

Respect - Kindness - Integrity - Inclusion - High  
Expectations



James Gillespie's High School  
Anti-bullying Policy  
June 2021

## INTRODUCTION AND PURPOSE

City of Edinburgh Council is strongly committed to providing a safe environment for all people in its educational establishments. We are committed to ensuring positive relationships. Bullying, prejudice and discrimination are never acceptable and children, young people and staff have the right to learn and work in a safe, fair and secure environment.

The James Gillespie's High School anti-bullying procedure follows the City of Edinburgh Council's Communities and Families procedures outlined in *Preventing and Responding to Bullying and Prejudice amongst Children and Young People* (2020) and *Tackling Racist Incidents and Creating an Anti-Racist Culture* (2020). These are City of Edinburgh Council's response to *Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People* (Scottish Government: 2017) and the guidance for schools, children and young people's services on anti-bullying policy and practice from *respectme*, Scotland's anti-bullying service.

James Gillespie's High School reflects the commitment of City of Edinburgh Council to Getting it Right for Every Child (GIRFEC) and promoting the wellbeing of all our young people. Specifically, that they should be as safe, healthy, active, nurtured, achieving, respected, responsible and included as possible.

The values of James Gillespie's High School of kindness, inclusion, high expectations, respect and integrity are at the forefront of the work we do and are reflected in this policy. We are a Rights Respecting School and acknowledge bullying is a breach of children's rights. This procedure covers the following articles of the UNCRC:

- Article 2 – You have the right to protection against discrimination.
- Article 19 – You have the right to be protected from being hurt or badly treated.
- Article 29 – You have the right to an education which develops your personality and your respect for other's rights and the environment.

This procedure has been revised and updated in consultation with pupils, staff and parents with input from our School Liaison Officer. Review and evaluation timeline is in Appendix 1.

## WHAT IS BULLYING? (and what isn't)

In Scotland, bullying is defined as follows:

'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'.  
(*respectme* 2015)

We can categorise bullying behaviour under four main headings:

- Verbal (e.g. name calling, teasing, putting down, threatening)
- Physical (e.g. hitting, tripping, kicking, taking or damaging belongings)
- Social (e.g. ignoring, leaving out or spreading rumours)
- Cyber (e.g. sending an abusive text, email or instant message, posting an abusive comment on a social networking site)

Anti-bullying policy also instructs us to differentiate between bullying and other conflict.

Repectme (2016) states:

‘it is important to distinguish between bullying and other types of behaviours...young people won’t always get on but every fall out isn’t bullying.’

and goes on to clarify:

‘if a youngster is beaten up or attacked, this is assault, not bullying. If someone films this and posts it online it provides evidence that an assault has taken place. Being threatened or coerced into taking inappropriate pictures or doing something they don’t want to do is not bullying, it may be sexual harassment or sexually abusive behaviour.’

Human behaviour is nuanced and bullying behaviour can be hard to define. In order to articulate the national definitions into more user-friendly terms we have chosen to define bullying behaviour as:

‘Behaving in a way towards others that hurts or harms them, their feelings or their belongings; and embodies unequal power and control’.

Incidents between people of approximately equal power and random attacks by strangers are serious, but they are not bullying. Neither is the proper exercise of power by people in positions of authority.

When we discuss bullying or prejudice-based incidents we refer to the ‘person displaying’ the behaviour and the ‘person experiencing’ the behaviour. This allows us to differentiate between the person and their behaviour: using terms such as ‘bully’ and ‘victim’ can unduly negatively reflect on the perception of the individual involved.

## PREJUDICE-BASED BULLYING AND INCIDENTS

At James Gillespie’s High School we are committed to challenging discrimination, prejudice-based bullying and language, and to fulfilling our duty under the Equality Act 2010.

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

(NB in relation to the education of children and young people, the protected characteristics of age, marriage and civil partnership are not included).

We do recognise that young people can also experience bullying, prejudice or discrimination because of other factors e.g. asylum seeker or refugee status; body image; being care experienced; social or economic status; young carer responsibilities etc. These are reflected in our reporting and recording procedures.

City of Edinburgh Council is in the process (as of June 2021) of providing a series of supplementary documents that will provide specific guidance for school staff on preventing and responding to incidents of prejudice and discrimination related to six of the protected characteristics under the Equality Act 2010. The first document in the series addresses racism. Tackling homophobic, biphobic and transphobic discrimination ; faith-related discrimination; disability-related discrimination; and gender-related discrimination will follow.

For the purpose of developing our anti-bullying policy and procedure we will treat all incidents relating to protected characteristics with the same rigour the guidance requires of racism in our recording, until such time we are given specific instruction otherwise.

Any incident which is perceived to involve protected characteristics;

‘must be recorded and investigated with rigour, commitment and transparency. Whether or not the person responsible intended their behaviour or actions to be [racist, homophobic, sexist, faith-based etc.] is irrelevant’ (CEC October 2020).

City of Edinburgh Council goes on to say:

‘When dealing with an incident, the person’s intentions and attitudes are an important consideration. However, at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue. The main issue is that they have behaved in a [racist, homophobic, sexist etc.] manner’.

and:

‘Not all incidents would be considered bullying. For example, a teacher might observe a young person telling a [prejudiced or discriminatory] joke which isn’t directed at anyone in particular. This should still be addressed and recorded as a [prejudiced or discriminatory] incident’.

### **HATE INCIDENTS/CRIME**

A bullying incident is a hate incident if the person experiencing, or anyone else, thinks it was carried out because of hostility or prejudice based on actual or perceived disability, race, religion, sexual orientation or transgender identity. Hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of actual or perceived disability, race, religion, sexual orientation or

transgender identity. A hate crime can take a number of forms that are potentially a form of criminal harassment and are treated as such. In all such incidents our police School Liaison Officer will be consulted and involved.

## SHARED RESPONSIBILITY

**The Headteacher** is responsible for the introduction and implementation of this procedure. However, all staff, all pupils and their parents/carers must play an active part in following the guidance and putting it into practice. Teachers and support staff are expected to be pro-active, to treat all allegations seriously and to refer reports of incidents according to procedure. Any incident will be recorded accurately with future actions detailed.

**The DHT Pupil Support/Equalities Co-ordinator**, in consultation with the Head Teacher, is required to ensure that all allegations are reported and recorded rigorously; monitor SEEMIS Bullying and Equalities module reports regularly, at least termly; monitor and report annually on the implementation of this procedure and supervise the review and updating of this procedure at least every three years.

**Pupils** are asked report all incidents and suspected incidents of any type of bullying, discrimination or prejudice that they experience to a member of staff, where it is safe for them to do so. They can also complete the online Anti-bullying Reporting Form which is monitored by Pupil Support Leaders. Pupils can be assured that anonymity will be preserved wherever possible, but have the responsibility to support each other to ensure that everyone feels safe and included in school.

**Staff** are asked to be pro-active in implementing our anti-bullying procedure and treat all allegations and observation of bullying, discrimination and prejudiced behaviour or language seriously. Staff should seek to address incidents where appropriate and record incidents on the online Anti-bullying/Discrimination Form and/or a Wellbeing Concern Form which ensures designated members of staff are made aware of all incidents. (See Appendix 1 for details).

**Parents and carers are asked to** be aware of *Respectme*, Scotland's Anti-bullying Service booklet – Bullying Behaviour: A Guide for Parents and Carers. This is found at:

<http://respectme.org.uk/resources/publications/>

We ask parents and carers to work collaboratively and respectfully with the school to help ensure bullying, discrimination and prejudice cannot thrive, and encourage their children to be positive members of our school community. We ask that parents and carers support our aim to understand the experiences, and address the needs, of all our young people who experience bullying, discrimination or prejudiced behaviour as well as those who display bullying, discrimination or prejudiced behaviour. We do this within a framework of respect, responsibility, resolution and

support. We ask that parents and carers closely monitor their child's use of mobile phone and internet and to intervene if there is a suspicion that these are being used inappropriately.

## **ONLINE BULLYING**

We know that bullying, prejudice and discrimination can occur outside the school gates and via mobile phones, apps and online sites and understand the impact can be as serious as any other form of bullying. It is important to emphasise that the primary responsibility for dealing with online bullying is taken by home. Parents and carers are expected to support their youngster and seek resolution with other parents/carers in the first instance. If necessary the police can be called under the contravention of section 127 of the Communications Act (2003). It is useful for the school to know of such occurrences and may also address the issue with youngsters if health, wellbeing and learning is being impacted. Sometimes the bullying behaviour may be presented by pupils from our own school, by pupils from other schools or by people who are not at school at all. Where a pupil or parent informs us of bullying, prejudice or discrimination outwith the school premises we can:

- Talk to pupils about how to avoid or handle these incidents outside of school.
- Talk to the designated member of staff of any other school(s) whose pupils are allegedly presenting bullying, discrimination and prejudiced behaviour.
- Talk to the transport company about bullying on buses.
- Talk to the police, if appropriate.

## **OUR APPROACH TO ANTI-BULLYING**

### **PREVENTION**

By promoting a positive school ethos with a focus on respect, kindness, integrity, high expectations and inclusion towards and for our school community. Through preventative measures we hope to reduce incidents of bullying, prejudice and discrimination.

- We hold anti-bullying year group assemblies when permitted and discuss bullying in key adult time.
- Our PSE syllabus has been updated in line with the emergent advice from the Scottish Government, *Respectme* and City of Edinburgh Council.
- We use school displays to remind pupils that bullying, prejudice and discrimination are not acceptable and what to do if they or someone they know is being bullied or experiencing prejudice.
- We have an informed and active Equalities School Improvement Team.

- Bullying, prejudice and discrimination and other equality-related issues are a standing item on community meetings between Pupil Support Leaders and Community Depute Head Teachers.
- We carry out regular surveys and focus groups to evaluate ethos and health and wellbeing in the school.
- We celebrate diversity in a variety of ways with initiatives led by students and staff throughout the year e.g. charity fundraisers and participation in awareness-raising days and our annual Divesecity event.
- We are a Bronze Level Rights Respecting School, working towards Silver. The student Rights Respecting School group aim for all pupils to be aware of and learn about their human rights through lessons, events, assemblies and displays.
- The Mentors in Violence Prevention (MVP) programme is being established in the school. Senior pupils are trained and empowered to prevent incidents that could lead to gender violence, which can be domestic abuse, sexting, assault or homophobia. Pupils are taught to challenge peers about their behaviour if it is safe to do so.
- We work closely with a variety of partner agencies to promote a positive ethos. Possible contributions include offering in-class presentations; information sharing and advice; training for staff; working with individual or groups of pupils
- We have a successful befriending system to support pupil transition from primary to high school. S6 pupils receive training in interpersonal skills, conflict resolution and confidentiality and work with classes throughout the year.
- Our staff receive regular training to increase awareness, understanding and skills to effectively challenge all forms of bullying, prejudice and discrimination.

## **REPORTING**

Bullying and prejudice-based incidents can be reported by:

- Pupils – (either as the person(s) experiencing or as a witness) to a member of staff in person (a trusted member of staff, their Key Adult, PSL or CH) or by using the reporting bullying form on SharePoint.
- Staff – using online Anti-bullying/Discrimination Form or Wellbeing Concern Form
- Parents – by contacting the school by phone or email and communicating with their child's PSL in the first instance.

## **INVESTIGATION**

(Please see Appendix 2 for a detailed guide on investigation, actions and responsive and educational measures)

- All incidents of alleged or confirmed bullying or prejudice-based incidents are recorded on SEEMiS as per City of Edinburgh instruction.
- Initial investigation is with the person experiencing the bullying behaviour to establish what they would like to have happen.

- If the pupil wants nothing to be done the incident will be recorded and parents/carers only contacted if there is agreement from the pupil.
- If the pupil wants something to be done or the actual or perceived motivation of the displayed behaviour involves protected characteristics we have to take action.
- We take a written statement from the person experiencing and any witnesses
- We speak with the person alleged to be displaying the behaviour and follow the actions outlined below.

## **ACTIONS**

### **Bullying Incidents not involving protected characteristics**

- If it is confirmed that the person did display bullying behaviour their parents/carers will be informed
- If it is only alleged parents/carers may be informed at the discretion of DHT (and in consultation with person experiencing) if further supports are needed to help those displaying the behaviour
- When investigating with person displaying truthfulness and history will be taken into account.
- If it is confirmed and is having significant negative impact on the person experiencing then Police SLO may be involved

### **Incidents involving protected characteristics**

- Whether confirmed or alleged parents/carers of the person displaying will be informed
- Even if the person experiencing the behaviour is reluctant, unless there is a safety concern, all incidents are taken further e.g. investigated and contact with parents/carers made. The views of the pupils involved will be taken into account. A specific pupil request is that in cases where the incidents are homophobic/transphobic and the person experiencing is not 'out' to their parents/carers the school maintains this confidentiality.
- When investigating with person displaying the behaviour truthfulness and history will be taken into account.
- Police SLO will be informed and decide appropriate level of involvement.

## **RESTORATIVE AND EDUCATIONAL MEASURES**

The views of the pupil(s) experiencing the impact of bullying behaviour will always be sought. If there is a reason their requests cannot be fulfilled this will be fully explained.

### **Possible first level restorative/educational measures after an incident**

- Support for persons experiencing and affected witnesses if suitable/requested will be offered e.g. check-ins, review, referral to services offering emotional or resilience support depending on need
- Restorative discussion between person displaying and person experiencing (if the person experiencing requests it) with PSL/DHT
- Informal individual input from Police Liaison officer to either person displaying or experiencing
- Class input from Police Liaison officer, or other outside speaker
- Letter(s) of apology that acknowledge impact

**Possible second level restorative/educational measures (if first level are not successful or if the incident is deemed serious enough by DHT)**

- Seating arrangements altered in class either temporarily or permanently (for an in-class incident)
- Person(s) displaying removed from class on a Local Time Out for a pre-determined length of time and/or completion of a specified task (for an in-class incident)
- Person(s) displaying removed from social time (break and lunch) for a pre-determined length of time and/or completion of a specified task
- Optional educational activity to be completed at home by person displaying with parent/carer related to incident.

**Possible third level measures (if level 1 and 2 measures are not successful, or if the incident is deemed serious enough by DHT/HT)**

- Internal Exclusion – Person(s) displaying removed from all classes for a pre-determined length of time but remains on campus.
- External Exclusion – Person(s) displaying removed from school campus for a pre-determined length of time. Only permitted to re-join if school terms of re-admittance accepted.
- Permanent removal from a specific subject if suitable/possible
- Permanent change of class if suitable/possible
- A risk assessment may be completed

**PARENT/CARER INVOLVEMENT**

The views of the child or young person who has experienced bullying will always be considered when deciding whether to inform their parents/carers. There may be both risks and benefits of informing parents: the young person may think that this will make matters worse or it may place the child or young person in a harmful situation. In most cases, it is likely that parents/carers will be informed as they can play an essential role in preventing and addressing bullying. A record of communication is kept and the child or young person informed about who their information has been shared with. In the small number of cases when, in the best interests of the young person, the decision is taken by a

member of the senior leadership team not to inform parents/carers, this will be recorded in the pupil's pastoral notes with a clear rationale for not informing.

## **POLICE INVOLVEMENT**

We work closely with our Police School Liaison Officer to support our youngsters on elements of behaviour that is seen as, could be seen as or could turn into acts of criminality.

Involvement of the SLO can be requested by any party. It is most likely the PSL or DHT who would decide this, but parents and pupils also have the right to request that we contact the SLO in cases not involving protected characteristics.

The SLO will be informed of all incidents involving protected characteristics outlined in the Equalities Act 2010 that are relevant to pupils. Incidents relating to race, faith, sexual orientation, disability and transgender identity in particular are covered by the hate crime legislation. We may also inform the SLO if we are made aware of harassing behaviours or when there is a risk to the person experiencing (e.g. self-harm).

The SLO can also participate in restorative processes and mediation as well as educating small groups and classes.

## **RECORDING AND MONITORING**

Members of Pupil Support staff or Senior Leadership Team will record all incidents in the Bullying and Equalities module in SEEMiS.

The following information is recorded:

- the person experiencing the behaviour
- the person displaying the behaviour
- the nature and category of the incident
- the perceived reason(s) for bullying
- actions already taken and future actions
- conclusion (being addressed, resolved, not resolved, unfounded)

We are instructed that all records should include whether the incident is bullying, and/or prejudice-based and the nature of this. If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or prejudice, the incident and the doubts should be recorded.

The DHT Pupil Support/ Equalities Co-ordinator will ensure that this procedure is implemented and monitor SEEMiS reports on a regular basis, at least termly.

Records of bullying, discrimination and prejudice-based incidents will be collected centrally from SEEMiS by the local authority from August 2020 on a termly basis.

(Please see Appendix 3 for a detailed guide on logging incidents)

## CONCERNS AND FEEDBACK

We recognise that there may be times when pupils or parents/carers feel that we have not dealt well with an incident of bullying, discrimination and prejudice or a wider community issue. If a pupil or parent/carer feels that an incident/issue has not been fully resolved to their satisfaction, we ask them to contact the Community DHT for their child in the first instance.

If the DHT or HT cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure. If early resolution at this stage is not achieved, then parents/carers can use the Council's Advice and Conciliation Service. We are also pleased to receive positive feedback from parents/carers when things have gone well.

At any time, a pupil or parent/carer can seek advice and support from an external organisation.

## COMMUNICATION, EVALUATION AND REVIEW

We will promote our anti-bullying procedure throughout the session. The procedure will be placed on the school website. Posters are on display around the school advising pupils how they can report bullying, discrimination and prejudice, or seek confidential help. The Anti-bullying Reporting Form SharePoint form will be regularly promoted via the school bulletin. The procedure is also reinforced through PSE classes and assemblies.

We evaluate the effectiveness of this procedure on an annual basis, reviewing the number of incidents that are reported alongside the attendance, exclusions, attainment and achievement of pupils in protected groups. Pupils' perceptions and experiences of bullying are reviewed through questionnaires and focus groups. Feedback received from parents is also taken into consideration. The procedure is reviewed formally every 3 years.

(Please see Appendix 4 for a more detailed timeline)

## Appendix 1: Guide for Staff

### **THE IMPORTANCE OF YOUR ROLE**

The response of the teacher or other member of staff is crucial, whether they witness something which could be bullying or prejudicial behaviour or a young person reports to them that they are being bullied. Young people may have been experiencing bullying or prejudice and a negative impact on their health and wellbeing for some time before they report it. The young person's experience may be directly affected by the response they get from the adult they report it to.

**NB at all times child protection procedures should be followed if necessary.**

### **A PUPIL OR PUPILS REPORT AN INCIDENT TO YOU**

- a) Listen to the pupil(s); reassure them that they have done the right thing by telling you.
- b) Tell the pupil(s) that you are taking the reported bullying or prejudice seriously.
- c) Ask the pupil(s) what would be helpful to resolve the issue and what they want to happen next. Take their views seriously, with awareness that bullying and prejudice cannot go unchallenged even when the person targeted may be reluctant to seek a solution or want to avoid a direct approach.
- d) If the pupil wants further action taken on the pupil(s) displaying the bullying behaviour complete a Wellbeing Concern Form (WCF) and pass it to the Community Head.
- e) If the pupil does not want any further action taken on the person(s) displaying the behaviour complete a Wellbeing Concern Form and pass it to the PSL.
- f) Tell the pupils what you are going to do, what you are going to put on the Wellbeing Concern Form and what will happen next:

A WCF to the CH will prompt the CH to:

1. Investigate with the person experiencing/reporting
2. Follow anti-bullying procedures with the person(s) displaying the behaviour
3. Complete a SEEMiS bullying form
4. Feedback the WCF to the referring member of staff
5. The youngster will be discussed at community meetings and follow up support actions agreed (this could be CH and/or PSL)

A WCF to the CH will prompt the PSL to:

1. Investigate with the person experiencing.
2. Encourage taking further action on those exhibiting, if they agree the PSL will pass to CH for further action, if they don't the PSL will continue to monitor.
3. Complete SEEMiS bullying form

4. Feedback WCF to the referring member of staff
5. The youngster will be discussed at community meetings and follow up support actions agreed.

**YOU OBSERVE BULLYING BEHAVIOUR OR INCIDENTS OF PREJUDICE OR DISCRIMINATION (INCLUDING USE OF DEFAMATORY LANGUAGE) WITHIN THE CLASSROOM**

Identifying, responding to, and challenging such incidents is a whole staff responsibility and a professional requirement. As far as possible emphasis should be on de-escalation and education; ensuring classrooms are safe spaces and maximising teaching and learning.

**Staff will always complete an *Anti-bullying/Discrimination Form* on SharePoint for classroom incidents.** This allows community teams to monitor individuals or observe patterns of either experiencing or displaying behaviour.

A recommended method for discussing and addressing incidents is the **ACTION** framework (see next page).

If order is restored and there is a satisfactory return to learning and teaching, at an appropriate point subtly check with the person who is, or appears to be, experiencing the behaviour directed towards them and ask them what they would like to have happen. Complete a WCF to the PSL if there are further pastoral concerns or follow up for the person experiencing the behaviour beyond noting it on the *Anti-bullying/Discrimination Form*.

If there is continued disruption to learning and teaching follow the behaviour policy. Staff should refer to the CL if there are further behaviour issues or if there is a curricular element to the incident. The CL should refer to Community Head if there is further discipline concern or action required for the person exhibiting the behaviour.

**YOU OBSERVE BULLYING BEHAVIOUR OR INCIDENTS OF PREJUDICE OR DISCRIMINATION (INCLUDING USE OF DEFAMATORY LANGUAGE) BETWEEN CLASSES/BREAK/LUNCH**

If you observe an incident between individuals or a small group, use the ACTION framework to investigate. If the incident is de-escalated please record the incident on the *Anti-bullying/Discrimination Form* as soon as practicably possible.

If the incident is large scale, or continues and doesn't appear to be de-escalating use the behaviour policy and contact the office who will call the Duty Head/SLT on duty.

## **ACTION FRAMEWORK**

1. **Ask** clarifying questions to assist with understanding intentions e.g.

“I want to make sure that I understand what you were saying. Were you saying that...?”

2. Be **Curious** not judgemental

- Listen actively and openly to their response.
- If they disagree with your paraphrase and clarify a different meaning, you could end the conversation. If you suspect they are trying to ‘cover their tracks’, you may consider making a statement about the initial comment to encourage learning e.g.

“I’m glad to hear I misunderstood you, because, as you know, such comments can be...”

- If they agree with your paraphrase, explore their intent behind making the comment e.g.

“Can you tell me what you were you hoping to communicate with that comment?”

“Can you please help me understand what you meant by that?”

3. **Tell** what you observed as problematic in a factual manner e.g.

“I noticed that . . .”

4. Explore **Impact**: ask for, and/or state, the potential impact of such a statement or action on others e.g.

“What do you think people think when they hear that type of comment?”

“As you know, everything speaks. What message do you think such a comment sends?”

“What impact do you think that comment could have on ...”

5. **Own** your own thoughts and feelings around the impact e.g.

“When I hear your comment, I think/feel...”

“Many people might take that comment to mean...”

“In my experience, that comment can perpetuate negative stereotypes and assumptions about... I would like to think that is not your intent.”

6. **Next** steps: Request appropriate action be taken e.g.

“We’re here to learn, and such comments make it difficult for us to focus on learning because people feel offended. So I am going to ask you to refrain from stating your thoughts in that manner in the future. Can you do that please?”

“I encourage you to revisit your view on X as we discuss these issues more in class.”

“I’d appreciate it if you’d consider using a different term because it is inconsistent with our school values.”

## Appendix 2: Guide for PSLs/DHTs

### REPORTING OF BULLYING INCIDENTS AND RESPONSE

#### **(A) You receive a wellbeing concern form from a member of staff**

When an incident of bullying behaviour is reported to a teacher they will ask what the youngster experiencing the behaviour wants to do. Do they want the pupil(s) displaying the behaviour to be spoken to?

Yes – teacher completes WCF\* and passes it to DHT

No – teacher completes WCF and passes it to PSL

DHT will

1. investigate with the person experiencing
2. deal with the ones exhibiting;
3. complete seemis bullying form;
4. feedback WCF
5. The youngster will be discussed at community meetings and follow up support actions agreed (this could be DHT and/or PSL)

PSL will

1. investigate with the person experiencing.
2. Encourage taking further action on those exhibiting, if they agree pass to DHT for further action, if not continue to monitor.
3. Complete seemis bullying form
4. Feedback WCF
5. The youngster will be discussed at community meetings and follow up support actions agreed

\*It is a policy directive that WCF are used to communicate this information

#### **(B) A pupil or pupils reports to PSL**

1. PSL ascertains whether the incident is conflict or bullying. 'Banter' that uses slurs associated with protected characteristics in a non-conflict way between friendly equals still has to be discussed with them and recorded.
  - a) If it is conflict PSL deals with it in a restorative way and it is not recorded on a Seemis form.
  - b) If it is bullying PSL follows step 2 below.
  - c) If it is conflict or 'banter' which includes protected characteristics the PSL deals with it in a restorative way, parents/carers are informed and it is recorded on a Seemis form. If there is a history further action may be taken e.g. passing to DHT, employing an educational response strategy.

2. PSLs investigate with the person experiencing (if the person reporting is not the one experiencing explain you will have to investigate with the one experiencing) – what would they like to have happen?
  - i. If the pupil wants nothing to be done (despite encouragement from us to take it further and it doesn't relate to protected characteristics) complete a Seemis form and review. Parents only contacted if there is agreement from the pupil.
  - ii. If the pupil wants nothing to be done but actual or perceived motivation of the displayed behaviour involves protected characteristics explain you do have to take action. PSL passes it to the DHT. PSL will also call parents to explain what is happening.
  
3. If a pupil wants action to be taken the PSL will pass to the DHT:
  - i. Take a written statement from the person experiencing and any witnesses
  - ii. Check history of person(s) alleged to be displaying the behaviour (this may affect severity of response later)
  - iii. Investigate with the person alleged to be displaying the behaviour, incentivising truthfulness at the offset (perhaps it could lead to lesser consequences later?)
  - iv. If it is not confirmed parents/carers are informed at discretion of DHT. If it is confirmed or unconfirmed yet contains allegations associated with protected characteristics the DHT will inform parents. Seemis form is completed and reviewed.
  - v. If it is confirmed a decision is made on the actions and responsive measures to be taken; the wishes of the person experiencing the behaviour must be taken into account.

**(C) A pupil uses the SharePoint Anti-bullying Reporting Form**

These are discussed at the community meeting. As a rule of thumb anything 'pastoral' is initially dealt with by the PSL and anything that is 'disciplinary' or deals with protected characteristics is dealt with by the DHT.

**(D) A staff member fills out Anti-bullying/Discrimination Form**

These are discussed at the community meeting. As a rule of thumb anything 'pastoral' is initially dealt with by the PSL and anything that is 'disciplinary' or deals with protected characteristics is dealt with by the DHT.

**ACTIONS**

**Bullying Incidents not involving protected characteristics**

1. If it is confirmed parents of the person displaying the behaviour will be informed
2. If only alleged parents may be informed at the discretion of DHT (and in consultation with person experiencing)

3. When investigating with person displaying truthfulness and history will be taken into account.
4. If it is confirmed and is having significant negative impact on the person experiencing then Police SLO may be involved

#### **Incidents involving protected characteristics**

1. Whether confirmed or alleged parents will be informed.
2. When investigating with person displaying the behaviour truthfulness and history will be taken into account.
3. Police SLO will be informed and decide appropriate level of involvement.

#### **RESTORATIVE AND EDUCATIONAL MEASURES**

The views of the pupil(s) experiencing the impact of bullying behaviour will always be sought. If there is a reason their requests cannot be fulfilled this will be fully explained.

#### **Possible first level restorative/educational measures after an incident**

- Support for persons experiencing and affected witnesses if suitable/requested will be offered e.g. check-ins, review, referral to services offering emotional or resilience support depending on need
- Restorative discussion between person displaying and person experiencing (if the person experiencing requests it) with PSL/DHT
- Informal individual input from Police Liaison officer to either person displaying or experiencing
- Class input from Police Liaison officer, or other outside speaker
- Letter(s) of apology that acknowledge impact

#### **Possible second level restorative/educational measures (if first level are not successful or if the incident is deemed serious enough by DHT)**

- Seating arrangements altered in class either temporarily or permanently (for an in-class incident)
- Person(s) displaying removed from class on a Local Time Out for a pre-determined length of time and/or completion of a specified task (for an in-class incident)
- Person(s) displaying removed from social time (break and lunch) for a pre-determined length of time and/or completion of a specified task
- Optional educational activity to be completed at home by person displaying with parent/carer related to incident.

#### **Possible third level measures (if level 1 and 2 measures are not successful, or if the incident is deemed serious enough by DHT/HT)**

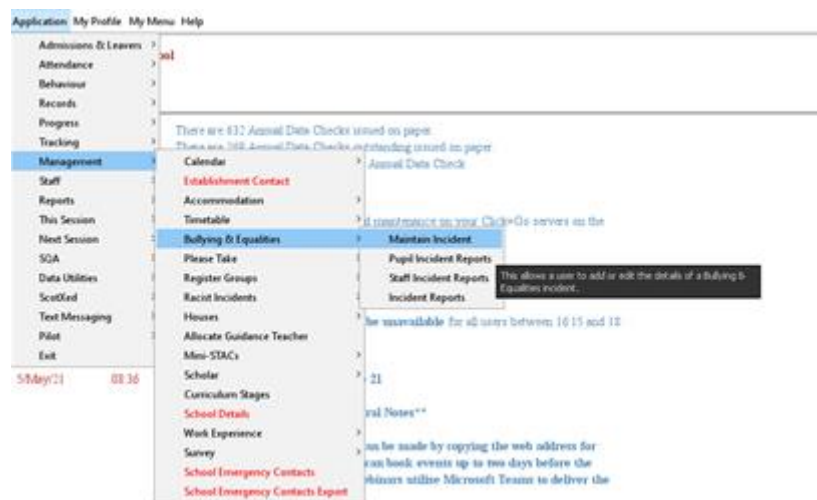
- Internal Exclusion – Person(s) displaying removed from all classes for a pre-determined length of time but remains on campus.
- External Exclusion – Person(s) displaying removed from school campus for a pre-determined length of time. Only permitted to re-join if school terms of re-admittance accepted.

- Permanent removal from a specific subject if suitable/possible
- Permanent change of class if suitable/possible
- A risk assessment may be completed

## Appendix 3: Logging bullying and prejudice-based incidents on SEEMiS

This form is to be completed in all cases of bullying incidents and incidents of prejudice or discrimination. This is because bullying is not just defined as behaviour, but also in terms of impact. If someone has experienced bullying but it is unproven it is still logged, with the respective sections filled in accordingly.

- Go to Application/ My Profile then Management > Bullying & Equalities > Maintain Incident.



- The incident screen appears. Click on the dots beside the boxes for a drop down of staff names. These are the names as kept on record on seemis for staff.

**Reported To** is the staff member who witnessed or first heard about the incident

**Incident Owner** is the name of the person completing the form

The screenshot shows the 'Basic Info' form. The 'Reported To' field is highlighted with a red box. The 'Incident Owner' field is also highlighted with a red box. The 'Reported By' field is highlighted with a red box. The 'Incident Date' is set to 14/04/2021 and the 'Incident Time' is set to <No Time>. There is an 'Incident Location' section with a 'Select' dropdown and an 'Add' button. A 'Remove' button is at the bottom right of the location section.

**Addressed By** is the name of the person who has dealt with the incident

- You will then need to enter the details of the alleged incident and the person(s) experiencing the bullying behaviour and the person(s) displaying the behaviour.

**NB all those identified will have a seemis pastoral note created automatically in their personal records as a link to these records.**

- You will then need to enter the nature of the incident and motivation(s), or perceived reason(s) for bullying. There are drop down menus and space for further information on the right.

- Nature of incident includes:
  - Name calling, teased, put down or threatened
  - Hit, tripped, pushed or kicked
  - Belongings taken or damaged
  - Being ignored
  - Spreading rumours
  - Abusive Messages - online/phone/gaming/social media
  - Online/phone/gaming/social media
  - Targeted because of who they are/perceived to be

- Other (Please Specify)
- Perceived Reason(s) For Bullying includes:
  - Actual or perceived sexual orientation (e.g. homophobic, bi-phobic)
  - Additional support needs
  - Asylum seekers or refugee status
  - Body image and physical appearance
  - Care experience
  - Disability
  - Gender identity or Trans identity
  - Gypsy/Travellers
  - Marriage/civil partnership of parents/ carers or other family members
  - Mental health
  - Not known
  - Other: please specify
  - Pregnancy and maternity
  - Race and racism including culture
  - Religion or belief
  - Sectarianism
  - Sexism and gender
  - Socio-economic prejudice
  - Young carer
  - If 'Other' is selected from the list and added to the incident, an additional Other text box will be displayed to enable details of the 'Other' incident to be recorded.
- You will need to log any actions you have undertaken
- Plan a date to review with relevant parties

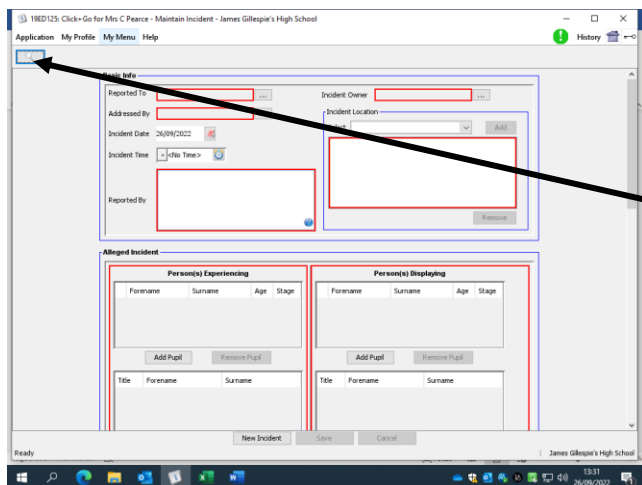
The screenshot shows a software interface for logging incidents. It is divided into two main sections: 'Action Progressed' and 'Monitor Review'.

- Action Progressed:** Contains a text box for 'Action Procedures' and a dropdown menu for 'Incident Conclusion' with options: 'Being Addressed', 'Not Resolved', 'Resolved', and 'Unfounded'.
- Monitor Review:** Contains a 'Reviewer' field, a 'Due' date field (currently set to '<No Date>'), and a 'Complete' checkbox (currently unchecked). Below these are two columns of questions for 'Person(s) Experiencing' and 'Person(s) Displaying', each with a dropdown menu for responses.

Callout boxes provide the following explanations:

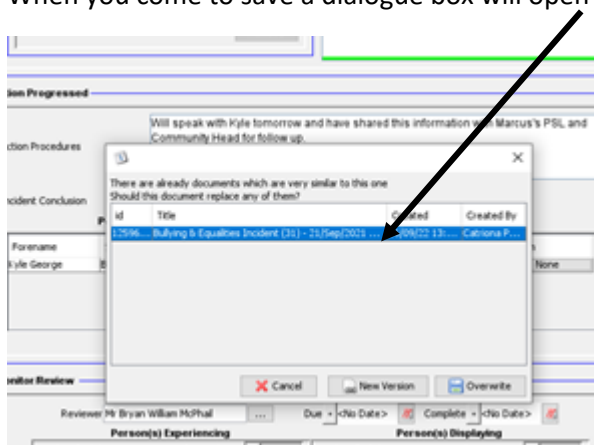
- Action Procedures:** are details of action taken
- Incident conclusion:** is at the time of logging and can be addressed/ not resolved/ resolved/ unfounded
- Due:** is the date you set for review at the time of logging
- Complete:** is filled in when you review. There are drop down menus for relevant responses: yes/no/N/A

## New note on completing incident forms started by someone else (September 2022)



If action progressed, or review, is undertaken by a different staff member, but the form has already been started, go to the magnifying glass and search by staff or pupil to open it.

When you come to save a dialogue box will open



You can choose to create a new version (duplicating the record with your additions) or overwrite (keeps only the one).

## Appendix 4: Timeline for implementation, evaluation, and review

The following reflects work done since the first Covid-19 lockdown and does not include the training undertaken, consultation, discussion and work between colleagues that occurred prior to this.

### **2 November 2020** - consultation with Pupil Voice

Discussed with them our aims for the anti-bullying policy and requirement to hold a complete and thorough review reflecting national and local bullying and equalities policies. Asked them how best to achieve pupil opinion and input. An anonymous survey was suggested, along with possible questions.

### **13 November 2020** – pupil survey goes live

We asked: How effective are we at dealing with bullying? How likely are you to report it? We often hear, 'reporting bullying makes it worse', why is this the case? How can we best help you report bullying?

We had 646 responses. A CEC survey across selected schools showed 37% of respondents disagreed or strongly disagreed that schools deal with bullying effectively. At JGHS 30% of respondents did so, and 36% thought we dealt with bullying effectively at JGHS.

From this we took positivity in that our percentage of 'disagree' was better than Edinburgh over all but there was need for improvement nonetheless and we could use this marker for improvement. We could also measure improvement in other respects such as 71% of respondents would report it if they witnessed bullying behaviour yet only 60% of respondents said they would report it if they themselves experienced bullying behaviour. Also 34% of respondents agreed with the statement 'reporting bullying makes it worse'. These were all areas we wished to address.

When analysing the qualitative data the following points became apparent:

- There was a strong feeling the school isn't effective or consistent in dealing with bullying
- There is a fear of being a 'snitch' or of 'making it worse'
- There is a clear need for a way to report bullying in a way that would protect identity i.e. anonymous reporting
- There is a clear need for staff to address incidents as they occur and in a consistent and effective manner

### **18 November 2020** - introduction to parent council (Teams)

Discussed with them our aims for the anti-bullying policy and requirement to hold a complete and thorough review reflecting national and local bullying and equalities policies. Asked for interested parents to join a parent focus group.

### **25 November 2020** - consultation with parent focus group (Teams)

Very productive consultation.

Suggestions: that the official terminology e.g. 'agency' needed to be simplified; essential that the person experiencing is at the heart of investigations; Respectme don't differentiate between bullying

and racism; a mechanism for anonymous disclosure is required; ongoing support and education for parents would be valuable especially about online issues; please don't over-consult but parents are willing to participate.

Our responses: We have simplified the description of bullying behaviour; we have put the person experiencing at the heart of our investigations – they are always asked for what they want to have happen; we are also using the CEC advice in tackling racist incidents as well as Respect<sup>me</sup> advice; we have developed an anonymous reporting form; we will maintain in communication with parents about the policy.

**20 December 2020** - ongoing consultation with parents (email)

Suggested approaches to dealing with pupils experiencing and displaying bullying behaviour e.g. a work task on the issues to complete at home with parent/carer. Suggestions as to how we move forward when discussing with the pupils (e.g. fish bone diagram which allows all factors to be taken into consideration).

**January 2021** - initial information sessions with staff cancelled (change to inservice priorities from CEC)

**5 February 2021** - anti-bullying SIT regular meetings established

Group discussed what staff need to know and expectations of staff. Staff training case studies established. Pupil anonymous reporting form developed, staff reporting incident form developed. Discussions with pupils about issues established.

**May-June 2021** – consultation with pupils about new procedures through PSE classes

Pupils positive about the reporting form, many said they would rather report in person. Concern that there would be initial enthusiasm but then a tail off – need to keep the anti-bullying policy 'live'.

**17 June 2021** – consultation with parent focus group (Teams)

**25 June 2021** – draft policy completed, in consultation with pupils, parent focus group, PSLs, SLT, members of the Equalities SIT, members of staff via the anti-bullying SIT and other interested staff members

**August 2021** – Policy launched with wider staff, all pupils and all parents (inservice, key adult, PSE, email, school update, website)

**August 2021-December 2021** - confirmation of the work of Equalities SIT and Rights Respecting Schools SIT for addition to the policy

**September 2021** – Presentation to parent council

**November - December 2021** – Review with pupils, parent focus group and staff (via anti-bullying SIT). Policy adjusted as necessary.

**January 2022** - Policy confirmed as final (maintained as working document)

**2021-22** – Continued review of policy in line with new documentation on other protected characteristics as they are communicated by CEC.

**June 2024** – Full review of policy in 3 year cycle

## Appendix 5: Links to relevant documentation

Policy development:

the City of Edinburgh Council's Communities and Families procedures outlined in *Preventing and Responding to Bullying and Prejudice amongst Children and Young People* (November 2020)

*Tackling Racist Incidents and Creating an Anti-Racist Culture* (October 2020)

*Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People* (Scottish Government: 2017)

Equality Act [Equality Act 2010](#)

Rights Respecting Schools [The Rights Respecting Schools Award | UNICEF UK](#)

Bullying Behaviour: A Guide for Parents and Carers parents and carers on their website.  
<http://respectme.org.uk/wp-content/uploads/2017/11/Bullying-a-guide-for-parents-and-carers-2016.pdf>

effectively challenging racism:

<http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf>

For further information on effectively challenging homophobia, biphobia and transphobia:

<http://respectme.org.uk/wp-content/uploads/2017/11/Addressing-Inclusion-FINAL-NOV-17-1.pdf>

support establishments to develop local policy is available here: <http://respectme.org.uk/wp-content/uploads/2017/11/Policy-throught-to-Practice-2017.pdf>

GIRFEC [Getting it Right for Every Child \(GIRFEC\)](#)

Responding to micro-aggressions using the ACTION framework  
<https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/>

Description of hate crime:

[What are hate incidents and hate crime - Citizens Advice Scotland](#)