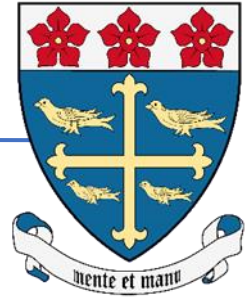


# Queensferry High School

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## Equalities Policy

Session 2022-23

## **Content:**

1. Introduction and Purpose
2. What do we mean by bullying?
3. Responsibilities and Reporting bullying, prejudice and discrimination incidents
4. Prevention
5. Support
6. Recording and Monitoring Bullying Incidents
7. Communicating this Policy
8. Concerns and Feedback
9. Evaluating and Reviewing our policy

### **1. Introduction and Purpose**

Our school procedure follows the City of Edinburgh Council's Communities and Families Procedure on 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' (2020) which is based on 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People'.

Our core practices are the 4 Rs:

- Relationships
- Rights Respecting
- Resilience
- Restorative.

The [United Nations Convention on the Rights of the Child \(UNCRC\)](#) sets out the fundamental rights of all children and young people. We use the UNCRC as a framework to ensure that we consider children's rights whenever we take decisions, and to help guarantee every child a good start in life with a safe, healthy and happy childhood.

### **Our Vision& Values at Queensferry High School**

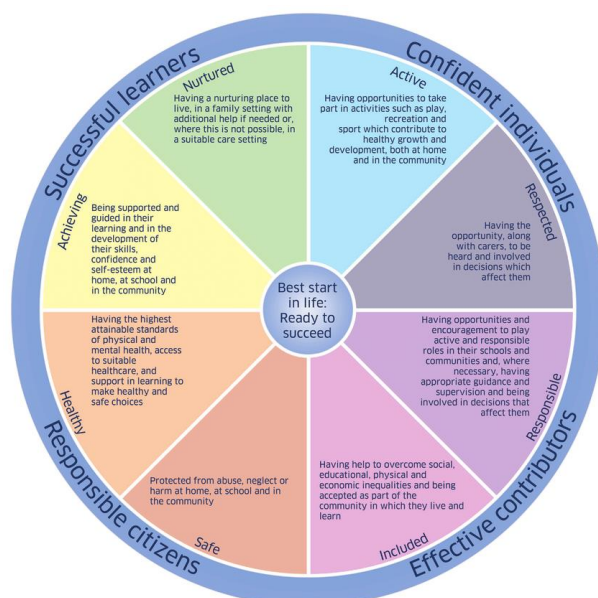
**"Our Learning community unites to create an inclusive environment where every young person can achieve their full potential as:  
Together Everyone Achieves More"**

**Work Hard & Be Kind**

All pupils and staff have the right to feel happy, safe and included. Queensferry High School supports every young person to achieve and attain their very best.

## Ready Respectful Responsible

- We actively foster good relations between diverse groups and individuals.
- We respect individuality and we celebrate diversity.
- We have a commitment to the promotion of equality of opportunity for all.
- We are active in the elimination of all forms of bullying, prejudice and discrimination.
- We challenge inequality and we promote inclusive, nurturing environments.
- We understand the impact bullying, prejudice and discrimination can have on a child or young person's feelings of worth, on their health and wellbeing and on their school-work.
- We provide opportunities for success through a variety of curricular and extra-curricular options and pathways.
- We encourage creativity and support our young people to build the skills and resilience they need for the future.
- We use restorative approaches to repair and strengthen relationships between staff and pupils within our whole school community.
- We support young people with additional support needs to take their place in our school community.
- We use GIRFEC Wellbeing Indicators to address any concerns



## 2. What do we mean by bullying?

*"Bullying is both behavior 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 behavior that can make people feel hurt, threatened, frightened and left out. This behavior happens face to face and online".*

(respect me 2015)

**Bullying behaviour** is a more useful phrase than 'bully'. The term 'bully' labels an individual with a fixed trait, whereas bullying behaviour can be transient and temporary and can be changed/corrected.

Bullying behaviours can take many forms. Examples of bullying behaviours include:

- Name calling, teasing, putting down or threatening.
- Ignoring, leaving out or spreading rumours.
- Hitting, tripping, kicking.
- Taking and damaging belongings

- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (online or cyber-bullying).\*
- Targeting someone because of who they are or who they are perceived to be

**\*Online bullying or cyberbullying** is bullying behaviour that takes place via mobile phone or over the internet through email, messaging, social networking websites or online gaming and should be taken as seriously as any other form of bullying

The label 'victim' can be disempowering as it labels an individual with a fixed trait whereas bullying experiences can be temporary. More useful terms to use include:

- Person being bullied
- picked on
- isolated
- person on the receiving end of ....

### **What is not bullying behaviour?**

*"You don't have to like me...agree with me...or enjoy the same things I do. But you do have to respect me."*

(respectme, 2018).

It is important to distinguish between what is and is not bullying behaviour.

Anyone can make a mistake or behave in a way that is inappropriate. However, not every action that has a negative impact on someone else is 'bullying behaviour'. It is our responsibility to support our children and young people to develop resilience. We must not condone the overuse or misuse of the term 'bullying' or react disproportionately to children and young people's behaviours, this would be counterproductive.

*"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 don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment."*

(respectme, 2018)

Bullying behaviours are not always successful in having an impact on the person they are directed at. However, the behaviour still needs to be challenged appropriately and should not be ignored. For example, the use of homophobic or prejudicial language, which may have no impact on the person it is aimed at, must still be challenged, as the language itself is unacceptable and impacts other people.

Incidents may be perceived as bullying when they are, in fact, criminal in nature. It is important to ensure that criminal offences such as hate crime, child sexual

exploitation and gender-based violence are clearly distinguished from bullying. For example, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying. It is sexual assault, sexual abuse or gender-based violence. There are laws to protect children and young people from this very serious behaviour.

### **3. Responsibilities and Reporting bullying, prejudice and discrimination incidents**

**The Headteachers 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 to the Equalities Co-ordinator (Michelle Gordon) of the Senior Leadership Team. The incident is recorded accurately with future actions detailed.
- responsible for the introduction and implementation of these procedures.

**The 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
- supervise the review and updating of this procedure at least every three years

1. Follow through the next steps agreed with the Equalities Co-ordinator / designated member of Senior Leadership Team (SLT).
2. In most cases, further investigation will be done by the Equalities Co-ordinator/designated member of SLT or Pupil Support

Further investigation may involve:

- Speaking with child/children or young person/people involved, preserving confidentiality.
  - Speaking with children or young people or others who witnessed the incident, preserving confidentiality.
  - Speaking with parents (after consultation with the child or young person – see 'Parents as Partners' below)
  - Seeking advice from relevant partner services
  - In all cases where there may be criminal implications (e.g. sexual assault or hate crime), contact Police Scotland.
3. Where bullying or prejudice is substantiated, decide on appropriate action see - Responsive Approaches.
  4. Where bullying or prejudice is not substantiated, speak with the child or young person who reported the bullying or prejudice and offer further support if needed.

5. At each stage of the process, update the child or young person who reported the bullying or prejudice.

**Pupils are asked to:**

- 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.
- report all incidents and suspected incidents of bullying, discrimination and prejudice that they see to a member of staff, where it is safe for them to do so.
- support each other and to seek help from a member of staff, to ensure that everyone feels safe and nobody feels excluded or afraid in school.

If a pupil does not feel able to speak directly to a member of staff they can:

- use the schools QR Codes to send a message (displayed prominently throughout school)
- speak to a trusted adult out with school to advocate on their behalf.

Contact can also be made with external organisations for advice and support, e.g. Childline, LGBT Youth Scotland or ELREC.

**All school staff are required to:**

- be pro-active in implementing the procedure
  - treat all allegations and observation of bullying, discrimination and prejudiced behaviour or language seriously
  - seek to address incidents, where appropriate
  - record any incidents on an Equalities Form
  - Inform the Equalities Co-ordinator / designated member of staff of all incidents
- 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 to the Equalities Co-ordinator (Michelle Gordon) SLT. The incident is recorded with future actions detailed.
6. Follow through the next steps agreed with the Equalities Co-ordinator / designated member of senior leadership team.
  7. In most cases, further investigation will be done by the Equalities Co-ordinator / designated member of senior leadership team or Pupil Support Leader

Further investigation may involve:

- Speaking with child/children or young person/people involved, preserving confidentiality.
- Speaking with children or young people or others who witnessed the incident, preserving confidentiality.

- Speaking with parents (after consultation with the child or young person – see ‘Parents as Partners’ below)
  - Seeking advice from relevant partner services
  - In all cases where there may be criminal implications (e.g. sexual assault or hate crime), contact Police Scotland.
8. Where bullying or prejudice is substantiated, decide on appropriate action see - Responsive Approaches.
  9. Where bullying or prejudice is not substantiated, speak with the child or young person who reported the bullying or prejudice and offer further support if needed.
  10. At each stage of the process, update the child or young person who reported the bullying or prejudice.

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 child or young person reports to them that they are being bullied. Children and 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 child or young person’s experience may be directly affected by the response they get from the adult.

1. Listen to the child, reassure them that they have done the right thing by telling.
2. Show the child or young person that you are taking the reported bullying or prejudice seriously.
3. Be ready to offer support whenever required, no matter how busy you are at the time.
4. Find out what happened, who was involved, where and when.
5. Let the child or young person speak without interruption as far as possible.
6. Ask the child or young person what would be helpful to resolve the issue and what they want to happen next. Take the views of the child or young person 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.
7. Record the incident on an Equalities Form. It may be helpful to keep notes. If you do, it is important that the child or young person knows why and how the notes will be used. This information will form the basis for further investigation and recording.
8. Use professional judgement to decide on appropriate action.
9. Tell the child or young person clearly about what happens next. It is essential that they are involved and updated on progress, especially in cases where it takes time to work towards a resolution.
10. Discuss and agree next steps with the Equalities Co-ordinator. This should include how the case will be investigated, monitored and reviewed.

**Respectme recommend that staff ask the following five questions:**

- What was the behaviour?
- What impact did it have on the school environment, learning or health and wellbeing?
- 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?

**At all times, child protection procedures and / or Risk Management procedures should be followed if necessary.**

### **Parents as Partners**

The views of the child or young person who has experienced bullying should always be considered when deciding whether to inform their parents/carers. There may be both risks and benefits of informing parents: the child or 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. Contact may be face-to-face, by telephone or letter. A record of all communication should be 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 must be recorded in the pupil's pastoral notes with a clear rationale for not informing.

### **Parents/carers are asked to:**

- be aware of respectme, Scotland's Anti-bullying Service booklet – Bullying Behaviour: A Guide for Parents and Carers ([available at http://respectme.org.uk/resources/publications/](http://respectme.org.uk/resources/publications/))
- work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying, discrimination and prejudice cannot thrive
- speak to any member of staff (the class teacher, guidance teacher or member of senior leadership team) if they have any concerns about bullying, discrimination and prejudice experienced by their child or by another child / children at the time of the incident or as soon as possible thereafter
- encourage their children to be positive members of our school community
- monitor closely their child's use of mobile phone and the internet and to intervene if there is a suspicion that these are being used inappropriately.
- understand that we seek to understand the experiences and address the needs of all children and young people who experience bullying, discrimination or prejudiced behaviour as well as those who present bullying, discrimination or prejudiced behaviour. We do this within a framework of respect, responsibility, resolution and support.



- speak to the Head Teacher if their concerns continue following initial intervention
- be aware that they can contact a relevant external organisation for advice and support
- be aware of the school's complaints procedure and the Council's Advice and Conciliation Service and their rights with regard to these procedures

#### Support and advice for parents

Parents/carers can help by supporting the establishment's anti-bullying procedure. **respectme** have a guide for parents and carers on their website <http://respectme.org.uk/wp-content/uploads/2017/11/Bullying-a-guide-for-parents-and-carers-2016.pdf>.

#### 4. Prevention

Bullying and discriminatory behaviours are not tolerated at Queensferry Community High School. Anti-bullying and anti-discriminatory attitudes and behaviours should be promoted through a range of **protective, preventive and responsive approaches**. QHS has clear policies to deal with bullying incidents and staff are guided by these.

Protective approaches	
Buddy systems, especially at transition times	
Groups to support identified pupils for example nurture groups and 'Seasons for Growth'	
Use of materials such as 'Cool in School', 'Keeping Myself Safe'.	
Participation in the Emotional Wellbeing academy led by Psychological Services and Child and Adolescent Mental Health Service (CAMHS).	
Peer mentoring and mediation.	
We utilise specialist individual supports within and beyond school e.g. counselling and therapeutic services	
We have arrangements for young people to raise issues confidentially with staff including for example, through QR codes to talk to pastoral staff.	
At QHS we encourage everyone to respect others even if they don't like them, they don't agree with them or they don't enjoy the same things they do.	
Involvement of Psychological Services where appropriate and with consent from the child and their parents	
Preventative Approaches	Responsive Approaches
QHS follows the advice of <b>respect me</b> , and 'Included Engaged and Involved' (Scottish Government / Education Scotland).	Physical separation of person/people bullying, where necessary, possible and safe.

QHS engages in opportunities and events involving the school community that promote equality and diversity. For example, during Respect Week we have held an Anti-bullying event to raise awareness of what bullying looks like, how we can prevent it and what supports are available for pupils who experience bullying.	Involvement of parents/carers where appropriate.
We build resilience and empathy through our range of Growing Confidence and resilience programmes. Our pupil Equalities Group actively supports the school's work on prevention of bullying, prejudice and discrimination.	Use of restorative practices, where appropriate, including acknowledging grievances
QHS shares information with children, young people and parents/ carers explaining how we deal with incidents of bullying and prejudice.	Helping young people to recognise that their actions have consequences and involving them in a discussion about how to make things better.
We use appropriate approaches and resources for example nurture and Emotion Talks, to develop social skills and emotional literacy.	Consequences for the person/people bullying.
Our staff receive regular training to increase their awareness and understanding of all forms of bullying, prejudice and discrimination as well as to develop skills in restorative practice.	Consideration of whether known or unidentified additional support needs have contributed to the bullying.
We have consistent responses to negative interactions, distressed behaviours, bullying and prejudicial behaviours, led by restorative practices.	Specific support services, such as Psychological Services, Additional Support for Learning Service, Education Welfare, Edinburgh Together, Social Work or CAMHS with consent from the child and their parents.
There are frequent opportunities for young people to discuss issues and for them to request private appointments with staff to talk.	Involvement of police if incident involves any criminal acts, including possible hate crimes.
We use self-evaluation tools which measure ethos, relationships and confidence in the establishment, such as pupil well-being questionnaires and surveys.	GIRFEC child planning processes.
We work with other agencies and partners in health, police and the voluntary sector to promote a positive	Where appropriate, Child Protection procedures must be followed.

ethos. This includes working with organisations such as LGBT Youth Scotland, respectme, Young Carers and the SHE project	
We undertake audits of race equality, inclusion and achievement of bilingual and minority ethnic pupils and seek advice from the Additional Support for Learning Service.	City of Edinburgh Council Risk Management Procedure.
We promote training opportunities to parents that explore the development of attachment, empathy and resilience and developing problem solving skills.	All incidents must be recorded on the SEEMiS Bullying and Equalities Module If there is any dispute or doubt (on the part of any individual) about whether the incident was or was not bullying or discrimination, the incident and the doubts should be recorded
We are working towards the UN Rights Respecting Schools Award. We update posters and school display screens regularly and use them 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.	De-escalation strategies delivered consistently by staff.

## 5. Support

### How we support pupils who are bullied or experience prejudice and discrimination:

- We listen to the child or young person
- We reassure them that they have done the right thing by telling.
- We encourage them to talk about how they feel, find out what happened and who was involved
- We involve them in making choices about how the matter could be resolved.
- We discuss strategies for being safe and staying safe.
- We ask them to report any further incidents to us straight away.
- We affirm that the bullying can be stopped and that we will persist with intervention until it does.
- We say clearly what will happen next and that we will update them on progress.
- When the incident has been resolved, we monitor and check that bullying has not started again.

### **What happens next?**

- The teacher or member of staff who receives the report will record the incident on an Equalities Form and discuss next steps with the designated member of senior leadership team / Equalities Co-ordinator (Michelle Gordon)
- At all times, child protection procedures and/or Risk Management procedures should be followed, if necessary.
- In most cases, further investigation will be done by the designated member of senior leadership team / Equalities Co-ordinator or Pupil Support Leader
- Further investigation may involve:
  - Speaking with the children or young people involved, preserving confidentiality.
  - Speaking with children or young people or others who witnessed the incident, preserving confidentiality.
  - Speaking with parents (after consultation with the child or young person)
  - Seeking advice from partner services and relevant organisations
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime), the designated member of senior leadership team / Equalities Co-ordinator will report this to Police Scotland.
- In the case of hate incidents, the designated member of the senior leadership team / Equalities Co-ordinator will seek advice from Police Scotland.
- If it is found that bullying, prejudice or discrimination has taken place, we will take appropriate and proportionate action (see examples of possible actions below)
- If it is found that bullying, prejudice or discrimination has not taken place, we will speak with the child or young person who reported the incident and offer further support if needed.
- At all times, we will update the child or young person who reported bullying, prejudice or discrimination.

### **Our work with pupils who bully others or present prejudiced or discriminatory attitudes / behaviour:**

A child or young person who is bullying someone else may not be doing this consciously but the impact of bullying, prejudice or discrimination is still felt and this is taken seriously. Pupils who engage in bullying behaviour or present prejudiced or discriminatory attitudes / behaviour will be treated fairly and consistently using actions that are proportionate and appropriate to the age and stage of the child and to the incident (see below).

- We interview the pupil (or pupils) involved in the incident separately.
- We listen to their version of events and take time to discover the reasons for the behaviour.
- We talk to anyone who may have witnessed the incident.
- We reinforce the message that bullying, prejudice and discrimination are not acceptable, and that we expect it to stop.

- We address prejudicial or discriminatory attitudes that may be behind the behaviour
- We seek a commitment to stop bullying.
- We affirm that it is right for pupils to let us know when they are being bullied.
- We consider consequences under our school's Positive Behaviour Management Procedure.
- We consider what support the pupil needs and whether other referrals are required, e.g. educational psychologist, counsellor.
- In all cases where there may be criminal implications (e.g. sexual assault or hate crime) we report this to Police Scotland.
- In the case of hate incidents, we seek advice from Police Scotland.
- We advise pupils responsible for bullying, prejudice or discrimination that we check to ensure that the behaviour stops.
- We contact the parents of the pupil(s) at an early stage.
- We follow up after incidents to check that the bullying, prejudiced or discriminatory behaviour has not started again in any form.

#### **Some examples of our actions**

- Restorative practices, including acknowledging grievances.
- Involvement of a parent/carer where appropriate.
- Peer mentoring and mediation.
- De-escalation strategies.
- Physical separation of person/people presenting bullying, prejudiced or discriminatory behaviour, where necessary and possible.
- Use of support base to increase confidence and provide support.
- Consequences, including loss of privileges.
- Assessment of additional support needs, including counselling, for the person being bullied or experiencing prejudiced or discriminatory behaviour or for the person who is bullying or displaying prejudiced or discriminatory behaviour.
- Involvement of other agencies and partners in health, police and voluntary sector.
- Referral to specific support service, such as Psychological Services, Education Welfare Service, Social Work or Child and Adolescent Mental Health Service (CAMHS).

*Note: Exclusion from school is not itself a sanction or punishment for bullying, prejudiced or discriminatory behaviour and would only be used in specific circumstances and as a last resort.*

#### **Online bullying and bullying outside the school premises**

We know that bullying, prejudice and discrimination can occur outside the school gates and via mobile phones and social network internet sites. The 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 will:

- Talk to pupils about how to avoid or handle these incidents outside of school.
- Talk to the Head Teacher 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.

### **Follow-up**

- When the incident has been resolved, we monitor and check with the child or young person that bullying has not started again.

## **6. Recording and Monitoring Bullying Incidents**

*See also whole school policy.*

The designated member of senior leadership team / Equalities Co-ordinator or Pupil Support Leader (secondary) 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)

All incidents should be recorded. 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 designated member of senior leadership team / Equalities Co-ordinator will:

- ensure that this procedure is implemented.
- monitor SEEMiS reports on 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.

### **SEEMiS: Recording, reporting and monitoring of bullying and discriminatory incidents / alleged incidents**

This guidance should be read in conjunction with the Scottish Government's 'Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools' [Recording and Monitoring Bullying Incidents - schools](#).

### **Responsibility**

The designated member of senior leadership team / Equalities Co-ordinator should have responsibility for:

- ensuring that procedures relating to allegations of bullying and prejudice are implemented.
- monitoring SEEMiS reports on regular basis, ideally twice per term.

### Recording

The following information must be recorded in the SEEMiS Bullying and Equalities module:

1. Person experiencing the behaviour
2. Person displaying the behaviour
3. Nature of the incident
4. Specific perceived reason for bullying

<p><b>Nature of incident</b></p> <ul style="list-style-type: none"> <li>• Name calling, teased, put down or threatened</li> <li>• Hit, tripped, pushed or kicked</li> <li>• Belongings taken or damaged</li> <li>• Being ignored</li> <li>• Spreading rumours</li> <li>• Abusive Messages - online/phone/gaming/social media</li> <li>• Online/phone/gaming/social media</li> <li>• Targeted because of who they are/</li> <li>• perceived to be</li> <li>• Other (Please Specify)</li> </ul>	<p><b>Perceived reason(s) for bullying (previously 'Characteristics')</b></p> <ul style="list-style-type: none"> <li>• Actual or perceived sexual orientation (e.g. homophobic, bi-phobic)</li> <li>• Additional support needs</li> <li>• Asylum seekers or refugee status</li> <li>• Body image and physical appearance</li> <li>• Care experience</li> <li>• Disability</li> <li>• Gender identity or Trans identity</li> <li>• Gypsy/Travellers</li> <li>• Marriage/civil partnership of parents/ carers or other family members</li> <li>• Mental health</li> <li>• Not known</li> <li>• Other: please specify</li> <li>• Pregnancy and maternity</li> <li>• Race and racism including culture</li> <li>• Religion or belief</li> <li>• Sectarianism</li> <li>• Sexism and gender</li> <li>• Socio-economic prejudice</li> <li>• Young carer</li> <li>• 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.</li> </ul>
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As well as recording that an alleged incident has been reported, detail about the incident should be recorded. Information about how the situation is to be monitored and reviewed should be entered in the appropriate section and the views of the person experiencing, the person displaying, and, if appropriate the views of parent/carer should be recorded.

### Monitor and review

- Do they feel their concerns were listened to? If not, why not?
- Do they feel satisfied with the outcome? If not, why not?
- Does the parent/carer feel satisfied with the outcome? If not, why not?

- Has some form of restorative action taken place, if appropriate? What form did this take?

The **Action Progressed** section should then be completed outlining the actions taken and the conclusion of the investigation.

#### **Incident Conclusion**

- Being addressed
- Resolved
- Not resolved
- Unfounded

#### **Automatic link with 'pastoral notes'**

Information recorded in this part of the Module automatically creates an entry into the pastoral notes for each of the children or young people. This entry does not contain detail about the incident – its purpose is to indicate that an incident has been recorded in the Bullying and Equalities module.

### **7. Communicating this Policy**

We promote our anti-bullying procedure throughout the session. This procedure is on the school website. We are currently review our Equalities Policy Posters are on display around the school advising pupils how they can report bullying, discrimination and prejudice, or seek confidential help. The procedure is also reinforced through PSE classes and assemblies (when permitted)

### **8. 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 Head Teacher in the first instance.

If the Head Teacher 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.

### **9. Evaluating and Reviewing our policy**

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.