



TRINITY ACADEMY

Anti-Bullying and Equalities Policy

December 2020

Trinity Academy

Anti-Bullying and Equalities Policy

Our School Values and Beliefs

All learners and staff have the right to feel happy, safe and included at Trinity Academy. Our school values are: **Respect**, **Ambition** and **Honesty**.

- We set high expectations of success within a caring and supportive environment and this forms the basis of our positive school ethos.
- We are committed to promoting equality of opportunity for all and we work actively towards eliminating all forms of bullying and discrimination. We challenge inequality and promote inclusive, nurturing environments.
- We actively foster good relations between diverse groups and individuals, respect individuality and celebrate diversity.
- We recognise the effects that bullying, prejudice and discrimination can have on learners' feelings of worth, on their health and wellbeing, on their school work and in the community.
- We provide opportunities for success through a variety of curricular and extra-curricular options and pathways.
- We encourage creativity and support our learners to build the skills and resilience they need for the future.
- We use restorative approaches to repair and strengthen relationships across the school.

What do we mean by Bullying?

“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”. (respect*me* 2015)

Bullying behaviour takes many forms (with examples in brackets) :

- racist abuse (making racist comments based on assumptions & stereotypes)
- sexist abuse (discriminating against a particular gender)
- harassment (focusing negative attention on just one person)
- homophobia (using derogatory language towards someone)
- biphobia (a young person receiving verbal abuse because they are bisexual or are perceived to be)
- transphobia (learners purposely not working with another pupil in class because they are or are perceived to be a learner going through gender reassignment)
- sectarianism (a learner or staff member being verbally abused due to their religious beliefs or non-belief)
- sending abusive emails, text messages or making abusive comments on social networking sites (e.g. Facebook, Snapchat, Instagram)
- assault (physical attack of one or more people by one or more people)
- forcing people to do things against their will e.g. stealing

- damaging or stealing property
- malicious notes or gossip
- teasing, cold shouldering/social isolation and being ‘picked on’
- personal remarks about body image/appearance, disabilities, learning needs, family or social background

Or any other behaviour which makes the victim or other people around them feel frightened, unhappy or isolated

Discrimination, Prejudice-based Bullying and the Equality Act 2010

Bullying behaviour can often be rooted in prejudice and discrimination due to difference or a perceived difference. We are committed to challenging discrimination, prejudice-based bullying and language, and to fulfilling our duty under the Equality Act 2010.

The Equality Act 2010 sets out rights which include legal protection from discrimination to any of the nine protected characteristics: disability; race; sex (gender); pregnancy/maternity; religion/belief; sexual orientation; gender re-assignment; age; marriage/civil partnership

We recognise that children and young people can also experience bullying in relation to: 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.

We recognise that children and young people can experience disadvantage, prejudice or discrimination because of any of these individual factors or a combination of factors.

Hate incident or hate crime

A bullying incident is a hate incident if the victim or anyone else thinks it was carried out because of hostility or prejudice based on actual or perceived disability, race, religion, sexual orientation or transgender identity. If the incident is a criminal offence and the offender targeted the victim because of their prejudice or hostility based on any of these characteristics, this is a hate crime. All hate crimes are reported to Police Scotland through the School Link Officer (SLO). In the case of hate incidents, the Equalities Co-ordinator / designated member of the senior leadership team will seek advice from the School Link Officer.

Responsibilities and Reporting Bullying, Prejudice and Discrimination Incidents

The Head Teacher is responsible for introducing and implementing this policy. However, all staff, all learners 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 on SEEMiS with future actions detailed.

The Equalities Co-ordinator, in consultation with the Head Teacher will:

- 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
- review and update this procedure at least every 3 years

Learners are asked to:

- report all incidents and suspected incidents of any type of bullying, discrimination or prejudice that they experience, or witness, 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.
- if they don't feel able to speak to a member of staff, information can be shared via the Peer Support page on the school website or by posting a message in the Peer Support box located in school. Learners can also contact an external organisation for advice and support, e.g. Childline, LGBT Youth Scotland or ELREC (Edinburgh and Lothians Regional Equality Council.)

All school staff are required to:

- be proactive and alert to signs of bullying, discrimination and prejudiced behaviour
- treat all allegations and observation of bullying, discrimination and prejudiced behaviour or language seriously
- record any incidents on a Wellbeing Concern form
- inform the Equalities Co-ordinator / Pupil Support Leader of all incidents

Parents/Carers are asked to:

- work collaboratively and respectfully with staff, young people and other parents/carers where appropriate to help ensure bullying, discrimination and prejudice cannot thrive
- speak to their child's Pupil Support Leader or member of senior leadership team if they have any concerns about bullying, discrimination and prejudice experienced by their child, or by another young person(s), 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 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.
- be aware that they can contact a relevant external organisation for advice and support
- 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/>)

Promotion of Equality

Through the Curriculum for Excellence, we:

- 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, people from minority and ethnic backgrounds, disabled people and same-sex parents.
- Monitor and improve, where needed, the attainment and achievement of learners in protected groups to develop successful learners
- Build resilience and empathy in young people as confident individuals

- Challenge stereotypes, bias and discrimination, including prejudice-based attitudes and language

Prevention of Bullying, Prejudice and Discrimination

By promoting a positive school ethos, with a focus on rights, equalities and health and wellbeing, we hope to prevent prevention of bullying, prejudice and discrimination. For example:

- Sex, Relationships and Parenting Education meets the needs of every learner, including LGBTI young people, and always challenges sexism, homophobia, biphobia and transphobia.
- We have been awarded the LGBT Charter of Rights Award and have our Bronze Rights Respecting Schools Award. We are working towards a Silver Award. The Rights Respecting School group ensure that all the learners are aware of and learn about their human rights through lessons, events, assemblies and displays. We discuss bullying in Learning for Success time and in PSE lessons.
- Our staff are supported in accessing professional development opportunities that increase their awareness and understanding of bullying, prejudice and discrimination.
- We update school displays and use them to remind learners that bullying, prejudice and discrimination are not acceptable and what to do if they, or someone they know, is being bullied or experiencing prejudice.
- Our Student Equalities Committee supports the school's work on prevention of bullying, prejudice and discrimination.
- Bullying, prejudice and discrimination and other equality-related issues are standing item on the SLT meetings, faculty meetings and our Student Council agenda.
- We carry out regular surveys and focus groups to evaluate ethos and health and wellbeing in the school.
- Our Peer Support programme is being further developed. Senior learners will act as mentors to younger learners and provide a Drop-In facility at break and lunchtimes. Learners are taught to challenge peers about their behaviour if it is safe to do so.
- We work with other agencies and partners in health, police and the voluntary sector to promote a positive ethos. This includes working with organisations such as LGBT Youth Scotland, *respectme*, the Citadel Youth Centre.

How we support learners who are bullied or experience prejudice and discrimination

- We listen to the young person
- We reassure them that they have done the right thing by telling
- We encourage them to talk about how they feel, find out what happened and who was involved
- We involve them in making choices about how the matter could be resolved
- We discuss strategies for being safe and staying safe
- We ask them to report any further incidents to us straight away
- We affirm that the bullying can be stopped and that we will persist with intervention until it does
- We say clearly what will happen next and that we will update them on progress
- When the incident has been resolved, we monitor and check that bullying has not started again.

What happens next?

- The member of staff who receives the report will record the incident on a Wellbeing Concern form and discuss next steps with the Pupil Support Leader and/or Equalities coordinator
- At all times, child protection procedures and/or Risk Management procedures should be followed, if necessary.
- In most cases, further investigation will be carried out by the relevant House DHT, Equalities Co-ordinator or Pupil Support Leader
- Further investigation may involve:
 - Speaking with the young people involved, maintaining confidentiality.
 - Speaking with young people or others who witnessed the incident, maintaining confidentiality.
 - Speaking with parents/carers (after consultation with the young person)
 - Seeking advice from Partner Agencies and other relevant organisations
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime), we will report this to Police Scotland.
- In the case of hate incidents, we will seek advice from Police Scotland.
- If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action (see examples of possible actions below)
- If it is found that bullying, prejudice or discrimination has not taken place, we will speak with the young person who reported the incident and offer further support if needed
- At all times, we will update the young person who reported bullying, prejudice or discrimination

Our work with learners who bully others or present prejudiced or discriminatory attitudes/behaviour

A young person who is bullying someone else may not be doing this consciously but the impact of bullying, prejudice or discrimination is still felt and this is taken seriously. Learners who engage in bullying behaviour or present prejudiced or discriminatory attitudes / behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the learner and to the incident:

- We interview the learner (or learners) involved in bullying/discrimination
- We listen to their version of events and take time to discover the reasons for the behaviour
- We talk to anyone who may have witnessed the incident
- We reinforce the message that bullying, prejudice and discrimination are not acceptable, and that we expect it to stop
- We address prejudicial or discriminatory attitudes that may be behind the behaviour
- We seek a commitment to stop bullying
- We affirm that it is right for learners to let us know if they are being bullied or discriminated against
- We consider consequences under our school's Positive Ethos Policy/Procedures
- We consider what support the learner needs and whether other referrals are required
- In all cases where there may be criminal implications (eg. assault or hate crime) we report this to Police Scotland
- In the case of hate incidents, we seek advice from Police Scotland

- We advise learners responsible for bullying, prejudice or discrimination that we check to ensure that the behaviour stops
- We contact the parents/carers of the learners' involved at an early stage
- We follow up after incidents to check that the bullying, prejudiced or discriminatory behaviour has not started again.

Examples of our action include:

- Restorative practices
- Involvement of a parent/carer where appropriate
- Peer support and mediation
- Involvement of other agencies and partners in health, police and voluntary sector
- Physical separation of person/people bullying, prejudiced or discriminatory behaviour, where necessary and if possible
- Use of HUB or safe room to improve confidence and provide support
- Consequences, including loss of privileges
- Assessment of additional support needs, including counselling, for the person being bullied or experiencing prejudiced or discriminatory behavior or for the person who is bullying or displaying prejudiced or discriminatory behaviour.
- Referral to specific support service, such as Psychological Services, Education Welfare Service, Social Work service or Child and Adolescent Mental Health Service (CAMHS)

Exclusion from school is not itself a sanction or punishment for bullying, prejudiced or discriminatory behaviour and will only be used in specific circumstances and as a last resort.

Online bullying and bullying outside the school premises

We know that bullying, prejudice and discrimination can occur outside the school gates and via mobile phones and social network internet sites. The behaviour may be presented by learners from our own school, by learners from other schools or by people who are not at school at all. Where a learner or parent informs us of bullying, prejudice and discrimination off the school premises we will:

- Talk to learners about how to avoid or handle these incidents outside of school.
- Talk to the Head Teacher of any other school(s) whose learners are allegedly presenting bullying, discrimination and prejudice behaviour.
- Consider additional support eg police involvement, if appropriate.

Recording and Monitoring Bullying Incidents

House DHTs, the Equality Co-ordinator or Pupil Support Leader will record all incidents in the Bullying and Equalities module in SEEMiS.

The following information is recorded:

- The person experiencing the behavior
- The person displaying the behavior
- The nature of the incident
- Actions already taken and future actions
- Conclusion

All incidents should be recorded. Records should include whether the incident is bullying, and/or prejudice based and the nature of this. If there is any dispute or doubt about whether the incident was bullying or prejudice, this should also be recorded.

These records will be collected centrally from SEEMiS by the CEC on a termly basis.

Communicating this procedure

The promotion of equality and anti-bullying issues are contained within our school improvement plans. This procedure is shared on our school website and is also reinforced through PSE and school assemblies and learners are advised how they can report bullying, discrimination and prejudice and how to seek confidential advice.

Concerns and Feedback

We recognise that there may be times when parents feel that we have not dealt well with an incident of bullying and we ask that this be brought to the attention of the Head Teacher or House Depute Head. If a resolution at this stage is not achieved, then the matter can be referred to the City of Edinburgh Advice and Conciliation Service. We are also pleased to receive positive feedback from parents and carers when things have gone well.

Evaluating and Reviewing our Policy

We evaluate this policy using the following measures:

- Feedback from staff, parents/carers and learners questionnaires and focus groups
- Reviewing the number of incidents that are reported over a given period
- Rates of attendance, exclusions and attainment and achievement of learners
- Through discussion with our Student Council

Staff Contacts

Head Teacher	Nick Burge
Equalities Co-ordinator	Kath Stewart
Depute House Heads	Arran House – Bryan Campbell Orkney House – Kath Stewart Skye House – James Todd
Pupil Support Leader	Arran House – Doug Robertson Orkney House – Gavin Ellis Skye House – Sian Falconer / Louise Clarke
School Liaison Officer (SLO)	Karen Maguire

Resources

Here are some useful resources for young people, parents/carers and staff:

www.respectme.org.uk

<http://www.kidscape.org.uk/parents/mychildisabully.html>

http://www.respectme.org.uk/cyberbullying_intro_txt.html

www.lgbtyouth.org.uk/home.htm

[ments/inclusionandequality/challengingsectarianism/resources/index.asp](http://www.inclusionandequality.org.uk/challengingsectarianism/resources/index.asp)