



The Gordon Schools

Promoting Respect and Equalities Policy

Date of Reviewed Policy Implementation: 23rd August 2023

Date of interim monitoring: (18 months from Implementation): 8th March 2025

Date of evaluation and review (3 years from Implementation): 23rd September 2026

1. Rationale

Our School Vision of Together, Growing and Succeeding is at the core of promoting respect and safeguarding equalities for everyone in The Gordon Schools. This is supported by the United Nations Convention on the Rights of the Child (UNCRC) and enshrined in law under the Equalities Act (2010).

2. Objectives

We are committed to ensuring that our School makes a positive difference in the lives and outcomes of pupils and their families as a result of their experiences. Furthermore, that they are protected from violence, abuse and discrimination to allow them to thrive and flourish. We aim to work towards 'Rights Respecting Award Bronze' status during session 2023-24, as a part of supporting the rights and equity for all protected groups in our School.

In order to measure how well we are meeting our objectives for each child we use the recognised Wellbeing Indicators below. These form the cornerstone of the Scottish Government's drive to get it right for every child (GIRFEC).

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

Bullying is never acceptable and that children and young people have the right to learn in a safe, secure environment. All children in our school should have access to an education that helps them reach their positive end of school destination or best possible outcome.

3. Definitions

In Scotland, bullying is defined as 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*, 2015)

Bullying often manifests itself in prejudice-based behaviours and language directed towards people's protected characteristics. This is totally unacceptable and we will challenge it when we see it, hear it or it is reported. The 'Protected Characteristics' are set out in 'The Equality Act (2010)':

- age
- disability
- gender reassignment
- race
- religion or belief
- gender
- sexual orientation
- marriage and civil partnership
- pregnancy and maternity

4. Strategy:

Towards Respect & Growing Healthy & Happy Relationships

Where a concern is raised either by a young person/teacher/member of staff/parent/carer or another source relating to bullying, the following process will be followed along with strategies and sanctions as outlined below. It should be noted that each case is unique and that the strategies and sanctions applied will be on a case by case basis to best meet the needs of the pupil.

The process below indicates the broad process to be followed when a concern is raised by a young person/teacher/member of staff/parent/carer relating to a bullying issue.

Communications and Outcomes

- Initial concern raised – pupil / family / teacher / agency
- Guidance Teacher and / or Year Head alerted – recorded on RAMBIS SEEMiS database
- Concern investigated: pupil(s) who experience and pupil(s) who display the behaviour(s)
- Evidence gathered and action taken in response to the concern:
 - Action taken using the 'Strategies for consideration' involving both parties
 - Sanctions imposed by SLT where appropriate
 - Action procedures recorded on SEEMiS RAMBIS database
 - Review of action procedures within 2 School weeks involving all parties and Parents/Carers as required
 - Appropriate communication and follow-up information provided to the colleague who raised the initial concern
 - No action – no evidence – monitor (Principal Teacher of Guidance for the term)
 - Termly review and annual summary of whole-school data to identify any trends and inform next steps

Supportive Strategies to be considered:

- Restorative Practice – both parties have to agree to this
- Where no agreement to restore relations, arrangements to minimise contact and agreement over conduct between all parties
- Communication to class teachers of those involved to support monitoring and follow-up
- Promotion of the steps to take if a pupil feels they are being bullied
- Out of class support strategies for unstructured time
- Behaviour support programmes – School and external agencies as appropriate
- Promotion of 'Report and Support' throughout the School and via PSE and Assemblies
- Mentoring for Violence Prevention (MVP) programme – everyone's responsibility
- Promotion of resilience and self-esteem for all

Sanctions Available:

- Detention
- Time in a support base to promote reflection of actions and next steps.
- Restricted boundaries in School
- Withdrawal of privilege
- Temporary Exclusion from School

5. Roles and Responsibilities

This section sets out what is expected from everyone; Senior Leadership and all Colleagues, parents and carers and; young people.

It can be enormously helpful in facilitating the resolution of issues when each party accepts their individual roles and responsibilities. It provides a clear commitment to promoting and role-modelling positive relationships and positive behaviour by our School community. This will include challenging prejudice-based language and behaviour and role-modelling appropriate responses and support.

Pupils will:

- give of their very best in School life as a whole
- accept responsibility for behaviour and be willing to engage in restorative work if necessary, to repair relationships
- reflect the school vision and values by following expected behaviours within our learning community

Staff Colleagues, teaching and non-teaching, will:

- promote our Respect and Equalities policy, refer to it and use it as a guide to action and behaviour for all in our School community
- reflect the principles of Promoting Positive Behaviour, Restorative Practice and Nurture in all aspects of their remit
- act as role models for positive health and well-being and behaviour
- encourage open, positive, supportive relationships where young people feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- regard every engagement with young people as an opportunity to demonstrate care, set or reinforce boundaries, and create a positive learning experience
- consistently apply rules, positive behaviour incentives and sanctions as consistent with this framework and ensure that after such actions, pupils are given a fresh start

In addition to this Principal Teachers will:

- promote the principles of Promoting Respect and Equalities in all aspects of their remit and demonstrate leadership in these areas
- model positive and rights-respecting attitude and behaviour
- monitor departmental referrals, apply a range of departmental responses and provide feedback to staff on action taken
- ensure that after such action pupils are given a fresh start

Parents & Carers will:

- reinforce the policy and practice within the school in promoting high standards of conduct and expectation, and rights-respecting attitude and behaviour
- support teaching staff and senior managers in encouraging their children to adhere to all school policies, in order to create a positive learning environment

The Senior Leadership Team together with Principal Teachers (Guidance) will:

- take a lead role in ensuring that all pupils and staff are aware of and adhere to the Rights Respecting Classroom Charter
- model positive and rights-respecting attitude and behaviour
- ensure equality and fairness, tolerance and understanding in a consistent manner
- engage all staff in developing an ethos of achievement by promoting positive behaviour within an agreed system of rewards and actions/responses
- monitor regularly the information held on SEEMiS to ensure that all reported cases are being processed towards a recorded outcome
- apply our support measures and sanctions as appropriate and provide feedback to colleagues on actions taken.

6. Communicating this Policy

It is vital that all young persons/teachers/members of staff/parents/carers are aware of their roles and responsibilities with regard to this policy. The policy will be communicated to the whole school community in the following ways:

- The launch of this policy will be shared via School social media
- This policy will be launched and explained to every pupil at The Gordon Schools via assembly
- In conjunction with this, a “Report and Support” campaign will be launched to publicise a clear route to support for all pupils at The Gordon Schools
- A copy of this policy will be available on our School website for all young persons/teachers/members of staff/parents/carers. Paper copies of this policy will be available from the School office on request
- At the start of each session, this policy will be revisited in all PSE lessons
- This policy will be discussed on an annual basis with our Pupil Council and our Parents in Partnership body

7. Policy Evaluation and Review

This policy will be formally reviewed by young persons/teachers/members of staff/parents/carers every three years. This will be done using the key questions in the *respectme* self-evaluation templates and checklists from their publication ‘Policy through to Practice – Getting it Right’.

As an interim measure, to ensure that this policy is meeting the needs of our School community, eighteen months from implementation we will monitor its impact through data collected on bullying and equalities recording together with sampling the views of pupils, colleagues and parents / carers.