



1. INTRODUCTION

At Hutchesons' Grammar School, we are committed to providing a safe environment for all our pupils so that they can learn in a secure atmosphere. This school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All pupils of the school community have a right to work in a secure and caring environment. There is also an expectation that they will contribute, in whatever way they can, to the protection and maintenance of such an environment. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

The School aims:

- to develop positive relationships amongst children, young people, and adults which are mutually respectful, responsible and trusting; thus, promoting their emotional health and wellbeing;
- to build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying.
- to support children, young people and their parents and carers who are affected by bullying.

2. PRINCIPLES

- We will promote positive relationships and behaviours amongst all children and young people and adults around them
- We respect the rights of children and young people as paramount
- We will work together to develop a culture of mutual respect and responsibility amongst all children and young people and adults around them
- We will seek to prevent and address bullying, through the development and implementation of effective anti-bullying policies and practices
- We will address all aspects of prejudice in order to make sure all types of prejudice based bullying are treated with equal importance (including bullying based on the protected characteristics listed in the Equality Act 2010)
- We will support effective communication, including sharing relevant and proportionate information, where appropriate, in accordance with the Data Protection Act 1998 and Human Rights Act 1998
- We will seek to understand the experiences, and address the needs of children and young people, who are bullied as well as those who bully within a framework of respect, responsibility, resolution and support
- We will share information where appropriate and work jointly to make sure we are co-ordinated and cohesive in all that we do
- We recognise bullying can have an adverse/detrimental effect on childhood development and we will try to ensure that every child and young person at our school will have the same opportunities and an equal chance to succeed.

3. WHAT IS BULLYING?

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

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.





Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)
- Prejudice-based bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. 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. For example, prejudice arising from socio-economic background or a child or young person's appearance. There is a need to address the root cause of prejudice as well as effectively respond to incidents as they arise.

The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and civil partnership
- Race
- Religion or belief
- Sex
- Sexual orientation.

There are other forms of prejudice, which are also unacceptable, for example prejudice toward body image, poverty, young carers, and "looked after" children.

Action against Discrimination

We can be active in our approach to ending discrimination -- this is called taking positive action. Taking such action is legal if people with a protected characteristic are at a disadvantage, have particular needs to be under-represented in activities or groups.

4. CHILDREN'S RIGHTS

Hutchesons' Grammar School is committed to supporting and promoting children's rights and the United Nations Convention on the Rights of the Child (UNCRC). All children and young people have these rights and should respect the rights of others.





Under the UNCRC, all children and young people have the right not to be discriminated against or treated unfairly; to be treated in their best interests and to have their rights respected, protected and fulfilled. Children and young people have the right to say what they think and have their opinions taken into account; to get and share information; and to think and believe what they want, as long as this is not damaging to others. Children and young people have a right to meet together and join groups as long as they do not stop others, and respect their rights, freedoms and reputations. They should have a right to privacy and protection from attacks against their way of life, good name, families and homes; and they have the right to be protected from being hurt, mistreated, physically and mentally. Children and young people have a right to an education which encourages children to respect others; human rights; and, their own and other cultures.

Bullying is a clear breach of children's rights. Bullying impacts on these rights and can do so in a variety of contexts:

- Asylum seekers and refugees
- Body image
- Disability bullying
- Gender and sexism
- Homophobic bullying
- Biphobic bullying
- Transphobic bullying
- Homelessness
- Care Experienced Children
- Peer pressure
- Racial bullying
- Religion and belief
- Sectarianism
- Young Carers

The school also recognises that care experienced children and young people, non-binary, pupils from a low socio-economic background, and pupils with English as a second language may also experience disadvantage, prejudice and discrimination which we will endeavour to address. While not an exhaustive list, this clearly sets out many of the key contexts in which bullying can occur.

LGBTI+

At Hutesons' Grammar School, we strive to prevent LGBTI+ bullying of any form. LGBTI+ bullying can extend to any individual in our school community. Behaviour of this nature can include:

- Being singled-out, treated differently or subjected because an individual identifies as LGBTI+ or are assumed to be LGBTI+
- Misgendering
- Being subjected because family members identify as LGBTI+
- Being "outed" without permission
- Spreading of rumours / hearsay with malicious intent

Staff, pupils, parents and carers are expected to challenge inappropriate use of language such as "that's gay" as by leaving it unchallenged it suggests that it is acceptable. We cannot condone homophobic, biphobic and transphobic language. No individual should be subjected to abusive language, and as a school we do not tolerate it.

We endeavour to exercise discretion and respect when responding to LGBTI+ bullying incidents. We also have a duty to respect a young person's confidentiality. Like all bullying incidents, any LGBTI+ bullying incidents are expected to be referred to the appropriate Head of House or Depute Rector. The young people involved will be





spoken to, sanctions will be issued and, where necessary, parents/carers will be contacted. In addition to this, we will work to help pupils understand how their language and behaviour can impact on others in negative way as well as being aware of actions and comments which can be deemed as a Hate Crime.

Is intent required?

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is actually bullying. The intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

It will be explained to the person bullying that their behaviour is unacceptable and why. Intent is difficult to prove, and young people can often reframe their behaviour when challenged. It's more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.

Does the behaviour have to be persistent?

The issue with persistence is that the behaviour has to take place more than once, but the impacts of bullying can be felt after a single incident.

Bullying does not need to be persistent to have an effect on the mental health and well-being of a child or young person. Although bullying is usually persistent, a single incident can have a significant impact on some children and young people by instilling a fear that it might happen again.

What about impact?

Bullying can affect people in different ways and this will be taken into consideration. If pupils are unable to respond effectively and regain their sense of self and control in the situation, we will intervene to help restore it.

We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and do not like. This is a normal part of growing up and should be distinguished from bullying.

All behaviour communicates feelings. Our response will focus on identifying how someone feels and helping them to cope with and respond to those feelings. Children and young people may act out of character when they are being bullied and changes in behaviour can be signals that something is wrong.

Online bullying

For children and young people, online environments are social spaces where they can meet friends. Like any other place they visit, there are benefits and risks. We need to be engaged with children and young people about where they go online, just as they are when they go into town or to any other 'real' physical place.

But online bullying, or 'cyberbullying' as it is often referred to, will not be treated any differently; it is still about behaviour and impact. The behaviour is the same, but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them. We will address online bullying in the same way.





Bullying or Criminal Behaviour?

Some online behaviour may be illegal, and children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016, criminalises the non-consensual sharing of intimate images. Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice

When is it not bullying behaviour?

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour. Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all of our children and young people.

5. GIRFEC - GETTING IT RIGHT FOR EVERY CHILD

GIRFEC promotes action to improve the wellbeing of all children and young people underpinned by shared principles and values in line with the UN Convention on the Rights of the Child. It is about how practitioners across all services for children and adults meet the needs of children and young people, working together where necessary to ensure they reach their full potential. It promotes a shared approach and accountability that:

- builds solutions with and around children, young people and families
- enables children and young people to get the help they need when they need it
- supports a positive shift in culture, systems and practice
- involves working together to make things better

The Prevention of Bullying and Discrimination

All staff, parents and pupils have an active part to play in the development and maintenance of this policy. We are proactive in school -- bullying is covered in P.S.E.; S6 Buddies are trained to support younger pupils; the school has embarked on its Rights Respecting School journey; the M.V.P. peer mentoring programme is offered to S5 and S6 pupils; and there are active Feminist, Anti-Racist and LGBT clubs in the extra-curricular programme.

In 2022, the school introduced the LGBT Champions Group as part of the LGBT Charter programme. This group consists of staff and pupils, and links directly to SLT and pupil Committees, supported by LGBT Youth Scotland. The school is working towards achieving the LGBT Charter for Schools via an examination of our current approaches to promoting equality. Specialist staff awareness training is ongoing.

Staff are present in the lunchroom, corridors and playground at intervals and lunchtimes; any issues are immediately passed to House staff or SLT.

House staff offer support and guidance but are also able to signpost to other organisations who can assist pupils. We also have a counselling service in school.

Staff have access to ongoing CPD opportunities in anti-bullying training.





What is expected of pupils?

- Respect all members of our community and don't engage in bullying behaviour
- Value diversity and never let our differences lead to any kind of 'slagging'
- Avoid getting into confrontations
- Use social networking with maturity and care for others.
- If bullying takes place online, save the evidence and remember that you have the option to block other people
- Talk to someone you trust if you have suffered a breakdown in relationships, including bullying, or know of someone who is. This could be a family member, a teacher or any member of staff, a friend or a senior pupil
- Write down your problem with bullying behaviour if you don't feel able to talk about it at first and hand it to a member of staff
- Be supportive of those experiencing any kind of bullying
- Build confidence, resilience, understanding and coping strategies to deal with challenges they encounter

Response to Bullying Behaviours

Ways to respond

A child's experience will be directly affected by the response they get from the adult. We need to listen and get it right. It's about the personal touch, and we will always aim to be mindful of this. The School will respond promptly and effectively to issues of bullying behaviour, taking action and imposing sanctions as is deemed appropriate by Pastoral staff, Senior Management and the Rector. The School also has a responsibility to educate with a view to minimising instances of bullying behaviour.

We will support pupils who have experienced homophobic, biphobic or transphobic bullying and ensure that any steps to resolve the bullying includes them. There will be a sensitive approach to ensure that any disclosures does not 'out' them unwillingly, or without consent, to others, including family members.

6. PROCEDURES

A checklist is included in Appendix 1 for all staff to refer to when investigating any incidents.

Pupils are encouraged to report bullying behaviour to staff -- class teacher, House staff, form staff, Depute Rector or **any other member of staff**.

All staff should respond **immediately** to any incident they witness or is reported to them.

Pastoral Staff will follow the procedures detailed in Appendix 1, using the recording process detailed in Appendix 2 – Raising a Concern.

Incidents will be recorded by pastoral staff and parents informed when appropriate and in discussion with the pupils concerned.

In more serious cases, parents will be asked to come in to a meeting, at the earliest opportunity, to discuss the problem.

7. RESPONSE

When bullying behaviour occurs, pupils and parents will be assured of the school's support.





Dependent upon the outcome of investigation, restorative processes will be put in place. This action can range from a genuine apology or parental meetings, to sanctions such as detention.

If possible, the pupils will be reconciled.

In serious cases, however, suspension or even exclusion will be considered.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying behaviour does not take place. For the pupil on the receiving end of bullying behaviour, there will be reassurance and guidance to prevent further incidents. The exact nature of the support will be determined by the individual's needs. For those responsible for the bullying behaviour, the response will be proportionate to the incident, to indicate that bullying behaviour is unacceptable and to promote a change in behaviour. Support for all those involved will be provided. Persistent or serious bullying behaviour will be dealt with through the school's discipline code.

8. SUPPORT

Advice for parents can be found in Appendix 5.

Bullying behaviour and how pupils are expected to behave is discussed in Personal and Social Education; in Form discussions from S1 to S6; in Pastoral and School Assemblies.

Pupils are encouraged to discuss any problems with the Form Teacher with whom they meet daily. Form teachers will reinforce the importance of respect and kindness in the school community, as well as personal safety.

S1- S3 pupils will be supported by buddies/mentors from S6.

All pupils will be supported by mentors from the Mentors in Violence Prevention programme, and S1-2 pupils will receive P.S.E. lessons from the Mentors.

Houses staff are in contact with pupils, parents and staff, monitoring the well-being of each pupil.

Pupil advice – Appendix 3

9. MONITORING AND EVALUATION

Recording and monitoring incidents of bullying behaviour are essential for a number of reasons. Accurately recording incidents of bullying behaviour allows us to ensure that appropriate response and follow up has been issued. It helps us to monitor the effectiveness of our policy and practice. We will endeavour to analyse:

- the involvement of particular children and young people; staff or other adults
- where and when bullying behaviour takes place
- aspects of prejudice or discrimination underlying bullying behaviour
- action taken or resolution at an individual and school level
- consideration of personal or additional support needs

The monitoring and evaluating for both school sites will be done via the analysis of 'Raising a Wellbeing Concern' records; pastoral records; data extracted from the pastoral records; review meetings with PSMT, pupils and other staff; questionnaires and feedback from pupils/parents on an annual basis.





PSLT will carry out yearly audits / surveys of specific areas of effectiveness and areas requiring development. In addition, Appendix 8 provides details of the self-evaluation tool from Respect Me which we will use on an annual basis.

Monitoring of the 'Raising a Wellbeing Concern' records will take place monthly by the Depute Rector (Pastoral) with a focus on patterns and numbers of incidents based on year groups and protected characteristics.





APPENDIX 1

Staff/Pastoral Staff Response – Secondary

The member of staff to whom it was reported or who first discovers the situation, will act to diffuse the immediate incident, reassure and support the pupil(s) involved and should inform an appropriate member of the pastoral team on the same day.

A member of the Pastoral team will then take the following course of action:

The pupil on the receiving end of the bullying behaviour will be interviewed by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself, including coping strategies and resilience building. Another staff member may be asked to take notes. Throughout the process, due consideration will be given to the pupil's rights which are listed in the United Nations Convention on the Rights of the Child, sometimes called the UNCRC. We will recognise that the pupil has the right to have their point of view taken into account during the decision-making process. When situations require us to go against a pupil's wishes -- for example when there is serious risk of harm – there is a clear responsibility on us to help the pupil understand that their best interests are at heart.

The pupil alleged of perpetrating the bullying behaviour will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour. He/she will be reminded of school policy on bullying and informed of the possible consequences and sanctions. Another staff member may be asked to make notes.

When responding to incidents or accusations of bullying the approach should be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships

The incident should be recorded on the relevant form and passed to the Depute Rector (Pastoral) and House staff. In very serious incidents, the Rector will be informed.

When recording, we will include information on:

- The children and young people involved, as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc





- Any underlying prejudice including details of any protected characteristic(s)
- Consideration of personal or additional support needs and wellbeing concerns
- Actions taken including resolution at an individual or organisational level.

The parents/guardians of parties involved will be informed, if appropriate, and may be invited into school to discuss the matter. A way forward, including disciplinary sanctions and support, should be agreed.

We will support pupils who have experienced homophobic, biphobic or transphobic bullying and ensure that any steps to resolve the bullying includes them. There will be a sensitive approach to ensure that any disclosures does not 'out' them unwillingly, or without consent, to others, including family members.

It is important to recognise that suitable support is needed both for children who are at the receiving end of bullying behaviour and for pupils who are responsible for bullying behaviour, as well as dealing with appropriate disciplinary measures. A monitoring and review strategy will be put in place by Pastoral staff or class teachers.

In very serious cases and only after the Rector has been involved, it may be necessary to make a report to the Police or to the Social Services. Parents may take the decision to approach Police Scotland independently; we suggest advice is sought from the school in addition to any independent action. However, it is the policy of Hutchesons' Grammar School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless there is an aspect of potentially criminal behaviour involved.

Investigation Checklist for Staff

Who was involved?	
Were there any bystanders?	
When did it take place?	
Where did it take place?	
Who witnessed the incident?	
What is alleged to have happened (from as many perspectives as possible)?	
In what way was the young person affected?	
What are the reasons for considering this to be bullying type behaviour?	





Was the incident/behaviour spontaneous or pre-meditated?	
Is there any background to the incident?	
What outcome is the child expecting/hoping for?	
What are the child's views in terms of contacting parents?	
Should the incident be reported to the police? Is there a criminal aspect to the incident? Any decision to contact Police Scotland should be made in conjunction with the Rector.	





APPENDIX 2



RAISING A CONCERN

Part 1: To be completed by the person who has the concern

- The purpose of this form is to pass on concerns about a child/young person where these are unable to be met by parents and/or through the routine support systems in your school.
- This form should be either handwritten or completed electronically and passed onto the Child Protection Coordinator as soon as possible and on the same working day. Please place in the Red Concern box and email safeguarding@hutchesons.org to indicate that you have done so.
- It should be kept in a secure place, separate from the pupil's Educational records, in accordance with Data Protection requirements.

1. Child/Young Person's Details

Name

Date of Birth

Year group / Class

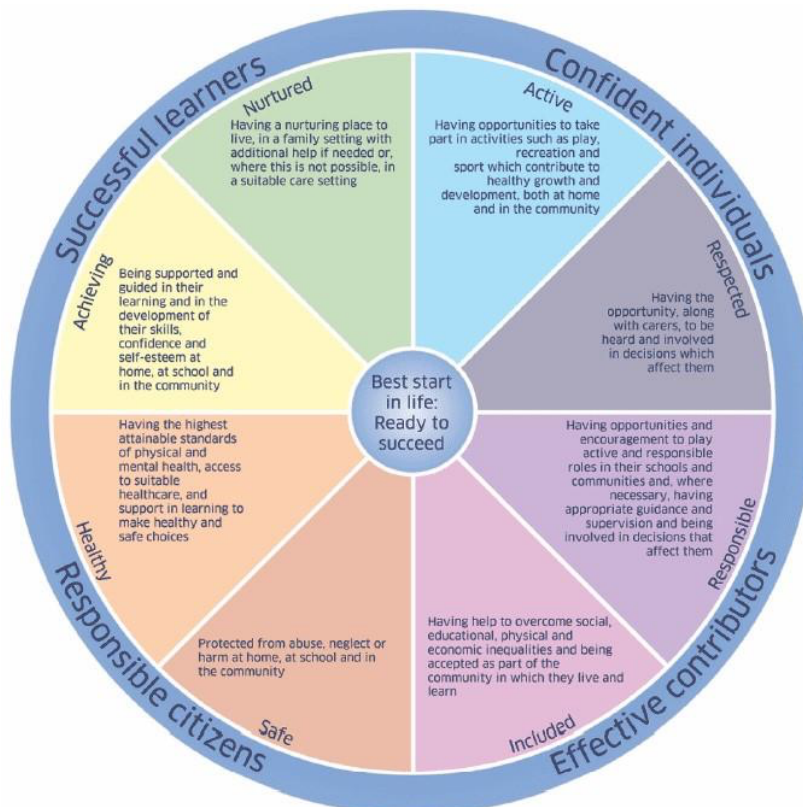
2. Person recording the concern

Name

Role/Designation

3. Area of Concern

Please tick any relevant areas of the Wellbeing Wheel.





APPENDIX 3

Advice for Pupils

At Hutesons' Grammar School, we are committed to providing a safe environment for all our pupils so that they can learn in a secure atmosphere. This school is completely opposed to bullying and will not tolerate it. It is entirely contrary to the values and principles we work and live by. All pupils of the school community have a right to work in a secure and caring environment. There is also an expectation that they will contribute, in whatever way they can, to the protection and maintenance of such an environment. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We want you to:

- develop positive relationships which are mutually respectful, responsible and trusting;
- build resilience and skills to prevent and deal with bullying.

What is bullying?

Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

Bullying is both behaviour and impact; what someone does and the impact it has on the other person's capacity to feel in control of themselves. We call this 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 and it can happen face to face and online.

Bullying behaviour can harm people physically or emotionally and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these.

This behaviour can include:

- Being called names, teased, put down or threatened face to face and/or online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face to face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour which makes people feel like they are not in control of themselves or their lives
- Being targeted because of who you are or who you are perceived to be (face to face and/or online)
- Being targeted because of disability, gender, race, religious belief, or sexual orientation.

Response to Bullying

- Try to ignore the person(s) who is attempting to bully you.
- Do NOT retaliate – walk away calmly and ignore any unpleasant behaviour, however much it upsets you.
- You should report bullying incidents to staff -- class teacher, Year tutor teams, form staff, Depute Rector or any other member of staff.
- Remember that there may be others who feel the same way as you.
- Do NOT blame yourself.
- Act if you see someone else being bullied. It's easy to be a bystander but it's better to tell someone or to intervene.



ANTI-BULLYING POLICY



- When bullying occurs, please be assured of the school's support.
- No matter what others say, leaving a problem for a long time will almost certainly make it worse.
- Please also look at [Young people | respectme](#)





APPENDIX 5

Advice for Parents

Communication between the school and home is crucial to ensure that no child or young person is unduly affected by bullying behaviour. The following signs and symptoms may suggest that a child or young person is being bullied:

- A child or young person who has been happy presents as losing interest and enthusiasm for school
- This may be reflected in deterioration in school performance; unwillingness to attend school; anxiety about the usual route to and from school
- Damage to or loss of personal property which cannot be explained -- such as mobile phone, books, clothes
- Unexplained changes of mood, which may occur before the start of school after a holiday or at the end of the weekend
- Frequent minor illnesses, especially headaches or stomach aches; difficulty sleeping; loss of appetite, particularly if accompanying mood changes
- Increase in request for money
- Unexplained cuts or bruises
- Recurring nightmares
- Bed wetting in younger children
- Increased time online
- Weight loss

It is important to note that these signs do not necessarily mean that a child or young person is being bullied.

Any activities which lead to a sense of achievement will help build self-esteem and wellbeing. Parents can help children build up resilience and self-esteem by encouraging them to get involved in activities inside and outside of school.

If your child is being subjected to bullying behaviour:

- Remain calm, listen to your child and reassure them that they have done the right thing by telling you
- Reassure your child that the bullying behaviour is not their fault
- Explain that bullying behaviour is never acceptable and that every child has a right to feel safe
- Allow your child to tell their story
- Sensitively ask questions to find out what has been going on. It is important to establish if your child is at the receiving end of bullying behaviour or if they are having difficulties with friendships. Either way, your child will need support to resolve the issue, but the approach will depend on the situation
- Discuss possible courses of action with your child and ask what your child would like you to do for them
- Allow your child to have some sense of control over the actions to be taken
- Help your child identify strategies for dealing with any possible future incidents
- Advise your child that it would be best for an adult in school to know
- Arrange to meet/discuss with a relevant member of staff to discuss your concerns and clarify the strategies/support available
- Work in partnership with staff -- it is important to keep in contact with staff so that you can monitor together the effectiveness of any action taken
- Ask for a copy of the school's Anti-Bullying Policy
- Keep notes of patterns of behaviour/incidents
- Keep communicating with your child but try to balance the negative and the positive; your child will respond to you as a positive role model
- Further advice can be sought at [respectme | Scotland's anti-bullying service](#)





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The Governors of Hutchesons' Educational Trust, Registered Charity Number SC002922, is the governing body of Hutchesons' Grammar School.

