

James Gillespie's High School

Update on current review of Anti-Bullying Policy April 2026

Information for Staff



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Review of current policy

- Important for all pupils and staff to feel safe at school and understand that bullying, prejudice and discrimination are never acceptable.
- Should be reviewed every 3 years and the review is based on the strength of the previous policy and lessons in PSE with pupils.
- Changes will be made to draft policy after the launch of CEC policy in June 26 before we make our school policy public.
- All pupils, staff and parents/carers have been given the opportunity to feedback on current policy. Further consultation with SLT and wider staff.
- We now have a draft policy, pupil summary and flowcharts to be displayed around school.

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Timeline for review

- **March 2025** – feedback from pupils and staff in Equally Safe At School Group (ESAS)
- **April/May 2025** – parent/carers sessions
- **September 2025** – meeting with QIEO at CEC
- **October 2025** – opportunity to discuss review during HMIE Inspection

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Timeline for review

- **November/December 2025** – surveys sent to all pupils and staff
- **March 2026** – information gathered and policy updated
- **April 2026** – update about progress shared with staff and S1-3. Consultation with SLT and wider staff to make further changes.
- **June 2026** – changes to be made in line with the launch of CEC policy
- **New academic session** – launch updated policy with school community

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Summary of feedback...

- Equally Safe At School Group (ESAS) – pupils and staff
- Parents/Carers invited to 2 evening sessions
- Pupil survey - completed in PSE and on Teams
- Staff survey - sent through email
- HMIE Inspection

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Equally Safe At School Group feedback

- Action varies around the school and pupils not always given feedback on action
- Need to raise more awareness of policy and how to report
- Restorative approaches – pupils to have more understanding of what this means and follow up training for teachers
- Assemblies – raising more awareness through assemblies

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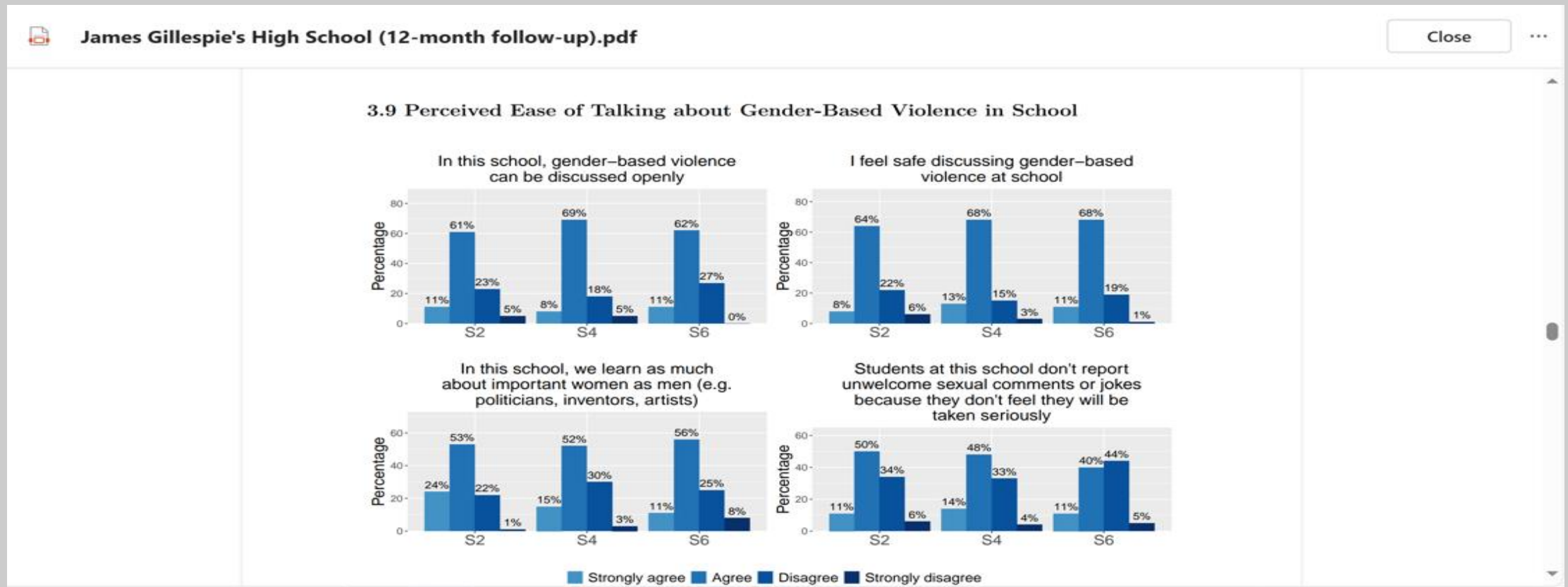
Equally Safe At School Group feedback

- Policy very informative but would be beneficial to have pupil summary with flowcharts
- Some concerns about reporting incidents if parents/carers told each time
- Need to include and have more support for gender-based violence
- Development of PSE materials - equalities and cyber bullying

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Observation from previous ESAS survey

Shows pupils in the school feel they can talk about Gender Based Violence however the last table shows that many feel they won't be taken seriously



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Parent/Carer feedback

- Policy should state behaviour and language not acceptable
- Clear communication about ways pupils can report
- Produce pupil summary
- PSE development – anti-bullying materials updated
- Support pupil experiencing with course of action – recommend more training for staff

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Parent/Carer feedback

- Improve communication with parents/carers and Community Team outline further supports available
- Regular updates to parents/carers about raising awareness of policy and procedures
- Review dates added to SEEMiS and further check ins with pupils
- Ability to analyse data from SEEMiS on patterns of behaviour to address particular issues

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Pupil feedback

- 75% said they know how to report using online form or speaking to a teacher – 25% don't!
- 46% said if they reported it might get better but there also might be other issues
- There is a fear of being a 'snitch' or 'making it worse'
- 83% had personally experienced bullying in the past 12 months and in majority of cases this was verbal
- 58% said they had witnessed bullying behaviour

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Pupil feedback

- 68% said they had experienced or witnessed because of protected characteristics
- Requested more posters with QR code around school
- Possibility of more teacher presence around school at break/lunch
- Request for quicker response to reports
- More support for the person displaying bullying
- Safe space – anti-bullying group to support and raise awareness

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Staff feedback

- 83% said pupils had reported incidents to them in past 12 months
- 70% of these included protected characteristics
- 20% had experienced bullying behaviour themselves
- Need for staff to address incidents as they occur and in a consistent and effective manner
- Request for procedures displayed on flowcharts for staff and pupils

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Staff feedback

- Clear consequences to be outlined to pupils
- Raise more awareness with new S1s
- Need for training on restorative practice and regularly raising awareness around the school
- Mobile phone policy starting to address some issues in school

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HMIE Inspection

- ‘As planned, senior leaders should review and amend the school’s anti-bullying policy to bring it in line with Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People (updated 2024)’

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So far...

FEEDBACK

Change language, clear procedures for reporting and action

Quicker response to reported bullying

Review current PSE material

Inclusion of gender-based violence in policy

Training for restorative practices

Raise more awareness

Check ins with pupil at later date and provide further info on supports

REVIEWED

Adapted the policy and have pupil summary booklet and flowcharts

Clearer procedures to report and action

Plans for survey and development

Included in policy, PSE inputs – Progressive Masculinity/Femininity, S2 Mentors in Violence Prevention (MVP)

Plans for new academic session

Assemblies, PSE/KA and formation of anti-bullying group supported by S6

Consistent action from Community Teams

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Brief summary of procedures

- Pupils reporting bullying behaviour
- Staff member dealing with reported incident
- Community Team investigation and action

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Pupil(s) reporting bullying behaviour...

- Pupils encouraged to speak to their Pupil Support Leader (PSL) or Community Head (CH)
- They can also report to any teacher
- They can report on anti-bullying form (details on next slide)



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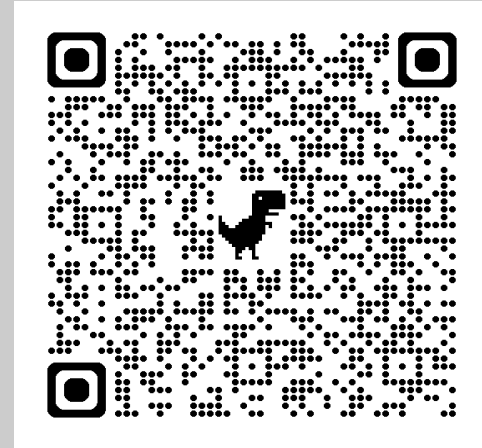
Pupil anti-bullying form

- JGHS SharePoint page

Select Subject/Pupil Support/Anti-bullying

[Anti-Bullying \(sharepoint.com\)](#)

- This form is only seen by PSLs and Community Heads
- Pupils scan the QR code – information on posters around school and on ‘Reporting Bullying’ Channel on their Year Team



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Staff member dealing with reported incident

Pupil(s) has reported to you, or you have witnessed an incident –

- Speak with pupil(s) experiencing, explaining it will be taken seriously and ask what they would like to happen next
- Complete WBC form and hand to PSL or CH (if not available DHT PS or HT) – **must be completed on WBC form and after investigation will be recorded on SEEMiS and logged securely**

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getting it right
for every child

Wellbeing Concern Form

Baby / Child / Young Person - details	
Name: _____	
Date of birth: _____	
Person recording details	
Name: _____	
Agency/ Establishment: _____	
Area of concern(s)	

Please tick relevant box(es) on 'Wellbeing Wheel' and use these headings to record the details below.



The Wellbeing Wheel is a circular diagram with 'getting it right' in the center. It is divided into 12 segments, each with a heading and a checkbox. The segments are: Confident, Respected, Responsible, Safe, Healthy, Achieving, Learners, Nurture, Active, Protected, Connected, and Capable.

Description of Concern(s)
If appropriate, include strategies to address the issue and/or any actions taken. Please also summarise any previous concerns.

Signature: _____ Date: _____

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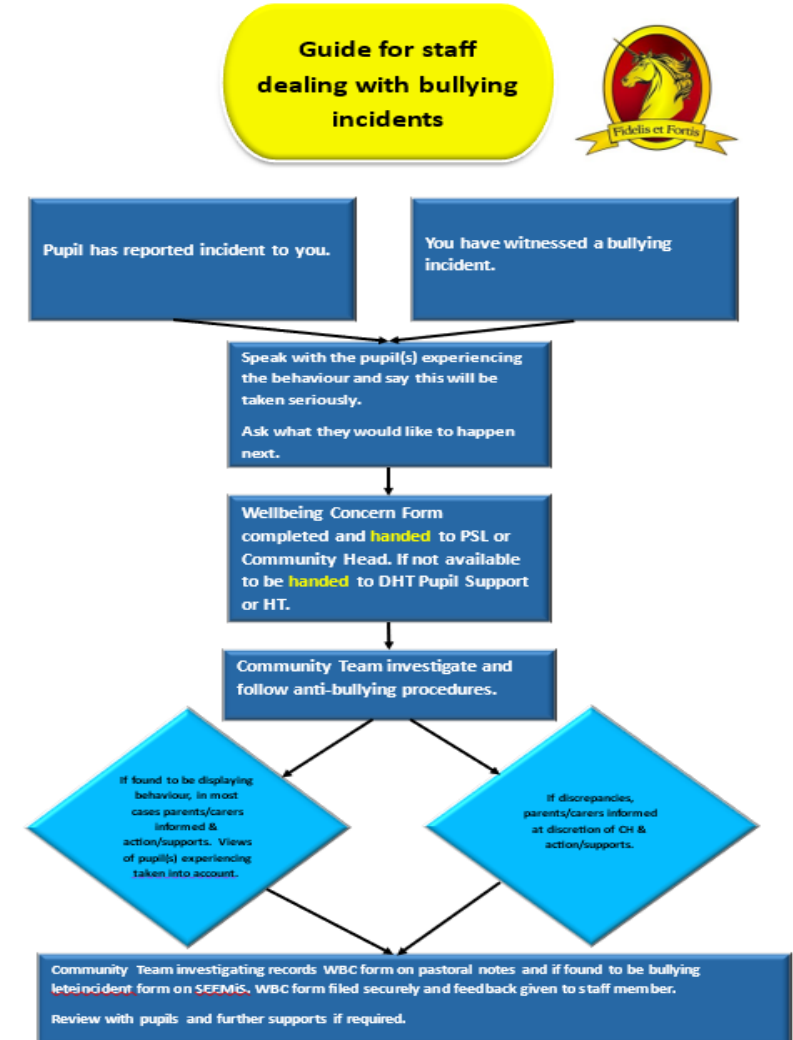
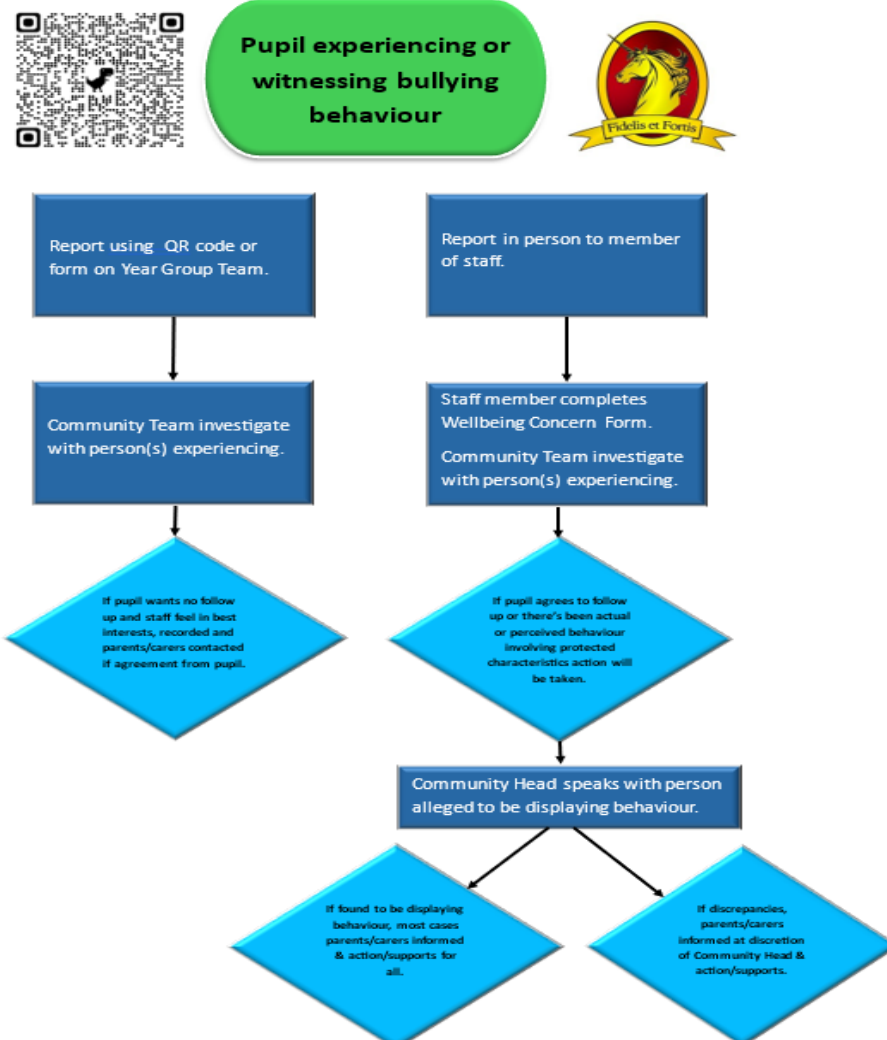
Community Team investigate...

- If found to be displaying in most cases parent/carers informed and action/supports (view of pupil taken into account)
- If discrepancies, parents/carers informed at discretion of CH and action/supports
- All WBC forms recorded on pastoral notes and logged on SEEMiS Bullying and Equalities incident form
- WBC forms filed securely
- Community Team feedback to staff member
- Further supports offered and review with pupils at later date

The form is titled 'Wellbeing Concern Form' and is from the City of Edinburgh Council. It includes a 'Wellbeing Wheel' diagram with segments for: Safe, Healthy, Active, Resilient, Connected, and Responsible. Each segment has a checkbox. The form also has sections for 'Baby / Child / Young Person - details' (Name, Date of birth), 'Person recording details' (Name, Agency/Establishment), and 'Area of concern(s)'. A large box is provided for 'Description of Concern(s)'. At the bottom, there are lines for 'Signature' and 'Date'.

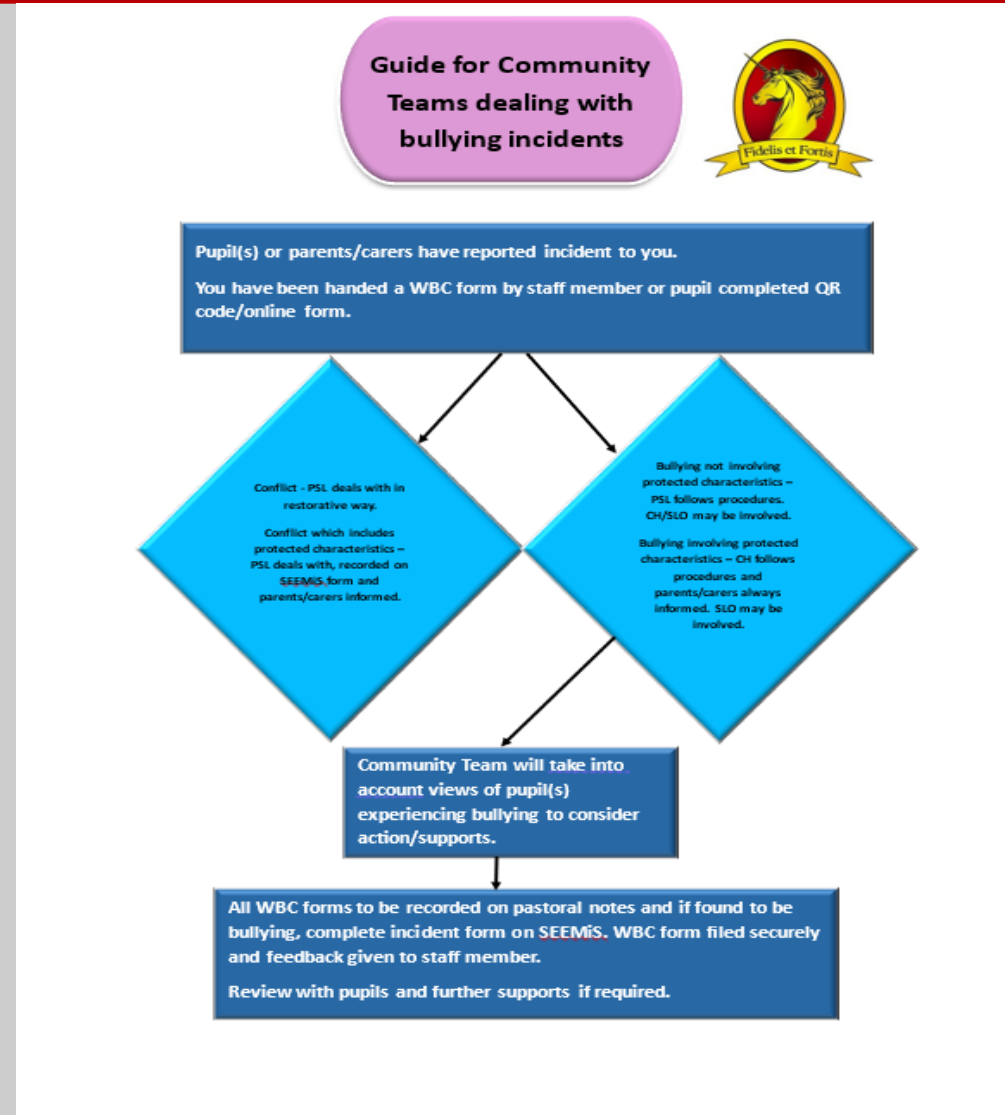
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Flowcharts



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Flowcharts



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Next steps...



- Consultation with SLT and wider staff
- Review and amend after launch of CEC policy
- Display flowcharts around school
- Update S1-3 pupils about review and raise awareness through assemblies
- New academic session launch revised policy and share with school community

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Any comments made to...

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