Anti-bullying Strategy

1. Introduction

1.1 The School believes trust, encouragement and mutual respect help to create an environment where every pupil feels safe to learn and able to develop their full potential.

1.2 Bullying, cyberbullying, harassment, victimisation and discrimination are the antitheses of the School's values and will not be tolerated. The School takes great pains to treat all pupils and their parents fairly and with consideration. The School expects all members of our community, including pupils and parents to show respect towards the School staff and all other members of the community.

1.3 Vertical boarding houses naturally involve pupils of different ages and mixed age dorms similarly involve pupils of varying ages sharing space within the House. House staff monitor and promote respectful and supportive relations across age boundaries. Each of the nine senior Houses has a peer support network through the system of House families.

1.4 Full and day boarders are integrated into the School's House system. Day boarders are encouraged to attend House events and spend time in the boarding Houses in order to develop and sustain respectful friendships between full boarders and day boarders.

1.5 Everyone in the School community – including Members of Council, teaching and support staff, parents, guardians and all the pupils – is expected to support this policy, to understand what bullying is and what they should do if bullying arises. How to recognise bullying and who to go to, if required, in order to ensure bullying is dealt with is addressed in the School's safeguarding training.

1.6 The School recognises that allegations of bullying may, in the most serious cases, raise a safeguarding and child protection concern and due care and attention should be given to allegations of bullying in this regard. A whole School approach to safeguarding, which involves everyone in the School, ensures that safeguarding and child protection are at the forefront of all relevant aspects of this Anti-bullying Strategy.

2. Scope

2.1 This policy applies to all pupils and all members of the School community, irrespective of their age and whether or not a pupil is in the care of the School when/if bullying behaviour occurs (including online behaviours).

2.3 This policy applies to all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and recognises that boarding pupils may not be able to escape perpetrators for long periods of time as they are not returning home each evening.

2.2 While this policy focuses mainly on the bullying of pupils by other pupils, it is recognised that other forms of bullying may occur and the core principles contained in the policy apply.

3. Publication

3.1 This policy is available on the School website. This policy can be made available in large print or other accessible format if required.

4. Definitions and forms of bullying

4.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. The School observes DfE guidance Preventing and tackling bullying 2017.

The School recognises that instances that are not repeated but are carried out in a systematic manner or represent a perceived difference in power can have a significant impact even if they are not repeated over time.

Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide and, whilst bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Bullying can involve complicity (silently accepting) which falls short of direct participation. Not all bullying is deliberate or intended to hurt. Some individuals may see their hurtful conduct as "teasing" or "a game" or dismiss the actions as "banter" with the other person.

Bullying is often hidden and subtle; it can also be overt and obvious. All these forms of bullying are equally unacceptable.

Bullying can happen anywhere and at any time and can involve anyone – pupils, other young people, staff and parents.

Prejudice-based bullying because of a protected characteristic focused upon specific or perceived characteristics such as:

Race: relating to someone's colour, nationality (including citizenship) or ethic/national origins

Religion or Belief: related to a person's religion (or lack of), observances, practices.
Sex: when a person is treated differently because of their biological sex.
Sexual Orientation: relating to a person's sexual orientation, including being hetrosexual, gay, lesbian or bisexual and includes how a person chooses to express their sexual orientation such as through appearance.
Disability: treating a person less well or putting them at a disadvantage for a reason that relates to their disability including special educational needs.
Age: treating a person differently because of their age in situations covered by the Equality Act.
Gender Reassignment: treating a person differently because they are trans and their gender identity is different from their biological sex.
Other: Bullying can focus upon any characteristic or perceived characteristic such as a person's body shape, hair colour, economic circumstances and it is important to consider the impact and intention of comments which do not correspond to any prescribed characteristic.

4.2 There are many forms of bullying. Some are listed below, but it is recognised that there may be other forms:

Verbal: name-calling, unfriendly teasing, sarcastic praise, taunting, derogatory language, mocking, making offensive comments, spreading hurtful rumours or manipulating others to do so.

Exclusionary Behaviour: excluding from groups or conversations, intimidating, isolating, tormenting (hiding books, threatening gestures).

Emotional: being unfriendly, excluding, social ostracism, tormenting.

General unkindness: sending nasty notes/emails/text messages, sending offensive or degrading images by phone or via the internet.

Coercive Control: deliberately silencing, overprotection.

Financial: demanding money.

Sexual: Unwanted physical contact, talking to or touching someone in a sexually inappropriate way; the sharing of nude or semi-nude images.

Physical: hitting, kicking, pushing or any use of aggressive behaviour.

Peer Pressure: pressure to confirm.

Cyber-bullying: using electronic media, text message, mobile phone photos/video clips, mobile phone calls, email, Chat Rooms, instant messaging and websites (blogs), personal websites, social networking sites to deliberately upset someone, intimidate or cause harm to their reputation.

5.   Cyber-bullying

5.1   Cyber-bullying is the use of information and communications technology, particularly mobile telephones and the internet, to deliberately upset someone else. The subject of cyber-bullying is also specifically referred to in the Responsible Use of Digital Devices for Pupils Policy.

Under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Cyber-bullying could involve communications by various electronic media.

Examples of cyber-bullying are:
- Pupils who set up website pages and invite others to post derogatory comments about a pupil
- Pupils who film fights or assaults (also known as 'happy slapping') and circulate them via mobile phones.
- Pupils sending insulting and vicious messages via texting, instant messaging.
- Pupils posting fake and/or obscene photographs of the target on a social networking site.
- Pupils hacking into social networking sites and removing and circulating material which may be embarrassing or personal.
- Pupils hacking or cloning email accounts.
- Pupils asking for/demanding nude or semi-nude images.

Cyber bullying can have a particularly pervasive affect because:
- Cyber bullying is very threatening as there is no safe haven for the person being bullied. The School is mindful of additional difficulties that can exist within the context of a boarding school where pupils may not travel home and may live in proximity to a perpetrator for long periods of time.
- Cyber bullying can follow people into their private space and at all hours.
- Cyber bullies can communicate their messages to a wide audience with remarkable speed and can often remain unidentifiable and unseen.
- Once a message is on the Internet, it is very difficult to erase it totally; cyber-bullying therefore threatens the target's reputation for life.

The School reserves the right to confiscate a mobile device if staff suspect it has been used in a cybebullying or other harmful incident. Cyberbullying is not acceptable and incidents will be investigated. If cyber-bullying is found to have taken place appropriate action will be taken by the School. If the School believes a criminal offence to have been committed, the Headmistress or another appropriate senior member of staff will contact the police.

6. Bullying and Safeguarding

6.1 Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. If there is a child protection concern, the member of staff must always inform the School's Designated Safeguarding Lead (DSL), in accordance with the School's Safeguarding and Child Protection Policy.

Even where safeguarding and child protection is not considered to be an issue, the School may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a pupil doing the bullying. The bullying log is reviewed regularly by the safeguarding committee and by the Safeguarding Governor.

6.2 **Child-on-Child Abuse:** All staff are made aware of the potential links between bullying and child-on-child abuse. Child-on-child abuse can manifest itself through bullying incidents. Where child-on-child abuse is suspected or where there are concerns, they are reported to the DSL and appropriate measures will be taken in line with the Safeguarding and Child Protection Policy. Staff should be aware that just because something may not have been reported, it doesn't mean it isn't happening and should be expected to challenge certain behaviours that could amount to child-on-child abuse, such as banter. Any staff member with concerns regarding child-on-child abuse must speak to the DSL.

6.3 **Sexual Harassment:** The term sexual harassment means "pupil-on-pupil unwanted conduct of a sexual nature". It can occur online and offline, violates a pupil's dignity, makes them feel intimidated, humiliated and can create a sexualised environment.

Examples of sexual harassment can include:
- Sexual comments such as making remarks about appearance.
- Telling sexual jokes.
- Making unwanted or inappropriate physical contact.
- Online sexual harassment – sharing of sexual images and videos, inappropriate comments on social media; sharing of nude or semi-nude images.

Sexual harassment may occur within a consensual relationship or following a consensual relationship. The School will be mindful of this in supporting pupils.

The sharing of nude and semi-nude images by people under 18 is a child protection concern and the School will follow the Government guidance in accordance with the School's Safeguarding and Child Protection Policy.
"The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of any children and young people involved" (Sharing nudes and semi nudes: advice for education settings working with children and young people, Dec 2020).

6.4 LGBTQ+ pupils: Pupils who are, or who are perceived to be LGBTQ+ can be vulnerable to abuse and bullying and the additional safeguarding connotations should therefore be considered. The risks are compounded where pupils lack a trusted adult. The School promotes openness and inclusion by ensuring

all pupils are aware to whom they can turn for support, through an active "Identity" society, through the promotion of equality, diversity and inclusion in whole School events such as Pride week and by ensuring that all forms of relationships are part of the RSE curriculum taught through pupils' Wellbeing (PSHE) lessons.

7.   SEND pupils

7.1   The School is aware of the need to monitor the requirements and needs of pupils with special educational needs or with disabilities. Evidence suggests that pupils with special educational needs and/or disabilities can be disproportionally impacted by behaviours such as bullying. The School monitors behavioural trends across the School. The boarding Houses and pastoral support networks support pupils and work with the Learning Enhancement department to offer additional support.

8.   Signs of bullying

8.1   Changes in behaviour that may indicate that a pupil is being bullied include:
- Unwillingness to return to school.
- Displays of excessive anxiety, becoming withdrawn or unusually quiet.
- Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with or spoilt by others.
- Books, bags, money and other belongings suddenly go "missing", or are damaged.
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary).
- Diminished levels of self-confidence.
- Frequent visits to the Medical Centre with symptoms which may relate to stress or anxiety, such as stomach pains or headaches.
- Unexplained cuts and bruises.
- Frequent absence, erratic attendance or late arrival to class.
- Choosing the company of adults rather than peers.
- Displaying repressed body language and poor eye contact.
- Difficulty in sleeping or experiencing nightmares.
- Talking of suicide or running away from home or school.

Although there may be other causes of some of the above symptoms, a repetition or combination of these possible signs of bullying should be investigated and reported/recorded as appropriate. A pupil's Housemistress will normally be in the best position to investigate these issues in the first instance and work with other key members of staff such as the pupil's tutor and Head of section. This information should be recorded on CPOMS.

9.   Dealing with bullying

9.1   Pupils
Reporting concerns: The best way to stop bullying is for the pupil to get help. The School actively encourages pupils who feel they are being bullied or who are worried another pupil is being bullied to report the issue to a member of staff without delay.

Pupils are encouraged to speak with their parents if they have concerns about bullying.

Pupils can also speak with other members of the School Community including the peer listeners, School prefects, an appropriate member of their House Mons team, a School Counsellor or the Chaplain. Pupil's can submit concerns about bullying in a variety of ways, including the option of submitting anonymous concerns electronically.

Pupil actions: Where a pupil feels that a member of the community is acting in a manner that is unkind and may be considered bullying, they are encouraged to:

- Highlight this and explain that the behaviour "is making them feel uncomfortable", that their words and/or actions "are unkind".
- The pupil should walk away quietly and confidently, even if they don't feel confident at the time.
- Remember that a bully may continue with this behaviour if they feel that it will not be challenged. It is important that pupils have confidence to raise the issues with staff.

Responding to a report of bullying: All allegations of bullying will be taken seriously by the School and investigated appropriately. It is important that a pupil who raises a bullying concern is reassured and feels safe to ask for help. The member of staff to whom bullying is reported or who first discovers the situation, must inform an appropriate senior member of the pastoral team as soon as possible. This would normally be the pupil's Housemistress.

The School will operate an approach which does not assign blame whilst they investigate what has occurred. The School recognises that there can be occasions when relationships between people become fraught, and that actions can be interpreted in various ways.

A member of the pastoral team will normally see the target and any witnesses without delay and form an initial view of the allegation. It is possible at this stage that there has been a misunderstanding which can be explained sympathetically to the alleged target with advice to the alleged bully.

If the member of the pastoral team feels that the target's complaint is justified the member of staff will take appropriate further actions.

Following actions may include:

- Written accounts may be taken, initially from the target and any witnesses but also from the perpetrator
- A resolution meeting/s may be arranged. These may follow the Anatol Pikas method or variations thereof (a description of this method is set out in the appendix)
- Warnings and sanctions will be applied to the perpetrator as appropriate reflecting the nature of the bullying that has occurred
- Where a perpetrator does not change their behaviour and continues to act in a bullying manner further sanctions will be applied in line with School's Behaviour, Rewards and Discipline Policy
- In a very serious case or a case of persistent bullying, a pupil may, after a fair hearing, be required to leave the School permanently in accordance with the School's Exclusion, Removal and Review Policy.

Support for the victim of bullying: There are a variety of people who can offer support to pupils who feel that they have been bullied. These include:

- House staff
- Heads of Sections
- School Chaplain
- Tutors or any other trusted member of staff
- School Counsellors
- School's independent listener
- Head Girl Team
- Peer listeners
- External support providers including
          Childline   0800 1111

Kidscape   08451 205204
The National Youth Advocacy Service: https://www.nyas.net/

Support for the perpetrator: The School recognises that the perpetrator may also need additional support. This may be to help modify future behaviour and/or for them to explore some of the reasons behind their actions. The methods of support listed above will be available to the perpetrator.

9.2   **Parents**
Parents will often be the first to hear if a child is feeling bullied. Parents who are concerned that their child, or another child, is being bullied should inform their daughter's Housemistress or any senior member of staff without delay.

The School will treat all allegations of bullying seriously and begin to investigate as soon as possible. Parents are asked to afford the School time to investigate thoroughly and to follow our policy to allow us to support pupils appropriately.

Parents may be invited into School to discuss the matter with an appropriate member of staff. Where a pupil has been involved in perpetrating an incident of bullying it can be helpful in moderating future behaviour where parents and the School work in unison.

The School welcomes feedback from parents and guardians on the effectiveness of our preventative measures and all other aspects and results of our anti-bullying strategy.

10.   **Recording and monitoring**
Written records are helpful as evidence of how a case has been handled and all staff are encouraged to document their actions. Concerns about bullying are recorded by the Deputy Head (Pupils) on the School's bullying log. This log records all incidents where bullying is investigated and does not assume any particular outcome.
Details of particular incidents are recorded on pupils' files on CPOMS.
Where appropriate details are recorded in the School's safeguarding files.
The safeguarding committee discuss bullying trends on a termly basis.
All records are kept in-line with the School's Data Protection Policy, Data Retention Policy and Parents and Pupils Privacy Notice.

11.   **Preventative measures**
11.1   The School bans initiation ceremonies designed to cause pain, anxiety or humiliation. All new pupils are briefed clearly on the School's expected standards of behaviour. Community rules set clear values and standards, and these are upheld and demonstrated throughout all aspects of school life. There is a summary of the Anti-Bullying Strategy in each boarding house.

11.2   Anti-Bullying week is celebrated in School to highlight core messages. Internet safety week explores issues related to cyber-bullying. Guidance for pupils to prevent bullying and to encourage positive behaviour is delivered through year group assemblies, house orders and tutors.

11.3   The Health Centre, boarding Houses, Sharepoint and various other locations throughout School display advice on where pupils can seek help including details of confidential helplines and websites connecting to external specialists, such as Childline, Kidscape, Get Connected, the Samaritans and the School's Independent Listener.

11.4   The Wellbeing programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School in an inclusive and age appropriate manner. The programme is structured to enforce the message about community involvement and taking care of each other. Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills. Lessons, Chapel and assemblies as well as the School's pastoral framework and systems help prepare pupils for modern life in Britain and a refusal to tolerate all forms of intolerance.

11.5   The School's Wellbeing programme and pastoral framework aims to develop resilience in pupils as part of the School's approach to social and emotional wellbeing. These characteristics are encouraged through tutoring and the School's pastoral framework.

11.6   The School takes the following measures to prevent cyber-bullying specifically:
- Expects all pupils to read, understand and sign the Responsible Use of Digital Devices for Pupils Policy.
- Issues all pupils with their own personal school email address which is to be used for all School communication.
- Offers guidance on the safe use of social networking sites and cyber-bullying in ICT lessons, which covers blocking, removing contacts from 'buddy' lists and sharing personal data.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones and digital devices are only to be used in classrooms as directed by a teacher. Pupils should not use their mobile phones in areas of the School such as corridors or the MSDR.
- The use of cameras on mobile phones is not allowed in washing and changing areas, or in the bedrooms of boarding houses. Cameras should only be used in lessons as directed by a teacher as part of an educational activity.
- Certain sites are blocked by a filtering system and pupils' use is monitored.
- Pupils are aware that School sanctions are applied for the misuse, or attempted misuse of the internet.

12.   Staff

12.1   It is recognised that a staff member could be a target and on occasion may be perceived to be guilty of bullying. Staff members who are concerned about being bullied or harassed should refer to the School's Staff Handbook.

12.2   All new members of staff are given guidance on the School's Anti-Bullying Strategy and how to respond to allegations of bullying. They are required to read the School's policy as part of their induction. Housemistresses are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.

12.3   The pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both targets and bullies. These staff include Tutors who meet their small group of Tutees regularly.

12.4   Staff are updated on the School's anti-bullying strategy and its importance annually through safeguarding training and are aware of the importance of being alert to inappropriate language, behaviour and how to respond to bullying.

13.   Complaints

13.1   Parents and pupils are encouraged to use the School's Complaints Procedure (which is published on The School website) if they feel that any concerns about bullying (or anything else) are not being addressed properly.

14.   Review

14.1   This Policy will be reviewed at least annually to assess its effectiveness and will be updated as necessary.

Member of staff	Deputy Head (Pupils)
Reviewed	August 2023

Version: ANTI Bullying/10a/v10/23

Related Policies
Safeguarding and Child Protection Policy
Online Safety Policy
Responsible Use of Digital Devices Policy
Behaviour, Rewards and Sanctions Policy and Procedures
Exclusion, Removal and Review Policy
SEND Policy
Equal Opportunities Policy
Wellbeing and Mental Health Policy
Acceptable Use of IT for Staff
Data Protection Policy
Data Retention Policy
Complaints Policy

Appendix 1

The method below is set out as guidance. It is not prescriptive and may not necessarily be followed precisely step by step. Aspects will be followed depending upon the circumstances.

This method is based on the following premise:

It is possible to cure a group of the habit of causing harm if the mediation is carried out by a calm person through group or individual talks with the perpetrators about the unfortunate situation of the target, with the aim of raising awareness of the impact of their individual behaviour and involving the bullies in a constructive solution.

It requires the staff member to:

- have concern for the victim;
- demonstrate fairness towards the perpetrator and to have concern about any possible safeguarding issues as far as the perpetrator is concerned.

The role of the staff member is not to:

- announce a verdict;
- decide on a punishment;
- give moral lectures.

The role of the staff member is to create constructive communication between the perpetrator/s and the victim in due time.

The staff member should consider the following possibilities regarding the victim:

- that the target may be completely innocent;
- that the target may have been partially provocative.

A Method for Individual Talks

- Gather information about the situation.
- Decide upon;
    o The most appropriate people to hold the conversations with the pupils
    o Which pupils need to be part of the discussion
    o Whether the conversation should happen as a group discussion or an individual discussion
- Use calm, flat tones to arrange a meeting with the pupils

- Meet in a room where it is comfortable, you will not be disturbed and ideally which is not a pupil living or sleeping space.
- It is normally appropriate to not mention that the target has 'told'.
- Prepare yourself so that you feel: concern for the target, empathy, respect and fairness for the perpetrator.

Five Steps for the Interview

Step One:

Introducing the problem (have eye contact).

- 'I want to talk to you because I've heard some people have been giving 'x' a hard time,'
- 'I need your help. 'X' has been rather upset recently.'

During this first stage it is often important not to use the word bullying.

Step Two:

Establish what is known about the incident.

It is important to hear fully from the perpetrator:

• Accept the comments that are offered.

• Do not disagree.

• Do not correct.

• Do not give non-verbal signs which show you disagree, disbelieve, etc.

• Your language could include: 'Oh', 'Really!', 'That's interesting' or 'Then what happened?'

Watch for the slightest sign of concern, empathy or understanding by the bully of the victim's predicament.

Then ask: 'X' seems to be having a tough time. What do you think?' The aim is to get the perpetrator to have a shared understanding with you about the problem under discussion.

Possible Responses from the perpetrator

• The perpetrator insists that 'x' is to blame for everything that happened. (Develop this hypothesis. The student may be right, and you have the wrong perpetrator!). If there are specific incidents, details or facts which suggest this is not the case then these can be brought forward and discussed to allow the perpetrator to understand their role in all that has happened.

- The perpetrator may make the statement that whilst 'x' has been provocative, spiteful, etc. The discussion can then focus upon how this does not mean that the perpetrator has the right to "bully" him/her. However, the perpetrator does have the right to accuse and complain about his/her behaviour and the discussion can focus upon appropriate steps that could have been taken.

 • The perpetrator insists that he/she knows nothing. (There is a temptation to argue. Don't. Change tack.) Ask the perpetrator her feelings about school, and what they know about the target. What interactions have they had with the target? Can they see how these interactions may have impacted negatively upon the target and how they may be feeling?

Step Three:

Announcing the turning point

The aim of this step is to move to discussion about helping the target. It can be useful to highlight that there is an agreement that there is a problem and that the target needs some support or for the situation to change.

Step Four: Eliciting constructive solutions

The staff member should ensure the discussion remains constructive, calm and future focussed. The aim should be to consider 'What shall we do about it?

 This question is important because the words have significance.

- 'we' says now we are partners;

- 'do' indicates action;

- 'shall' specifies the future, not the past;

- 'what' asks for specific and precise proposals not vague commitments.

The staff member should carefully consider all options that are offered. The perpetrator may offer little more than 'Well, I'll leave her alone then.' There may need to be discussion about what this looks like. It is important that this does not lead to isolating the target.

However, in the case of cyber-bullying where hurtful information has been posted on the internet, it may be necessary to ensure that the bully agrees to remove this as soon as possible. It may also be necessary to confiscate a mobile phone containing offending content.

most pupils are very creative in finding ways of helping the target and moving forward. It can be important to use this part of the discussion to draw lines in the sand about what behaviours would not be acceptable in the future.

Step Five:

Announcing the follow up.

It can be important to arrange a time to follow up with both the target and the perpetrator and to highlight the ways that they can bring information to relevant members of staff should there be any further concern.

Post meeting:

Consider whether the following actions are required:

- Individually meet the other pupil in the perpetrator group or the wider House/Year group.
- Have further individual talks with the target.
- Consider what you have learnt about the target and what actions are required. Different types of victims include the below (these are broad categories. Pupils may not fit neatly into either of these). *Innocent target* – here the aim should be to develop confidence and security, help with identified problems and prepare 'x' to talk with perpetrator/s. *Provocative target* - understand reason for target's behaviour, increase awareness of her own behaviour, prepare 'x' to meet with the perpetrator/s.
- What communication home is required – parents will worry about their daughters and will need reassurance that the school is dealing with the issue. The parents of the perpetrator/s will need to be aware of the issues that have occurred, and the facts involved.
- Which other members of staff need to be aware and what roles can they play in supporting all of the pupils involved? This information should be clearly set out for them.
- Ensure accurate records are kept and the actions are detailed. Ensure that the follow up actions and planned and carried out. Where the issue appears to be resolved this should be recorded, where further action is required, this should be planned, enacted and recorded.