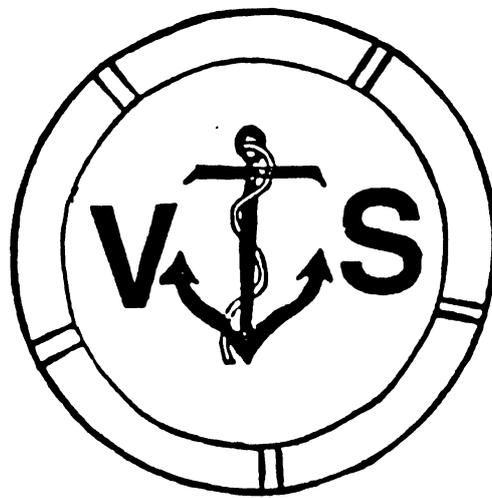


Victoria Primary School



Enjoying Learning, Succeeding Together.

Equalities and Anti-Bullying Policy

September 2016



Victoria Primary School Equalities and Anti-Bullying Policy



OUR SCHOOL'S VALUES AND BELIEFS

At Victoria Primary, we are committed to providing a caring, friendly and safe place for all of our pupils and staff so they can learn and work in a happy, secure and inclusive environment.

We are committed to advancing the equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination. We recognise that certain individuals and groups in society experience disadvantage, prejudice or discrimination on account of their age, disability, ethnicity, gender, looked-after status, religion or belief, sexual orientation and socio-economic status or any combination of these.

At Victoria Primary, we actively foster good relationships between diverse groups and individuals. This is through a strong school ethos of inclusion where our community is valued and all members are treated with respect and care.

Aims of this policy

- Teaching and non-teaching staff, pupils, parents and carers should have a shared understanding of bullying and discriminatory behaviours
- All staff should know the procedures for dealing with incidents of this nature
- Pupils and parents should know these procedures and who they should talk to if they have worries or concerns

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, said to them, or said about them. They are likely to fear that this will happen again and feel powerless to stop it. Bullying is also a breach of children's rights under several articles of the Conventions 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, social networking websites or online gaming consoles.

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 a member of a minority group, being disabled or elderly. It also includes boys and girls questioning their gender identity as well as those of particular faith groups. Looked-after children, young carers and young people from poorer socio-economic backgrounds are also included as equality groups.

RESPONSIBILITIES

The Head teacher is responsible for introducing and implementing this policy. However, all staff, pupils, parents and carers have an active part to play in its development and success.

Pupils should-

- Follow behaviours which are inline with Victoria Primary's Equalities and Anti-bullying policy and Positive Behaviour policy
- Report all incidents of bullying or discrimination towards themselves or that other children may be afraid to report
- Support each other to ensure that all pupils feel happy, safe and included both inside and outside of school where necessary

Parents and carers can help by-

- Supporting our equalities and anti-bullying policy and procedures
- Encouraging and modelling positive interactions to all members of the community.
- Encouraging an anti-bullying and non-discriminatory culture outside of school
- Discussing with their child any concerns they may be experiencing
- Engaging in constructive dialogue with the class teacher if these concerns are persistent
- Seeking further help from a member of the Senior Management Team if concerns are suitably serious and on-going

Teaching and Support staff should-

- Create a supportive ethos of open dialogue in their classrooms and throughout the school
- Be proactive when an allegation of bullying or discrimination is made
- Treat allegations seriously and follow the procedures listed below
- Keep timely and up-to-date records of incidents

Senior Management Team (SMT) is expected to-

- Monitor and evaluate the success of this policy
- Supervise the review and update of this policy every 4 years

CONCERNS OR COMPLAINTS (OR COMPLIMENTS!)

While we endeavour to resolve any reported incident of bullying or discrimination, we recognise that there may be a small number of occasions where a parent, guardian or pupil feels that a satisfactory outcome has not been reached. Where this can't be resolved by a member of Victoria Primary's SMT, the parent or carer may wish to raise their concerns with the City of Edinburgh Council's Advice and Conciliation Service. Contact details can be found at the end of this policy document.

We are also more than happy to receive feedback from parents when things have gone well, as this is important information for policy review.

COMMUNICATING THIS POLICY

- The Equalities and Anti-bullying policy will be issued to all parents and carers at the start of the school session
- This policy is available to download on our school website
- There is a version of this policy available for pupils. This will provide guidance for pupils on what to do if they feel they are experiencing (or have witnessed) bullying or discriminatory behaviour.
- Posters are displayed around the school to highlight key advice lines available to children as another route to seeking advice and help (e.g. Childline)

EVALUATING OUR EQUALITIES AND ANTI-BULLYING POLICY

This policy is evaluated using the following measures:

- The number of bullying or discriminatory incidents reported to staff are measured over a given period
- Rates of attendance, exclusions, attainment and achievement are tracked to monitor for significant changes, possibly linked to bullying
- Parent feedback is gathered periodically through questionnaires or other means
- We investigate patterns of absence, sometimes in partnership with the Education Welfare Officer (EWO), to ensure that children aren't missing school unnecessarily due to bullying
- Tracking and monitoring the number of concerns and complaints the school receives
- The policy is reviewed by all staff every 4 years
- Proactive anti-bullying/anti-discrimination work is planned, monitored and evaluated every year.

PROCEDURES

Prevention

Many children and young people experience bullying or discrimination because they are "different" or because they are perceived to be "different". At Victoria Primary throughout the curriculum, we encourage the children to respect the rights and opinions of others, celebrating similarities and differences in all people. These whole school strategies can teach children and young people the importance of empathy, assertiveness, rights and responsibilities, as well as supporting the development of self-esteem and respect for others.

Those involved in bullying or discriminatory behaviours may take on one of the following roles, both in the real world or the virtual one:

- Leader – leader and initiator; directly involved in the bullying activity
- Assistant – supporting bully; actively involved in following others
- Reinforcer – giving positive feedback to those directly involved in bullying, for example as an audience, or by laughing at the victim
- Target – the target of the bullying behaviour
- Defender – provides direct or indirect support to the victim; may try to stop the bullying
- Outsider – withdraws from bullying situations
- Bystander – observes bullying behaviour and chooses not to act.

Through our Personal and Social Development work, children will be encouraged to look at these roles and consider the impact these behaviours can have on the target. Through a better understanding of the different roles in bullying behaviour it is hoped that the children will make more positive choices.

Each class will undertake a unit of work on anti-bullying once each year and revisit it throughout the year, with Anti-bullying being a regular theme at assemblies. Equality and anti-discrimination issues will be explored throughout the curriculum and will be a key focus in our Health and Wellbeing skills-based programme. The school ethos will also reflect the values in this policy.

What we do when bullying or discriminatory incidents occur

A child may not be engaging consciously in bullying behaviour, but its impact is still felt and taken seriously. The level of awareness of the child who is bullying will be a factor in how it's dealt with, however, it will still be dealt with using an appropriate sanction (See Victoria Primary's Positive Behaviour Policy). 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 across the school.

- When incidents are reported to staff, the person or people who were the targets of the bullying behaviour will be reassured that they have done the right thing by telling and every effort will be made to ensure their safety
- Staff refer incidents of bullying or discrimination to the Principal Teacher or Head Teacher using an incident referral form
- Any incidents that are racist or discriminatory will be logged according to the City of Edinburgh procedures
- Incidents will be investigated quickly and thoroughly allowing for elements of a restorative approach to be used and in the involvement of partner agencies where necessary
- In some cases parents/carers will be informed and asked to attend a meeting
- Each incident will be considered carefully, with more serious and pervasive cases considering accessing counselling or child protection services
- Every attempt will be made to help the people involved in the bullying behaviour and they will be encouraged to make more positive choices. This may include whole school or class work or small group or individual work
- Sanctions may also be taken in line with the school's positive behaviour policy
- Exclusion from school is not a reaction to bullying behaviour in isolation and will only be used in very extreme and pervasive cases

Reporting and Recording Incidents

- Pupils who have been bullied should report this to any member of staff
- Pupils who see others being bullied should report this to any member of staff
- Members of staff who receive reports of bullying should report this to a member of the SLT
- Reports of bullying are logged by a member of the SMT
- Records are kept by the Head Teacher

All incidents are recorded and acts of bullying or discrimination on grounds of race, disability, gender, faith and sexual orientation are of equal concern. We send annual reports of incidents to our departmental equalities colleagues on request.

Outcomes

When a report of bullying or discrimination occurs, we endeavour that:

- The target will feel reassured and supported
- The person reporting the incident will be satisfied that the incident is being investigated
- If possible the pupils will be reconciled and positive relationships will be encouraged
- After the incident has been investigated and dealt with the situation will be monitored to ensure there are no further problems

CYBERBULLYING AND BULLYING OUTSIDE THE SCHOOL PREMISES

At Victoria Primary, we know that bullying does not have to happen inside the school building but can happen anywhere via mobile phones, social networking sites and through internet enabled games consoles. The bullying may be done by pupils from our own school, by pupils from different 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 handle bullying outside school
- Talk to the Head teacher of another school whose pupils are allegedly bullying
- Consider additional support, police involvement and Child Protection procedures

PLANNING

We examine and use 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 our school, we give due regard to all the 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, take steps to reduce any negative impact.

INVOLVEMENT

We actively encourage all of 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

Victoria Primary 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 monitor attendance and exclusions of pupils by ethnicity, disability and gender. Annual records of incidents and survey information is examined. We have a strong sense of community at Victoria Primary, meaning that we know many families well. Pupil census data also allows us to become more aware of our local demographic. We take active steps to ensure that all data held on pupils' disabilities, ethnicity, caring and looked-after status is accurate and regularly reviewed. Teachers have access to this information on request and may use it to plan appropriate learning experiences for their classes.

RELATED POLICIES AND FURTHER INFORMATION

Resource Name	Telephone Number	Website link
Victoria Primary School Positive Behaviour Policy	0131 476 7306	www.victoriaprimary.com
City of Edinburgh Council Advice and Conciliation Service	0131 469 3233	www.edinburgh.gov.uk
Respect Me	0844 800 8600	www.respectme.org.uk
Kidscape Parents' Helpline	08451 205 204	www.kidscape.org.uk
Childline	0800 11 11	www.childline.org.uk

We at Victoria Primary School are proud of our rich and diverse community and the welcoming and inclusive ethos we have built up over the years together. With the continued support of all our pupils, parents, carers and staff we will work together to continually reduce the number of children who will experience bullying or discriminatory behaviour under our care.

Laura S. Thomson
Head Teacher

September 2015

