

Standing up to

Bullying

in Shetland



Photograph of Jacqui	
	Jacqui Watt Director – Community Services
<p>I am delighted to have the opportunity to introduce the Education Services document “Standing up to Bullying in Shetland.” This is part of the ongoing work by the Shetland Anti-bullying Group which was established by the multi-agency Children’s Services Planning Group in 2003, and aims to develop a whole-community approach to the issues surrounding bullying. This is, unfortunately, a problem which appears to be on the increase across the United Kingdom. I am confident, however, that given the commitment of the Shetland Islands Council and our partners, businesses and the public at large, we in Shetland will be able to continue to improve how we protect our community from bullying and other forms of anti-social behaviour.</p>	

<div data-bbox="667 1287 1073 1407"> <p>Alex Jamieson Head of Service - Education</p> </div>	Photograph of Alex
	<p>The Education Service is pleased to present this document as part of the Community Services approach to dealing with bullying issues in Shetland. The introduction of these guidelines will ensure a consistent approach in all education establishments and will go some way to protecting the health and safety of our young people. I would like to thank Elaine Mackay of Renfrewshire Council for her valuable advice and assistance with the preparation of this document.</p>

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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 January 2004, a working group was set up in Shetland to review its existing strategy on dealing with bullying issues across the community. The Education Service was given the task of leading this working group, as it was widely recognized that there was a need for all schools to have in place robust policies for dealing with incidents of bullying and that education would be an essential part of dealing with social, emotional and behavioural difficulties in the future. The remit of the group was extended to consider the full range of issues related to the wider community and to suggest a strategy to tackle bullying not only within schools but also in all areas of life in Shetland.

The work of this group is ongoing but as a first step has produced this strategy document entitled *Standing up to Bullying in Shetland*, which will enable the Education Service to deal with the immediate problems faced by many young people in schools and other educational establishments.

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 Head Teacher.

In addition to ensuring that the curriculum addresses issues of discrimination and equality, it is also important to create an ethos in the school that 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:

- a common understanding of the value system within which the school operates;
- the quality of learning and teaching which takes place; and
- effective school management, which takes account of the need for good relationships both in and out of school.

It is also important that bullying is seen not as a separate issue but as one aspect of unacceptable behaviour that directly affects the educational well-being of both victim and bully.

Whatever strategies are employed to address bullying issues should be seen as part of 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, parents and carers 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 McCrone Agreement*);
- 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 and the responsibilities of schools is provided in Appendix 1.

“Staff, pupils, parents and carers
all have a duty in relation to
bullying”

<p>The Aims of the Policy</p> <p>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.</p> <p>The focus of the policy is to promote positive behaviour and to provide working guidelines to schools to meet required standards in:</p> <ul style="list-style-type: none"> • preventing bullying; • dealing with bullying; and • providing information for parents, carers and the community <p>There are considerable benefits from tackling bullying effectively and consistently at an early stage as it leads to:</p> <ul style="list-style-type: none"> • 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. 	<p>Definition of Bullying</p> <p>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.</p> <p>Bullying is behaviour that 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.</p> <p>Bullying can take many forms. It may include physical aggression, intimidation, threatening, extorting, pressurising, name-calling or teasing.</p> <p>Less obvious examples such as ignoring or excluding someone are also regarded as bullying and their possible effects should not be minimised.</p> <p>Bullying can cause stress and can affect a child's health.</p> <p>Symptoms may include anxiety, headaches, sleepless nights, stomach upset, loss of confidence or self-esteem, depression and not wanting to come to school.</p>
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“Bullying can take many forms. It may include physical aggression, intimidation, threatening, extorting, pressuring, name-calling or teasing.”

Preventing Bullying in Schools

In order to prevent bullying, schools must, through positive policies and practice, develop an ethos in which *all members* of the school's community take responsibility for challenging and reporting 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' work, for example, anti-bullying posters;
- organising parent groups;
- highlighting issues in class and at assemblies;
- encouraging involvement of community police through links with particular groups and classes; 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 a peer support service e.g. with 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.

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

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.

“In order to prevent bullying ... schools must develop an ethos in which *all members* of the school's community take responsibility...”

Investigating, dealing with, recording and monitoring incidents

It should be recognised that incidents of bullying occur ***in all schools***. 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?
- is there joint staff, pupil and parent involvement in reviewing the policy?
- is what constitutes bullying made explicit?
- are there designated staff with clear roles and responsibilities?
- 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, and are parents and pupils aware of it?
- does the policy include methods of monitoring and evaluating its effectiveness?
- is bullying mentioned in the school handbook?
- is there a systematic approach to checking and analysing the level of bullying and incidents?
and
- are parents aware of and satisfied with procedures?

Each school should identify a member staff, who may or may not be a teacher, to act as the school’s ***Anti-bullying Co-ordinator (AbC)***. The AbC will be the first point of contact with the Education Service when dealing with anti-bullying issues.

The AbC should be identified to all parents, pupils and members of staff. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the AbC 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.

The Head Teacher, or a named depute, will be responsible for the recording and overseeing of incidents and providing statistical returns as required by the Education Service.

The Head Teacher will be responsible for embedding anti-bullying in the policies and practices of the school.

“It should be recognised that incidents of bullying occur ***in all schools***.”

<p>Young people who are being bullied or witness an instance of bullying may wish to approach a known or favourite member of staff, rather than the AbC or the Head Teacher. It is essential that pupils are aware that this is acceptable. Any member of staff might therefore have to deal with a bullying incident. Advice on the correct procedures to be followed is given in Appendix 4(b). In all cases, the incident should be reported to the AbC and recorded.</p> <p>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 Community Services.</p> <p>All reported incidents must be investigated rigorously and timeously. Any delay in dealing with an incident should only occur when it is 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 (logged) telephone call should be made immediately, followed by a letter, to the relevant parents or carers stating that the matter is under investigation and that the school will be contacting them upon completion of the enquiry. An exemplar letter is attached as Appendix 2.</p> <p>In order to support the investigation of an incident, a checklist is provided in Appendix 3.</p>	<p>If the investigation shows a need for disciplinary action to be taken against the perpetrator(s), the following measures may be taken:</p> <ul style="list-style-type: none"> • explain that the incident will be recorded; • make it clear that the type of behaviour exhibited is totally unacceptable; • explain to the perpetrators that their actions have an effect on others and ask them to consider the implications; • involve other members of staff who work with the perpetrator(s) and victim(s); • interview the parents or carers; • inform parents or carers of the incident and any action taken, seeking their support; <p>and</p> <ul style="list-style-type: none"> • in extreme circumstances, such as physical attacks or ongoing harassment which is continuing outside the school gates, consider involving outside agencies including the police. <p>In all cases, staff involved in dealing with the incident should take preventative measures to ensure that similar incidents do not recur.</p>
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“In all cases, staff ... 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;
- the use of daily conduct sheets;
- the withdrawal of privileges;
- the establishment of mentoring or ‘buddying’ systems for perpetrator(s) as well as victim(s);
- class, group or individual discussions with staff about the effects of bullying;
- peer mediation.
- referrals of perpetrator(s) to a school liaison group;
- the setting up of social skills groups; and
- involvement of other agencies and services such as an Educational Psychologists, the Family Support Service, the Behaviour Support Unit etc.

“Support for the victim is essential both immediately ... and during an agreed period of review.”

“Disciplinary procedures ... are intended to change or modify behaviour rather than label anyone as a bully.”

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 Education Service policies. In addition the Shetland Islands Council is committed to a robust policy on Harassment and Bullying in the Workplace as well as the provision of a fully autonomous and confidential Mediation Service. To ensure consistency of approach, a proforma has been devised for recording incidents at school level. A copy is included in 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 6.

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 in the school 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 Shetland Islands Council and the Shetland Anti-bullying Group and distributed to schools during the autumn term.

A list of “*do’s and don’ts*” summarising 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 Education service guidelines and responding appropriately.

The validity of the information contained in the monitoring returns will depend on the effective and consistent use of the Education Service’s recording form and procedures.

“Bullying can happen in any school. It is essential that all schools are alert to this..”

Staff development and training

In schools, members of the senior management team and the school's AbC are encouraged to attend training sessions to take account of developments as they occur and ensure that all staff in their school are well informed and able to implement their policies.

Schools are encouraged to use the quality indicators contained in *How good is our school? 2002* 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 Council's, the Education Service's and the school's policies relating to bullying, racism and anti-social behaviour and understand the implementation procedures.

To ensure consistency and understanding of the issues and procedures, staff should be offered training on tackling bullying.

The Education Service will continue to offer staff development opportunities through the Continuous Professional Development catalogue or to individual schools on request.

“The Education Service will continue to offer staff development opportunities ..”

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

Head Teacher

- 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

Responsibilities of schools

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:

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.

All schools are now officially encouraged to develop anti-bullying policies. In Scotland, Her Majesty's Inspectors of Education (HMIe) now examine anti-bullying policies and procedures during their visits to schools. Special attention is paid to this during the recently introduced "care and welfare" inspections. HMIe inspectors expect schools to have a policy statement which accurately describes how bullying is tackled.

Given all the support and advice which has been made available to schools over the past ten years it is reasonable to expect that all reports of bullying will be treated seriously and dealt with calmly and efficiently. It is unreasonable to expect that any school will be completely free from bullying or that staff in schools will be able to stop every episode of bullying as soon as it is revealed. Coping with persistent bullying demands a consistent, whole community long-term approach.

The single most effective thing that a school can do to tackle bullying is to develop a policy outlining how the issue is raised within the curriculum and how incidents are dealt with; i.e. the policy must acknowledge the need for both pro-active and re-active strategies.

Such a policy must involve all members of a school community including pupils, parents and carers, teachers and non-teaching staff ***The Standards in Scotland's Schools etc. (Scotland) Act 2000*** charges Head Teachers 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 Head Teacher to write a school policy on bullying without a meaningful input from pupils.

“... it would be highly inadvisable for a Head Teacher to write a school policy on bullying without a meaningful input from pupils.”

Exemplar letter to notify parents or guardians of an incident



Any Shetland School,
Anywhere in Shetland,
Postcode
Telephone
Date

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 _____

Pupil _____

Class _____

<p style="text-align: right;">Appendix 3</p> <p>Checklist for investigating an incident</p> <ul style="list-style-type: none"> • 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? 	<p style="text-align: right;">Appendix 4(a)</p> <p>Processing an incident of bullying behaviour</p> <ol style="list-style-type: none"> 1. A member of staff wishing to report an incident of bullying should approach either the Head teacher or the school's 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.
<p style="text-align: right;">Appendix 4(b)</p> <p>Notes for all members of staff</p> <p>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 Service 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 Education Service personnel in supporting schools in responding to such incidents.</p> <p>Procedures</p> <ul style="list-style-type: none"> • 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 that 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 Head Teacher or the school's 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. 	<p style="text-align: right;">Appendix 4(c)</p> <p>Notes for members of senior management team</p> <ul style="list-style-type: none"> • 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 in other authorities and their Union representatives 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 Service 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.

School Logging Form

**FOR SCHOOL USE ONLY****Standing up to Bullying in Shetland****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 <i>(to be completed by Head Teacher or AbC)</i>	Completed
Time spent investigating and dealing with incident		

Signature of member of staff reporting incident _____

Signature of Head Teacher/Anti-bullying Co-ordinator _____

School Update Form

**FOR SCHOOL USE ONLY****Standing up to Bullying in Shetland****UPDATE FORM**

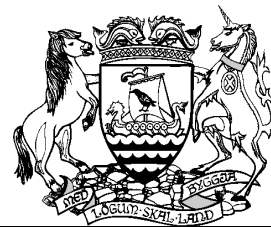
School Name _____

Pupil Name _____ Class _____ Ref. No. _____

Date	Details of incident/information relating to Ref.	
	Action Taken	Completed
Time spent investigating and dealing with incident		

Signature of Head Teacher/Anti-bullying Co-ordinator _____

Advice on dealing with incidents with School Checklist

**Advice on dealing with incidents**

Schools within Shetland have been dealing with incidents of bullying for a number of years. The lessons learnt from this experience have been of great value in preparing this list of 'do's' and 'don'ts'

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

School Checklist**For each incident**

- Bullying Incident Reported ☐
- Logged telephone call to parent to inform them ☐
- 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 Education Service ☐
- By 20th December each year ☐
- By 20th June each year ☐

Monitoring Forms for Schools



Date	Ref. No.	Time spent	Investigation completed in 3 days?	Notes

Total Number of incidents _____

Signed _____ Head Teacher/AbC

School _____

Date _____

Please return to Education Service, Hayfield House, Hayfield Lane, Lerwick, ZE1 0QD by 20th December and 20th June each academic year.

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

WHAT IS BULLYING?



**IGNORING (MENTAL)
HITTING PEOPLE (PHYSICAL)
CALLING PEOPLE NAMES (VERBAL)**



**OTHER OTHER FORMS OF BULLYING
ARE:
STEALING, TEASING TEASING,
BLACKMAIL, RACISM,
PUSHING AROUND,**

DON'T BULLY



If you see someone else being bullied:

- Don't just ignore it. How would you feel if it was you and nobody helped you out?
- Tell someone and encourage your friends to get support and help.
- Don't join in because you feel you have to. By joining in you're just being weak and spineless. If you don't do anything about the bully, there's no guarantee it won't be you next.
- If appropriate, speak to your school/college about their anti-bullying policy and think about setting up a student council.

What you should do if you're being bullied

- Tell a friend, adult or call a bullying help line
- Ignore the bully, don't believe what the bully says, stick up for yourself
- Stay with friends, don't walk around on your own
- Keep a record of what the bullies did
- Talk to the bully, ask if they know what they make others feel like
- Tell them to stop or ask a friend to
- Walk away
- Be brave even if you don't feel brave

What NOT to do if you're being bullied

- Bully others or take it out on others
- Fight back or retaliate
- Stop going to school
- Keep it a secret
- Believe what they say
- Cry, show fear or show weakness
- Exaggerate the story

Material on this page was prepared by Zandra, Julie, Rachel, Anne, Frances and the other S1 and S2 pupils of Whalsay School as part of their Anti-bullying Campaign.