

Development of Positive Behaviour Policy

JGHS 2025-26

The following timeline reflects review and evaluation carried out during the 2025-2026 academic session and does not reflect all the work, training, consultation and discussion between pupils, parents/carers and staff that occurred during the development of the policy and procedures to develop the policy in June 2025.

March 2025 - consultation with Equally Safe at School (ESAS) group of pupils and staff

During the lunchtime sessions, we discussed the aims for reviewing and developing the anti-bullying policy and requirement to hold a thorough review reflecting national and authority bullying and equalities policies.

- Gathered thoughts and opinions on current procedures in school and issues they would like to be outlined in the policy such as gender-based violence and online bullying.
- Consistency was another area to improve across the school.
- PSE development of lessons was discussed and has resulted in further consultation with pupils about this.
- Discussed best ways to achieve pupil opinion and input – an anonymous survey to all pupils and staff was suggested, alongside parent/carer evening discussion sessions.

April/May 2025 – Parent/Carer sessions

Parents/carers were invited to school, and we are very grateful for all the input as these were very productive consultations.

We discussed the current policy and processes to gain more understanding of how pupils report incidents and the supports in place. We also discussed the concerns and suggestions raised by the ESAS group and discussed what is working well, what would work better and next steps to take forward. Some of the points raised were -

- Setting more review dates to check in with the young people.
- Gathering more data to help see any patterns year on year so easier to address these issues.
- Regularly raising awareness about the anti-bullying procedures across the whole school community and promoting the school values through day-to-day work.
- Having clear, consistent procedures in place which everyone was aware of, to make the pupils feel safe and supported in school.

- Supports for all and the development of the PSE programme.

September 2025 – met with the Quality Improvement Education Officer – Inclusion and Equalities at the City of Edinburgh Council

Discussed the review and development of the authority's policy and the launch in June 2026. Looked at the use of SEEMiS in logging incidents and the facility to gather data. Importance of flowcharts and inclusion of abbreviated user-friendly policy for pupils.

September/October 2025 – ESAS input and HMI Inspection

Discussed the feedback from parent/carers sessions and developed pupil and staff questionnaires. Had the opportunity to discuss the review and development of the policy with the Inspectors.

November/December 2025 – surveys sent to all pupils and staff

Some of the pupil questions asked if pupils knew how to report, types of bullying experienced, expectations if they were to report to a member of staff, protected characteristics and suggestions to improve.

When analysing the qualitative data these were some of the points raised from both surveys:

- 75% of pupils said they know how to report bullying either using online form or speaking to a teacher.
- 46% said if they reported the bullying it might get better but there also might be other issues.
- There is a fear of being a 'snitch' or of 'making it worse'.
- 83% had personally experienced bullying in the past 12 months and in the majority of cases this was verbal bullying. 58% said they had witnessed bullying behaviour. 68% said they had experienced or witnessed because of protected characteristics.
- There is a clear need for staff to address incidents as they occur and in a consistent and effective manner.
- Staff felt there should be more consistency in dealing with incidents and feedback.
- Training on restorative practices was raised, alongside regularly raising awareness around the school.
- Clear consequences to be outlined to pupils.
- More staff presence around the school.

January 2026 - draft policy to be completed

Consultation with pupils, staff and parents/carers to gather feedback.

March 2026 – launch of reviewed policy with wider staff, pupils and parents/carers (in-service, key adult, PSE, email, school update, website). Continued review of policy in line with new documentation on other protected characteristics as they are communicated by CEC.

March 2029 – date for review of current policy in 3-year cycle.