

MONIFIETH HIGH SCHOOL



MANY DIFFERENCES

ONE SCHOOL

**Anti-Discrimination
Policy**

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1. RATIONALE

“Schools should be exciting places, full of opportunities and challenge, where all people can achieve their personal best, exploring the world and the contributions they can make to it. That is our vision for Monifieth High School. We value high standards, each person achieving even more than he / she thought possible.”

Richard Coton, Rector

Our school welcomes and encourages diversity and individuality, while emphasising our common commitment to moral values such as honesty, respect for others, compassion and justice.

It is a fundamental principle of our school that all, who are involved in the life of the school, both have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others.

We are firmly committed to the elimination of any form of discrimination or bullying on the grounds of race, religion, gender or disability.

Aim

The aim of this policy is to create a safe learning and teaching environment where all members of the school community are respected and feel valued (irrespective of their race, religion, gender and abilities).

Objectives

- To raise awareness of the different types of discrimination,
- To raise the awareness of the role of pupils, parents/guardians and staff with regard to discrimination,
- To promote respect and consideration for others,
- To provide an appropriate and balanced curriculum which is sensitive to the diversities of the community it serves.
- To outline the schools support mechanisms for all those involved,

2. TYPES OF DISCRIMINATION

Any behaviour which causes an individual embarrassment, pain, discomfort or to be disadvantaged on grounds of their cultural background, religious beliefs, gender or disability can be classed as discrimination.

Therefore, the strategies outlined in this document relate to incidents in any of the above categories.

Types of Discrimination

Types of Discrimination	
Sexual	where discrimination is made between male and female, or on the grounds of sexual orientation.
Cultural	where discrimination is made on the grounds of cultural differences, ethnic background.
Religious	where discrimination is made on the grounds of religious differences.
Disability	where discrimination is made on the grounds of physical ability/disability.

THE LAW

Race Relations (Amendment) Act 2000.

Staff should be aware that compliance with the Act is a legal requirement. Failure to comply could lead to legal action being taken by the Commission for Racial Equality against the individual and/or the school.

This could involve a judicial review, the serving of a compliance notice and also result in Court action.

3. RESPONSIBILITIES

DIETS

The school is committed to supporting pupils who have special dietary requirements. These requirements may be :

- medical
- religious
- cultural.

Whilst it may not be possible for the school to provide individually prepared food, it will provide appropriate eating areas and allow pupils to bring food in which complies with their specific needs. These requirements can also be reflected in the Home Economics department.

Any requests should be made in writing to the Head Teacher.

DRESS CODE

The school's dress code can be adapted, where appropriate and where health and safety is not compromised, to accommodate particular cultural and religious beliefs.

Any requests should be made in writing to the Head Teacher.

CURRICULUM

The school's curriculum takes account of the multi-cultural backgrounds of its staff and pupils.

As there are many areas of the school curriculum which can overlap with religious and cultural observance, all possibilities cannot be listed, therefore requests should be made in writing to the Head Teacher.

These requests could include :

- exemption from particular classes i.e.
 - H.E. / P.E. : during fasting periods,
 - Biology / S. E. : during topics dealing with personal issues
- exemption from particular activities i.e.
 - H.E. : handling meats etc
- observance of religious festivals.

All requests will be dealt with sympathetically and given a written response.

4. ROLES

THE ROLE OF PUPILS

Pupils will be expected to:

- treat others with respect,
- recognise their own responsibility in dealing with and preventing discrimination,
- report incidents of discrimination and support each other,
- be aware of the school policy on anti-discrimination, inclusion and anti-bullying.

THE ROLE OF ALL STAFF

Staff will:

- make it clear to pupils that discrimination is unacceptable,
- be observant of all forms of discrimination,
- take seriously any pupil who approaches them with concerns of discrimination,
- be aware of the school policy on anti-discrimination, inclusion and anti-bullying,
- be aware of school procedures to deal with discrimination.

THE ROLE OF PROMOTED STAFF

Promoted staff will:

- ensure that all staff, parents and pupils are fully aware of the school's policy on discrimination,
- investigate all incidents of discrimination,
- deal consistently, fairly and firmly with all involved ,
- ensure parents of pupils involved are contacted if the incident is unresolved or is serious in nature,
- provide prompt and ongoing support for victims of discrimination using appropriate procedures,
- counsel pupils who are accused of / admit to discrimination,
- draw up a clear action plan to be followed by all those involved,
- designate a D.H.T. to collate and record information relating to incidents.

4. ROLES – cont'd

THE ROLE OF PARENTS / GUARDIANS

Parental cooperation and support is vital to the success of the policy. Parents are encouraged to:

- contact the school regarding concerns,
- work with the school to resolve difficulties,
- be aware of the school policy on discrimination,
- take an active interest in their child's life at school,
- watch for signs or changes in their child.

THE ROLE OF PEER SUPPORT / BUDDY SYSTEM / MEDIATION

A group of senior pupils have been trained in 1 or more of the following :

Peer Support Group	Buddy System	Peer Mediation
<p>The Peer Support Group are available every lunch time in the Peer Support room.</p> <p>The group's role is to listen and support pupils who are experiencing difficulties, and to encourage them to seek help if necessary.</p>	<p>Buddies are assigned to S1/2 form classes. The role of a Buddy is to:</p> <ul style="list-style-type: none">• help S1 pupils settle in• provide a listening ear / support• seek advice• pass on concerns to an appropriate member of staff.	<p>Peer mediators are available to try to resolve minor conflicts between junior pupils. Pupils can contact a peer mediator via</p> <ul style="list-style-type: none">• contact boxes,• Form Tutor or• Principal Teacher (Support).

THE ROLE OF OUTSIDE AGENCIES

If a situation is ongoing, unresolved or has escalated, then the school may seek help /advice from other agencies such as:

- Community Police
- School and Family Support Services (SFSS)
- Interagency Forum

These agencies and the school would adopt a coordinated approach to try and resolve the issue.

5. PROCEDURES

PUPILS

If you suspect someone is being discriminated against



Tell a teacher about it !

If you feel you are being discriminated against or treated unfairly



You MUST TELL SOMEONE !

- Your PT (Support)
- Your form tutor
- A class teacher
- An SFL teacher
- Any member of staff
- A Buddy
- A Peer Support Prefect
- Anyone at home who will tell the school
- Use of “contact-boxes”
- Use of school web-site

Any concerns will be dealt with promptly and fairly and due consideration will be given to pupil rights, confidentiality, privacy and dignity.

REMEMBER

You are *not to blame* for discrimination – *do not suffer* in silence.

By telling someone, a support plan will be put in place to help solve the problem.

5. PROCEDURES – cont'd

STAFF

Allegation of Discrimination



Report to PT (Support) on school
referral form
If serious, report immediately (verbally)
and referral form

Suspicion of Discrimination

Observe / talk to pupils



Record



Refer to PT (Support)
using referral form

5. PROCEDURES – cont'd

PROMOTED STAFF

Referral to PT (Support)

- PT (Support) talks to all pupils involved
- Offers support
- Attempts to resolve issues
- Discussion with DHT
- Information recorded *
and if appropriate police contacted

If **RESOLVED**

PT (Support) contacts
parents of pupils

If **UNRESOLVED**

Severity of situation assessed
& dealt with appropriately

If **UNRESOLVED**

PT (Support) contacts parents of
pupils

PT (Support), DHT, pupils,
parents (and outside agencies
if required)
agree an action plan to work
with all involved

PROGRESS MONITORED

*** For racially motivated incidents a separate Angus Council Racial Incidence form must be completed.**

5. PROCEDURES – cont'd

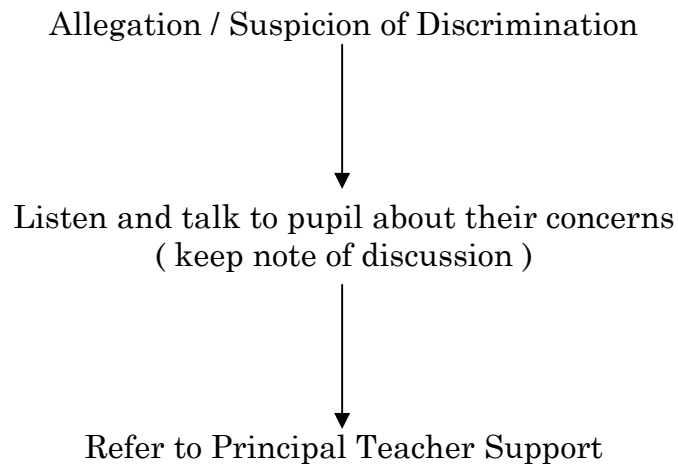
PARENTS / GUARDIANS

If you suspect/ know / feel that your child is being discriminated against, you can :

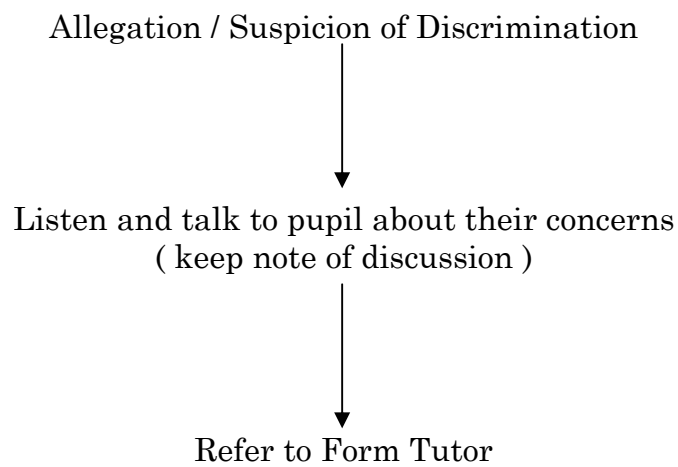
- Reassure your child that he /she will be helped.
- Ensure that the school is contacted.
- Keep a note of the incidents.
- **Not** encourage your child to hit back or retaliate, as this may make the situation worse.
- When contacted by the school, work with your child and the school on an agreed plan.
- If the discrimination recurs, contact the school immediately.

5. PROCEDURES – cont'd

PEER SUPPORT GROUP



BUDDY SYSTEM



6. LINKS - to other Policies

This policy is intended to be used in conjunction with the relevant school policies and those of Angus Council.

Within Monifieth High School, links can be made with the following policies :

Many Differences, One School
An Anti-Bullying Policy

Inclusion Policy

Promoting Positive Behaviour Policy

Details of Angus Council's policies can be obtained through their web-site at :

www.angus.gov.uk

MAINTENANCE GROUP

Following the introduction of the policy in October 2006, a maintenance group was appointed to review and evaluate the policy..

The group members are :

Mrs K. Ritchie (Chairperson)
Mr Black
Miss L. Connolly
Mrs B. Dobson
Mrs L. Hill
Mr C. Lusby
Mrs J. Macdonald
Miss M. Smith

The group will meet twice yearly.

MANY DIFFERENCES

ONE SCHOOL

7.

Appendices

SIGNS AND SYMPTOMS

Signs and symptoms that someone is being discriminated against can be very similar to those shown by someone who is being bullied, and can be recognised by changes in behaviour, which can be noticed by friends, parents, teachers etc.

Sign and symptoms that **may be** associated are :

- unwillingness to go to school
- complaining of minor ailments before going to school
- changing route to school / not wanting to walk / get bus
- late arrival to / getting back from school
- ◆ avoiding friends or other children
- becomes withdrawn and drops interests
- work deteriorates
- mislays / has damaged / books, equipment, clothing
- asks for extra money / steals money / loses money
- has unexplained cuts and bruises
- loss of confidence
- unable to sleep / cries themselves to sleep / has nightmares
- irritable, aggressive, and has temper outbursts
- bullies other brothers and sisters

Whilst the above is not an exhaustive list, it should be noted that if these symptoms occur it is **not necessarily** as a result of bullying. However, any underlying reason for the distress should be investigated.

Strategies for dealing with bullying are also relevant for dealing with discrimination and so have been included here as well as in the Anti-Bullying Policy.

STRATEGIES FOR PUPILS

What you ***can do*** if you are being bullied :

- try to stay calm
- try to look confident
- try to keep control

- try not to show you are upset
- don't take matters into your own hands
- try NOT to blame yourself

Do ***not*** put yourself at risk :

- stay with / near friends
- avoid being left on your own
- stay away from isolated areas

TELL SOMEONE THAT YOU TRUST !

- friends, parents, form tutor, guidance teacher.

What all pupils can do to stop bullying -

- try to help and give support
- show your disapproval to the bully

TELL SOMEONE THAT YOU TRUST !

- friends, parents, form tutor, guidance teacher.

Remember - it is good that we are all not the same

Many Differences

One School

Strategies for dealing with bullying are also relevant for dealing with discrimination and so have been included here as well as in the Anti-Bullying Policy.

STRATEGIES FOR PARENTS / GUARDIANS

If your child talks to you about bullying try to :

- stay calm and listen
- ascertain exactly what has happened
- impress upon your child that they will not have to face this alone
- encourage your child to talk to someone in school
- encourage assertiveness but not use of violence to solve a problem

Parents / guardians should always feel that they can contact the school whenever they have concerns regarding instances of bullying, and try to:

- work with the school in trying to combat bullying
- trust that the school will be diligent in responding to referrals
- recognise the major role they play in shaping young peoples' attitudes and behaviour

Strategies for dealing with bullying are also relevant for dealing with discrimination and so have been included here as well as in the Anti-Bullying Policy.

STRATEGIES FOR STAFF

If a pupil / pupils report an instance of bullying then, as a form tutor, teacher or SSA, you can :

- listen to concerns of pupils involved
- ascertain exactly what has happened
- keep note of pupils names and details of the incident
- inform Principal Teacher (Support) of intervention
- if serious, refer to PT (Support) or DHT as appropriate

All staff should strive to create an atmosphere of mutual respect and understanding throughout the school.

To help achieve this we can :

- foster a welcoming atmosphere
- give appropriate praise
- listen to pupils requests for help
- speak to pupils both individually and as a group
- consistently apply the Promoting Positive Behaviour policy

Respectful relationships can be damaged by

- use of sarcasm
- overuse of shouting
- disrespectful comments made privately or publicly
- failure to support pupils / take necessary action.

USEFUL CONTACT NUMBERS

The following list contains useful telephone numbers and web addresses where advice and support can be obtained.

- www.cre.gov.uk/scotland (anti-racism information)
- **ChildLine Bullying Line**
Young people up to the age of 18 can get advice / counselling if they are being bullied or know someone who is being bullied.
Monday – Friday , 3.30pm – 9.30pm,
Freephone 0800 44 11 11

Outwith these hours the main ChildLine number can be used
(24 hours a day)
Freephone 0800 11 11
- www.youngscot.org
- **Children in Scotland – Enquire**
Provides information about schools for young people with special needs
0845 123 2303
or
www.enquire.org.uk
- **Anti-Bullying Network**
Information line only, not advice or counselling
0131 651 6100
- **Anti-Bullying Campaign**
020 7378 1446
- www.antibullying.net

