Queen Anne High School

'Anti-bullying Policy'

*Together we must develop the **'human aspect of our school'** by building positive relationships based on mutual respect and equality.*

*Every learner within Queen Anne High School should be aware of our concept of **'personal best'** and our expectations around this.*

*Together we must demonstrate our aspiration to become a school where every learner has a strong sense of **'self-worth'.** We will achieve this if we show a genuine interest in learners, make every effort to get to know them well and celebrate their personal achievements.*

Policy developed using advice from Fife Directorate, Respectme and Scottish Association of Mental Health (SAMH) Developed in conjunction with the *'QAHS Better Relationships, Better Learning, Better Behaviour' Guidelines*	Development and consultation carried out by: Pupil LGBTI Group, Pupil Anti-poverty Group, Parent Council, Educational Psychologist, QAHS SPoC & Link DHT.	Development and consultation: August 2016 – January 2017 Launch event: Feb 15th 2017 (whole staff in-service day) Implementation from Feb 20th 2017
Training, Evaluation & Review:	Date:	Signed off:
Whole staff training/raising awareness launch event	Feb 15 2017	
Annual training/raising awareness	Aug 2017	
	Aug 2018	
	Aug 2019	
Evaluation & Review	No later than Feb 2020	

1.0   Introduction

1.1   This policy is designed to apply to all pupils in Queen Anne High School.

1.2   Queen Anne High School is committed to the personal and social wellbeing of all pupils. We aim to provide a learning environment free from any threat or fear, as a matter of right and as a prerequisite to effective learning and development.

1.3   In this context Queen Anne High School, through all staff who work within it, is unequivocally opposed to bullying. We fully recognise the damage which bullying can do to pupil's lives – both those who display bullying behaviours and those who experience bullying behaviours – in the short and long term. We are therefore committed to reducing and preventing bullying and providing appropriate support when bullying does occur. This policy sets clear expectations regarding how these goals will be achieved.

1.4   **For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.**

1.5   In addressing the issue of bullying we recognise that pupils will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying, and to ensure that pupils and their parents and carers understand this distinction. It should also be recognised of course that unresolved conflict might, in time, lead to bullying.

1.6   We believe it is important to make a distinction between conflict and bullying as describing all relationship difficulties as 'bullying' is likely to devalue the term and obscure the very real risks which we know are associated with pupils being bullied. It can also create confusion around the nature of response or intervention which is required to get best outcomes for pupils. Bullying is a mixture of behaviours and impacts, and adult intervention should be guided by the impact on a pupil.

1.7   This policy has been developed to reflect the needs of the pupils and families within our community. The approach taken by staff when addressing instances of bullying should at all times take account of the pupil's past experiences, any additional support needs and the behaviours exhibited by those experiencing bullying behaviour, or those displaying bullying behaviour. The GIRFEC wellbeing indicators should be considered when planning the support provided for pupils who experience instances of bullying or pupils who exhibit bullying behaviours.

1.8   Queen Anne High School acknowledges the harm and distress caused to pupils and families by bullying behaviours. Bullying behaviour carried out on-line, through text, social-media and e-mail is a more recent development. On-line bullying behaviour is often similar in nature to the traditional view of bullying but has a far greater reach due to our interconnected technological society. The training of the school single point of contact (SPoC) includes best practice advice on tackling on-line bullying behaviours.

1.9   Anti-bullying is covered within the health and wellbeing curriculum.

1.10   Queen Anne High School is fully committed to equality and diversity and to ensuring that we are fully inclusive. In the context of this policy we fully recognise the need and responsibility to ensure the safety and protection of pupils who may be vulnerable to bullying as a result of a real or perceived difference affecting them or any member of their family. Through policy and practice we will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Although only 7 of these characteristics may apply in schools; age, marriage and civil partnerships are also considered to be relevant as pupils may be subject to bullying as a result of these characteristics applying to their parents, carers, or other family members. This strategic policy also recognises the rights of lesbian, gay, bisexual, transgender and intersex young people (LGBTI) as a protected characteristic group. There is an established LGBTI pupil group which meets weekly within the school.

Further details of prejudice based bullying are included in Appendix 1, reproduced here with the kind permission of Respectme (respectme.org.uk).

We also recognise the potential vulnerability of pupils in relation to the following:

- Asylum seeker or refugee status
- Body Image
- Looked after status
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents, siblings, or other family members

1.11 Our approach to anti-bullying is set within our QAHS '*Better Relationships, Better Learning, Better Behaviour'* guidelines and recognises that bullying behaviour can only be fully understood within the social context within which it occurs, in that respect attributing bullying or being bullied to the personalities of the pupil involved is ultimately of little value. Our '*Better Relationships, Better Learning, Better Behaviour'* strategy aims to:

- Develop a positive ethos and an effective approach to relationships, learning and behaviour;
- Articulate our commitment to focus on developing **'learning behaviour'** as the most appropriate form of behaviour in the classroom. We believe that behaviour and learning are inextricably linked (Head, 2005). The approach detailed in these guidelines is a move away from dealing with 'inappropriate behaviour' as a prerequisite to addressing learning and a move towards a **'pedagogical focus on learning'. A pedagogical focus on learning allows a conceptualisation of social, emotional or behavioural difficulties (SEBD) as a 'learning difficulty'**. Therefore, the rights of pupils who may be experiencing SEBD should be considered alongside the rights of other learners rather than in competition with other learners (Visser and Stokes, 2003);
- Encourage the personal and social development of all pupils;
- Protect pupils and ensure their care and welfare.

We are committed to working in partnership with parents and carers, identifying shared responsibilities in preventing the occurrence of bullying, ensuring the welfare of pupils who have been bullied, and supporting and challenging those who have bullied.

1.12 Our aim therefore is to ensure that pupils do not display bullying behaviours because they understand the harm it causes and make the choice not to cause such harm. It follows therefore that where pupils do not

make this choice we need to engage with them educationally, supportively and restoratively rather than punitively. Such an approach may, understandably, be challenged by those who believe that pupils who bully should experience only negative consequences as a result of their behaviour. It is our firm belief that such an approach is ultimately counterproductive and important therefore that all staff, pupils and parents play an active role in the development and maintenance of a school's anti-bullying policy based on this principle; involvement and ownership contribute significantly to effectiveness.

2.0   **Background**

2.1   In 1998 the Human Rights Act (1998) made it a requirement that public authorities take steps to prevent bullying. Also since that time there have been major developments relating to social inclusion and an understanding of the factors which impact on educational attainment and achievement. This has implied a need, amongst other things, to look more closely at all obstacles to learning.

2.2   This policy sits within the policy framework for 'Care and Welfare' of the Fife Education and Children's Services Directorate and reflects the main principles and features of the Human Rights Act (1998), the UN Convention on the Rights of the Child, the Children (Scotland) Act 1995, the Children and Young People (Scotland) Act (2014), the Equality Act (2010), and the national initiative, Getting It Right for Every Child. This policy recognises that bullying can be a child protection issue and therefore complements and reflects both the operational and the legal requirements of Fife Council's Child Protection Strategy.

3.0   **Policy Statement**

3.1   Queen Anne High School aims to:

o   Reduce, prevent and respond effectively to bullying;
o   Improve behaviour through an effective strategy which actively involves pupils, parents/carers and staff in positive approaches;
o   Ensure, through training and participation, that the QAHS key concepts: ***personal best, human aspect of our school*** and ***self-worth*** and the **'Better Relationships, Better Learning, Better Behaviour'** guidelines are understood and implemented by all those involved;
o   Ensure that there are effective methods for monitoring, evaluating and reporting on the effectiveness of this policy, including any effects on minority or protected characteristic groups.

4.0   **Policy in Practice**

To ensure the effective implementation of this policy there will be action at two levels:
o   Queen Anne High School as an establishment
o   Individual staff within the school

4.1   Queen Anne High School as an establishment will ensure that**:**
o   An anti-bullying Single Point of Contact (SPoC) is appointed **(J. McIntosh – PT Pupil Support).** The SPoC will be responsible for ensuring that the school's anti-bullying policy is up-to-date and ensure that anti-bullying training provided by the Directorate is undertaken by school staff;
o   The anti-bullying policy is implemented and communicated effectively;
o   Extracurricular clubs associated with the school implement this policy and the lead member of staff ensures the effective exchange of relevant information to the Named Person;
o   **P. Davie (DHT)** alongside the SPoC is responsible for coordinating the anti-bullying policy and for monitoring its implementation and impact;

- o The policy articulates with the curriculum through the school's Personal and Social Education/Health & Wellbeing programme;
- o Regular review of the policy (3yr review cycle) is the result of genuine partnership between staff, pupils and parents. Critically this process will include the consideration of pupil and parent feedback, both planned and unsolicited and in consultation with the wider community and partners;
- o Bullying incidents are recorded and monitored, where appropriate, using the Bullying and Equalities module in SEEMiS Click+Go, in line with the guidance issued by the Directorate;
- o Appropriate training/awareness raising of the latest practice in anti-bullying approach will be made available to staff, pupils, parents and carers.
- o On an annual basis, at least one professional development session will be allocated to anti-bullying policy and practice. Information related to current issues and best practice will be provided by the Directorate.
- o Entry/exit points and toilets are supervised by SLT at the start/end of the school day, interval and the first/last ten minutes of lunchtime.
- o Dining Hall is supervised at interval and lunchtime by SLT, staff volunteers and Prefects.
- o Safe spaces are provided for groups of pupils in the form of: Breakfast Club, Nurture Hub, Lunchtime Club and LGBTI pupil drop-in space.
- o Where appropriate, pupils may be referred into the Programme of Supported Inclusion as an alternative to temporary external exclusion to experience an intensive, restorative programme to better understand the impact of their behaviour.

4.2   Queen Anne High School staff will ensure that they:

- o Are fully conversant with the QAHS 'Anti-bullying Policy' and the 'Better Relationships, Better Learning, Better Behaviour' guidelines.
- o Engage with pupils in a supportive, calm, restorative and respectful manner in order to model appropriate learning behaviour
- o Fully understand and follow procedures for recording, managing and monitoring inappropriate learning behaviours including bullying incidents, and supporting and managing pupils who have bullied or been bullied;
- o Share relevant information concerning individual pupils and incidents of bullying with the pupil's Named Person (Pupil Support/Guidance PT) or other professionals as required, to ensure pupil's safety at all times;
- o Include self-evaluation of this aspect of their practice, as part of the wider care and welfare agenda, within their regular review of continuing professional development.

5.0   Recording Bullying Incidents

5.1   All staff are required where appropriate to record incidents of bullying behaviour by referring the situation to the relevant Named Person (Guidance/Pupil Support PT) via a SEEMiS referral.

5.2   **Incidents of bullying behaviour should be recorded only by the Named Person using the Bullying and Equalities module within the school's SEEMiS Click+Go system**.

5.3   Appropriate training regarding the recording of bullying incidents will be provided to the school's Single Point of Contact (SPoC). Directorate guidance on the recording and monitoring of bullying incidents is available on FISH.

5.4   Staff are reminded that an appropriate record of bullying incidents must be maintained by the Named Person (Guidance/ Pupil Support PT) and that the information recorded by the school may be the subject of freedom of information requests by parents, carers, members of the public and journalists.

5.5   Information recorded in the council systems will be used to respond to freedom of information (FOI) requests under the Freedom of Information (Scotland) Act 2002. Information recorded in the school SEEMiS Bullying & Equalities module, when used by the Directorate to respond to FOI, should not provide details of the individuals involved in any bullying incident. The Directorate will redact any personal data that could be used to identify the pupils concerned.

5.6   Further information regarding freedom of information requests can be found at: https://ico.org.uk/for-organisations/guide-to-freedom-of-information/what-is-the-foiact/

5.7   Fife Council will also use the information recorded in the council systems to compile reports for council officers and schools, to inform service improvement.

5.8   Schools should provide an analysis, where appropriate, of incidents of bullying in their annual Standards and Quality Report for Fife Council Area Committees.

6.0   Staff Training

6.1   On an annual basis Queen Anne High School staff will participate in at least one training event, organised or led by the anti-bullying Single Point of Contact (SPoC).

6.2   The anti-bullying policy will be reviewed on a three year cycle involving a range of partners such as: Educational Psychologist, Parent Council, Pupil Review Groups including the LGBTI group, SPoC and relevant DHT.

6.3   The Directorate will provide presentation materials to update all adults working directly or indirectly with pupils at QAHS. These materials will be delivered at the same time as the annual child protection training.

6.4   Termly training opportunities will be provided for the SPoC.

6.5   One-day training sessions will be available via the Fife Council CLMS system to support staff.

7.0   Practice Guidance

7.1   Extensive high quality resources and literature concerning anti-bullying approaches are available online. The Fife Council website provides appropriate links and these will be updated on a regular basis. The key areas which these resources address are policy development and managing bullying. It is important to recognise that approaches to both of these areas articulate with and benefit from the extensive work which has been undertaken and developed as part of the wider relationships and behaviour agenda. It will therefore be the case that schools which have developed good practice generally in terms of relationships and behaviour will experience fewer incidents of bullying, and will have a set of values and approaches which support their effective resolution.

7.2   Central to the development of good practice is the capacity to self-evaluate existing practice, recognise effective interventions and supports, and identify areas for improvement. To support this process, the Directorate has developed a self-evaluation tool. This simple tool allows schools to independently review their practice in this area and can be incorporated within the school improvement cycle (see Appendix 2).

8.0   Anti-bullying Policy Framework

8.1   The Education & Children's Services Directorate works closely with Respectme, Scotland's national anti-bullying service, regarding policy and training of school staff.

8.2   Queen Anne High School has used advice provided by the Directorate, Respectme (respectme.org.uk) and Scottish Association for Mental Health (samh.org.uk) as well as consultation with a range of partners including: Anti-Poverty Pupil Working Group, LGBTI Pupil Working Group, Parent Council, Educational Psychologist, SPoC and link DHT in developing this policy.

Appendix 1 – Prejudice-based bullying[1]

Children and young people can experience bullying for a variety of reasons; where they live, their sexual orientations, gender, disability, the colour of their skin, what clothes they wear or what team they support. The one thing that these have in common is difference or perceived difference – some children and young people don't see or understand diversity, they still only see difference.

Difference, or perceived difference, can be a catalyst for children and young people being bullied. If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section.

Asylum Seekers and Refugees
Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image
Body image is hugely important to children and young people and bullying because of body image can have a significantly negative impact. For example, a child or young person who is noticeably over or underweight may find that they are particularly vulnerable to bullying behaviour.

Homophobic bullying
Homophobic bullying is mainly directed towards young people who identify as lesbian, gay, bisexual or transgender (LGBT) or young people who are questioning their sexuality.
However, it can also be directed at young people who do not conform to strict gender 'norms'. For example, a boy who doesn't like football may stand out as being different. Ultimately, any young person can be homophobically bullied and any young person can display homophobic attitudes, which should be challenged.

Transgender
Is an umbrella term used to describe someone who does not conform to society's view of being male or female. Children and young people who are experiencing confusion over their gender identity may be the target of transphobia. Transphobia at its most basic is the fear of a transgender person and the hatred, discrimination, intolerance and prejudice that this fear brings. This can result in bullying behaviour towards an individual because they are not seen to be conforming to gender stereotyping and 'norms'. If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Looked after children
Children and young people who are looked after and accommodated are vulnerable to bullying behaviour for a number of reasons: It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult; they may have poor relationship skills stemming from attachment difficulties; inappropriate reactions to situations as a result of learned behaviours; a reluctance to make friends; low self-esteem, lack of role models and a heightened sense of privacy.

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[1] Copyright Respectme, reproduced with permission.

Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/travelling community, often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of 'minority' in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they 'deserve' to be treated differently or with less respect.

Religion and Belief

Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths, or having no faith, can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may fuel bullying.

Sectarianism

Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender

Gender inequality and stereotyping can leave children and young people, and in particular girls, who do not conform to these norms vulnerable to bullying.

Bullying in the form of derogatory language, online comments and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman if they do not behave in such a way towards others. Personality traits that do not fit in to the unwritten rules of 'appropriate' male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.

This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we recommend against using the term 'sexual bullying' as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation are not types of bullying, they are abuse.

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours. This behaviour can take place face-to-face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact upon a person and that should be our focus. In all probability, online activity will relate directly to an experience or conversation they have had in person.

Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

Disablist Bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, belongings, clothing, hygiene, etc can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2010, we have a duty to assess all new policies and guidance to ensure it fulfils our duties under the Act. The Equality Act 2010 sets out a range of individual characteristics that are 'Protected' from discrimination and unfair treatment including bullying. All children have the right to feel safe regardless of Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual orientation.
All anti-bullying guidance should include all of the protected characteristics as well as other issues that may see children discriminated against such as body image or socio economic status.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009. Further support can be accessed at www.enquire.org.uk

Appendix 2 - Self-evaluation tool for schools

Approaches to anti-bullying – a reflective framework for schools

The following questions offer a framework for reflection. They are not exhaustive and aim to provide a starting point for discussion, ideally involving all staff. The framework can also be used in an adapted form with the Parent Council and Pupil Groups.

1. Ethos

a) How does the ethos of the school help to reduce, prevent and provide appropriate support in relation to bullying?
b) How does the school's anti-bullying policy articulate with the school's relationships and behaviour policy?
c) What common themes are shared by the policies?
d) What opportunities are there for joint policy development?

2. Policy

a) Does the school have an up to date anti-bullying policy?
b) When and how was the anti-bullying policy last reviewed?
c) How do children, parents and staff contribute to the development and review of policy?
d) How familiar are **all** staff with the policy?
e) Have **all** staff participated in annual updating regarding bullying?
f) How is bullying considered in staff meetings throughout the session?
g) How does the school use feedback from children and parents regarding bullying, to reflect on and improve practice?
h) How does robust and reliable information regarding bullying inform the school improvement process? (See 3c)

3. Managing Incidents

a) What are the key features of the school's approach to managing bullying incidents?
b) How confident are staff confident about their skills and knowledge regarding approaches to anti-bullying, and what are the implications of this for training?
c) Does the school consistently record bullying incidents and their resolution, in line with the agreed process?
d) How does the school learn at an organisational level from the management and resolution of bullying incidents?

Appendix 3 – Support for Parents/Carers

If your child is being bullied and would like to speak to an adult in confidence, they can contact:
ChildLine on 0800 1111.

If you are worried about your child and would like to talk to someone in confidence, you can call:
ParentLine Scotland on 08000 28 22 33.

For further information:

respect*me*, Scotland's Anti-Bullying Service.
respect*me*'s website offers practical advice and guidance for adults on addressing bullying behaviour. There is also a section specifically for children and young people offering practical advice on what to do if they're being bullied.

www.respect*me*.org.uk

ChildLine
ChildLine's website has a bullying section for young people and adults.

www.childline.org.uk

Childnet International
Childnet International works in partnership with other organisations to help make the internet a safe place for children and young people.

childnet.com

Cybermentors
A social networking place where children and young people can talk about bullying with mentors their own age.

www.cybermentors.org.uk

CEOP
The Child Exploitation and Online Protection Centre website provides information and advice for online safety.

ceop.police.uk

LGBT Youth Scotland

lgbtyouth.org.uk

Families on the Outside

www.familiesoutside.org.uk

Appendix 4 – Summary

For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

Bullying behaviour is a breach of children's rights under several articles of the Convention on the Rights of the Child.

Bullying behaviours may include:
- Name calling, teasing, putting down or threatening
- Ignoring, leaving out or spreading rumours
-
- Hitting, tripping, kicking
- Stealing and damaging belongings
- Sending an abusive text, email or instant message, or posting an abusive comment on a social networking site (cyberbullying)
- Making people feel like they are being bullied or fearful of being bullied
- Targeting someone because of who they are or who they are perceived to be. This may include racism, sexism, disability or homophobia, as well as differences in socioeconomic background.

What do we do when bullying behaviours occur?
- Take account of the pupil's past experiences, any additional support needs and the behaviours exhibited by those experiencing bullying behaviour and those displaying bullying behaviour.
- Pupils experiencing bullying behaviours will be listened to and supported.
- Pupils who engage in bullying behaviour will be treated fairly and consistently using a range of strategies.

Strategies which may be used include:
- Restorative approaches
- Involve parent/carer. Refer parents/carers to support helplines/websites - Appendix 3
- De-escalation strategies
- Physical separation where necessary and where possible
- Use of the lunchtime club, safe place at interval/lunch
- Involvement of external agencies: educational psychologist, police, voluntary sector
- Programme of Supported Inclusion (PSI) or temporary exclusion is not a sanction or punishment for bullying behaviour and will only be used in cases of extreme or sustained instances of bullying behaviour to support planning increased support where appropriate

- SEEMiS Referral to Named Person (Guidance /Pupil Support PT)

Reporting and recording incidents:

Members of staff who observe bullying behaviour or who receive information that a pupil has been bullied should report this to the appropriate Named Person (Guidance/Pupil Support PT) after supporting all pupils involved. This should take the form of a SEEMiS Referral and be submitted on the same day as the incident wherever possible.

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The Named Person (Guidance/Pupil Support PT) will lead the investigation. Where necessary the Named Person will consult with the SPoC. Where appropriate the SPoC will log the incident using the Bullying and Equalities module within the school's SEEMiS Click+Go system.