



**TACKLING**

# **BULLYING**

**IN RENFREWSHIRE**



**Renfrewshire  
Council**

Education and Leisure Services



## Foreword



Respecting the rights of the individual is enshrined in legislation and permeates the goals, values, priorities for action and aspirations of education and leisure services in Renfrewshire.

At national level, there has been considerable and increased concern in recent years about the subject of bullying. Since this is an issue which can affect people at varying stages of their lives, all organisations are expected to have an anti-bullying policy, which is known to all. Within schools this will include staff, parents and pupils and will recognise the threat which bullying represents to the education and well-being of many pupils. There is clear evidence that bullying continues to be prevalent and a major cause of distress for young people. Childline, the national charity for children in need, reported in 2001 that 25% of its calls were from children suffering from bullying, the largest percentage attributed to any one cause. In response to concerns from schools and parents across the country, the Scottish Executive in 1999 established an anti-bullying network.

Every person has the right to work and learn in an atmosphere that is free from victimisation and fear. Incidents of bullying should always be taken seriously.

Much good practice has been established and developed over the years within our Renfrewshire schools and I am confident that this policy will encourage all schools to review their current procedures and further strengthen that practice. In this way, an ethos of respect for self and others will continue to be promoted and nurtured.

A handwritten signature in white ink that reads 'Shelagh Rae'.

**Shelagh Rae**  
Director of Education and Leisure Services

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**Every person has the right to work and learn in an atmosphere that is free from victimisation and fear.**

## Background

The recent public interest in bullying has acted as a catalyst to re-examine the whole culture of schools. The Report of the Scottish Executive Discipline Task Force was published in December 2001. In parallel, a working group was set up in Renfrewshire to review its existing strategy on social, emotional and behavioural difficulties. The remit of the group was extended to consider the full range of issues related to behaviour and school ethos raised in the report of the ministerial task group. The outcome of the work of the group resulted in a strategy document entitled Better Behaviour and Learning in Renfrewshire which was launched in September 2002.

Within schools, the development of anti-bullying strategies is the responsibility of the whole school community, including staff, pupils and parents under the co-ordination of the Headteacher.

In addition to ensuring that the curriculum addresses issues of discrimination and equality, it is also important to ensure that the ethos of the school gives positive messages to staff, pupils, parents and the local community. Establishments should ensure that all people are welcome, are treated with respect, and that they feel safe in all parts of the building.

Improvement in behaviour cannot be achieved by simply drawing up a policy since the groundwork for such improvement lies in:

- developing a shared understanding of the value system within which the school operates;
- the quality of learning and teaching which takes place; and
- effective school management recognising the necessity for the development of good relationships.

It is also important that bullying is seen not as a separate issue but as one aspect of unacceptable behaviour which impinges directly on the educational well-being of both victim and bully. Any appropriate strategies to addressing it should be seen as an overall approach to supporting all children and young people.

Anti-bullying strategies should be part of a school's overall policy on discipline. The main purpose behind any policy on managing pupil behaviour is to create an ethos where staff and children can learn in a safe supportive environment in a climate of mutual trust and respect.

Staff, pupils and parents all have a duty in relation to bullying and expectations in this regard are indicated in:

- the 2001 national agreement on teachers' salaries and conditions of service;
- the UN Convention on the Rights of the Child;
- the Human Rights Act 1998; and
- the Standards in Scotland's Schools etc. (Scotland) Act 2000.

More detailed information on the legislative background is provided in Appendix 1.





**Bullying can take many forms. It may include physical aggression, intimidation, threatening, extorting, pressurising, name-calling or teasing.**

## The Aims of the Policy

This policy statement provides guidance to schools. The procedures to be followed are based on existing good practice and draw on current educational research and established staff development materials.

The focus of the policy is to promote positive behaviour and to provide working guidelines to schools to meet required standards in:

- preventing bullying;
- dealing with bullying; and
- providing information for parents, carers and the community

There are considerable benefits from tackling bullying effectively and consistently at an early stage as it leads to:

- improved safety for young people;
- improved standards of behaviour;
- improved academic performance;
- increased self-esteem and motivation;
- improved attendance;
- improved partnerships, communication and trust among all parties; and
- improved social competence for life.

## Definition of Bullying

Bullying is an unacceptable form of behaviour through which an individual or groups of individuals feel threatened, abused or undermined by another individual or group of individuals. Bullying is behaviour which can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.

Bullying can take many forms. It may include physical aggression, intimidation, threatening, extorting, pressurising, name-calling or teasing. Less obvious examples such as ignoring or excluding someone are also regarded as bullying and their possible effects should not be minimised.

Bullying can cause stress and which can affect a child's health. Symptoms may include anxiety, headaches, sleepless nights, stomach upset, loss of confidence or self-esteem, depression and not wanting to come to school.

## Preventing Bullying in Schools

Positive anti-bullying strategies must include the development of an ethos whereby all members of the school's community take responsibility for reporting and challenging bullying.

Within the school, a positive ethos can be set by:

- giving explicit and consistent messages that bullying is unacceptable;
- seeking agreement on what bullying is;
- reviewing school life to identify any factors which might allow or encourage bullying; and
- making sure that the distribution and use of institutional power does not model bullying.

Within the school, awareness-raising can be promoted by:

- conducting an anti-bullying survey;
- displaying pupils' anti-bullying posters;
- running parent groups;
- highlighting the issue at assemblies;
- encouraging involvement of community police through inputs to particular year groups and stages, for example, P4/5 P7/S1; and
- organising an annual anti-bullying day.

Children and parents can be actively encouraged to report bullying by:

- providing grievance procedures for children or parents;
- providing an intermediary service e.g. older pupils;
- letting children know how important it is to report bullying they have witnessed;
- letting pupils know to whom they can speak; and
- providing opportunities for pupils to communicate their concerns, for example, confidential letters, suggestion boxes and surveys.



**Incidents of bullying occur in all schools and it is essential that all such incidents are taken seriously and dealt with in an appropriate manner.**

Schools can offer support to bullied children by:

- reassuring them that they are not to blame;
- creating systems for early identification of vulnerable pupils;
- providing a bully crisis service offering support and practical advice;
- providing opportunities for friendship formation for isolated children;
- giving older children who have experienced bullying opportunities to support younger pupils who have been bullied;
- assigning "named" staff to pupils who have been persistently bullied;
- providing small groups of supportive peers; and
- giving the message "there are no innocent bystanders".

Bullying behaviour can be changed by such things as:

- making pupils who bully accountable for their behaviour;
- developing sanctions which enable pupils to think about their misbehaviour rather than sanctions which depend on threat of force;
- helping pupils communicate more effectively in conflict situations;
- using behaviour cards to monitor bullying as well as classroom behaviour; and
- adopting a no-blame approach to resolve the problem, not establish guilt.

**Resolution Strategies** - a no blame approach should be promoted through:

- searching for educational solutions not problems;
- allocating responsibility not blame;
- looking forward not back;
- focusing on and changing behaviour not personalities;
- examining relationship processes not incidents; and
- resolving the problem, not establishing guilt.

## Investigating, dealing with, recording and monitoring incidents

Incidents of bullying occur in all schools and it is essential that all such incidents are taken seriously and dealt with in an appropriate manner. The effectiveness of the monitoring process can be gauged through asking:

- is there an explicit whole school policy or set of principles?
- how is this supported through staff and curriculum development?
- do pupils know what to expect if they are bullied or caught bullying?
- is there a "no hitting back" rule explained to parents and pupils?
- is there joint staff, pupil and parent involvement in reviewing the policy?
- is bullying mentioned in the school handbook?
- does the policy include methods of monitoring and evaluating its effectiveness?
- is what constitutes bullying made explicit?
- are there designated staff with clear roles and responsibilities?
- is there a systematic approach to checking and analysing the level of bullying and incidents? and
- are parents aware of and satisfied with procedures?





**All reported incidents must be investigated timeously. Delays in dealing with the incident should only occur when reported at the end of a school day.**

Each school should identify a member of its senior management team who will be responsible for the recording and overseeing of incidents and embedding anti-bullying in the policies and practices of the school. The anti-bullying co-ordinator should be identified to all parents, pupils and members of staff concerned with the procedures for reporting incidents. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with and recorded lies with the co-ordinator and the head teacher. The member of staff to whom the incident is first reported or who witnesses the incident, should take the incident seriously. They must use their professional judgement in deciding on appropriate action to be taken. This will depend on the following factors:

- the age of those involved;
- persistence or repetition of the incident;
- the level of premeditation or calculation;
- the number of individuals involved;
- knowledge of the individuals involved;
- the level of distress caused; and
- the location and time of the incident.

Any member of staff might deal with an incident or it may be dealt with by the anti-bullying co-ordinator, the head teacher or appropriate guidance teacher. In all cases, the incident should be reported to the anti-bullying co-ordinator and recorded. If at any stage during the session, an incident occurs which gives particular cause for concern, staff are encouraged to consult with relevant members of staff within education and leisure services.

All reported incidents must be investigated timeously. Delays in dealing with the incident should only occur when reported at the end of a school day. The maximum time to carry out a full investigation is three working days. If a delay is unavoidable and the incident involves a child or young person, a letter should go home with the individual who has made the allegation, stating that the matter is under investigation and that the school will be contacting the parents or guardians upon completion of the enquiry. An exemplar letter is attached in Appendix 2.

In order to support the investigation of an incident, a checklist is provided in Appendix 3.

If the investigation shows a need for disciplinary action to be taken against the perpetrator(s), the following measures may be taken:

- explain that the incident will be recorded;
- make it clear that the type of behaviour exhibited is totally unacceptable in any circumstances;
- explain to perpetrators that their actions have an effect and ask them to consider the results of action taken;
- involve other members of staff who work with the perpetrator(s) and victim(s);
- interview the parents;
- inform parents of the incident and any action taken, seeking their support; and
- in extreme circumstances, such as physical attacks or ongoing harassment which is continuing outside the school gates, consideration may be given to notifying the police.

In all cases, the staff involved should take preventative measures to ensure that similar incidents do not recur.

## Perpetrators

Consideration should be given to both the discipline and support given to the perpetrator(s). Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully.

Such procedures may include:

- positive behaviour strategies with agreed individual goals to be attained;
- referrals of perpetrator(s) to a school liaison group;
- involvement of other agencies and services such as educational psychologists, family support service, support units etc.;
- setting up social skills groups;
- establishing mentoring or 'buddying' systems for perpetrator(s) as well as victim(s);
- daily conduct sheets;
- withdrawal of privileges;
- class, group or individual discussion with staff about the effects of bullying; and
- peer mediation.



**Support for the victim is essential both immediately following the incident and during an agreed period of review.**

## Victims

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support can all play a vital role in ensuring the victim does not suffer from any long-term damage.

Each incident should be reviewed after an agreed period of time. After this period of time, staff should endeavour to meet with both perpetrator(s) and victim(s) to reassess the situation and the relationship between those involved. The manner in which this review takes place will depend on the nature of the incident and age of those involved.

## Recording Incidents

Recent high profile cases of school bullying have highlighted the need for a monitoring and recording system to be included in school and authority policies. In addition the Council through its scrutiny board have directed that monitoring and recording procedures are included in the revised policy on tackling incidents of bullying. To ensure consistency, a proforma has been devised for recording incidents at school level. A copy is included as Appendix 4 along with guidance for members of staff and senior management. A standard form for biannual returns from schools on bullying incidents is included as Appendix 4(d).

The proforma is not intended for use in recording every isolated incident of inappropriate behaviour. Professional judgement must be used to decide on the appropriate response to an incident. The best guide is to consult the victim(s). If it is felt that an incident of bullying has taken place, then it must be taken seriously and investigated. What might seem trivial to an adult can cause serious psychological damage to a child or young person and to their feelings of safety, self-esteem and value within the community. If, on initial investigation, the accusation of bullying appears to be confirmed, the incident must be recorded.

Incidents must be recorded on the proformas held by the anti-bullying co-ordinator when any of the following factors are present:

- bullying behaviour is repeated;
- perpetrators have already been made aware of the unacceptable nature of their behaviour through a verbal reprimand or work on the establishment policies;
- the behaviour is premeditated or calculated;
- the safety of the victim(s) has been threatened; and
- there is a clear intent to bully.

Bullying can happen in any school. It is essential that all schools are alert to this and are extra vigilant in identifying incidents of bullying, ensuring they are dealt with and recorded. Every establishment is required to return photocopies of their completed proformas to the school support officer at the end of each session. Nil returns are also required.

Collated information will be presented to the lifelong learning and work policy board, the scrutiny board and distributed to schools during the autumn term.

A list of do's and don'ts summarising procedures and advice on dealing with incidents of bullying is provided in Appendix 5.

Recording of the action taken during and after the investigation of an incident will provide evidence that schools are following the Authority's guidelines and responding appropriately. The validity of the information contained in the monitoring returns will depend on the effective and consistent use of the authority's recording form and procedures.

## Staff development and training

In schools, the member of the senior management team with responsibility for anti-bullying is encouraged to attend training sessions, keep abreast of developments as they occur and ensure that all staff in their school are well informed and able to implement the policies.

Schools have adopted some or all of these methods for dealing with incidents of bullying. Further information can be located in the Promoting Positive Behaviour materials. Examples of good practice are available separately. Also available is an example of a school which has used the quality indicators to gauge the success of its anti-bullying strategy.

It is important that all staff (including janitors, playground supervisors, classroom assistants, secretarial and other auxiliary staff) are made aware of the implications of the authority and school policies on promoting positive behaviour and are involved in the implementation procedures.

To ensure consistency and understanding of the issues and procedures, staff should be offered training on tackling bullying. The Education Development Service will continue to offer staff development opportunities through the staff development catalogue or to individual schools on request.



**Take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity...**

## Background Sources

The 2001 national agreement on teachers salaries and conditions of service

"A teaching profession for the 21st Century", the agreement reached following recommendations made in the McCrone Report outlined the duties of teachers. The following extracts have particular relevance to dealing with bullying.

### Teacher/Chartered Teacher

- f. promoting and safeguarding the health, welfare and safety of pupils
- g. working in partnership with parents, support staff and other professionals
- j. contributing towards good order and the wider needs of the school.

### Principal Teacher (Curriculum/Pastoral)

- c. contributing to the development of school policy in relation to the behaviour management of pupils
- g. responsibility for the leadership, good management and strategic direction of pastoral care within the school
- h. the development of school policy for the behaviour management of pupils
- i. assisting in the management, deployment and development of pastoral care staff
- j. implementation of whole school policies dealing with guidance issues, pastoral care, assessment and pupil welfare
- k. working in partnership with colleagues, parents, other specialist agencies and staff in other schools as appropriate

### Headteacher

- b. responsibility for school policy for the behaviour management of pupils
- d. the management and development of the school curriculum. Working in partnership with parents, other professionals, agencies and schools
- h. to manage the health and safety of all within the school premises

There have been a number of developments which have served to clarify the responsibilities of schools in relation to the rights of the child.

The UN Convention on the Rights of the Child has been endorsed by the Scottish Executive and contains a number of articles which can be interpreted as having a bearing on this issue:

- Article 12 states: Parties shall assume to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
- Article 19 states: Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
- Article 28 states: Parties recognise the right of the child to education and with a view to achieving this right progressively and on the basis of equal opportunity they shall, in particular... Take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conforming with the present convention.

The Human Rights Act allows people to claim their rights under the European Convention on Human Rights in Scottish courts and tribunals, instead of having to go to the European Court in Strasbourg. The Act underpins this by requiring all public authorities in the UK to act compatibly with the Convention rights.

Under the Scotland Act, the Scottish Executive and the Scottish Parliament are required to comply with rights set out in the European Convention on Human Rights (the Convention) in exercising their powers. Although, the Human Rights Act does not contain any specific mention of the right of a child to be protected from bullying it may be that its existence will make it more likely that authority and school policies may be challenged in the courts:

The Standards in Scotland's Schools etc. (Scotland) Act 2000 charges headteachers with a specific duty to consult pupils:

*"The development plan shall include an account of the ways in which, and extent to which, the headteacher of the school will -*

- a. *consult the pupils in attendance at the school; and*
- b. *seek to involve them when decisions require to be made concerning the everyday running of the school."*

The full implications of the requirement to consult pupils are as yet unclear, but, in the light of this Act, it would be highly inadvisable for a headteacher to write a school policy on bullying without a meaningful input from pupils.

## Exemplar letter to notify parents or guardians of an incident



Dear

### **Allegation of Bullying**

Your son/daughter has reported on (date) that he/she has been subjected to bullying. You can be reassured that the school does not tolerate any form of bullying and this allegation is being investigated thoroughly. You will receive further information within three working days.

If, at a later date, you become aware of any incidents of this nature, we ask you to alert the school in order that further action may be pursued.

Thank you for your assistance.

Yours sincerely

(Head Teacher)



I acknowledge receipt of this letter.

Name \_\_\_\_\_ Signature \_\_\_\_\_

Child \_\_\_\_\_ Form \_\_\_\_\_

## Checklist for investigating an incident

- Who was involved - is there or are there apparent victims? If so who is it/are they?
- In what way did the victims (if such exist) suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)?
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s), if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?

### Appendix 4(b)

## Notes for all members of staff

To fill in the form, should take you no more than 5 minutes. It does not necessarily replace your own school's detailed and personalised report if such is kept, but it is necessary for the education and leisure services to maintain an overview of incidents of bullying across the authority. It enables patterns and specific issues, which may arise in a number of schools, to be identified. This in turn will assist the authority in supporting schools in responding to such incidents.

## Procedures

- A "first offence" of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should then be told that any further occurrences will be logged against them.
- Any incident which involves actual or threatened physical abuse, must always be taken VERY seriously and should be recorded accordingly.
- Complete top section of form 4(d) giving details of incident.
- Once complete the form should be returned to the year head or anti-bullying co-ordinator.
- In order that consistency with this strategy be maintained, it is important that the class teacher or guidance teacher responsible for the pupil is informed of the incident, so that appropriate action is taken if the behaviour is repeated.

## Processing an incident of bullying behaviour

1. A member of staff wishing to report an incident of bullying should approach either the year head or the anti-bullying co-ordinator with the top section of the logging form completed. A form should be completed for each pupil involved whether victim or instigator of the incident.
2. The co-ordinator and another senior manager (as appropriate) should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of indiscipline.
3. If deemed to be bullying, the co-ordinator will allocate a reference number to the logging form and list agreed action points for the named pupil only on the form. More than one logging form may be required for each incident, one for each victim and one for each perpetrator. The reference numbers for each form relating to an incident should have the same stem with V1, V2, P1, P2 etc added, as appropriate, to distinguish between the participants.  
  
A follow-up time and date should be added to verify all action points completed satisfactorily or additional steps taken. The level of response to the incident may be informed by referring to the checklist in appendix 3.
4. If there are further issues arising from this same incident these should be noted on the update form with the appropriate reference number included. If the same pupils are involved with each other again but in a new incident, new forms and new reference numbers should be allocated as appropriate.

### Appendix 4(c)

## Notes for members of senior management team

- It is the responsibility of the SMT to follow up on incidents where appropriate and ensure incidents have been successfully and appropriately dealt with and are not continuing.
- Where your school has a more detailed system of recording or uses pupil files to keep such information, you should continue to do so. However, a statistical record is now required for all incidents of bullying, to be recorded on the Council's proformas and it would be appreciated if you could ensure that all members of staff are aware of the procedures and have access to proformas to complete when necessary.
- It is unnecessary to complete a form for an incident of, for example, name-calling where this is the first incident of its kind with which a pupil is involved. It is, however, essential that all such cases are dealt with and the pupils spoken to, pointing out that the unacceptable nature of this sort of behaviour and informing pupils that any repeat of such name-calling will be treated very seriously and recorded. The person to whom such name-calling is directed (if any such "victim" exists), should be assured that staff take such behaviour very seriously and will not tolerate such behaviour in the school without its being challenged.
- Staff have indicated that it would be helpful to keep a record of time spent on dealing with bullying and discriminatory incidents in schools. This will give the education and leisure services a clear picture of this commitment from staff. It would be helpful, therefore if you could give approximate hours or part of hours which were given to investigating and dealing with each incident in the box provided.



**FOR SCHOOL USE ONLY**

Tackling Bullying in Renfrewshire Schools

**LOGGING FORM**

School Name \_\_\_\_\_

Pupil Name \_\_\_\_\_ Class \_\_\_\_\_ Ref. No. \_\_\_\_\_

Date	Details of Incident	
	<i>(to be completed by Member of Staff Reporting Incident)</i>	
	Action Taken	Tick when completed
	<i>(to be completed by year head or anti-bullying co-ordinator)</i>	
Time spent investigating and dealing with this		

Signature of Staff Member Reporting Incident \_\_\_\_\_

Signature of Year Head/Anti-Bullying Co-ordinator \_\_\_\_\_



**FOR SCHOOL USE ONLY**

Tackling Bullying in Renfrewshire Schools

**UPDATE FORM**

School Name \_\_\_\_\_

Pupil Name \_\_\_\_\_ Class \_\_\_\_\_ Ref. No. \_\_\_\_\_

Date	Details of Incident(s)/information relating to REF:	
	Action Taken	Tick when completed
Time spent investigating and dealing with this		

Signature of Year Head/Anti-Bullying Co-ordinator \_\_\_\_\_

## Advice on dealing with incidents



Schools within Renfrewshire have been dealing with incidents of bullying for a number of years. The lessons learnt from this experience in making appropriate responses are of great value to the full range of establishments. The following is a list of 'do's' and 'don'ts' which have been collated to support staff in dealing with incidents of bullying:

### Do's

- Do establish a whole school/policy, which encompasses short and long term strategies to deal with bullying
- Do assume bullying does take place
- Do take complaints and concerns seriously
- Do investigate immediately when the complaint is received from a pupil, parent or user
- Do show fairness, consistency and impartiality to all parties concerned during the investigation
- Do respect confidentiality and limit knowledge of the incident to those directly involved with it and in dealing with any necessary action, which follows
- Do hold information separately in an anti-bullying file with the outcome of the investigation justified or unjustified clearly noted
- Do ensure that provision is made for positive discipline in the school and that bullying is understood by all not to be tolerated

### Don'ts

- Don't say there is no bullying in your school
- Don't say 'Go away, I'm too busy just now'
- Don't make assumptions based on previous incidents or misbehaviour

## Monitoring Form for Schools



Date	Ref Number	Time Spent (hours/minutes)	Investigation completed in 3 days Yes/No	Notes
Total number of incidents				

Signed: \_\_\_\_\_ Head Teacher / Anti Bullying Co-ordinator

School: \_\_\_\_\_

Date: \_\_\_\_\_

*Returns to school support officer:*

Education and Leisure Services, Floor 4, South Building, Cotton Street, Paisley PA1 1LE should be made by 20th December and 20th June each academic year.

If there have been no incidents reported please complete as a Nil Return.

## School Checklist



### For each incident

- Bullying Incident Reported
- Letter sent out to parent to inform them
- Incident Form completed
- Reference Number allocated
- Incident recorded on authority monitoring form

### Monitoring

- Monitoring Form for authority submitted to School support officer
- By 20th December each year
- By 20th June each year



**Anti-bullying strategies should be part of a school's overall policy on discipline. The main purpose behind any policy on managing pupil behaviour is to create an ethos where staff and children can learn in a safe supportive environment in a climate of mutual trust and respect.**

