BALFRON HIGH'S APPROACH TO RESPECT FOR ALL

PREVENTING AND CHALLENGING BULLYING BEHAVIOURS

Contents

Updated 22/03/2024

Introduction

'Bullying has a detrimental impact on children and young people's wellbeing. Children and young people have the right to be safe and secure with strong, positive relationships with peers and with adults, in order to thrive and to achieve their full potential.'

Respectme, 2015

The purpose of this guidance is to refresh school policy in line with *'Respect for All*: The National Approach to Anti-Bullying for Scotland's Children and Young People'.

Through the vision*, 'we are committed to providing a **caring, inclusive** and **high achieving** school community where young people have a **positive and meaningful experience**. We have **high expectations** and are **ambitiou**s for all of our young people. We are committed to ensuring that they are equipped with the **resilience** and **mind-set** to compete and **contribute confidently** and **compassionately** in a modern, ever-changing world. We recognise that the right blend of **knowledge, skills, attributes and qualifications** will provide the foundations for our young people to succeed in life beyond school',* Balfron High School endorses and promotes the principles:

- every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults

- children and young people and their parents/carers, will have the skills and resilience to prevent and/or respond to bullying appropriately

- every child and young person who requires help will know who can help them and what support is available

- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from early learning and childcare onwards.

Balfron High School is a learning community, promoting social justice and equality of opportunity for all our young people. Our school values cultures where children and young people's rights are at the forefront; diversity is fostered and respectful relationships, built on mutual trust and understanding, are developed.

This guidance includes an explicit commitment to addressing all forms of bullying, including prejudice-based bullying. It is designed to support young people, staff and parents to be assured that bullying behaviour is not acceptable and therefore addressed in Balfron High School.

Central to this is our work to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to develop environments where bullying cannot thrive. Underpinning this is Balfron High School's commitment to prevention, early intervention, valuing and meeting individual needs, in line with the principles of *Getting it Right For Every Child*, in order to achieve responsible inclusion for every child and young person.

We have tried to put children's rights at the centre of this policy, paying particular attention to the following articles from the United Nations Convention for the Rights of the Child:

Article 2: (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 19: (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 34: (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

Article 39: (recovery from trauma and reintegration) Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

A Participatory Approach

We want the students and staff at Balfron High School to be at the forefront of this policy development, so we have created this policy with guidance from young people and staff involved in the school's Equalities Group

What do we mean by Bullying Behaviours?
A Definition

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. '

Respectme, 2015

Bullying behaviour has a detrimental impact on children and young people physically and emotionally. **An incident may only happen once** but if the **impact** is that it leaves a young

person fearful, threatened and/or where it causes perceived loss of control or worthlessness, this is bullying behaviour.

Bullying behaviour can include (amongst others):

- Being called names, teased, put down or threatened face to face/online.
- Being hit, tripped, pushed or kicked.
- Having belongings taken or damaged.
- Being ignored, left out/having rumours spread about you (face to face and/or online).
- Abusive messages/pictures/images on social media/gaming platforms/phone.
- Controlling behaviours which make people feel like they are not in control of themselves or their lives (face to face and/or online), e.g. intimidation, playing on someone's self-esteem, coercion, etc.
- Labelling, e.g. name calling, etc.
- Targeting because of who you are or who you are perceived to be (face to face and/or online), e.g. homophobia, biphobia, transphobia, sexism, racism, etc.

Sometimes, bullying behaviour has no observable or actual impact on a child/young person. Indeed, the intended recipient may be completely unaffected by the behaviour. However, where the intention is to bully, the behaviour is not ignored, and will be challenged and recorded appropriately. For example, the use of homophobic or other derogatory language may have no impact on the child/young person it is aimed at but will still be challenged as the language itself is unacceptable and could impact on other people.

Prejudice-based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest in different ways. In the Scottish legal system, these are referred to as 'hate incidents' and if a crime is then committed, 'hate crimes'. Balfron High School is responsible for ensuring that curricula are designed to include education about all protected characteristics, ensuring that children and young people have the language, understanding and confidence to respond to prejudice-based bullying effectively. For young people, Balfron High School actively facilitates young people's understanding of responsible citizenship and ensures that they are aware of the seriousness and consequences of hate crime.

Prejudice-based bullying includes incidents, which have been motivated by one or more of the *protected characteristics* (below), as well as including other prejudices, which are not listed in the Equality Act 2010.

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

Other prejudices not listed in the Equality Act 2010:

- Additional Support Needs
- Asylum Seekers and Refugees
- Body Image and Physical Appearance
- Gender Identity
- Gender based violence
- Gypsy/Travellers
- Intersectionality
- Looked After/Care Experienced Children and Young People
- Sectarianism
- Socio-Economic Prejudice
- Young Carers

Please see the **Appendix 1** for further explanations and examples.

Equally Safe at School

Balfron High School is committed to preventing incidents of gender-based violence *before* they happen. We have adopted a Whole School Approach to preventing gender-based violence and promoting gender equality, called *Equally Safe at School,* working in partnership with Rape Crisis Scotland and evaluated by the University of Glasgow.

As part of *Equally Safe at School* all staff and students are aware of the behaviours and attitudes that lead to Gender-based violence and work to challenge these. It aims to equip Balfron High School 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.

Rape Crisis Scotland and Stirling Women's Aid will work closely with staff and students to help the school become more aware of what Gender Based Violence is and how it can be addressed through the curriculum and in everyday school life. This process will support Balfron High to be able to identify, prevent and appropriately respond to incidents of

harassment and other forms of Gender Based Violence and provide adequate support to survivors

Interventions and Training

Balfron High School has taken a whole school approach to preventing gender-based violence. This means that staff are trained and will continue to be trained on how to identify and respond to incidents of gender-based violence. Staff have registered with ESAS and all staff have completed and e-module and a further 25 members of staff have received enhanced training, delivered by Rape Crisis Scotland.

All staff have received training to be able to support students who disclose gender-based violence, and are able to signpost them to appropriate support, if requested. The child protection officer will be notified where appropriate if there are any safeguarding concerns.

Equality and Diversity

Balfron High School is committed to providing a safe environment that is inclusive to all sections of society. We do this by promoting equality, valuing diversity and ensuring that all members of the school bodies adhere to the Anti Bullying Policy

We are aware that staff and students with protected characteristics as outlined in the Equality Act 2010 are more at risk of discrimination and violence and as such the school as a public sector organisation has a duty to prevent such discrimination and violence, and to promote equality

In Balfron High School, in addition to recording and monitoring incidents of bullying behaviour on the Bullying and Equalities module on SEEMIS, (See Appendix 2) any incidents of prejudice-based bullying are recorded on the Corporate Incident Form the Health & Safety Mailbox hs_incidents@stirling.gov.uk.

For a young person experiencing online bullying, given that it can happen wherever they are, at any time of day or night, they may feel that there is no escape. Online bullying behaviour is treated with the same gravity as any other bullying behaviour. Online bullying and the promotion of safe and responsible use of mobile devices is more effectively addressed when it is part of a cohesive anti-bullying approach, not as a separate area of work or policy.

When is it not bullying behaviour?

Young people fall out and disagree with each other as a normal part of growing up. Providing young people opportunities to discuss how they feel, helps them develop resilience in managing their relationships. As adults, we have a responsibility to support children and young people to talk about their experiences and challenges, without us leading their thinking and potentially mis-labelling the behaviour. This could escalate a

simple fall out to something perceived to be a bullying incident, and adults use a common-sense approach to manage such conversations supportively and sensibly.

Protecting our Young People from Bullying Behaviours

'Children and young people have a right to be protected from bullying behaviour – a protection that all adults in their lives, regardless of their roles, share a responsibility to provide. '   Respectme, 2018

Information for Parents

'As a parent, there are several things you can do if your child tells you they are being bullied, which can help them to feel in control again.

Very often, children and young people are reluctant to tell adults that they are being bullied. This might be because they are scared of an over-reaction, they don't want to burden parents if there are other things going on in the family, they are embarrassed, or they are worried that telling might make the situation worse.

But there are several things you can look out for if you're concerned your child is being bullied:

Potential signs

- They become withdrawn
- They have scratches and bruises that can't really be explained
- They don't want to go to school, or they are having trouble with school work
- They don't want to go out or be with friends
- Their online behaviour changes
- Changes to how and when they're using their mobile
- Changes are made in the route they take to school
- They complain of headaches, stomach aches and other pains
- They become easily upset, tearful, ill-tempered or display other out-of-character behaviour'

'Respectme, 2016'

Further information on how to support your child can be found on the Respectme website. https://respectme.org.uk/adults/bullying-a-guide-for-parents-and-carers/

Reporting bullying behaviour

If a parent has a concern about their child, they can contact the following staff: -

- Form Class Leader
- Principal Teacher Home Area (Campsie1/2, Endrick1/2, Lomond1/2)
- Principal Teacher Pupil Support (Campsie, Endrick, Lomond, Additional Support Needs)
- Depute Headteachers (Campsie, Endrick, Lomond)
- Headteacher

Names and contact details for all staff are on the school website
https://blogs.glowscotland.org.uk/st/balfronhighschool/

Action

The member of staff to whom the incident is reported to, or who has witnessed the incident, will take the incident seriously. They will use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the young person. The young person who has **experienced bullying behaviour** will receive appropriate support and protection.

Examples of good practice include:

- That they be treated with respect and that their rights are protected and fulfilled
- They are listened to, and their concerns are taken seriously
- They are gently encouraged to talk, to find out what happened, who was involved, where and when and notes taken
- They are asked what they want to happen next
- They are to be kept up to date with the progress and actions taken
- Details of the bullying behaviour and actions taken, recorded in the SEEMiS Bullying and Equalities Module by Principal Teachers and the Senior Leadership Team
- Details of the bullying behaviour to be discussed at the weekly house meeting
- The member of staff informs parents of the incident and action taken, if it is judged to be appropriate
- Balfron High School will work with parents to address bullying that happens outside of school if it is judged to be appropriate.

When a young person has **displayed bullying behaviour**, a member of the leadership/senior leadership team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Examples of good practice include:

• Time taken to understand the reasons for the bullying behaviour
• The individual or group should not be labelled as bullies, name the behaviour
• Staff should be prepared to address prejudicial attitudes that may be behind the bullying behaviour
• An educational response which helps the young person to understand the nature and consequences of their behaviour
• Addressing what is happening behind the behaviour, even when the bullying has stopped.

Consideration should be given to the consequences and support given to the young person displaying the bullying behaviour to ensure that interventions are intended to improve behaviour. Such approaches might include:

• Positive behaviour strategies with an appropriate member of staff, as agreed
• Restorative approaches
• Involvement of Educational Psychologists and Campus Police Officer.

Communication of Policy

This policy will be updated every three years and communicated annually to staff, parents and students. There is a shortened and pupil friendly version of this policy for students.

'An anti-bullying policy provides consistency in process, action and practice. Any member of staff, parent, child or young person should be able to read a policy and know what they can expect and also what is expected of them. Policy development is a journey, a values based journey to create environments where bullying does not thrive.' Respectme, 2018

Creating the Right Environment: Promoting Respectful Relationships

Bullying behaviour thrives in environments where respectful relationships are not the norm. Promoting respectful relationships and ensuring we respond to all forms of prejudice helps to create a nurturing and safe climate for our children and young people.

Balfron High School takes the following actions to engage young people in learning and thinking around bullying behaviours.

Balfron High School will be proactive in creating a nurturing culture and positive ethos where bullying behaviours are not tolerated. A culture that listens to young people and concerns are taken seriously. This may include approaches such as: -

- S6 Learning Ambassadors who support younger pupils in subject and Form Classes to support them with their learning and to foster relationships
- Mentors in Violence Protection Training and delivery of this from S6 and S5 mentors to S1 and S2 respectively during Personal and Social Education (PSE)
- Senior Prefects being present during Form Class
- S5/6 pupils who are paired readers and work with S1 pupils to support them with their learning and to foster relationships
- Involvement of the Pupil Council - publishing minutes of meeting and presenting updates by pupil council link during form time and assemblies.
- Using social media to promote respect for all
- Anti-bullying campaigns, posters, assemblies, guest speakers
- Working with the Principal Teachers of Pupil Support in shaping the curriculum for Personal and Social Education (PSE) Curriculum
- Encouraging young people to report incidents by speaking to a trusted member of staff, parents/carers, a friend or reporting through the landing page

Visual reminders	Posters and badges displaying a visual commitment to equality and diversity
PSE Curriculum	Promoting work on personal safety, bullying and building resilience as part of the PSE curriculum
Equalities Group	Staff and students working together to lead on improving equality, inclusion and wellbeing Promoting school values Assemblies/guest speakers
Anti-Bullying Campaigns	Acknowledgement of Anti-Bullying week through assemblies and stand-alone lessons during Form Class time
Mentors in Violence Prevention (MVP)	Designed to train students to speak out against rape, dating violence, sexual harassment, bullying and all forms of violent and abusive behaviour, MVP focuses on an innovative 'bystander' approach that empowers each student to take an active role in promoting a positive school climate. Within the MVP Programme young people are identified not as victims or perpetrators but as empowered bystanders able to support and even challenge abusive and bullying peers. Young people are provided with a range of safe options which can prevent situations from escalating
Pupil Council Meetings	Representatives from each year group meet with the Head Prefects/Depute Headteacher to discuss key issues
Nurture spaces/groups	Nurture is one such intervention which highlights relationships and a structured approach to working with this group of young people
Extracurricular activities	Extracurricular activities build positive relationships
School House System	Each child identifies with a House and has a Form Class Leader and for those on Staged Intervention, a PT Pupil Support for help, guidance and pastoral support
Library – Mental Health Hub	Providing a safe space for young people and reading materials to support mental health

Recording and Monitoring Bullying Incidents

Accurate recording of bullying incidents helps to ensure that an appropriate response has taken place. Recording will also support us to monitor the effectiveness of our anti-bullying guidance and practice and support us to review and update as appropriate. Monitoring helps services identify recurring patterns thereby encouraging early intervention. Recording systems will include information on:

- The children and young people involved, as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any underlying prejudice including details of any protected characteristic(s)

- Consideration of personal or additional support needs and wellbeing concerns and
- Actions taken including resolution at an individual or organisational level.

Balfron High School will record and monitor incidents using the Bullying & Equalities module on SEEMiS. A data report will be produced from SEEMiS and incidents will be reviewed on a termly basis by the Depute Headteacher responsible for the Bullying & Equalities module. All staff have received a copy of the referral process. (see Appendix 2)

Supporting Self-Evaluation of Policy and Practice

Balfron High School in consultation with young people, parents and staff will regularly review, update and publish their approach to Respect for All. To begin this process, the following questions can be asked:

- Does Balfron High School have a current bullying behaviours policy which reflects messages in Stirling Council's guidance and the national policy, 'Respect for All – A National Approach to Anti-Bullying for Scotland's Children and Young People'?
- How well could relevant stakeholders be involved in the policy development?
- To what extent does Balfron High School – including young people and their families – have ownership of the vision, aims and values of the policy?
- What is the plan and timescale for developing/refreshing the policy?

In developing the policy, consideration can be given to self-evaluation of:

- Whole-school training/involvement
- Culture and practice
- Parental/family engagement
- Recording, monitoring, continuous improvement and learning
- Response, support and the voice of young people.

This is not an exhaustive list, however it is an expanded definition and examples of bullying for certain characteristics.

Additional support needs

Can arise for any reason for any length of time. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and, crucially, being bullied can also lead to an additional support need

Asylum Seekers and Refugees

Stigma, caused by a lack of knowledge and understanding of asylum seekers and refugees, can mean children with this status may be at greater risk of being bullied. In addition, reluctance to burden parents or carers with extra worries can allow bullying to go undetected and continue.

Body image and physical appearance

Can be hugely important to children and young people, with bullying because of body image having the potential to negatively impact upon their wellbeing

Care experienced children and young people

Are vulnerable to bullying behaviour for a number of reasons, such as regular changes in schools or where they are placed. Forming relationships with peers and adults can be made even more difficult due to early childhood adversity

Disablist bullying

People who bully others may see children and young people with disabilities as being less able to defend themselves and/or tell an adult what has happened. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision

Gender Based Violence

Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour. These terms can be of an explicit sexual nature, and it is worth noting that many can involve the use of terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Gender-based violence includes but is not limited to:

- Name calling and unwanted sexual comments
- Homophobic and transphobic abuse
- Sexual harassment - any unwanted behaviour of a sexual nature which makes a person feel upset, humiliated or intimidated.
- Image-based abuse - sharing intimate images of someone else without their consent, editing an image (e.g. superimposing someone's face onto an image) or pressurising someone to look at pornography.
- Unwanted physical contact, which may be considered as assault, or sexually abusive/suggestive comments.
- Stalking - a pattern of repeated and unwanted attention, harassment or any course of contact directed at a specific person that would cause them to feel fear for their safety or the safety of others, e.g. unwanted gifts, messages, contact through social media.

Gypsy/Travellers

This group of children and young people are a particularly discriminated against and marginalised group, and concerns about bullying are especially acute for secondary schools. Perceived risks about bullying and parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people, as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns

Intersectionality

It's important to understand the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity.

In the context of anti-bullying, we must consider people's experiences of belonging to one or more of these groups, people's prejudice towards them and how this can lead to inequality in attainment and wellbeing

Marriage/Civil Partnership

Whilst it is unlikely that a school-aged pupil will experience direct prejudice and discrimination as a result of being in a same sex marriage or civil partnership, there could be instances of indirect discrimination if they are associated with someone who is.

Racial bullying

Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and '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 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 lead to bullying. People who have no religion or belief are also protected under the Equality Act

Sectarianism

Most people understandably associate Sectarianism with religion, however the reality of prejudice 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 for sectarian abuse - whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, such as Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism

Sexual Orientation

Bullying based on sexual orientation is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. It is also commonly referred to as 'homophobic bullying' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying'. Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying'. This type of bullying may be directed towards young people perceived to be LGB; those that do not conform to gender norms; and those who have gay friends or family. Although homophobic bullying is distinct from sexist and transphobic bullying, it is related to these forms of bullying through underlying sexist attitudes.

Socio-economic prejudice

Bullying due to socio-economic status can take place in any community. Small differences in perceived family income, living arrangements, social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying of children who endure parental substance misuse can also be prevalent

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.

Appendix 2 - Bullying and Equalities Module on SEEMiS.

Application\Management\Bullying and Equalities\Maintain Incident

Reported to – Member of Staff who reported it

Incident Owner SLT/FH/PTPS

Addressed By - SLT

Basic Info

Reported To

Addressed By

Incident Date 25/10/2023

Incident Time · <No Time>

Reported By

Incident Owner

Incident Location

Select

Add

Remove

Add names of individuals (pupils and staff) who have experienced and displayed the behaviour

Alleged Incident

Person(s) Experiencing

Forename	Surname	Age	Stage

Add Pupil Remove Pupil

Title	Forename	Surname

Add Staff Remove Staff

Other Impacts of Events:

Person(s) Displaying

Forename	Surname	Age	Stage

Add Pupil Remove Pupil

Title	Forename	Surname

Add Staff Remove Staff

Other Person(s) Displaying:

Nature of Incident

Select Add

Remove

Name calling, teased, put down or threatened
Hit, tripped, pushed or kicked
Belongings taken or damaged
Being ignored
Spreading rumours
Abusive messages online/phone/gaming/social media
Targeted because of who they are/perceived to be
Racism or Racist Incident
Gender Based Violence
Other(Please Specify)

Record Impact of Events on person(s)

Perceived Reasons for Incident

Select [▼] [Add]

[   ]

[Remove]

Actual or perceived Sexual orientation (e.g. homophobic, bi-phobic)
Additional support needs
Asylum seekers or refugee status
Body Image and physical appearance
Disability
Gender identity or Trans identity
Gypsy/travellers
Care Experience

Marriage/civil partnership of parents/carers or other family members
Mental health
Pregnancy and maternity
Race and racism including culture
Religion or belief
Sectarianism
Sexism and gender
Socio-economic prejudice
Young carer
Not known
Other: please specify

Incident Detail:

[   ]

Provide a description of the actual incident

Action Progressed

Action Procedures [   ]

Provide Details of the Action Procedures

Incident Conclusion [Being Addressed ▼]

Being Addressed
Not Resolved
Resolved
Unfounded

Select the appropriate conclusion

Log back in to SEEMiS and go to MAINTAIN INCIDENT

This is required in order to complete the following sections

Persons Experiencing

Forename	Surname	Action
		None
		None
		None

If action required, choose the appropriate one

Person Experiencing Actions   ✕

Please choose an action [Involve other agency ▼] [Take Action]

Involve other agency
Interview
Letter
Counselling
Peer Support
Agency Involvement
Other Information
Parental Involvement

[Close]

Persons Displaying

Forename	Surname	Action
		None
		None
		None

Person Displaying Actions ✕

Please choose an action | Referred | ∨ | Take Action

Referred
Record serious incident
Exclusion
Remove from register
Involve other agency
Interview
Letter
Counselling
Establishment Discipline Procedures
Agency Involvement
Other Information
Parental Involvement

Close

If action required,
choose the
appropriate one

Monitor/Review

Reviewer [   ] [...]   Due ▪ <No Date> 📅   Complete ▪ <No Date> 📅

Person(s) Experiencing   **Person(s) Displaying**

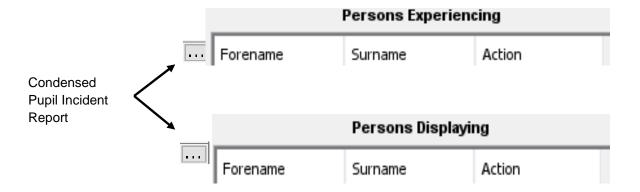| Do they feel their concerns were listened to? | ▪ ∨ | Do they feel their concerns were listened to? | ▪ ∨ |
Do they feel satisfied with the outcome?	▪ ∨	Do they feel satisfied with the outcome?	▪ ∨
Parent/Carer are satisfied with the outcome?	▪ ∨	Parent/Carer are satisfied with the outcome?	▪ ∨
Restorative action has taken place?	▪ ∨	Restorative action has taken place?	▪ ∨

Select the appropriate action

Complete at the time if the situation is resolved. If not update when it is resolved

Persons Experiencing

[...]
Forename	Surname	Action

Condensed
Pupil Incident
Report

Persons Displaying

[...]
Forename	Surname	Action

A report can be generated which provides a condensed pupil incident report for the person experiencing and person displaying.