JANUARY, 2024

TRINITY HIGH SCHOOL

EQUALITIES & INCLUSION GUIDANCE DOCUMENT

PASTORAL PLANNING COLLABORATIVE

Rationale

"Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others human rights and their own and other cultures" UNCRC: Article 29

Trinity High School welcomes all our young people as members of our school community. This is evident in the way they are all valued, treated with respect, and encouraged to participate fully in the life of our school.

As a Catholic school we are aware of our duty to promote the distinctive beliefs, values and practices of our Catholic community, bearing witness to this attitude of respect for, and appreciation of, all people.

Our school must operate within the terms of current legislation to ensure an atmosphere where all members of the community can feel safe in learning what it means to live and learn with others, including those who may be of our faith and or none.

Key to this is how our school community educates all its members in terms of the Equality Act (2010), in terms of authentic Catholic Social Teaching. Trinity High School offers a programme of learning which is age and stage appropriate, and which equips young people with the skills, knowledge, and experience to live in faith in the school and the wider world. This programme sits alongside other learning from Core Religious Education, and from Relations and Moral Education Programmes.

The whole ethos of our Catholic School, with Christ at its centre, is based around the idea that each person is a result of the work of God. This means that we should meet all people with love, respect and dignity, and that we should be able to expect to be treated the same way. However, we are not all the same, and we do not always agree. As a Catholic school, we work to ensure that the whole school curriculum offers role models and opportunities for young people to learn how to interact with others, to share their experiences, develop resilience, respect each other's' differences and grow into caring, confident, self-motivated adults who treat all they meet with dignity, fairness and justice. Equality and Inclusion education in Trinity High School sets out to help our young people look at how we deal with issues of equality and inclusion – or the lack of them – in our relationships, in a ways this is appropriate and relevant to their age and stage, and at a level that sits well with all their other learning. Young people are encouraged to see equality and inclusion not just as something they learn about, but as something that informs their learning, the relationships, and their faith.

We believe that our school works best when we work in partnership with parents and guardians, who are the first teachers of their children. Our vision is that every young person will realise that any form of unwanted behaviour such as bullying is not viewed as a typical part of growing up. With this in mind, we will work to support young people, staff and parents/carers to develop resilience to respond to such behaviour appropriately. We will endeavour to ensure that every young person will know who can help them and what support is available. We will continually strive to work with all staff within the school context to have a consistent and coherent approach in dealing with unwanted behaviours

TRINITY HIGH SCHOOL

Trinity High Mission Statement

It is the intention of Trinity High School to offer to all of our young people an education of the highest quality by:

- fostering a community of faith, whereby all students are informed of the teachings of the Christian Catholic Tradition, and are encouraged to celebrate their faith through prayer and the sacraments of the Church;
- encouraging and enabling each student to achieve his/her full potential;
- promoting the intellectual, physical and emotional development of the individual by encouraging responsible and co-operative attitudes;
- providing a secure, stable, disciplined environment in which effective learning and teaching can take place;
- providing a range of courses/experiences which satisfy the individual needs of students regardless of age or aptitude;
- ensuring equality of opportunity;
- providing coherence, progression and continuity in the curriculum to meet national and local authority policies.

Our school professes our Motto ***Home, School, Church – Stronger Together*** and strives to live out our core values of ***Faith, Hope and Charity***.

Love, Respect, Dignity for All

In 2017 the Scottish Government published "Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People". Its purpose was to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying; regardless of the type of bullying. Central to this, *Respect for All* is underpinned by our Catholic the values of:

Fairness

Respect

Equality

Inclusion.

The Curriculum

All teaching and learning within a Catholic school is rooted in the teaching of the Church. As part of our work to promote equality, we aim to ensure that within our educational provision young people are offered opportunities to develop their understanding of faith in practice and to:

- understand and celebrate diversity in all its forms;
- provide inclusive learning environments;
- learn about equality and inclusion in a variety of curriculum areas (e.g. PSE, Science, RE, Art, Social Subjects, Modern Languages and English);
- develop an understanding of global citizenship;
- understand the power of language particularly relating to verbal abuse due to race, disability, sexual orientation or social standing;
- develop an understanding of their rights, the rights of others, and their responsibilities to each other;
- develop an understanding and appreciation of other religious beliefs and cultures;
- recognise and challenge prejudice and discriminatory attitudes and behaviour;
- address negative language and negative messages;
- develop emotionally and intellectually with the personal qualities and attributes required to make a successful life in a diverse society

Bullying

Bullying affects individuals, families and relationships as well as a young person's education, participation and achievement. Anyone who is bullied may not feel safe, included or respected and this would lead to a well-being concern being raised (See Appendix 1 Staged Intervention flowchart).

There are many definitions of bullying but it must be understood that bullying isn't just behaviour. Bullying is both behaviour and impact. Bullying can take place face to face and on-line.

"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)

This means that bullying can include unwanted behaviours such as**:**

- being called names, teased, put down or threatened;
- being physically hit, tripped, pushed or kicked;
- having belongings taken or damaged;
- being ignored, left out or/and having rumours spread about you;
- receiving abusive messages through social media;
- behaviours which make people feel like they are not in control of themselves;
- being targeted because of who you are or perceived to be;
- the use of derogatory language and threats which may be an attempt to bully/humiliate relating to body image, culture, faith, family and living situations and/or economic background, or any other difference or perceived difference.

These unwanted behaviours can be one-off incidents or repeated occurrences and sustained over time by actions, looks, messages, confrontations, physical incidences or even the fear of these. Whilst bullying generally involves repeated occurrences of these unwanted behaviours there can be exceptions to this. This is not an exhaustive list and it is important to realise not just the intent but also the impact on the individual when looking at bullying behaviours.

IS IT BULLYING BEHAVIOUR OR IS IT CONFLICT?

CONFLICT	BULLYING BEHAVIOUR
▪ Disagreement or difference of opinion	▪ Behaviour that makes people feel hurt, threatened, frightened and left out whether intentional or not (face-to-face or online)
▪ Can happen as part of daily interactions with peers	▪ Can be a one-off or a repeated incident
▪ Equal power between those involved	▪ Based on an imbalance of power
▪ All involved make an effort to resolve the situation	▪ Does not stop when asked

CyberBullying

It is vital that we refer to the South Lanarkshire policy on safe use of mobile technology and social media to safeguard our young people against online/cyber bullying. This type of bullying can be extremely hurtful and damaging to our young people and should be taken seriously. There is a need to remind ourselves that some on-line behaviour is illegal. Cyberbullying is a continued challenge for schools and schools cannot 'control' our young people's digital footprint and parents may require to discuss these issues with the local police.

Cyberbullying is discussed at great length throughout the school's curriculum and highlighted by our campus police officer.

Staying Safe Online

As we know bullying often takes place face to face but can be online or online and face to face at the same. The impact of these behaviours can be the same regardless of where they take place. These are some strategies for staying safe online.

- Be aware of what you share and post online.
- Treat people with the same respect as you would if they were in the same room.
- Be cautious with the information that you share online – don't give anyone your personal details or share passwords.
- Ensure that your social media settings are set to private with ONLY people you know and trust who can see what you post.
- Remember that everything that you send and post online or through text, can be traced including deleted posts.
- Take practical steps for dealing with online bullying such as 'unfollow' and 'block' numbers, report abuse on social networking sites and keep a log /screen shots of any messages/texts your receive. Taking a break from social media and turning off your phone may help in the short term.
- Ask for support from an adult or trusted person

More information can be found at these links

(https://www.unicef.org/end-violence/how-to-stop-cyberbullying)

https://www.ceop.police.uk/Safety-Centre/

When discussing or investigating bullying we will guard against labelling our young people as 'bullies' or 'victims'. This can have an isolating and negative effect on a young person. We must refer to the individual as 'those experiencing bullying behaviour' and 'those displaying bullying behaviour'. It is both the responsibility of the parent/carer and the school to ensure that it is emphasised that this type of behaviour is unacceptable and provide support to help young people understand this and change their behaviour so that they can achieve their full potential. Behaviours, which may not be 'bullying', but still adversely affect a young person must always be challenged.

Possible Signs of Bullying

A young person may display some, all or none of these, which may indicate concerns around bullying. This list is not exhaustive but staff and parents/carer should look out for these.

- attendance pattern in school changes, not wanting to go to school or reluctant to attend after school activities;
- change in attitude towards class work and achievement;
- unexplained injuries;
- changes to sleep and/or eating patterns;
- withdrawal/isolation from others and/or activities;
- mood changes;
- depression;
- suicidal thoughts;
- change in social media habits.

Bullying Concerns – Responsibilities and Expectations

When we are concerned about a young person who may be experiencing bullying behaviour, we must ensure that the adult responds appropriately. The first response that a young person receives may affect their experience.

Staff must:

- listen and reassure the young person that they have done the right thing by sharing their experience/concern/incident;
- offer support as required;
- take the incident seriously and ensure the young person is aware that their concerns will be treated seriously;
- be mindful of any existing/potential supports that the young person may have;
- be gentle and nurturing in dealings with them;
- allow the young person to speak without interruption as far as possible, -exploratory questions may be required to obtain a full and accurate picture of the event(s);
- keep notes and ensure the young person is aware why notes are required and that they may be used for investigation and recording purposes

RespectMe (A Scottish Government funded anti-bullying service) recommends that staff ask the following five questions:

1. What was the behaviour?
2. What impact did it have?
3. What does the child/young person want to happen?
4. What do I need to do about it?
5. What attitudes, prejudices or other factors have influenced the behaviour?

The young person must be able to retain a feeling of control over the situation, but the adult must be clear about the next steps. Staff will provide regular progress updates to the young person in a timely manner. Often situations are resolved quickly although some may take longer to resolve. Staff must ensure the young person experiencing the bullying behaviour feels supported and is given some strategies to help. Although the bullying behaviour may stop, the impact of this may last much longer and the young person will need continued monitoring, guidance, care and support.

"Children and young people who are bullying will need help and support to help identify the feelings that cause them to act this way and develop strategies to cope with these feelings differently."

(Respectme 2014)

As a nurturing school, Trinity High School is aware that all behaviour is communication. Often, links between the display of bullying behaviour(s) and a young person's life experiences become apparent. In dealing with a young person who is displaying bullying behaviours we must afford them support and concern.

Staff should be consistent in their responses and will:

- Listen and take time to discover the reasons for the bullying behaviour;
- refrain from using labels by never branding a young person as a 'bully' but rather naming the behaviour;
- Continue to address the attitudes, prejudice or otherwise, that underpins the bullying behaviour;
- Be clear of the next steps for the young person and be prepared for adverse reactions to this;
- Take notes and inform the young person these may be used for investigation and recording;
- follow the schools promoting positive behaviour strategy to inform of the possible range of consequences of the behaviour(s) shown, proportionate to incident/age/stage;
- Provide support and guidance to address the behaviour(s) shown and involve parents/carers, where required, to support this;
- Communicate early with the parents/carers of the young person who is exhibiting bullying behaviours and record this contact on SEEMIS through pastoral notes; if a decision has been taken not to inform parents/carers this too should be recorded in pastoral notes with a clear rationale for why they have not been informed;
- Provide opportunity for the young person to take responsibility, find resolutions and appropriate supports so they can continue to thrive and reach their full potential.

This policy subsumes and replaces all previous policies pertaining to equality, including Equal Opportunities, Anti-Bullying and Celebrating Diversity. It applies equally, where applicable, to all adults and young people across the school. This policy should be read in conjunction with the following:

Trinity High School Promoting Positive Relationships Policy

Trinity High Staged Intervention (Appendix 1)

Trinity High School Safeguarding and Child Protection Procedures

SLC Treat Me Well Document

SLC Promoting Positive Relationships and Understanding Distressed Behaviour

Legal Framework

Trinity High School recognises its duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the nine characteristics protected in law:

1. Age
2. Sex
3. Race
4. Marriage and Civil Partnerships
5. Pregnancy and Maternity
6. Gender reassignment
7. Disability
8. Sexual Orientation
9. Religion or belief.

In addition, we include economic disadvantage within this policy, recognising that this has one of the most significant impacts for achieving equality for all our young people.

- We welcome and actively engage with the statutory requirements and codes of practice. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.
- We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

(See Appendix 2)

Principle 1: *All people are made in the image and likeness of God, and are deserving of dignity and respect*

Principle 2: *All learners are of equal value.*

Principle 3: *We recognise and respect difference.*

Principle 4: *We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.*

Principle 5: *We aim to reduce and remove inequalities and barriers that already exist*

Principle 6: *We aim to consult and involve widely*

Principle 7: *Society as a whole should benefit from our school policies*

Principle 8: *We base our practices on sound evidence*

Principle 9: *Objectives*

Ethos and organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and well-being
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions

Addressing prejudice and prejudice-related bullying

'Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. (Respect for all, 2017)

The school is opposed to all forms of prejudice, discrimination and intolerance which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3 of the legal framework

- Prejudices around disability and special educational needs**;**
- Prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example antisemitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum**;**
- Prejudices reflecting sexism and homophobia;
- Prejudices around intersectionality, relating to the different and unequal social and economic outcomes based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity.

We keep a record of prejudice-related incidents and, if requested, provide a report to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with (**See Appendix 2). Seemis exemplar.**

Roles and responsibilities

- The **Local Authority** is responsible for ensuring that the school complies with legislation, andthat this policy and its related procedures and action plans are implemented.
- The director of education or nominated Education Officer of the **Local Authority** has a watching brief regarding the implementation of this policy.
- The **headteacher** is responsible for implementing the policy, for ensuring that all staff are aware of their responsibilities and are given appropriate training and support, and for taking appropriate action in any cases of unlawful discrimination.

The senior leadership team is responsible for:

- coordinating equality work within staff teams**;**
- dealing with reported incidents of racism or harassment and reporting these in detail to the Headteacher following SLC reporting for Dealing with Racial Harassment ensuring these are recorded in SEEMIS Racist Incidents**;**
- monitoring the progress of minority group children, including those on free school meals and from less economically affluent families**;**
- allocating resources fairly and equitably, including recognising that some children may require more than others for an equal and fair chance to enjoy and achieve**.**
- Monitoring the recording of incidents – (SEEMIS management information system, pastoral notes, access the Bullying and Equalities Module *(Appendix 2 –Seemis exemplar)

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom, ensuring strategies that support positive relationships with themselves and others.
- deal with any prejudice-related incidents that may occur**;**
- plan and deliver curricula and lessons that reflect the principles in our curriculum plans**;**
- encourage young people to develop necessary skills such as self-awareness, self-esteem and coping strategies such as assertiveness and resilience
- support pupils in their class for whom English is an additional language**;**
- keep up-to-date with equalities legislation relevant to their work.
- Be aware of school recording processes and school policies relating to bullying incidents

Parents are expected to:

- Report any bullying incidents to the school and address their child's own behaviour when it affects other negatively.
- Monitor their young person's use of mobile technology and social media – which may include setting parental controls and checking that all settings are private
- If the bullying relates to social media, report abuse in the first instance to the website provider
- Delete messages and ensure your young person blocks and unfollows those responsible
- Be aware that some incidents which they may have to report to the police.
- Refer to 'Respectme's Bullying: A Guide for parents and carers. (www.respectme.org)

Visitors and Contractors are expected to be aware of, and comply with, the school's equality policy.

Information and resources

We ensure that the content of this policy is known to all staff members and, as appropriate, to all pupils and their parents and carers.

All staff members have access to a selection of resources which discuss and explain concepts of Equality, Diversity and community cohesion in appropriate detail.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams linked to inclusion and equality.

Breaches of the policy

We will consider every breach of the policy in the light of the particular circumstances and, if pupils are involved, take into account their age and the nature of the breach. We will call on support from the Local Authority, the Police or other agencies as appropriate.

Monitoring and review

We collect, study and use quantitative and qualitative data relating to the implementation of this policy and make adjustments as appropriate.

In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to free school meals, disabilities and special educational needs; ethnicity, culture, language, religious affiliation, national origin and national status; and gender.

The head teacher, in collaboration with the local authority will endeavour to ensure that al relevant policies reflect the school's commitment to the principles of Equality and that this commitment is reflected clearly in all its work.

All policies, functions and strategies are regularly monitored, reviewed and evaluated for their effectiveness in promoting equality.

As further equality requirements come into force policies, functions and strategies will be monitored, reviewed and evaluated for their effectiveness in fulfilling the requirements of new legislation.

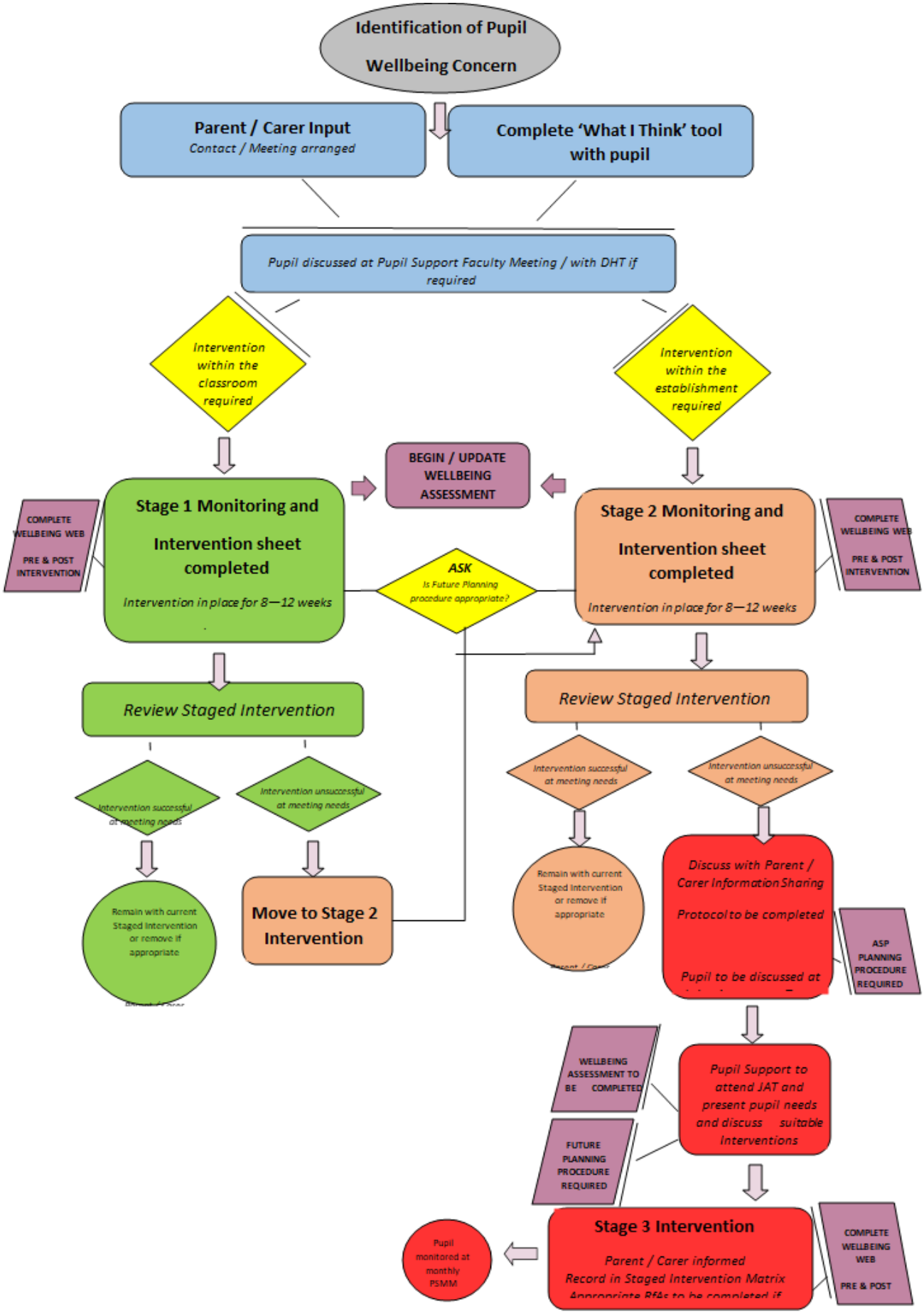
Outcomes of monitoring and assessment will be reported to the governing body and other key partners. Members of the school community will be kept informed of Equality and Diversity initiatives being undertaken.

The policy will be reviewed every three years as routine; more often should legislation or circumstances require.

Headteacher: Signature

Chair of parent council: **SIGNATURE**

APPENDIX1


Identification of Pupil Wellbeing Concern
Parent / Carer Input
Contact / Meeting arranged
Complete 'What I Think' tool with pupil
Pupil discussed at Pupil Support Faculty Meeting / with DHT if required
Intervention within the classroom required
Intervention within the establishment required
BEGIN / UPDATE WELLBEING ASSESSMENT
COMPLETE WELLBEING WEB PRE & POST INTERVENTION
Stage 1 Monitoring and Intervention sheet completed
Intervention in place for 8—12 weeks
ASK
Is Future Planning procedure appropriate?
Stage 2 Monitoring and Intervention sheet completed
Intervention in place for 8—12 weeks
COMPLETE WELLBEING WEB PRE & POST INTERVENTION
Review Staged Intervention
Intervention successful at meeting needs
Intervention unsuccessful at meeting needs
Remain with current Staged Intervention or remove if appropriate
Move to Stage 2 Intervention
Review Staged Intervention
Intervention successful at meeting needs
Intervention unsuccessful at meeting needs
Remain with current Staged Intervention or remove if appropriate
Discuss with Parent / Carer Information Sharing Protocol to be completed
Pupil to be discussed at
ASP PLANNING PROCEDURE REQUIRED
WELLBEING ASSESSMENT TO BE COMPLETED
FUTURE PLANNING PROCEDURE REQUIRED
Pupil Support to attend JAT and present pupil needs and discuss suitable Interventions
Stage 3 Intervention
Parent / Carer informed
Record in Staged Intervention Matrix
COMPLETE WELLBEING WEB PRE & POST
Pupil monitored at monthly PSMM

***APPENDIX 2* -Guiding Principles**

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value.

We therefore act to ensure that each and every member of the school community:

- *experiences equality of opportunity*
- *feels a full and respected member of the school community*
- *has high expectations of themselves, their peers, staff, and others with regard to fair treatment*

Principle 2: We recognise and respect difference.

Within our school community we know that treating all people equally does not necessarily mean treating them all the same.

Our policies, procedures and activities must not discriminate but must nevertheless take account of differences and the kinds of barrier, and disadvantage which people may face.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities should promote:

- *positive attitudes towards all people*
- *positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents*
- *mutual respect and good relations creating a culture free from prejudice, discrimination and harassment.*

Principle 4: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by challenging, reducing and removing inequalities and barriers that may already exist.

Principle 5: We aim to consult and involve widely

We endeavour to engage with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted and involved in the design of new policies, and in the review of existing ones.

Principle 6: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of our whole school community.

Principle 7: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information showing our compliance with the public sector equality duty (PSED) set out in clause 149 of the Equality Act 2010.

Principle 8: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (principle 8) and the engagement in which we have been involved (principle 7). See Appendix 3.

The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

APPENDIX 3 -Record of Alleged Bullying Incident -Seemis Exemplar

Full Incident Report 13:22 Wed 15/Oct/14

Incident 1. Incident Date: 15/10/14 Owner: Mrs H Hastie	
Incident Types	Verbal - Incident Detail: [Additional Detail here related to the incident]
Characteristics	Economic Circumstances, Family circumstances
Reported To	Mr R Barlow
Reported By	Sarah Smith
Addressed By	Mr R Barlow
Incident Location	In Class
Review	Mrs Heather Hastie (review date: 31/10/14)
Conclusion	Resolved
Action Procedures	Actions taken after investigation and discussion with parents

People Involved in the Incident

	Name	DoB	Stage	Actions Taken
Person Experiencing	Emma Boyd	10/10/02	S1	Letter
Person Displaying	Graeme Coyle	02/03/02	S1	Exclusion, Interview, Parental Involvement
Person Displaying	Kieran Gallagher	22/12/02	S1	Interview, Letter
Person Displaying	Scott Keenan	26/05/02	S1	Exclusion, Interview, Letter

APPENDIX 4: Good Practice Guidance – Examples from School

		Examples from school: PSE Department
1	We raise awareness of issues affecting our young people and celebrate their uniqueness.	Term 1. S1: New Beginnings – Introduction to THS. **Planning for Choices and Change: term 1 for S1; term 2 for S2& 4.** **Mental Health Strategies term 1.** **Anti-Bullying (MVP) S1 & 2. S4 Anti Bullying Alliance Resources for S4, term 1.** **BGE Novel**, **S1 & 2 term 1.** Equality – Keeping yourself Healthy, term 1. **Healthy Relationships - Term 1 & 2 for S2, term 2 & 3 for S1 & 4.** Term 3 – Internet Safety
2	We ensure that the protected characteristics feature in the curriculum and, that across a pupil's time within the school, learning and teaching on each characteristic is planned at classroom and whole school level.	Term 1. **BGE Novel for S1 & S2.** **Anti-Bullying (MVP) for S1 & 2**. **Anti-bullying alliance resources for S4, term 1.** Equality – keeping yourself healthy, term 1. **Healthy Relationships - Term 1 & 2 for S2, term 2 & 3 for S1 & 4.** Term 3: Anti-Racism **Mental Health Strategies term 1.**
3	We know where to go and who to talk to, to be heard in a safe and supportive environment.	Term 1. New Beginnings – Introduction to THS. **Mental Health Strategies term 1**. **Anti-Bullying (MVP**), **Anti-bullying alliance resources for S4, term 1.** **BGE Novel – S1 & 2, term 1.** Equality – keeping yourself healthy, term 1. **Healthy Relationships - Term 1 & 2 for S2, term 2 & 3 for S1 & 4.** **Substance misuse; term 2 for S1 & S2. Term 1 for S4.** Term 3 – Internet Safety. Term 3: Anti-Racism
4	We work with parents, carers and pupils to ensure the best support for our school community.	Agencies highlighted through the following units: **Term 1 – Mental Health Strategies.** **Anti-Bullying – term 1.** **BGE Novel, for S1 & 2 – term 1.** Equality Keeping yourself healthy, term 1. **Substance misuse; term 2 for S1 & S2. Term 1 for S4.** **Healthy Relationships - Term 1 & 2 for S2, term 2 & 3 for S1 & 4.** Term 3 – Internet Safety. Term 3: Anti-Racism

5	We are sensitive to the complex and changing needs of our pupils and we work with them to ensure that they feel listened to and supported, particularly at times when they most need our help.	Term 1. New Beginnings – Introduction to THS. **Mental Health Strategies term 1.** **Anti-Bullying term 1**. **BGE Novel – for S1 & 2. Term 1.** Equality – keeping yourself healthy, term 1. **Substance misuse; term 2 for S1 & S2. Term 1 for S4.** **Healthy Relationships - Term 1 & 2 for S2, term 2 & 3 for S1 & 4.** Term 3. Young Carers presentation Term 3: Anti-Racism
6	We ensure that staff are trained to best meet the needs of our pupils. All staff know the steps to be taken to keep our pupils safe, and where to get additional support if needed.	Staff training – PSE networks; links with healthy school co-ordinator. Specific meeting with school staff to support the delivery of lessons. Topics discussed, at departmental DMs. PSE network attendance. Involvement of school staff in the tobacco/vaping cluster workshops to devise resources and share good practice across the authority.
7	We share good practice with our cluster and within our Diocese.	Please see answer to questions 6.
8	We use our public platforms to: share the vision, aims and values of the school, promote the positive impact that the inclusive ethos of the school has outline key information for pupils, parents and carers on accessing support and help	Please see answer to questions 6.
9	We challenge, correct and remove language and behaviour that promotes prejudice, discrimination or intolerance of any kind. We record any instances of discrimination and bullying.	**BGE Novel – for S1 & 2. Term 1.** **Anti-Bullying term 1**. Equality – Keeping yourself healthy, term 1. **Healthy Relationships - Term 1 & 2 for S2, term 2 & 3 for S1 & 4.** Term 3 – Young Carers presentation. Term 3 – Internet Safety. Term 3: Anti-Racism
10	We use the Charter for Catholic schools to ensure that, through Church Teaching, we promote Social justice and opportunity for all.	Please see the answer to question number 9.

		Examples from: Social Subjects Department
1	We raise awareness of issues affecting our young people and celebrate their uniqueness.	• Social Subjects Praise Wall- celebrating success of BGE learners monthly/ Departmental celebrating success initiatives- e.g. Historian of the month • Contribute to whole school award evenings • S1 Integrated courses- e.g. Climate Change Jan-April/ BLM Aug-Dec/ Human Rights May-June (issues affecting our young people) - linked to Trinity's Wild Garden • Staff use of merit system- supporting PPRUDB collaborative
2	We ensure that the protected characteristics feature in the curriculum and, that across a pupil's time within the school, learning and teaching on each characteristic is planned at classroom and whole school level.	• S1 single teacher delivery- provides consistency helping pupils and staff to build positive relationships • S1 Black Lives Matter Unit (Aug-Dec) Triangular Trade, Civil Rights movement, Black Lives Matter Movement/ Human Rights course (issues affecting our young people) May-June. • S2- Holocaust Education (Vision School Scotland Holocaust Education) End of each S2 rotation, every 6 weeks from Aug-Dec • S5/6 Higher Modern Studies- Social inequality • S2/3 Modern Studies- Democracy in the UK- help pupils become politically literate
3	We know where to go and who to talk to, to be heard in a safe and supportive environment.	• Staff liaise are confident with raising concerns with Pupil Support • Open door policy of staff
4	We work with parents, carers and pupils to ensure the best support for our school community.	• Staff liaise with FH and Pupil Support who liaise with parents, carers to communicate praise and concerns • Staff in faculty involved in Parent and Teacher Association
5	We are sensitive to the complex and changing needs of our pupils and we work with them to ensure that they feel listened to and supported, particularly at times when they most need our help.	• Effective tracking and monitoring, identifying SIMD 1 and 2, care experienced, FME, needs of pupils • Staff effectively liaise with SfL and Pupil Support to put interventions and supports in place for the young person • Single teacher delivery S1- promote positive relationships • All staff in faculty have an 'open door' approach, providing support to our young people • Staff aware of COSD – involved in school initiatives • Pupil voice features in all classrooms (course evaluations/ learner conversations) • Differentiated lesson materials to provide access to learning and support learning •

6	We ensure that staff are trained to best meet the needs of our pupils. All staff know the steps to be taken to keep our pupils safe, and where to get additional support if needed.	• Staff are knowledgeable of Child Protection procedures and feel confident in communicating concerns • Staff have undertaken CPD in Attachment Theory and Promoting Positive Relationships and Understanding Distressed Behaviour to better support our young people – especially in the classroom • Staff complete Learn Online courses to influence classroom practice
7	We share good practice with our cluster and within our Diocese.	• Faculty to contribute to BGE collaborative network with cluster schools • Departments have previously engaged in moderation activities, thus sharing good practice, with cluster schools
8	We use our public platforms to: share the vision, aims and values of the school, promote the positive impact that the inclusive ethos of the school has outline key information for pupils, parents and carers on accessing support and help	• Staff utilise Social Subjects social media to communicate praise/ classroom activities/ pupil led initiatives/ key information • Staff share the vision and values of Trinity in their everyday lessons • Staff participate in whole school initiatives to support the vision and values of Trinity and to support our young peoples' health and wellbeing and development of employability skills.
9	We challenge, correct and remove language and behaviour that promotes prejudice, discrimination or intolerance of any kind. We record any instances of discrimination and bullying.	• Staff are positive role models- setting an example of how to treat others • Staff ensure language that is used in class is appropriate • Staff create lessons which engage pupils in key themes of social justice e.g. S2 Holocaust unit • Staff confident in procedure to record and communicate any instances of discrimination and bullying (referral/ merit/ demerit system)/ • Staff confident with school behaviour policy
10	We use the Charter for Catholic schools to ensure that, through Church Teaching, we promote Social justice and opportunity for all.	• Some staff teach religious education- delivering curriculum which derives from the Charter for Catholic Schools • Promotion of social justice- consistent throughout S1-S6 Social Subjects (S1 BLM/ Climate Change/ Human Rights; S2 Democracy in UK/ Rise to Power of Hitler and the Nazis/ Holocaust; S3 Crime and the Law/ UK Democracy/ World Power USA/ Climate Change/

		Examples from: Religious Education Department
1	We raise awareness of issues affecting our young people and celebrate their uniqueness.	• Welcome To Trinity – made in God's image and likeness • S1-S6 Relationship Education Programme – Called to Love • S1-S6 Equality Education Programme • S1-S6 This is Our Faith Core Relgious Education Programme • Staff use of merit system- supporting PPRUDB collaborative • BGE Novel – Thematic IDL Lessons • Class and Departmental Prayer and Worship • Holocaust Education • Celebrating success through departmental twitter • Laudato Si Goals
2	We ensure that the protected characteristics feature in the curriculum and, that across a pupil's time within the school, learning and teaching on each characteristic is planned at classroom and whole school level.	• Catholic Charter use across school community • S2- Holocaust Education - Whole school Holocaust Memorial • S5/6 Core Religious Education – Faith and Politics • Human Rights and Morality across BGE and Senior Phase
3	We know where to go and who to talk to, to be heard in a safe and supportive environment.	• Staff liaise are confident with raising concerns with Pupil Support • Open door policy of staff • School chaplain 'Chaplain chat' • Departmental classes used as 'safe space' as and when required
4	We work with parents, carers and pupils to ensure the best support for our school community.	• Staff liaise with PT and Pupil Support who liaise with parents, carers to communicate praise and concerns. • External speakers and signposting through initiatives • Home-School-Church Liturgical celebrations • Support for families of other world faiths • Parental Leaflet – called to Love Programme
5	We are sensitive to the complex and changing needs of our pupils and we work with them to ensure that they feel listened to and supported, particularly at times when they most need our help.	• Effective tracking and monitoring, identifying SIMD 1 and 2, care experienced, FME, needs of pupils • Staff effectively liaise with SfL and Pupil Support to put interventions and supports in place for the young person • Staff aware of COSD – involved in school initiatives • Pupil voice features in all classrooms (course evaluations/ learner conversations)

		• Differentiated lesson materials to provide access to learning and support learning • Gospel values permeate all interactions with young people • PPRUDB and restorative practice core aspect of everyday practice. • Staff take time to listen
6	We ensure that staff are trained to best meet the needs of our pupils. All staff know the steps to be taken to keep our pupils safe, and where to get additional support if needed.	• Yearly refresh of Child protection procedures • The majority of staff are Nurture trained and have led nurture sessions • Staff have undertaken CLPL in Attachment Theory and Promoting Positive Relationships and Understanding Distressed Behaviour to better support our young people. • Staff complete Mandatory Learn Online courses. • Staff trained in delivery of Called to Love and Equality and Inclusion Training
7	We share good practice with our cluster and within our Diocese.	• Staff lead BGE collaborative network • Staff part of Diocesan Education Committee • Attend and implement suggestions/resources from Diocesan PT Business Meetings • Moderation and verification of all materials • Church parishes assist with COSD initiatives
8	We use our public platforms to: share the vision, aims and values of the school, promote the positive impact that the inclusive ethos of the school has outline key information for pupils, parents and carers on accessing support and help	• Departmental and school social media to communicate praise/ classroom activities/ pupil led initiatives/ key information • Laudato Si Initiatives involve whole school and community • Staff share the vision and values of Trinity in all they do • Staff participate in whole school initiatives to support the vision and values of Trinity and to support our young peoples' health and wellbeing and development of employability skills.
9	We challenge, correct and remove language and behaviour that promotes prejudice, discrimination or intolerance of any kind. We record any instances of discrimination and bullying.	• Staff are positive role models- setting an example of how to treat others • Staff ensure language that is used in class is appropriate • All lessons have embedded themes of respect and dignity for all • Staff confident in procedure to record and communicate any instances of discrimination and bullying (Seemis referral/ merit/ demerit system) • Staff will act upon any instances which are inappropriate in line with school, national and Diocesan policies. • School assemblies and events – Promotion of Peace Day/ACN Red Wednesday

10	We use the Charter for Catholic schools to ensure that, through Church Teaching, we promote Social justice and opportunity for all.	• Annual refresh of catholic Charter • Staff CLPL on element of Charter • Use Developing In Faith, HGIOS and Catholic Charter to create Departmental Improvement Plan • Staff seek appropriate CLPL to ensure knowledge of Church teaching and implications for society today are up to date. • Use of Catholic Charter to inform policy and practice

		Examples from school: CLPL Activities & Events
1	We raise awareness of issues affecting our young people and celebrate their uniqueness.	At the beginning of each school year we celebrate and reaffirm our school vision which is to nurture the God-given talents of our young people to make them the best version of themselves.
2	We ensure that the protected characteristics feature in the curriculum and, that across a pupil's time within the school, learning and teaching on each characteristic is planned at classroom and whole school level.	Equalities and Inclusion CLPL explored the Church's teaching underpinning the approach to Equalities and Inclusion education in the Catholic school. It included a summary of the lessons and available resources and allowed time to consider whole school approaches, policy, and implementation.
3	We know where to go and who to talk to, to be heard in a safe and supportive environment.	Inset Day 1: Child Protection CLPL all staff Transition Activities Pupil Child Protection Leaflet School website
4	We work with parents, carers and pupils to ensure the best support for our school community.	Parental communications are timeous. Active Parent Council
5	We are sensitive to the complex and changing needs of our pupils and we work with them to ensure that they feel listened to and supported, particularly at times when they most need our help.	Attachment Strategy Training for all staff supported changes in approach to managing children's behaviour with a stronger focus on relationships to support children's ability to self-regulate. An increased focus on the concept of wellbeing at a whole establishment level to improve outcomes for children and young people and an increased awareness of the impact of trauma and ACES.
6	We ensure that staff are trained to best meet the needs of our pupils. All staff know the steps to be taken to keep our pupils safe, and where to get additional support if needed.	Nurture Training many staff have undertaken accreditation. Our Evidence shows that young people attending nurture groups are more likely to improve in social and emotional functioning than their peers that remain in the mainstream class. Across the school our improvement plan priority (22/23) focused on improving social, emotional, and mental wellbeing. Child Protection Training: GIRFEC/ CP/ Safeguarding annual training. A22 procedures Mandatory Learn on Line course. CP staff concertinas. Lifelines Training Additional Training covered: Understanding self-harm and suicide. Talking about mental health, self-harm and suicide. Lifelines Lanarkshire Guidance- use the assessment and intervention flowchart. Support for supporters.

7	We share good practice with our cluster and within our Diocese.	We work with colleagues from across our learning community and beyond to ensure that good practice is shared. Example: BGE Moderation
8	We use our public platforms to: share the vision, aims and values of the school, promote the positive impact that the inclusive ethos of the school has outline key information for pupils, parents and carers on accessing support and help.	A Charter for Catholic Schools in Scotland permeates our school community, ensuring that our school is inclusive to all. Information is Shared with parents & guardians via public platforms (School website, Twitter etc) as well as private (face to face or telephone conversations). Parental contribution to working groups. Participation in SLC Holocaust memorial events.
9	We challenge, correct and remove language and behaviour that promotes prejudice, discrimination or intolerance of any kind. We record any instances of discrimination and bullying.	Equalities & Inclusion School Guidance Document Annual refresher for staff
10	We use the Charter for Catholic schools to ensure that, through Church Teaching, we promote Social justice and opportunity for all.	Our school Chaplain gives invaluable advice and support to staff. Promoting Positive Behaviours & Understanding distressed Behaviours Collaborative Network

APPENDIX 5: Practical Strategies

If You Are Bullied - Tell Someone

Tell a school friend, brother, sister or a parent. Talk to your class teacher, another adult or talk to someone at home.

Strategies For Anti-Bullying Culture.

The staff are responsible for delivering the anti-bullying message and reinforcing it regularly. Through our Catholic ethos and RE lessons, through assemblies, Religious Observance and personal and social education, the staff will create opportunities for expressing feelings and resolving conflicts.

Classroom practice and curriculum will be used positively as a vehicle. The implementation of the policy demands sound cooperation between staff, pupils and parents. Teachers should not accept false excuses: If the bullying was an accident, did the children act by helping the victim or getting help or sympathy? If it was just a laugh, was everyone laughing? If it was a game, was everyone enjoying it?

Anti-Bullying Policy

Make sure that children are actively encouraged to talk about bullying not only in the classroom but on an individual basis. Parents must tell the child that in order for the bullying to stop you have to get help from the Head teacher or someone else at the school. Bullied children often feel completely helpless and it is important to help them regain control and take responsibility, with adult support, for what happens next.

Implications for Teaching Staff

Teachers need to: To be prepared to find time to listen to children and take them seriously in a way which will not lead to their being humiliated or embarrassed by ensuring privacy.

To look out for possible bullying behaviour and be aware of bully hot spots.

To establish routine opportunities for children to talk about bullying.

To include teaching about positive behaviour through the curriculum.

To make clear the limits of acceptable behaviour.

To implement the rewards and the sanctions as quickly as possible.

To recognise that we as teachers sometimes need help and to seek it if appropriate. To examine our own behaviour to make sure we are not bullying pupils, colleagues or parents.

To make sure everything we do gives the message “BULLYING IS NOT OK”.

To encourage collective responsibility for ownership of a problem.

Implications For Pupils

Pupils need to: Trust staff to take action if being bullied. Be aware of rewards and sanctions and understand that their actions will have consequences. Tell staff they are being bullied or inform about a friend being bullied. Not stand by and do nothing or laugh when bullying is taking place. Try to be helpful and kind to other people at all times. Accept sanctions if found bullying.

APPENDIX 6 : Practical Strategies for parents and carers

WHAT CAN YOU DO TO HELP PREVENT BULLYING IN OUR SCHOOL?

INVOLVING PARENTS & CARERS

Parents need to: Contact school if they are aware or suspect bullying is taking place. Encourage children NOT to be aggressive with other people. Support the school if further action needs to be taken.

IMPLICATIONS FOR PARENT COUNCIL

The Parent Council need to: Make sure they understand and know about the bullying policy. Support staff in implementing the policy. Take an active role in the review and maintenance of the policy.

SOME ADVICE YOU CAN GIVE TO YOUR CHILD IF YOU KNOW OR SUSPECT HE OR SHE IS BEING BULLIED

Tell your child the following:

- That adults, particularly those in school, and parents take bullying very seriously and are prepared to do something about it.
- That bullies will be dealt with seriously and that it is much better to talk to an adult than to suffer in silence.
- Keep your child informed of all action you take to stop bullying.
- That she/he does not deserve to be bullied.
- That if she/he is different in some way, race, religion, hair colour, wears glasses, is plump, thin, tall or short, he/she should be proud of it. It is good to be an individual.
- If they are bullied, tell an adult, teacher, dinner lady, any trusted adult.
- Most adults will be sympathetic and will try to protect the child.
- Most of all they can tell you and you will do something about it.
- Not to fight back.
- Never be forced to fight a bully.
- If they are in danger from a bully or bullies, get away, give them any possessions they want.
- Find a trusted adult and tell them what happened and what was taken away.
- Do not delay telling
- Get your friends together and say NO to the bully.
- Stay with groups of people, even if they are not your friends. There is safety in numbers.
- If possible, avoid being alone in places where bullying happens.
- Walk quickly and confidently even if you do not feel that way inside. Try being assertive - shout “NO!” loudly. Practise in front of a mirror. Try not to show you are upset, which is difficult.

Appendix 7: COMPLAINTS SYSTEM FOR BULLYING

As a school community we hope that through our learning and teaching about respect, tolerance and the dignity of each person, there are few incidents of bullying.

However, when an incident does take place, all of the school community (adults and children) should know what to do and what process will follow.

1. All concerned teachers and parents need to be informed of how and when the complaint will be investigated.

A) Those displaying bullying behaviour will be interviewed both separately and together;

B) Those receiving bullying behaviour and anyone else who witnessed the incident will be interviewed;

C) That whatever the outcome of the investigations all parties will be left in no doubt as to the impact of bullying and reminded of the school's policy;

2. Parents of all young people involved will be informed* in interview/meeting (may be face to face or by telephone call – recorded in pastoral notes) of the outcome of the investigations and of any immediate sanctions or possible sanctions should there be a recurrence. *(if deemed necessary)

3. Those receiving bullying behaviour will need a guarantee that any repercussions will lead to the immediate imposition of the agreed sanctions.

4. Should the complaint not be satisfactorily dealt with, then parents and young people involved should be informed of the general complaints procedures.

Appendix 8: Resources, Training and Support

There are varied supports on offer to aid the understanding and addressing bullying behaviour. These are provided at school level, authority level and nationally. Sharing of good practice among staff and with young people themselves cannot be understated.
The list of supports, opportunities and resources are not exhaustive – any additional suggestions are welcomed.

Respectme
www.respectme.org.uk/resources

United Nations Convention on the rights of the Child
www.unicef.org.uk/what-we-do/un-convention-child-rights/
www.respectme.org.uk/bullying/childrens-rights

National Bodies
www.youthlinkscotland.org

Mental Health First Aid
www.smhfa.com

Mentors in Violence Prevention
www.mvpscotland.org.uk/

Scottish Traveller Education Programme
www.step.education.ed.ac.uk

Bullying UK
www.bullying.co.uk

Young Minds
www.youngminds.org.uk

Child Exploitation and Online Protection (CEOP)
www.ceop.police.uk/safety-centre/

Thinkuknow
www.thinkuknow.co.uk

Childline
www.childline.org.uk

Choose life
www.chooselife.net
Hands on Scotland
www.handsonsctoland.co.uk

Appendix 9: School Position Statement on Equalities & Inclusion

"Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others human rights and their own and other cultures" UNCRC: Article 29

Trinity High School welcomes all our young people as members of our school community. This is evident in the way they are all valued, treated with respect, and encouraged to participate fully in the life of our school.

As a Catholic school we are aware of our duty to promote the distinctive beliefs, values and practices of our Catholic community, bearing witness to this attitude of respect for, and appreciation of, all people.

Our school must operate within the terms of current legislation to ensure an atmosphere where all members of the community can feel safe in learning what it means to live and learn with others, including those who may be of our faith and or none.

Key to this is how our school community educates all its members in terms of the Equality Act (2010), in terms of authentic Catholic Social Teaching. Trinity High School offers a programme of learning which is age and stage appropriate, and which equips you people with the skills, knowledge, and experience to live in faith in the school and the wider world. This programme sits alongside other learning from Core Religious Education, and from Relations and Moral Education Programmes

The whole ethos of our Catholic School, with Christ at its centre, is based around the idea that each person is a result of the work of God. This means that we should meet all people with love, respect and dignity, and that we should be able to expect to be treated the same way. However, we are not all the same, and we do not always agree. As a Catholic school, we work to ensure that the whole school curriculum offers role models and opportunities for young people to learn how to interact with others, to share their experiences, develop resilience, respect each other's' differences and grow into caring, confident, self-motivated adults who treat all they meet with dignity, fairness and justice. Equality and Inclusion education in Trinity High School sets out to help our young people look at how we deal with issues of equality and inclusion – or the lack of them – in our relationships, in a ways this is appropriate and relevant to their age and stage, and at a level that sits well with all their other learning. Young people are encouraged to see equality and inclusion not just as something thy learn about, but as something that informs their learning, the relationships and their faith.

We believe that our school works best when we work in partnership with parents and guardians, who are the first teachers of their children. Our vision is that every young person will realise that any form of unwanted behaviour such as bullying is not viewed as a typical part of growing up. With this in mind, we will work to support young people, staff and parents/carers to develop resilience to respond to such behaviour appropriately. We will endeavour to ensure that every young person will know who can help them and what support is available. We will continually strive to work with all staff within the school context to have a consistent and coherent approach in dealing with unwanted behaviours

Equality and Inclusion Guidance Document

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