

BEHAVIOUR AND ANTI BULLYING POLICY

Document Control	Details
School	Richmond International School Doha
Policy Owner	Executive Principal
Applies to	EYFS, Primary, Staff, Volunteers and Visitors
Approved By/Date	Board of Directors / September 2026
Review Cycle	Annual, or earlier following Ministry or operational change
Next Review	September 2027



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Contents

1 Policy statement and purpose.....	3
2 Scope	3
3 Regulatory and policy framework.....	3
4 Principles	4
5 The Richmond behaviour culture	4
5.1 The Richmond 5Rs	4
5.2 Consistent adult practice	5
5.3 Classroom expectations and essential agreements	5
6 Recognition rewards and ClassDojo	5
7 Behaviour that does not meet expectations.....	6
8 Consequences restorative action and support	7
8.1 Permitted responses.....	7
8.2 Prohibited responses	7
8.3 Physical intervention.....	7
9 Inclusion and individual behaviour support.....	8
10 Anti bullying framework.....	8
10.1 Definition	8
10.2 Forms of bullying	9
10.3 Possible indicators.....	9
11 Reporting concerns	10
12 Responding to a bullying concern	11
13 Support following bullying or serious incidents	11
13.1 Support for the pupil affected.....	11
13.2 Support and accountability for the pupil responsible.....	12
13.3 Witnesses and bystanders	12
14 Cyberbullying and digital evidence	12
15 Suspension exclusion and external reporting.....	13



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16 Roles and responsibilities	14
17 Recording confidentiality and information sharing	15
18 Monitoring evaluation and staff development.....	15
19 Concerns complaints and review requests	15
20 Related school documents	16
21 Policy review.....	16
Appendix A Behaviour incident and bullying concern record	17
Appendix B Individual behaviour support plan	18
Appendix C Anti bullying investigation checklist	18



1 Policy statement and purpose

Richmond International School Doha maintains a calm, safe, respectful and inclusive environment in which every pupil can learn and every member of the school community is treated with dignity. The school teaches positive behaviour explicitly, recognises pupils who demonstrate the Richmond 5Rs and responds to inappropriate behaviour promptly, fairly and consistently.

Bullying, including cyberbullying, discriminatory behaviour, harassment, intimidation and violence, is not tolerated. Every report is taken seriously, recorded and considered carefully. The school protects and supports the pupil affected, investigates without prejudging the outcome, addresses the behaviour of the pupil responsible and monitors whether the concern has stopped. A safeguarding concern is referred immediately through the school's Student Protection and Safeguarding procedures.

2 Scope

This policy applies to pupils, staff, parents, volunteers, visitors and contractors. It covers behaviour:

- on the school premises and during arrival, dismissal, breaktimes and school transport arrangements;
- during lessons, clubs, trips, visits, competitions and any school-organised activity;
- when pupils are identifiable as members of RIS or their conduct may affect the safety, wellbeing, orderly operation or reputation of the school; and
- online or outside school where the conduct affects pupils or staff, creates a safeguarding risk, disrupts learning or continues within the school community.

3 Regulatory and policy framework

RIS implements this policy in accordance with current Qatar laws and Ministry of Education and Higher Education requirements. Key references include:

- the Student Protection and Care Policy for Private Schools and Kindergartens, First Edition 2025-2026 and Circular No. 15 of 2025;
- the Professional and Ethical Charter for Nurseries, Kindergartens and Private Schools, Second Edition 2025 and Circular No. 13 of 2025;
- the current MoEHE evaluation guidance relating to positive behaviour, classroom rules, student wellbeing, social and psychological support and school records;
- current MoEHE requirements governing pupil attendance, student affairs, suspension, exclusion, transfer and reporting;
- Qatar Law No. 14 of 2014 on combating cybercrime, where applicable; and
- the RIS Student Protection and Safeguarding Policy, E Safety Policy, Acceptable Use requirements, SEND and Inclusion Policy, Attendance Policy, Complaints Policy and Trips and Visits Policy.

Where a law, Ministry direction or approved procedure changes, the current official requirement takes precedence. The school will update this policy as soon as practicable.



4 Principles

- The best interests, safety, dignity and rights of the pupil are central to decisions.
- Positive behaviour is taught, modelled, practised and reinforced; it is not assumed.
- Adults respond calmly and privately and do not shout at, threaten, ridicule, shame or humiliate pupils.
- Corporal punishment and any cruel, degrading or emotionally abusive response are prohibited.
- Responses are proportionate, educational, age appropriate and consistent, while recognising that fair treatment does not always mean identical treatment.
- Disability, SEND, communication needs, trauma, medical needs, age and developmental stage are considered. These factors may explain behaviour and shape support, but do not remove the need to keep everyone safe.
- Pupils are heard and may explain what happened. No pupil is required to apologise, mediate or meet another pupil where this would be unsafe or inappropriate.
- Reports made in good faith are protected. Retaliation, intimidation or pressure not to report will be treated as serious behaviour.
- Information is shared only with those who need it for education, safety, investigation or regulatory purposes.

5 The Richmond behaviour culture

5.1 The Richmond 5Rs

The Richmond 5Rs provide a shared language for behaviour, relationships and learning:

Value	What this looks like
Respect	We value people, property, culture, faith, privacy and the environment. We listen, use courteous language and include others.
Resilience	We manage challenges, recover from setbacks and seek help instead of giving up or harming others.
Resourcefulness	We solve problems, make safe choices and use people, time and resources responsibly.
Reflection	We consider the effect of our choices, accept feedback, repair harm and identify a better next step.
Responsibility	We are honest, accountable and ready to learn. We report concerns and help keep the community safe.



5.2 Consistent adult practice

All adults establish predictable routines and use the same core approach:

1. Connect and regulate: use a calm tone, check safety and allow appropriate processing time.
2. Remind: state the expected behaviour positively and refer to the relevant Richmond value or class agreement.
3. Redirect: give a clear choice, support or reasonable adjustment and explain the likely consequence.
4. Respond: apply the proportionate consequence, record when required and restore learning as soon as safely possible.
5. Repair and review: help the pupil understand impact, make amends when appropriate and identify how to prevent repetition.

Staff use de-escalation, planned movement, sensory or regulation breaks and additional adult support where helpful. A pupil is never left unsupervised as a punishment.

5.3 Classroom expectations and essential agreements

- Each class establishes a short, positively worded set of essential agreements at the beginning of the year with pupil participation.
- Teachers explicitly teach routines for entry, transitions, movement, equipment, talk, independent work and dismissal.
- Agreements are displayed, revisited and applied fairly and consistently.
- Lessons are well planned, appropriately challenging and adapted so that pupils can participate successfully.
- Staff recognise early signs of dysregulation or disengagement and intervene before behaviour escalates.

6 Recognition rewards and ClassDojo

RIS uses recognition to strengthen intrinsic motivation and make expected behaviour visible. ClassDojo is the school's main positive recognition and home-school communication system. Points should be linked to observed behaviours and the Richmond 5Rs, applied consistently and never used to shame pupils or display negative rankings publicly.

- specific verbal and written praise;
- ClassDojo points linked to the Richmond 5Rs, effort, kindness, teamwork and learning behaviours;
- stickers, certificates and positive communication with parents;
- Star of the Week and class or phase recognition;
- celebration assemblies, termly recognition and annual awards; and
- responsibility roles and opportunities to contribute to the school community.

Rewards must be accessible and inclusive. Staff should consider reasonable adjustments so pupils with SEND are not disadvantaged by a system based only on compliance, speed, attendance or communication style.

Dojo messages are not a substitute for the school's formal incident and safeguarding records.



7 Behaviour that does not meet expectations

Behaviour is considered in context, including intent, impact, frequency, age, development, previous incidents, risk and support needs. Examples below guide professional judgement and do not prevent immediate escalation where safety is at risk.

Level	Illustrative behaviour	Typical response
Level 1 Low level	Calling out, off-task talk, minor disruption, running indoors, pushing into a line, careless use of equipment, minor disagreement or not following a routine.	Reminder, redirection, choice, brief regulation time, restorative question, completion of missed learning. Usually managed and not formally logged unless repeated.
Level 2 Repeated or moderate	Repeated Level 1 behaviour, refusal, deliberate disruption, rudeness, repeated unkindness, unsafe play, spitting, leaving an assigned area, minor property damage or inappropriate language.	Teacher response; proportionate loss of a privilege or part of break; repair or replacement action; parent communication where appropriate; class behaviour log and referral to Key Stage Leader if repeated.
Level 3 Serious	Physical aggression or fighting, targeted harmful language, discriminatory incident, bullying concern, deliberate damage, theft, leaving class without permission, serious online misuse, persistent defiance or repeated Level 2 behaviour.	Immediate safety response, report to SLT, formal incident record; separate pupil accounts; parent contact; support and monitoring plan; proportionate sanction and safeguarding review.
Level 4 Critical or persistent	Serious or repeated violence, weapon or dangerous item, credible threat, sexualised harmful behaviour, severe harassment or cyberbullying, absconding from the site, serious abuse of staff or pupils, persistent bullying, major vandalism or repeated Level 3 behaviour.	Immediate SLT and safeguarding leadership; protect and supervise pupils; preserve evidence; parent meeting; risk assessment; external or Ministry reporting where required; consideration of suspension or exclusion under current approved procedures.

The school may move directly to a higher-level response. Sanctions are not automatic tariffs and must not be applied in a way that is discriminatory, humiliating, unsafe or unrelated to the behaviour.



8 Consequences restorative action and support

8.1 Permitted responses

- a clear reminder, redirection or supported choice;
- a brief, supervised regulation or reflection period;
- completion of missed work at an appropriate supervised time;
- temporary loss of a directly related privilege;
- repairing, cleaning or making good damage where safe and age appropriate, without using pupils as unpaid labour or public punishment;
- a reflective activity, restorative conversation or written apology where appropriate and voluntary;
- increased supervision, seating or routine changes and a behaviour support plan;
- internal withdrawal from an activity or class for a defined, supervised period with continued education;
- suspension or permanent exclusion only by the Executive Principal and in accordance with current Ministry requirements and approvals; and
- referral to counselling, inclusion, health, safeguarding or an external specialist where needed.
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8.2 Prohibited responses

- corporal punishment or any physical act intended to cause pain, fear or compliance;
- shouting at, insulting, threatening, mocking, humiliating or publicly shaming a pupil;
- collective punishment for the behaviour of an individual;
- withholding drinking water, food, toilet access, medication, medical care or essential learning support;
- unsafe physical exercise, prolonged standing or exposure to heat as a punishment;
- unsupervised isolation, locking a pupil in a room or preventing a pupil from seeking safeguarding help;
- reducing marks or academic grades as a behaviour sanction;
- forcing contact, mediation, apology or reconciliation between pupils; or
- sharing confidential sanctions or personal information with other pupils or families.

8.3 Physical intervention

Staff do not use physical intervention as a behaviour sanction. Reasonable physical intervention may be used only by an adult acting to prevent immediate injury, serious damage or a pupil leaving into immediate danger, and only when less restrictive measures are ineffective or impracticable. Any intervention must be necessary, proportionate, for the shortest possible time and consistent with the school's approved safeguarding and physical intervention procedure. It must be reported immediately, recorded, reviewed and communicated to parents and relevant authorities as required. Medical attention and pupil support must be provided where needed.



9 Inclusion and individual behaviour support

Where behaviour is persistent, unusual or linked to a possible unmet need, the class teacher and Key Stage Leader will work with the school counsellor. The school will identify triggers, strengths, communication needs, successful strategies and risks rather than relying only on repeated sanctions.

- A pupil may have an Individual Behaviour Support Plan with measurable targets, agreed strategies, named adults and review dates.
- Reasonable adjustments may include visual supports, movement or sensory breaks, adapted language, predictable transitions, safe spaces, check-ins or modified tasks.
- Behaviour must not be assumed to be deliberate where communication, disability, trauma, anxiety, medical needs or developmental differences may be relevant.
- Any safety risk is managed immediately even while needs are being assessed.
- Support plans are reviewed using incident patterns, pupil and parent views, progress and the impact of strategies. External specialist advice may be requested with appropriate consent or under safeguarding duties.

10 Anti bullying framework

10.1 Definition

Bullying is harmful behaviour by an individual or group that is repeated over time, or has a strong likelihood of being repeated, and involves a real or perceived imbalance of power. It may be intentional or experienced as targeted harm and can be physical, verbal, relational, discriminatory, material or online. The effect on the pupil and the risk of repetition are central considerations.

A one-off conflict, friendship difficulty, impulsive act or isolated unkind comment is not automatically bullying, but it still requires an appropriate response. Serious one-off violence, harassment, sexualised behaviour, threat or discriminatory abuse may require immediate safeguarding and disciplinary action even when the bullying definition is not met.



10.2 Forms of bullying

Type	Examples
Physical	Hitting, kicking, pushing, unwanted touching, damaging belongings, taking items or blocking access.
Verbal	Name-calling, threats, ridicule, repeated teasing, offensive comments or coercion.
Relational or social	Deliberate exclusion, rumour-spreading, manipulating friendships, humiliation or encouraging others to isolate a pupil.
Discriminatory	Targeting a pupil because of nationality, race, language, religion, culture, sex, disability, SEND, appearance, family background or another personal characteristic.
Cyberbullying	Harmful messages, images, recordings, impersonation, exclusion, threats, posts or sharing content through games, devices, platforms or social media.
Material or coercive	Repeatedly taking money or possessions, demanding actions, blackmail or using status or information to control another pupil.

10.3 Possible indicators

Possible signs include unexplained injury or damaged possessions, reluctance to attend school or use transport, changes in attendance or attainment, withdrawal, anxiety, sleep or eating changes, loss of friends, repeated requests for money, distress after device use or a sudden change in behaviour. These signs may have other causes; staff should listen, record and refer concerns rather than investigate alone.



11 Reporting concerns

A pupil may report to any trusted adult, including the class teacher, duty teacher, Key Stage Leader, Vice Principal, Student Protection Officer, school nurse or Executive Principal. Pupils may speak, write, draw, use an agreed communication method or ask a parent or friend to report. Staff must make reporting accessible to younger pupils and pupils with disabilities or communication needs.

- Any adult receiving a report listens calmly, thanks the pupil, does not promise secrecy and records the pupil's words as accurately as possible.
- Immediate danger, injury, suspected abuse, sexualised harm, weapon, threat, self-harm concern or serious online risk is reported at once to the Student Protection Officer and Executive Principal under safeguarding procedures.
- All bullying concerns are reported to the Key Stage Leader or Vice Principal on the same school day and entered in the school's secure incident system.
- A parent should report through the class teacher or school leadership and should not confront another child or parent or publish allegations online.
- Anonymous information will be considered, although the school's ability to establish facts may be limited.
- No person may retaliate against, intimidate or disadvantage a pupil or witness for reporting in good faith.



12 Responding to a bullying concern

The following process is used flexibly according to age, risk and seriousness:

6. Protect: check immediate safety and wellbeing, arrange medical or safeguarding support and prevent further contact where necessary.
7. Record and refer: create a secure incident record and notify the appropriate pastoral and safeguarding leaders.
8. Plan the investigation: appoint a lead, identify evidence and decide whether external reporting or Ministry direction is required before further action.
9. Gather facts: speak separately with the pupil affected, alleged pupil responsible and witnesses; obtain staff observations, earlier records and relevant digital evidence. Do not conduct a joint meeting at this stage.
10. Assess: consider repetition or likelihood of repetition, power imbalance, targeting, intent, impact, context, discrimination, cyber elements and safeguarding risk. Decide whether the concern is substantiated as bullying, another serious incident, conflict, unkind behaviour or not established on the available evidence.
11. Act: implement protection, support, educational action and proportionate consequences. Agree a safety and monitoring plan with clear responsibilities and dates.
12. Communicate: inform the parents of pupils directly involved promptly, subject to safety and confidentiality. Explain the finding and action concerning their own child without disclosing another pupil's confidential information or sanction.
13. Follow up: check the pupil's safety and wellbeing at agreed intervals, monitor locations and online effects, review the pupil responsible and address any recurrence or retaliation.

The school will aim to begin the response on the day of report and complete a routine school-level investigation as promptly as possible. Complex safeguarding, digital, external-agency or Ministry matters may take longer. Parents will be kept appropriately informed when there is a delay.

13 Support following bullying or serious incidents

13.1 Support for the pupil affected

- a named trusted adult and regular check-ins;
- a safety plan covering lessons, breaktimes, transport, clubs and online contact where relevant;
- medical, counselling, inclusion or external support where needed;
- proportionate adjustments to seating, supervision or routines that do not punish or unnecessarily move the pupil affected;
- support to preserve digital evidence, block or report accounts and use devices safely; and
- monitoring for recurrence, retaliation, attendance impact and emotional wellbeing.



13.2 Support and accountability for the pupil responsible

- clear explanation of the harmful behaviour, impact and required change;
- proportionate consequences under this policy;
- work on empathy, relationships, emotional regulation, digital citizenship or conflict skills;
- an individual behaviour support or risk management plan where needed;
- consideration of unmet learning, communication, safeguarding or wellbeing needs without excusing harm; and
- close monitoring and escalating action if behaviour continues.

13.3 Witnesses and bystanders

Witnesses are reminded that safe reporting is responsible behaviour. They are not expected to place themselves in danger. Staff support pupils who have been distressed by what they saw and teach safe actions: do not join in, move away, support the pupil affected when safe, preserve evidence and tell a trusted adult.

14 Cyberbullying and digital evidence

- Pupils should not respond to harmful messages or redistribute harmful content. They should save screenshots, URLs, usernames, dates and times and report promptly.
- The school may address online conduct outside school when it affects safeguarding, relationships, learning, attendance or the safe operation of RIS.
- Staff will preserve relevant evidence and refer serious matters under the E Safety and Student Protection procedures. Illegal or high-risk content will not be unnecessarily copied or forwarded.
- Parents should use platform reporting and blocking tools and preserve evidence. They should not post allegations publicly or contact another pupil directly.
- The Executive Principal or authorised safeguarding leader will coordinate contact with the Ministry, police, child protection services or other authorities where required.



15 Suspension exclusion and external reporting

Suspension and permanent exclusion are serious measures and are not delegated below the Executive Principal. They are considered only where proportionate to the seriousness or persistence of behaviour, necessary to protect safety or education, and permitted by current Ministry rules. The school will maintain education and reintegration arrangements during any approved suspension as required.

- The decision is based on documented evidence, pupil voice, risk, previous support, SEND or safeguarding factors and the impact on others.
- Parents receive written notice stating the reason, period, learning arrangements, return requirements and available review or complaint route.
- A reintegration meeting and written plan are completed before or on return.
- Permanent exclusion, transfer or removal from the school roll will follow current Ministry procedures and approval requirements. A parent cannot be pressured to withdraw a child to avoid a formal process.
- Where conduct may be criminal, abusive or otherwise subject to mandatory reporting, the school will coordinate with the Ministry and relevant authorities and will not obstruct an external investigation.



16 Roles and responsibilities

Role	Responsibility
Executive Principal	Sets the culture; ensures Ministry compliance; makes decisions on serious sanctions, suspension and exclusion; authorises external reporting; and reports significant matters to the Board.
Vice Principal and Key Stage Leaders	Support consistent practice, review logs, lead or quality-assure investigations, coordinate parents and support plans and monitor patterns.
Student Counselor	Receives safeguarding referrals, protects pupils, maintains protection records, advises on reporting and coordinates with the Executive Principal and relevant authorities. Advises on SEND, communication, reasonable adjustments, behaviour support and external specialist involvement.
Teachers and support staff	Teach expectations, model the 5Rs, supervise actively, intervene safely, record and report concerns and implement agreed plans.
Pupils	Follow expectations, respect others, report concerns, give truthful accounts, avoid retaliation and participate in reflection and repair where safe.
Parents and carers	Model respectful conduct, share relevant information, reinforce safe behaviour and digital use, attend meetings and raise concerns through school channels.
IT Manager and school nurse	Support secure digital evidence and online safety controls; provide health assessment, injury records and wellbeing referral within their respective roles.



17 Recording confidentiality and information sharing

- Formal records distinguish allegation, evidence, finding, action and follow-up. Records should not present an unsubstantiated allegation as fact.
- The school records date, time, location, people involved, witnesses, pupil accounts, immediate action, injury or property impact, parent contact, safeguarding decisions, consequences, support and review outcomes.
- Bullying concerns and serious incidents are stored securely with access limited to authorised staff. Safeguarding records are maintained separately in accordance with the Student Protection and Safeguarding Policy.
- ClassDojo is used for positive communication and agreed school messages; it is not the sole record for serious incidents, safeguarding concerns or bullying investigations.
- Parents are informed about their own child. The school will not disclose another pupil's confidential information, SEND, family circumstances or specific sanction.
- Records are retained, transferred and disposed of in accordance with legal, Ministry, safeguarding and school retention requirements.

18 Monitoring evaluation and staff development

SLT reviews behaviour and bullying information at least termly. Analysis includes frequency, type, location, time, year group, recurrence, pupil groups, cyber elements, response timeliness, support, attendance impact and whether action stopped the behaviour. Data is used to adjust supervision, curriculum, staff deployment and support. Information provided to the Board is anonymised unless individual disclosure is necessary and lawful.

- All staff receive induction and annual refresher training in behaviour expectations, anti-bullying, de-escalation, safeguarding referral, recording and SEND-aware practice.
- Pupils learn about respectful relationships, reporting, online safety, discrimination, conflict and bullying through assemblies, curriculum and age-appropriate pastoral activities.
- Parents receive clear information about expectations, reporting routes, cyber safety and the school's response process.
- Pupil, parent and staff voice is used to evaluate whether pupils feel safe and know how to report concerns.
- Any weakness identified through an incident, complaint, survey, audit or Ministry direction is addressed without waiting for the annual review.

19 Concerns complaints and review requests

A parent who is concerned about the handling of behaviour or bullying should first contact the class teacher or Key Stage Leader, unless the matter is serious or concerns that person. The concern may then be escalated to the Vice Principal, Student Protection Officer or Executive Principal. Formal complaints follow the RIS Complaints Policy. A safeguarding concern may be reported directly to the Student Protection Officer or Executive Principal at any time. The Ministry complaint or grievance route remains available in accordance with current requirements.



20 Related school documents

- Student Protection and Safeguarding Policy;
- E Safety Policy and Acceptable Use requirements;
- SEND and Inclusion Policy;
- Attendance Policy;
- Complaints Policy;
- Health and Safety Policy and Crisis and Emergency Management Plan;
- Trips and Visits Policy and Trips and Visits Emergency Plan;
- Staff Code of Conduct and Professional and Ethical Charter; and
- Data Protection and Records Retention requirements.

21 Policy review

The Executive Principal will review this policy annually and sooner following a serious incident, identified weakness, updated Ministry requirement or material change in school provision. Amendments are submitted to the Board of Directors for approval.



Appendix A Behaviour incident and bullying concern record

Record section	Required information
Basic details	Date, time, location, activity, reporting person and staff supervising.
Pupils involved	Pupil affected, pupil alleged responsible and witnesses. Use neutral language until findings are made.
Concern	What was seen, heard or reported. Record the pupil's words accurately and identify whether the report is direct, witnessed, third-party or anonymous.
Immediate safety	Injury, medical action, separation, supervision, digital evidence preserved and safeguarding referral.
Evidence reviewed	Separate pupil accounts, staff observations, earlier records, messages, screenshots, CCTV where lawfully available and other relevant evidence.
Assessment	Repetition or likely repetition, power imbalance, targeting, intent, impact, discrimination, cyber element, SEND or communication considerations and risk.
Finding	Substantiated bullying; other serious behaviour; conflict or unkind behaviour; not substantiated; or insufficient evidence. Give concise reasons.
Action	Protection, support, consequence, parent communication, referrals, named staff and completion dates.
Follow-up	Review dates, pupil voice, recurrence or retaliation check, outcome and closure authorisation.



Appendix B Individual behaviour support plan

Plan section	What to record
Pupil and team	Pupil, class, plan start date, lead adult, contributing staff and parent or carer.
Strengths and pupil voice	Interests, relationships, successful conditions, what the pupil says helps and the pupil's goals.
Priority behaviours	Define observable behaviours, frequency, settings, impact and baseline.
Triggers and needs	Antecedents, communication, sensory, learning, social, medical, emotional or safeguarding factors.
Prevention and adjustments	Routines, visuals, curriculum adaptations, check-ins, seating, regulation supports and supervision.
Skills to teach	Communication, emotional regulation, friendship, problem-solving, safe online choices or learning behaviours.
Adult response	Consistent language, de-escalation steps, safety action and proportionate consequence.
Targets and evidence	Specific measurable targets, monitoring method and success criteria.
Review	Weekly or agreed review dates, pupil and parent feedback, impact, amendments and decision to continue or close.

Appendix C Anti bullying investigation checklist

- ☐ Immediate safety and medical or safeguarding needs checked.
- ☐ Concern recorded using neutral language and safeguarding leaders notified where required.
- ☐ Pupils spoken with separately and communication adjustments provided.
- ☐ Witnesses and relevant staff spoken with; prior records and digital evidence reviewed.
- ☐ Repetition or likelihood of repetition and power imbalance considered.
- ☐ Targeting, discrimination, intent, impact and cyber elements considered.
- ☐ Finding and reasons recorded; no allegation described as fact without evidence.
- ☐ Parents informed appropriately without disclosing another pupil's confidential information.
- ☐ Safety, support, educational response and proportionate consequences implemented.
- ☐ Named follow-up dates set and recurrence or retaliation checked.
- ☐ Outcome reviewed by the designated leader and record securely closed or escalated.