



# Kirkcaldy High School

## Bullying/Discriminatory Behaviour Phased Response

### Investigation Process

- Discussion with pupils directly involved – and support offered, including the option of calling home
- Discussion with witnesses – **including impartial bystanders** – and statements, where necessary
- Records of those directly involved checked to establish patterns and previous incidents
- Viewing of CCTV, if available
- Pupils safeguarded appropriately within school whilst investigation is ongoing
- Transport arrangements considered

### Relationship-Based Approaches

- Restorative discussion between pupils directly involved – a) the incident, b) its impact and c) an agreement on moving forward
  - Expectations in terms of conduct discussed, shared and reinforced
  - Relevant staff made aware so they can support a positive dynamic between pupils
    - Check-in with pupils after a two-week period
- Parents/Carers of those directly involved contacted and asked to support with conversations at home – if necessary

S  
t  
a  
g  
e  
1

### Reactive Approaches

- Breaktime and/or lunchtime detention
- Parent phone calls and/or meetings – with agreed actions, where appropriate
- Removal from specific class(es) for a period of time, with support to reflect and to complete classwork (Hub/C20/Supported Inclusion)
- Senior extraction
- Rota arrangements for pupils at break and lunch times, until the situation has been resolved
- Participation in Supported Inclusion programme
- Planned interventions, for example, PEERs relationship building group
- Removal from school bus for a specific period of time
- Community Police input and advice to pupils and/or parents
- DHT Input
- Formal police investigation
- Formal exclusion from school

### Proactive Options

- Change to seating locations
- Issue of Time Out card
- Opportunity to leave class a few minutes early
- Planned check-in opportunities with a member of staff at key points throughout the day
- Significant staff presence at break and lunchtimes
- Safety advice appropriate to the situation
- Senior bus monitors alerted, where relevant
- Senior pupil bus buddy
- Advice to pupils/parents where community activity is a concern
- Specialist counselling
- Partner support
- Planned PSE input
- Targeted PSE input
- MVP peers intervention

S  
t  
a  
g  
e  
2

### Equalities Issues

Bullying due to **Gender Reassignment, Marriage/Civil Partnership status, Pregnancy, Disability, Race, Sex, Religion or Beliefs, Sexual Orientation** will be referred directly to DHT or HT due to the **criminal nature** of equalities-based bullying.

All pupils found to be involved in displaying bullying behaviour for any of these reasons will be extracted from classes, will work with staff in the Supported Inclusion area and the incident will be formally recorded.

Movement to Stage 3 will be automatic if the nature of the bullying issue requires this, or if bullying behaviour continues.

S  
t  
a  
g  
e  
3

### Afterwards

- Continue to monitor
  - Check-ins
- Record appropriately on Fife Council systems, where data is stored, analysed and evaluated