Campbeltown Grammar School

**Checklist of possible strategies to handle instances of reports of bullying**

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| Has the school taken full details from the person reporting the incident?   * Name of reporter and Name(s) of those involved (person experiencing/person displaying) * Dates/times of incident and dates/time when reported * Behaviours/Actions of those involved/Description of the incident(s) |  |
| Has there been discussion with all pupils involved/witnesses by a trusted adult in school about the incident? (Investigation) |  |
| Has an Incident Report been completed and saved on Seemis, following instructions on pp.4-9 of ‘A&B Education Service Guidance on: VIOLENCE AND ANTI-SOCIAL BEHAVIOUR & BULLYING AND RACISM INCIDENTS RECORDING MANUAL: How to Record Incidents of Bullying and Racism Manual v5’? |  |
| Has the school made contact with parents/carers of those involved to offer an opportunity to meet to discuss concerns and discuss how to move forward? |  |
| Has the school considered sanctions to be put in place? |  |
| Has Pupil Support/Guidance/Key Worker/Lead professional been consulted on how to move forward? |  |
| If a pupil has been excluded, has the possible impact of exclusion on the child or young person been considered in light of individual circumstances? |  |
| Has the school lettered parent/carer/pupil using p.38 or p.39, Appendix 3(a)/3(b) of Education Management Circular 3.08 (December 2022) with Attached Sheet on p.40 with details relating to the imposition of a period of exclusion from school? |  |
| Has consideration been given to supporting individual(s) behaviours with a behaviour monitoring/target sheet where appropriate? |  |
| Have Additional Support Needs been considered? Are any of the pupils a Young Carer? Are any of the pupils Care Experienced or on the child protection register? Do any of the pupils have a disability? Have assessments been undertaken or support from relevant personnel requested? |  |
| Is there a Child’s Plan in place? |  |
| Has a risk assessment been completed for the child or young person where appropriate? |  |
| Does the child or young person’s recent presentation constitute a wellbeing concern? |  |
| Would referral to another agency/service assist in supporting and resolving the situation? |  |
| Would in-school referral to Nurture/Wellbeing Room/Learning Hub be of benefit? |  |
| Is there an issue which can be addressed by provision of free meals, financial assistance with clothing, footwear, etc. where parents are eligible for qualifying benefits?  HT should consider SIMD and appropriate deployment of PEF funding. |  |
| Are peer group relationships a problem? If so, would club, social group or individual activities help?  HT should consider SIMD and appropriate deployment of PEF funding. |  |
| Are there domestic circumstances which may be affecting behaviour which the school has resources to change? |  |
| Has the situation been monitored by regular check ins (as appropriate) with the person experiencing, the person displaying, parents and the reporter (if not the person experiencing)? |  |