

Kirkwall Grammar School

Promoting Positive Behaviour and Relationships



‘Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.’

Relationships lie at the heart of the learning process and are fundamental to improving outcomes for all our children and young people.

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Rationale

This policy has been developed with the United Nations Convention on the Rights of the Child as a guiding principle to influence how we as a school support young people.

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

All aspects of this policy have considered and reflect the four articles in the Convention that are seen as special and known as the 'General Principles':

1. Non-discrimination (Article 2)
2. Best interest of the child (Article 3)
3. Right to survival and development (Article 6)
4. Right to be heard (Article 12)

This policy reflects the aims included in The Promise Scotland made by Scottish Government to care experienced people.

<https://www.carereview.scot/wp-content/uploads/2020/02/The-Promise.pdf>

The Promise is a Scottish Government pledge, recognising Scotland's ambition to be the best place in the world to grow up. The Promise pledges that every child should grow up loved, safe, respected, and able to meet their full potential.

The development of this policy has also considered LGBT Youth Scotland's LGBT Charter for Schools enabling KGS to proactively consider and include LGBTQ+ young people.

<https://www.lgbtyouth.org.uk/the-lgbt-charter/the-lgbt-charter-for-schools/>

The policy's approach to bullying has been developed following guidelines from Scotland's Anti-Bullying Service, Respect Me. <https://respectme.org.uk/about/>

The vision of Respect Me is:

'of a respecting, just, equal and inclusive Scotland in which all children and young people can live free from bullying and harassment and are encouraged to reach their full potential. Our work is driven by a focus on children's rights.'

The aim of this policy is to holistically support all learners in KGS to develop as successful learners, confident individuals, responsible citizens and effective contributors.

Creating and maintaining a positive learning environment is essential if effective learning and teaching is going to take place. At the heart of this is the connection effective learning and teaching has with the nurturing of positive relationships through the daily interactions between learners and staff and between learners themselves.




At KGS we strive to give all learners a consistent experience throughout the school day and across the curriculum through a culture of respect, empathy, aspiration, inclusion, resilience, empowerment, nurture, trust, fairness and unconditional positive regard.

As a school we want to:

- Promote positive learning and teaching in all classrooms
- Value every learner and create a climate of mutual respect
- Promote and maintain high expectations of learners
- Teach learners the social skills needed to interact positively with others
- Promote early intervention
- Improve achievement and attainment
- Recognise and meet our duties and responsibilities as corporate parents.

Preventative	Partnerships	Responsive
<ul style="list-style-type: none"> • Environment • Learning / Teaching and Curriculum Delivery • Attitudes / Mindsets 	<ul style="list-style-type: none"> • Learners • Parents • Partner Agencies • Community • GIRFEC 	<ul style="list-style-type: none"> • Assessment • Personalised Support • Dialogue • Reporting Consequences / Interventions

At KGS we ask everyone to approach each day under 3 areas:

 <p style="text-align: center;"><u>READY</u></p>	 <p style="text-align: center;"><u>SAFE</u></p>	 <p style="text-align: center;"><u>RESPECT</u></p>
<ul style="list-style-type: none"> • Arriving at school and lessons on time • Wearing dress code • Bringing the correct equipment needed for the school day • Completing homework • Attending classes ready to learn and let others learn 	<ul style="list-style-type: none"> • Attending registration each day • Signing in and out of school (as appropriate) • Walking in corridors • Behaving in a manner that considers the safety of all learners and staff in classes, corridors, social areas and on school / public transport. 	<ul style="list-style-type: none"> • Appropriate mobile device / IT Use • Appropriate use of language • Behaviour in classes that allows everyone to learn • Behaviour around the school that doesn't make others feel uncomfortable • Using the school building and equipment in a way that allows others to continue benefitting from the learning environment
<p>An ethos where everyone in KGS takes a collective responsibility to create a positive learning environment where people can learn and do their very best.</p>		

Staff Responsibilities

Consistency lies in the behaviour of adults and not simply in the application of procedure.

A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to be consistent in their support towards learners.

Where learners feel treated as valued individuals, they are more likely to respect adults and there is more likely to be an environment where positive and effective learning and teaching can take place.

All staff should, where possible:

- Meet and greet learners at the door
- Refer to 'Ready, Safe, Respect'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm and aim to prevent escalation of any negative interactions
- Engage in reflective dialogue with learners
- Never ignore or walk past learners whose behaviour would benefit from intervention from an adult
- Regularly celebrate learners whose efforts go above and beyond expectations
 - Awarding House Points
 - Awarding Above and Beyond nominations.

Principal Teachers

Principal Teachers are not expected to deal with behaviour referrals in isolation. Rather they should support, guide, model and show a unified consistency to the learners.

Principal Teachers should:

- Be a visible presence in the department and in corridors to encourage appropriate conduct especially at period changeover time
- Support staff in returning learners to learning by sitting in on restorative meetings and supporting staff in appropriate conversations
- Regularly celebrate learners and staff whose efforts go above and beyond expectations
 - Awarding House Points
 - Awarding Above and Beyond nominations
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions.

Senior Leadership Team

Senior leaders are not expected to deal with behaviour issues in isolation. Rather they are to support colleagues to guide, model and show a consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day
- Be a visible presence around the school and especially at period changeover time
- Celebrate learners, staff and leaders whose effort goes above and beyond expectations
- Regularly share good practice
- Support Principal Teachers in managing learners with more complex or challenging negative behaviours
- Use behaviour data to target and assess whole school behaviour policy and practice
- Regularly review provision for learners whose behaviour falls below expectations.

Being Punctual



Morning Registration

- It is important that all learners arrive to school on time.
- Punctuality ensures a smooth transition period – learners who arrive at school on time are settled and prepared for the day ahead, rather than arriving late and rushing to class unprepared.
- Registration has a vital role to play in building positive relationships with learners and is an opportunity for a consistent start to each day at Kirkwall Grammar School. During this time important information is shared regarding the school and wider community. Learners who are late may miss out on important details and may disrupt the sharing of these messages as well as possibly interrupting conversations that the registration teacher is having with the class. When a learner is late the teacher must go back in to the change the register.
- Develops long-term positive habits – when pupils arrive on time every day, they develop the habit of being punctual. This reinforces the life skill of arriving at work/appointments on time.
- Registration starts at 08:35 each morning and all learners should be in their registration classroom at this time.
- Any learner arriving in school after the 08:35 bell will be signed in late by the Senior Leadership Team.
- Late attendance is monitored in line with Orkney Islands Council's Guidance and when required appropriate and supportive interventions applied.

Period by Period Registration

It is important that throughout the day we have an accurate record of learners who are in school for health and safety and safeguarding reasons.

- Class Teachers complete an electronic register at the start of each period.
- Learners are expected to go straight to their next lesson and arrive ready to learn.
- Learners **MUST** register with their timetabled teacher at the start of each period.
- If a pupil arrives more than 5 minutes after the start of the period, then they will be marked late.
- In the first instance departments will deal with learners who are late to class.
- Year Heads monitor attendance and where learners are regularly late to class, they will intervene to support improvement.
- 10 minutes after the start of each lesson admin staff collate a Missing Learners list. This list includes all learners who are marked absent but were previously marked present in school.
- If a learner can't be located within the building by the start of the next period, then they will be classed as missing which will begin a process of contacting parents/carers, partner agencies and potentially Police Scotland until we can be satisfied that the young person is safe and are not at risk of harm.
- If a learner appears on the Missing Learners list because they have failed to attend their class without a valid reason, then they will be issued a Whole School Detention by their Year Head.

Celebrating Success



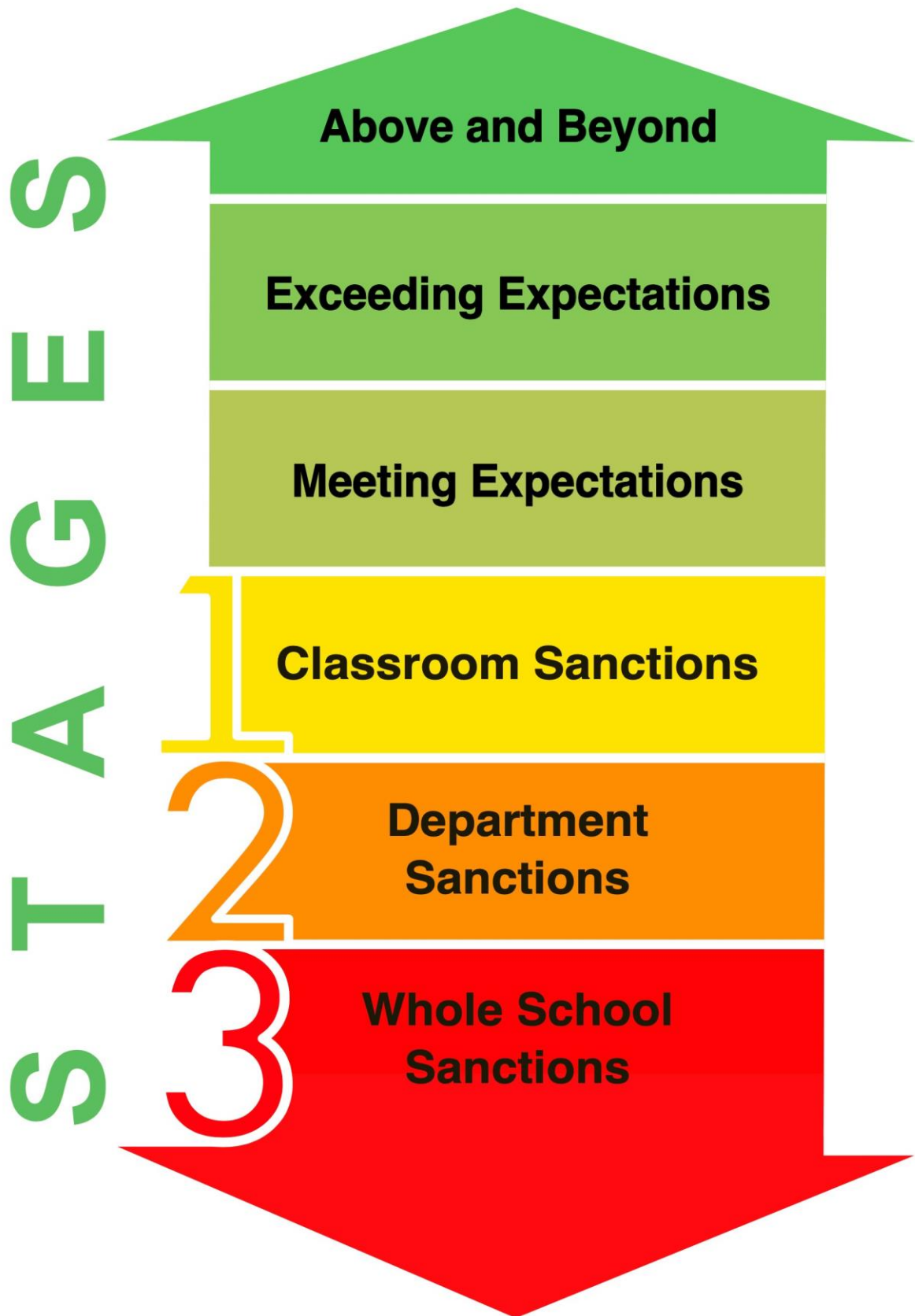
At KGS we want to encourage, celebrate and acknowledge all instances of success across the school. This could be for:

- Improved or excellent attendance
- Improved punctuality
- Improved or noticeable effort in class
- Consistent good presentation and effort in class
- Improved or noticeable standard of classwork
- Going above and beyond to support peers both in and out of school
- Achievements and continued efforts in activities out with school e.g., sport, charity, whole community events etc.
- Contribution to the life of the school
- Being an ambassador for the school

Learners are awarded House Points. House Points are tallied up each week with awards given to learners, registration class and groups of learners.

Staff are encouraged to nominate learners for **Above and Beyond Awards** which are handed out to learners each week and shared with parents/carers.

Stages



At KGS consistent, positive behaviour expectations are reinforced in all classrooms.

In all classrooms there are common expectations:

- Learners arrive on time
- Learners arrive wearing KGS Dress Code
- Mobile devices are switched off and in bags unless the class teacher instructs learners to use them as part of the learning and teaching
- Learners arrive with the correct equipment
- Learners arrive ready to learn
- Learners work to the best of their ability throughout each lesson.

Where learners aren't meeting expected levels of classroom conduct then the class teacher will intervene according to Stage 1 of the policy.

Stage 1	
Classroom Intervention/Support	
Teacher Warning Moving seats Short cooling off period outside of classroom Written Exercise Short Teacher Detention Behaviour Reflection Sheet	If poor behaviour persists beyond a short period of time or occurs on numerous occasions, then escalation to Stage 2 Departmental Interventions should happen

There is an expectation that Stage 1 should quickly address any conduct that is below what is expected.

Low level behaviour dealt with in the classroom should be logged on SEEMiS as a De-Merit.

Where a teacher moves the matter to be dealt with by a Principal Teacher then a Referral should be created on SEEMiS.

Where a learner’s behaviour doesn’t quickly meet an expected level or where particular behaviour is recurring then Class Teachers will move the matter to Stage 2 of the policy.

Stage 2	
Departmental Intervention/Support	
Removed to department break out space	Guidance and Year Head should be informed.
Removed to sister classroom	
Departmental detention	
Departmental behaviour reflection sheet	

Where a Principal Teacher moves the matter to be dealt with by Senior Leadership Team then a Referral should be created on SEEMiS.

The Duty Officer will always be contacted in the following instances:

- Mobile phone misuse
- Learners swearing directly at staff members
- Any incident involving violence

If the Duty Officer is called, then they will log the incident on SEEMiS.

Where a learner’s behaviour continues not to meet an expected level or escalates to the point where it is no longer appropriate to be dealt within a department, then Principal Teachers will move the matter to Stage 3 of the policy and the Duty Officer will be contacted.

Stage 3	
Whole School Intervention/Support	
Whole school detention	Parents/carers will always be informed
Removed from classes for a short period of time	
Behaviour monitoring sheets	
Remove from classes for extended period	
External exclusion	

Duty Officer



At KGS there is always a member of the Senior Leadership Team on duty to respond to behaviour concerns around the school.

Responsibilities of the Duty Officer

- Signing in latecomers in the morning
- Responding to mobile device misuse in classes
- Responding when behaviour choices have escalated to the point where it is no longer appropriate to be dealt within a department.

At KGS we are keen to Get It Right For Every Child and this sometimes means that the Duty Officer will work with a member of the Guidance Team to ensure that appropriate pastoral support is in place to meet the young person's needs.

A member of the Guidance Team, the Principal Teacher for Curriculum Support or the Guidance Manager is therefore always available to support the Duty Officer with situations in relation to:

- All instances of learners missing from class
- Vulnerable learners

The Duty Officer will take learners to sick bay when responding to any incident where there is potential for a learner to have been hurt or injured.

Whole School Detentions



Whole school detentions are an intervention issued by members of the Senior Leadership Team.

When a detention is issued, the issuing member of Senior Leadership Team will update the detention spreadsheet.

Every detention issued will result in an email being sent to parent/carers from the administration staff immediately after lunch on the day of the detention.

Whole school detentions will be held between 13:30 and 13:55 each day in G069 (Maths Tutorial Room).

Whole school detentions will be supervised by Principal Teachers on a rota.

Whole school detentions will be issued as an intervention for:

- Duty Officer Call
- Behaviour that requires a Duty Officer call
- Attendance anomalies
- Unexplained absence from class
- Truancy
- Missing existing detentions
- Number of detentions escalating.

Detention Expectations

- Detention starts at 13:30 and finishes at 13:55.
- Learners are given 20 minutes to eat their lunch before attending.
- Eating is not allowed in detention.
- Being late or not attending detention will result in further sanctions.

The teacher in charge should make sure that:

- All learners have mobile devices switched off and in bags
- All learners are wearing KGS dress code
- The attendance sheet is completed and returned to the school office
- All learners complete a behaviour reflection sheet and returned to the school office
- Learners should be quiet and not communicate with others during detention

Behaviour Monitoring Sheets



A behaviour monitoring sheet will be issued by Year Heads / Duty Officer for the following reasons:

- Continued conduct below the expected level across the curriculum
- Regular conduct that results in attending whole school detentions
- Following a period of Remove (removal from classes for an identified period of time)
- Following a period of external exclusion.

Attendance Monitoring Sheets

An attendance monitoring sheet will be issued by Year Heads / Duty Officer for the following reasons:

- Being late to class regularly
- Unexplained absence from class
- Truancy.

Remove



Remove will be issued by members of the Senior Leadership Team.

Remove means learners are removed from their classes for a period of time.

- The work they would have done in class is issued by the class teachers
- Learners complete their class work on their own, separate from their class and are supervised
- Learners are given an early break and early lunch and are supervised by the Senior Leadership Team whilst the rest of the school is on break/lunch

Remove will be used as an intervention when:

- Behaviour is of a nature that requires an intervention more than detention but is not serious enough for an external exclusion to be applied.

Parents / carers will be informed in writing when a learner is removed from classes as part of remove.

Remove will be supervised by Principal Teachers in departments.

External Exclusion



<https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>

What is External Exclusion?

External Exclusion is when a pupil is sent home from school and will not be allowed to return for a certain number of days.

There are two circumstances when your young person may externally excluded:

- “The parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school”;
- “In all the circumstances to allow the pupil to continue their attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there”.

External Exclusion will only be applied as a last resort when no other suitable alternative is appropriate.

Reasons for External Exclusion

- Continued instances of serious poor conduct
- Conduct that threatens the health and safety of learners and staff
 - Violent incidents
 - Use of Smoking/Vaping products in school
 - Possession of a weapon in school
 - Possession/use of alcohol in school
 - Possession/use of illegal substances in school
- Conduct that threatens the wellbeing of learners and staff
 - Verbal abuse of a staff member
 - Bullying
 - Online
 - Homophobic
 - Racist
 - Asylum seekers and refugees
 - Body image
 - Disability
 - Gender and sexism
 - Homelessness
 - Care Experienced Children
 - Peer pressure
 - Religion and belief
 - Sectarianism
 - Young Carers

While not an exhaustive list, this clearly sets out many of the key contexts in which bullying can occur.

On the day your young person is excluded

The member of Senior Leadership Team excluding your young person will contact you, verbally and in writing, to:

- tell you that your young person has been excluded
- make sure there are proper arrangements for your young person's care before they are sent home
- arrange a meeting with you to discuss the exclusion. The meeting must take place within seven calendar days.

On the day your young person returns to school you will be asked to attend a readmission meeting with your young person where the Year Head will complete a readmission form and ask both you and your young person to sign it. This will include:

- why your young person was excluded
- any conditions that must be met before your young person can return to school
- your right to appeal the exclusion.

I disagree with my young person's exclusion. What can I do?

- You have the right to appeal your young person's exclusion.
- The appeal should be made in writing to the Headteacher
- The appeal will then be dealt with by to the Local Authority's education appeals committee.

Anti-Bullying Policy



In order to ensure KGS develops a positive learning environment where young people and members of staff feel happy, safe and respected, it is crucial that we address and challenge bullying behaviour consistently and effectively.

What is bullying?

A clear and working definition of bullying is required so we can fully support learners.

Respect Me has defined bullying as:

Bullying is both behaviour and impact; the impact 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. (Respect Me, 2015)

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

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

Is intent required?

Every bullying incident should be looked at individually. In some cases, young people may not be aware that their behaviour is actually bullying. They are perhaps modelling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

It must be explained to the person bullying that their behaviour is unacceptable and why.

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

Does the behaviour have to be persistent?

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

Bullying doesn't need to be persistent to have an effect on the mental health and well-being of a child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children and young people should be addressed as they arise. It is vital to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.

How persistence is viewed by one person - for example daily, weekly or monthly - may be quite different to how it's viewed by someone else, leading to inequality and inconsistency of practice. It isn't helpful to wait and see if a pattern or repetition emerges before taking action. Although bullying is usually persistent, a single incident can have a significant impact on some children and young people by instilling a fear that it might happen again.

What about impact?

Bullying can affect young people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. Keeping the focus on impact reduces the emphasis on issues of persistence and intent. What you do about bullying is more important than how you define it.

We should always remember that young people 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.

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

Online bullying

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

But online bullying, or 'cyberbullying' as it is often referred to, shouldn't be treated any differently; it's still about behaviour and impact. The behaviour is the same but it takes place online, usually on social networking sites and online gaming platforms, and can include a person being called names, threatened or having rumours spread about them. We should address online bullying in the same way. Our responses will be more consistent and effective when we address online bullying as part of our whole anti-bullying approach, not as a separate area of work or policy.

Labelling children and young people as 'bullies' or 'victims' can be disempowering and unhelpful in supporting them to change behaviour or to recover from the impacts of bullying. Our focus should always be on the behaviour and the impact it had. This will help them to understand what they did, why it was wrong and what you expect from them instead.

This allows you to state clearly the behaviour that needs to change and reinforce the behaviour you would like to see instead. This gives clarity, makes it easier to address negative behaviour and, importantly, rewards positive behaviour.

When is bullying something else?

It is equally important at this point to define what we say bullying ISN'T – namely the situations where friends have a 'fall-out'. In such instances, while there is still the need for support, it would not be considered within the terms of the anti-bullying policy unless, unresolved, it develops into something more serious.

There may also be times when what would appear to be bullying is, in fact, a **crime**.

Bullying is **not**:

- Hate Crime
- Sexual harassment or assault
- Physical assault

Children's Rights Bullying is a clear breach of children's rights. The UNCRC (United Nations Convention on the Rights of a Child) is a human rights treaty, which sets out the civil, political, economic, social, health and cultural rights of children. Bullying impacts on these rights and can do so in a variety of contexts:

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

While not an exhaustive list, this clearly sets out many of the key contexts in which bullying can occur.

Protected Characteristics

At Kirkwall Grammar School, we challenge all types of prejudice-based bullying and language, particularly ones targeted toward the protected characteristics identified in the Equality Act 2010, which are:

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

There are other forms of prejudice, which are also unacceptable, for example prejudice toward body image, poverty, young carers, and care experienced young people.

LGBTQ+

At Kirkwall Grammar School we strive to prevent LGBTQ+ bullying of any form.

LGBTQ+ bullying can extend to any individual in our school community. Behaviour of this nature can include:

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

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

At Kirkwall Grammar School we endeavour to exercise discretion and respect when responding to LGBTQ+ bullying incidents. We also have a duty to respect a young person’s confidentiality. As with all bullying incidents, any LGBTQ+ bullying incidents are expected to be referred to the appropriate Guidance Teacher. The young people involved will be spoken to, sanctions will be issued and, where necessary, parents/carers will be contacted. In addition to this, we work in close partnership with other agencies to help pupils understand how their language and behaviour can impact on others in negative way as well as being aware of actions and comments which can be deemed as a Hate Crime.

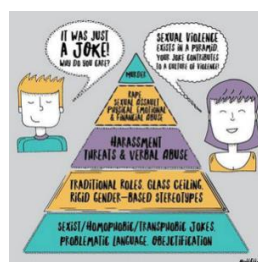
Equally Safe At School

Kirkwall Grammar School is engaging in a programme called Equally Safe at school (ESAS) which is coordinated by Rape Crisis Scotland and evaluated by the University of Glasgow. ESAS is a whole school approach to preventing Gender Based Violence and promoting gender equality. It aims to equip schools with the tools to better challenge gender-based violence and the attitudes that can facilitate it, as well as to build confidence and skills in responding to incidents and disclosures.

This policy cannot fully address all forms of gender-based violence, such as sexual harassment and assault, as these may constitute criminal offences and require a response beyond the scope of an anti-bullying policy. However, by understanding and tackling the ways that bullying can reinforce gender norms and stereotypes, we can help to tackle some of the behaviours that may lead to sexual harassment and other forms of gender-based violence. Therefore, we may refer to this Promoting Consistent and Positive Behaviour Expectations policy in addressing these issues.

In addition to standing against bullying, Kirkwall Grammar School is adopting a whole school approach to standing up against gender-based violence. We will:

- Challenge gender stereotypes and sexism
- Offer a consistent message that all forms of gender-based violence are unacceptable
- Sensitively approach issues of this nature
- Where necessary, refer those involved to specialist organisations, such as Orkney Rape & Sexual Assault Service (01856 872298; contact@orsas.scot) for support
- Teach our young people to identify, respond to and challenge gender-based violence.



Positive Anti-Bullying Strategies

Proactive strategies and structures within and between establishments support children and young people and seek to prevent the breakdown of relationships, including bullying or minimise its effect where it does occur.

We aim to promote positive relationships and mutual respect amongst our young people, staff and parents/carers, and manage any situation that does arise in a restorative and supportive manner. With this in mind, it is imperative that a clear structure is in place to ensure we are all aware of our roles and responsibilities.

It is important that we appreciate that all behaviour is communication. As a school, we must try to support all parties in incidents where a breakdown in a relationship has occurred. To do this we may look to engage with external agencies to ensure the correct support is received by all involved. This may include:

- Adjusting an individual's timetable
- Issuing a Time-out card
- Offering safe space where they can go at lunch and at interval.
- Offer alternative curriculum options
- Being referred to an external agency to access more specific support.
- Being involved in restorative practices, where all parties are supported to repair the relationship. (This would be optional and only undertaken with the agreement of all parties.)

This is not an exhaustive list but provides examples of the various ways in which we can support all parties to restore relationships and address any underlying needs.

Managing a Break Down in Relationships

Outlined below are the key expectations and responsibilities:

What is expected of learners?

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

All Kirkwall Grammar School staff will:

Follow school policies regarding recording, monitoring and responding to incidents, including:

- Listening to all children and young people, to establish supportive relationships whereby young people feel secure in sharing information.
- Reporting any bullying behaviour or serious incident
- Highlighting and correcting attitudes and behaviour that lead to a breakdown in relationships and discrimination.
- Model behaviour/relationships that promote Health and Wellbeing and build into everyday practice an ethos of caring and compassion.
- Undertake continuous professional development or training promoting positive relationships.
- Reassure anyone subjected to bullying that their concerns will be treated seriously.
- Reassure the 'reporters' of anonymity, safety and that the matter will be treated seriously and investigated.
- Be careful **to avoid the label 'bully'**. Instead, refer to specific the behaviours that could be considered as bullying behaviour.

Guidance and the Senior Leadership Team will:

- Ensure there are a range of ways young people can report concerns, including anonymously, and that young people are regularly reminded about these
- Reassure the young person this matter will be taken seriously.
- **Take pupils to sick bay when responding to any incident where there is potential for a pupil to have been hurt or injured.**
- Communicate with all pupils involved to ensure their views are considered.
- Assess if restorative practices can be taken to resolve the situation.
- Consider if a wider investigation will be required.
- Liaise with parents/ carers and, where appropriate, wider agencies/ community members
- Communicate with staff to seek their support in minimising the impact of a break down in relationships, including incidents of bullying in the classroom environment.
- Track and record incidents appropriately and in line with Orkney Islands Council guidelines
- Ensure prejudice-based bullying incidents, which relate to protected characteristics are recorded in the appropriate way in line with Orkney Islands Council guidelines.
- Keep in regular contact with young people and ensure an outcome is reached and agreed on by all parties involved.
- Evaluate success of strategies once situation is resolved.
- Provide information on the effects of bullying and strategies to respond to bullying throughout the school PSE programme.
- Monitor the social areas, particularly during break, lunchtimes and lesson changeovers.

All incidents that are found to be bullying in line with this policy must be recorded on SEEMiS Bullying and Equalities

Parents: What is expected of you?

- Be alert to your young person's wellbeing and relationships in school watching out for changes in their mood and personality.
- Understand that fallouts and changes in friendship groupings are not uncommon amongst young people.
- Work with school staff to promote the message that the reporting of bullying is an act of courage.
- Encourage your young person to use social media safely and maturely and monitor their online activity.
- Familiarise yourself with the language of social networking and know about the associated dangers for young people. The Child Exploitation and Online Protection (CEOP) website offers advice on this.
- Alert your young person's Guidance Teacher as early as possible to any instances of bullying behaviour.
- Keep channels of communication open until the situation is resolved.
- Be aware that the situation may not be resolved upon an initial meeting.
- Contact the police if the behaviour is of a criminal nature.
- Engage through our Parent Council or other appropriate forums to contribute to and learn about our promoting positive relationships policy.
- Not tell your young person to 'hit back' – this is not a safe or appropriate option.

Procedure for Managing Serious Breakdown in Relationships and Bullying Incidents

All reported incidents of serious breakdowns in relationships are taken seriously in Kirkwall Grammar School. We deal sensitively with these offering the supports listed above as appropriate to restore positive relationships wherever possible. Incidents of suspected bullying should be reported to the school as soon as possible. We endeavour to ensure there is effective early intervention in all instances of bullying and therefore avoid the need for formal action, however, we reserve the right to apply the following consequences if need be:

- Verbal warning
- Contact with parents/carers.
- Parental meeting
- Formal exclusion
- In extreme conditions and in collaboration with the Local Authority and parents/carers, removal to another establishment and/or involvement of the police.

It is also important to ensure the person involved in the bullying behaviour is also provided with ongoing support, guidance and, where appropriate, formal counselling to help change the behaviour, which leads to bullying. School staff will manage each case on an individual basis and provide supports and action when appropriate. It is important for those involved in bullying incidents to receive support in order to help them change their behaviour.

In every case, the situation should be monitored over a period of months to ensure that there is no reoccurrence of behaviour which could lead to intimidation or harassment.

If such behaviour persists, school staff will respond accordingly either by increasing the severity of the consequence or addressing the reasoning behind such behaviour through other means.

OIC Policy for Recording & Monitoring Bullying incidents in schools (SEEMiS Bullying & Equalities Module)

Introduction

The Education, Leisure and Housing Anti-bullying policy provides guidance to schools and settings in the development of a school/setting-level Anti-bullying policy which best fits their context. This includes a draft template policy and an executive summary of the Education, Leisure and Housing policy.

An essential part of any anti-bullying policy is the recording and monitoring of incidents of bullying in school. The Education, Leisure and Housing policy states that schools should record of incidents of bullying using SEEMiS. Issues relating to staff, such as bullying of staff by staff, are dealt with under Orkney Islands Council Human Resources policies and should not feature in SEEMiS.

Schools and settings need to be aware of the wider definition of bullying now as both 'behaviour' and 'impact' and as such need to ensure that they follow up and record allegations of bullying using this definition.

Incidents of bullying behaviour should be monitored by a senior member of staff. Within schools, headteachers need to consider which staff have access to the Bullying and Equalities module within SEEMiS to record and monitor instances of bullying behaviour and develop approaches to this as part of their Anti-bullying policy approaches. For settings out with schools, senior staff need to ensure appropriate arrangements for recording incidences of bullying and for inputting them into SEEMiS are in place.

What should we record?

Headteachers and senior staff should ensure that each reported incidence is investigated and use professional judgement to determine whether the incident warrants recording as bullying ensuring that the wider definition of bullying is used. The same behaviour may be displayed to two different children and one thinks they have experienced bullying behaviour and one doesn't. One child may be more resilient than the other and the wider definition of 'bullying' is both behaviour and impact so therefore it is entirely possible that one incident is recorded as bullying and one isn't.

Where parents or carers have contacted the school to share a concern about bullying behaviour, it needs to be followed up and investigated almost immediately and procedures detailed in the school or setting's Anti-bullying policy should be followed. If in any doubt, record it as bullying as the key 'test' is - "did the child and/or family suffer distress, prejudice, violence or discrimination?" It is better to record and monitor an incident as bullying than not to.

If there are doubts regarding whether an incident should be recorded as bullying, schools are advised to discuss this with their linked Service Improvement Officer.

When should we record this?

Headteachers and senior staff need to ensure that they begin to record incidents of bullying on SEEMiS within 3 days of the incident being reported. It may be significantly longer before the incident is 'resolved' as there may be check-ups and monitoring of behaviour for a longer period. Head teachers and senior staff need to ensure that the recording of the bullying incident is kept 'live' and updated while it is still open. When the incident is 'resolved' staff need to ensure that the 'resolved' section in SEEMiS is finished to ensure that the bullying incident is 'closed'.

How will this information be used?

The Education, Leisure and Housing Service will use the data held in SEEMiS Click+Go to monitor the incidents of bullying in Orkney Schools and settings. This will be undertaken termly, and the number of incidents will be monitored along with the types of bullying. This information will help inform future service planning and may be reported to committees and used for Freedom of Information requests.

How to record and monitor bullying incidents in SEEMiS

The Bullying and Equalities module is part of SEEMiS Click & Go. This guidance assumes the user is familiar with the SEEMiS Click & Go interface and the searching and selection of pupils from the system.

The module can be accessed by selecting the Bullying & Equalities sub-menu from Applications Management and is to be used for the recording and monitoring of bullying issues relating to children & young people only.

From this sub-menu users should select the option Maintain Incident. All fields that are outlined in red can be completed by staff. Please note that there are some fields which are not required and should not be completed.

The incident report form consists of five sections:

1. Basic info
2. Alleged incident
3. Nature of incident
4. Monitor & review
5. Action progressed

All five sections of the report form should be completed.

Users will see that the Basic info section consists of several boxes entitled;

- Reported to
- Incident owner
- Addressed by

The icon next to each of these boxes can be used to select the name of the member of staff.

The following advice is provided regarding which staff members would be selected for each of these boxes.

- For 'Reported to', users should select a senior member of staff
- For 'Incident owner'. Users should select the name of the member of staff that the pupil disclosed the bullying incident to
- For 'Addressed by', users should select a senior member of staff. This will vary from school to school.

Use the Add Pupil selection button to select the pupil experiencing and pupil displaying the bullying behaviour from the SEEMiS system.

Once the 'Basic Info' part of the form has been completed the user can complete the 'Nature of the Incident' section. This section consists of pull-down menus and free text boxes. The 'Incident Detail' box to the right allows the user to enter a description of the incident that provides further detail or explanation. This section can be updated regularly if there is an extended period of monitoring.

Review and monitoring of incidents – it is important to ensure that this section is completed at the end of the incident.

An essential part of the recording of bullying incidents in schools is the review and monitoring of the actions/plan that is in place to address the concerns of the child being bullied.

The screen shot below shows the ‘Monitor/Review’ section of the form.

Monitor/Review

Reviewer: ... Due: <No Date> Complete: <No Date>

Person(s) Experiencing	Person(s) Displaying
Do they feel their concerns were listened to? <input type="text"/>	Do they feel their concerns were listened to? <input type="text"/>
Do they feel satisfied with the outcome? <input type="text"/>	Do they feel satisfied with the outcome? <input type="text"/>
Parent/Carer are satisfied with the outcome? <input type="text"/>	Parent/Carer are satisfied with the outcome? <input type="text"/>

Action Progressed

Action Procedures:

Incident Conclusion:

Being Addressed
Not Resolved
Resolved
Unfounded

Save Cancel

Schools have to ensure that this section is completed and then returned to when the incident is resolved and not left at the ‘being addressed’ stage.