to providing a safe environment for all people in its educational establishments. We are committed to ensuring positive relationships.

Bullying, prejudice and discrimination are never acceptable and children, young people and staff have the right to learn and work in a safe, fair and secure environment.

This school policy follows the City of Edinburgh Council's Communities and Families Procedure on 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' (2020) which is based on 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People' (<http://respectme.org.uk/resources/publications/>).

The emotional health and wellbeing of young people and staff is essential within our school community and we are committed to developing positive relationships.

United Nations Convention on the Rights of the Child (UNCRC)

Our equalities policy is underpinned by our accreditation as a Rights Respecting School with article 28 of the UNCRC stating that 'every child has the right to an education' and that 'discipline in schools must respect children's dignity'.

In addition to article 28, this policy also incorporates the following articles of the UNCRC:

- 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 an education which develops your personality and your respect for other's rights and the environment.

This policy has been revised and updated in consultation with staff, parents/carers and pupil groups, including our Year Team Ambassadors, Parent Council, staff equalities group and the wider staff community. It aims to:

- clarify our approach to equalities and diversity;
- outline our clear expectations of the school community;
- provide clear and consistent processes to manage incidents related to protected characteristics;
- focus on clear, positive communication and restorative approaches;
- align with the United Nations Convention on the Rights of the Child;
- support equalities and challenge injustice.



Our Vision and Values

We developed our vision and values in partnership with our school community. Our values create the acronym **ADAPT** which stands for **A**wareness, **D**rive, **A**spiration, **P**urpose and **T**rust. These underpin our ambition to ensure all young people **Aim High, Adapt, Succeed**.

We use our values to recognise achievement through our Positive Relationships policy which further embeds our values.



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Positive Recognition



Awareness

This recognises commitment to social justice and equalities.



Drive

This recognises effort and ownership of learning.



Aspiration

This recognises achievement in learning.



Purpose

This recognises wider contributions and achievements across the school and local community.



Trust

This recognises actions of respect and kindness.



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awareness drive aspiration purpose trust

How can you report an incident?

Young people are encouraged to report incidents to any member of staff. Where young people feel they cannot report incidents face-to-face they can use the online reporting tool which can be found in every teaching space and around the school via a QR code.

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If you see or hear it... TELL US!

sexual orientation

sex

beliefs

religion

race

gender identity

bullying

poverty

disability

Together we can STOP discrimination, intimidating or unkind behaviour

CHALLENGE

Speak to any member of staff or scan the QR code to tell us!



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What happens if discrimination, intimidating or unkind behaviour occurs?

If this behaviour is witnessed or reported, we will work together (including staff, pupils and parents/carers) through the following procedure.



Working together

Together we can STOP discrimination, intimidating or unkind behaviour

We will	We will	We will
<h3 style="color: red;">listen</h3> <p>These incidents can be upsetting. We will listen, reassure and take you seriously. We will ask you what would be helpful in this situation.</p>	<h3 style="color: red;">investigate</h3> <p>After speaking with you we will speak to anyone else who has information. We will listen to all perspectives.</p> <p>We will discuss and agree a plan with you.</p>	<h3 style="color: red;">act</h3> <p>We will take action which may include:</p> <ul style="list-style-type: none"> Restorative conversation Support strategies Involve parent/carer Peer mentoring De-escalation strategies Physical separation Consequences Assessment of additional support needs Referral to partners



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See appendix 1 for an explanation of strategies from the 'act' column.

What happens after an incident is reported?

We will take action on our discussions with all parties putting the young person at the heart of the conversation. Staff will work through the following procedure once an incident has been reported to ensure the allegation is taken seriously.

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Reporting of alleged anti-equalities, intimidating or unkind behaviour

Challenge
We will discuss privately and speak to the young people involved.

Record
We will enter a classcharts anti-equalities/intimidating or unkind behaviour referral, providing a factual summary of the incident.

Investigate
We will investigate further and take action if necessary. This will be recorded on SEEMIS when appropriate.

Share
We will share the outcome with the young people and adults involved. There will be a follow up when appropriate.

Together we can STOP discrimination, intimidating or unkind behaviour

CHALLENGE

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See appendix 2 for more information relating to the recording of incidents.

Appendix 1 – Actions

Restorative conversation

These conversations enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. Appendix 4 and 5 show the restorative process at Craigmount High School.

Peer mentoring

This involves pairing a young person with a positive role model. This mentoring aims to build confidence, to develop resilience and build relationships rather than to develop specific academic skills or knowledge.

De-escalation strategies

These would be used where the incident or report was ongoing. This could include moving a young person to a private area, short term changes of focus as well as offering the opportunity to have restorative conversation.

Consequences

Where it is deemed that the intention was to hurt or harm we will consider the most appropriate consequence as a result of the action and people involved.

Assessment of additional support needs

As a school we have a number of our young people with a recognised learning need. As part of Getting it Right for Every Child (GIRFEC) we can complete an Assessment of Need to ascertain any need the young person or family may have and the supports we can put in place.

Referral to partners

Upon completion of the Assessment of Need we can refer to one of our partner. These partners will vary from time to time but can include social work, school counselling services, school nursing services, third sector partners and/or Police Scotland.

Appendix 2 – Recording, Monitoring and Reviewing

If, after investigation, it is decided that the incident was intentionally discriminatory or there is a pattern of similar behaviour we will record it in our information system – SEEMiS. Once this has been recorded, the person recording the incident will set a date to review the incident with all parties to ensure that the action plan agreed has been followed.




Appendix 3 – Craigmount Rights Charter



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At Craigmount High School:

-  everyone has the right to be kept safe (Article 19)
-  everyone has the right to a high quality education (Article 28)
-  everyone has the right to achieve their potential (Article 29)
-  everyone has the right to feel valued (Article 2)
-  everyone has the right to a voice (Article 12)

Responsibilities for Learners

-  Model positive behaviour (Article 19)
-  Allow everyone the opportunity to learn at all times (Article 28)
-  Seek and grasp any opportunities on offer (Article 29)
-  Respect diversity and treat everyone equally (Article 2)
-  Voice opinions in the correct way at appropriate times (Article 12)

Responsibilities for Adults


-  Provide a safe and caring learning environment (Article 19)
-  Be fair and consistent in promoting positive behaviour (Article 28)
-  Provide appropriate support and opportunities (Article 29)
-  Demonstrate a commitment to equity and equality (Article 2)
-  Be approachable and willing to listen (Article 12)

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Appendix 4 – Reflection Exercise



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Reflection Exercise

Think Sheet – I was not		
Ready	Respectful	Safe
Working to my full potential On time for the lesson Equipped for the lesson	Being respectful to other people Being respectful to property Speaking in a calm respectful manner	Following instructions Being safe (Highlight all that apply)

Name: _____ Class: _____ Date: _____


1. And (describe what happened?) _____

2. If/they should have (what could you/someone else have done differently?) _____

3. If this had happened/had been done (what would have happened differently?) _____

4. From now on/how can this be solved (what would you like to/think should happen to make this better?) _____

Appendix 5 – Restorative Questions



Restorative Questions





What happened?

What were you thinking or feeling?

What are you thinking or feeling now?

What rights have been removed from others/yourself?

How will you do things differently in the future?

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Appendix 6 – Local and National Policy

Our anti-bullying, equalities and diversity policy is informed by a range of local and national policy and guidelines.

[Better Relationships, Better Learning, Behaviour Better](#)

This policy aims to provide strategies for positive communication, de-escalation and consistency of approach.

[Children and Young People \(Scotland\) Act 2014](#)

Guidance which applies to those persons considered to be at risk of becoming looked after and the provision of relevant services.

[Equality Act 2010](#)

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

[Experiences of young Minority ethnic people in Scotland](#)

To understand how to improve the education system listen and take into account the views of children and young people. This collection includes research articles on the experiences of children and young people from different Minority Ethnic backgrounds and some films made by young people themselves.

[Getting it Right for Every Child \(GIRFEC\)](#)

Our processes and systems are designed to ensure that young people can receive the right help, at the right time, from the right people, so that they can realise their full potential.

[National Improvement Framework \(NIF\)](#)

This policy is designed to ensure adherence to the National priorities around leadership and school improvement

[Preventing and Responding to Bullying and Prejudice Amongst Children and Young People](#)

This policy follows this guidance from City of Edinburgh council to ensure consistency of reporting and recording.

[Promoting race equality and anti-racist education](#)

All learners have a right to learn in an equitable environment where all cultures, identities and languages are recognised and valued and where the curriculum responds to the diverse needs of individual learners, reflecting the uniqueness of their communities.

[Respect for All: The National Approach to Anti-Bullying for Scotland's Children Young People](#)

This policy aims to build capacity, resilience and skills in children and young people to prevent and deal with bullying.

[The Education \(Additional Support for Learning\) \(Scotland\) Act \(2004\)](#)

Our information sharing systems are key to ensuring that we can identify, share and review any support needed for the learners for whose education we are responsible.

[UN convention on the rights of the child](#)

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.