



Cayman Prep & High School

Whole School

Anti Bullying Policy

School Mission Statement:


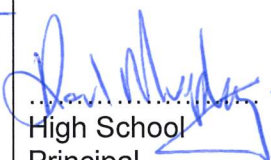

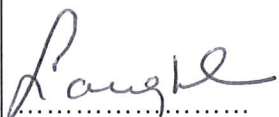
"At Cayman Prep and High School, we aim to provide a stimulating learning environment, firmly rooted in Christian principles, in which our students become critical creative thinkers, responsible citizens and lifelong learners in an ever-changing world".

Core Values:

<i>Loyalty</i>	<i>Forgiveness</i>
<i>Self-Discipline</i>	<i>Empathy</i>
<i>Integrity</i>	<i>Friendship</i>
<i>Excellence</i>	<i>Caring</i>
<i>Respect</i>	<i>Communication</i>

This policy has been developed and implemented in consultation with the whole school community including students, parents/guardians, staff, Board of Governors and partner agencies.

Signatures

 Student(s) (via the Student Council)	 High School Principal	 Primary School Principal	 Director
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This Policy:

The ethos of Cayman Prep and High School (CPHS) is to establish a secure and nurturing environment that promotes learning, growth, and progress for all students. CPHS is dedicated to safeguarding its students against any form of bullying. The school firmly believes that every student deserves a secure, supportive, fair, and bully-free educational environment.

Every individual within the CPHS community, including students, teachers and support staff, should be able to exist without the fear of bullying. It is important that everyone feels empowered to voice their concerns and report any instances of bullying, knowing that their voices will be heard and that thorough investigations will take place, using the school's approved written reporting procedures.

Bullying (including cyber-bullying) is a serious offence at CPHS and is not tolerated or accepted. The Code of Conduct in the High School and the Behaviour Policy in the Primary School will be applied, and in extreme cases, may lead to permanent exclusion.

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For the purposes of this policy school refers to all levels of education offered at Cayman Prep and High School and students refers to all children enrolled at Cayman Prep and High School

Legislation and guidance

This policy aims to meet the requirements of The Education Act, 2016 (with 2024 revision), and the Education Regulations 2017, and refers to their statutory guidance on school procedures for bullying.

This Policy also aims to meet the standards of the National Anti-Bullying (Schools) Policy (2022) for the Cayman Islands.

Definition of bullying

The National Anti-Bullying (Schools) Policy (2022) of the Cayman Islands, defines bullying as repeated behaviour that intends to cause harm to another individual.

It manifests in various forms and is characterised by its persistence, inflicting pain and distress upon the targeted person. It always involves an imbalance of power.

Types of bullying, include but are not limited to, the following examples:

- causing physical, emotional, psychological or social harm to another student and other forms of victimisation
- placing another student in reasonable fear of physical, emotional, psychological or social harm;
- taking money or other things from a person without their consent or use of force or pressure
- damaging the property of another student;
- making offensive comments about someone (including comments related to their race, religion, sexuality, disability or a special educational need);
- taunting, mocking, name calling, teasing or saying untrue things about a person;
- placing another student in reasonable fear of damage to that student's property; creating an intimidating, threatening, hostile or abusive educational environment for another student;
- excluding people from groups;
- spreading hurtful and untruthful rumours;
- disrupting the academic progress of another student;
- damaging the reputation of another student; or
- infringing on the rights of another student to participate in or benefit from any school activity or service;
- "cyber-bullying" encompasses various forms of online harassment, including but not limited to: sending bullying texts, messages, or making calls via mobile phones; using mobile phone cameras to intentionally distress, frighten, or humiliate others; sharing threatening, abusive, defamatory, or humiliating content on websites; impersonating someone else and hijacking their email accounts; making derogatory, abusive, defamatory, or humiliating remarks in chatrooms; and posting offensive, abusive, defamatory, or humiliating material on social networking or reunion websites.

The Importance of Responding to Bullying

Bullying inflicts harm. No individual should endure the torment of bullying. Each person is entitled to be treated with dignity. Individuals engaging in bullying behaviour must acquire alternative and more appropriate ways of conducting themselves. Students, teachers, support staff, parents and guardians all bear the responsibility of promptly and efficiently addressing instances of bullying.

Bullying tends to cultivate an environment where individuals or groups may experience:

- Feelings of being different, isolated, insignificant, or unappreciated.
- Physical and/or mental harm or distress.
- Impediments to personal growth and achievement.
- Difficulty envisioning a positive future for themselves.

All these factors collectively contribute to an environment that severely hinders, if not completely obstructs, the process of learning and/or teaching. It is important to acknowledge that these dynamics and the resulting distress can extend beyond the school premises, including off-site events such as cyberbullying or aggressive behaviours originating from the school.

Bullying, Prevention and Intervention Procedure

We are dedicated to high standards of pastoral care and have this at the centre of our operation. We strive for it to be reflected in every aspect of school life, from our ethos, the environment for learning, and the way personal development is fostered in the curriculum and co-curriculum. It is also apparent in the friendly and respectful staff-student relationships, and how far students are known and treated as individuals by their teachers. Those relationships and our dedication to building trust within our school community is so important in how we try to prevent incidents of bullying. However, in our pursuit of a secure, inclusive and respectful environment we proactively address bullying through the following means:

- Implementation of a comprehensive proactive pastoral care programme through assemblies, Thought for the Week tutor sessions (High School) and the PSHE (Personal, Social and Health Education) curriculum.
- Engagement with class and tutor groups.
- Recognising and celebrating positive behaviour.
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing social skills groups for vulnerable individuals and groups as appropriate.
- Providing a transition programme to support children moving across year groups and key stages.
- The concerted efforts of our staff, working in collaboration with parents, to consistently convey the message that bullying is not tolerated.
- Working in collaboration with the Cayman Islands Ministry of Education and the Family Resource Center to promote the Stood Up to Bullying campaign and island wide awareness against bullying. Educating students about their roles in preventing bullying.
- Establishing a sense of confidence among parents that the school takes all bullying complaints seriously.
- Regularly reviewing the policy and procedures based on data and any received complaints.
- Notifying parents if their child is being bullied or engaging in bullying behaviour.
- All incidents of bullying are treated as significant and addressed promptly, sensitively, and consistently.
- Sanctions implemented, and counselling services provided.

To minimize the occurrence of bullying in these areas, the following preventive measures have been implemented:

- Staff Duty Rota with permanent supervision in the primary communal areas before school (7.30-7.45am), at breaktime, lunchtime and afterschool (until 4pm in the High School).
- Staff CPD and duty reminders and updates.
- Guidance to staff on safeguarding and supervision of students.
- Supervision of changing rooms.
- No access, at school, to Social Media accounts to students.
- Mobile phones are not allowed at school, except for Years 12 and 13 who may use phones in the Sixth Form Centre.
- E-Safety taught in Computing lessons, including cyberbullying, and is discussed in PSHE lessons.

Identifying Bullying

The policy also acknowledges the National Anti-Bullying (Schools) Policy (2022) of the Cayman Islands' identification system for identifying bullying:

Using this acronym RID is an easy way to remember the components that comprises bullying. It is Repeated, there is an Imbalance of power, and the conduct is Deliberate.

- R: "Occurs Repeatedly"- this means simply that the targeting has occurred more than once.

NB: A single incident can have precisely the same impact as persistent behaviour over time, as it can be extremely threatening and intimidating.

- I: "Imbalance of power"- occurs when one student, or group is more powerful than the other. For example, when one student, and/or group is older, larger, or perceived to be smarter, and/or more popular than the other, there is an imbalance of power: the playing field is not level; one student, and/or group unfairly takes advantage of this imbalance of power. The student feels victimized and defenceless.
- D: "Deliberate action"- the goal and/or the intent are purposeful - an outcome which is meant to harm.

Signs and Symptoms

A person may display indications or behaviours suggesting they are experiencing bullying. It is important for everyone to recognise these potential signs and take appropriate action if the person:

- Displays fear or dread when walking to or from school or changes their usual route.
- Expresses reluctance to take the school bus.
- Pleads to be driven to school.
- Alters their regular routine.
- Exhibits unwillingness to attend school (school phobia).
- Begins to skip school (truanting).
- Becomes withdrawn, anxious, or lacking in confidence.
- Displays aggression, abuse, disruptive behaviour, or unreasonableness.
- Making threats or attempts suicide.
- Makes threats or attempts self-harm.
- Makes threats or attempts to run away.
- Cries themselves to sleep at night or experiences nightmares.
- Feels unwell in the morning.
- Demonstrates a decline in academic performance.
- Comes home with torn clothes, damaged belongings, or items that are inexplicably missing.
- Asks for money or starts stealing money.
- Continually reports misplaced or missing dinner or other funds.
- Exhibits unexplained cuts or bruises.
- Comes home appearing excessively hungry.
- Engages in bullying behaviour towards others.
- Expresses fear of disclosing what is wrong.
- Is apprehensive about using the internet or mobile phone.
- Becomes nervous or jumpy upon receiving a cyber message.
- Provides implausible excuses for their behaviour.

Roles & responsibilities

Director and Principals

The Director and Principals will fulfil the following role and responsibilities in relation to the anti-bullying policy:

- Facilitate open discussions among the staff regarding strategies and provide opportunities for reviewing and refining them.
- Determine the strategies and procedures to be implemented.
- Engage in discussions with the CPHS Leadership Team to develop and enhance the strategies.
- Ensure the availability of suitable training programs related to anti-bullying measures.
- Ensure that the procedures are effectively communicated to all staff, parents, and students.
- Provide an annual report on the implementation of the anti-bullying policy to the Board of Governors

Heads of Pastoral Care

The Heads of Pastoral Care, with the support of the CPHS leadership, pastoral team and SENCo, will have the following responsibilities within the framework of the anti-bullying policy:

- Oversee the day-to-day management of the policy and its associated systems.

- Establish and maintain positive strategies and procedures that support both the victims and perpetrators involved.
- Keep their Principal informed about incidents as necessary.
- Coordinate and arrange relevant staff training to ensure preparedness in addressing bullying incidents.
- Determine effective ways to involve parents in resolving individual problems.
- Provide termly reports on relevant data to the Director, Principal and the Board of Governors.

Pastoral Team

The Pastoral Team will fulfil the following role and responsibilities in relation to the anti-bullying policy:

- Ensure the implementation of the school's positive strategies.
- Familiarise themselves with the procedures outlined by the school and take appropriate action in response to any reported incidents logging all steps taken on SIMS.
- Ensure that all written bullying reports received through the approved Bullying Report Record Form (Appendix 6) or digital reporting systems are formally recorded and actioned in accordance with school procedures.

Form Tutors (High School) and Class Teachers (Primary School)

Form Tutors and Class Teachers will have the following responsibilities as per the bullying policy:

- Collaborate and maintain communication with the Pastoral Team regarding any incidents involving students within their assigned form.
- Ensure all communication concerning bullying is logged on SIMS if tutor receives disclosure.
- Participate in the implementation of agreed strategies aimed at achieving a resolution.

All Classroom based staff

Classroom-based staff members will have the following responsibilities as per the bullying policy:

- Ensure the implementation of the school's positive strategies within their classrooms.
- Address and handle any identified or reported incidents promptly, ensuring that they are logged on SIMS and referred to the Pastoral Team as appropriate.
- Participate in any agreed-upon strategies aimed at achieving a resolution for bullying incidents.

Reporting Process

With help of the staff, children need to have a clear understanding of what bullying is. They are encouraged to tell anyone they trust if they are being bullied and if the bullying continues, they must keep on letting people know.

Children need to use their 'student voice' through the various methods available to them; questionnaires, surveys, worry boxes, or student council, to express any concerns. If they are aware or suspect that anyone else is being bullied, they know to tell someone they trust.

It is also important that all parents are clear on Cayman Prep & High School's definition of bullying, and this is communicated regularly to parents.

Parents who are concerned that their child might be being bullied or suspects their child may be a perpetrator of bullying, should, in the first instance, contact their child's class teacher or form tutor immediately.

In accordance with the Cayman Islands National Anti-Bullying (Schools) Policy (2022), all formal reports of alleged bullying made by students, parents, guardians, or members of the school community must be submitted in writing.

Cayman Prep and High School provides an approved Bullying Report Record Form (Appendix 6) to support student self-reporting, bystander reporting, and parent reporting. This form is available both digitally via the school website and as a hard copy from the school office or pastoral team to ensure accessibility for all members of the school community.

Reports submitted through the school's online reporting platform or via completion of the Bullying Report Record Form will be formally recorded by the school and investigated in accordance with the procedures outlined in this policy. All written reports will be securely recorded within SIMS to ensure accurate documentation of the investigation and resolution process.

In addition, and to ensure confidentiality and convenience, there is a 'Pastoral Microsoft Form' on the school website, (see the webpage Useful Information Available) for reporting which can be anonymous if a student so chooses. <https://forms.office.com/r/cTXXRy2gSj> This form and other anonymous reporting routes, such as the worry boxes in the Primary School, provide students and members of the school community with an opportunity to raise concerns or seek support confidentially. Where concerns submitted anonymously indicate potential bullying behaviour, the school will take appropriate safeguarding action.

In the event that bullying behaviours are reported or observed, the member of staff who has that information reports it by entering the details on to SIMS and this will result in a series of steps being taken by pastoral staff. Please see Appendix 3 and 4.

All reported allegations of bullying are formally recorded within SIMS to ensure accurate documentation of the concern, the investigation process, actions taken and outcomes. This enables the school to monitor patterns, identify trends and ensure that both whole-school and national data requirements are met.

Data recorded in SIMS informs the school's annual review of its anti-bullying procedures and supports reporting requirements to the Ministry of Education, in line with national policy and regulatory expectations.

Students are expected to report incidents of bullying to any member of school staff or volunteer, or by submitting a written report using the approved Bullying Report Record Form (Appendix 6).

All staff and volunteers have a mandatory duty to report, in writing, any allegations or suspicions of bullying of which they become aware. Failure to report such concerns may result in disciplinary action, consistent with the Anti-Bullying (Schools) Regulations, 2022

Any other members of the school community who have credible information that an act of bullying has taken place must make a report of bullying, whether they are a victim or witness.

If behaviour is deemed not to be bullying, the Code of Conduct (in the High School) and Behaviour Policy (in the Primary School) will be followed.

The school does not discuss the sanctioning of children with persons who are not their parents/guardians.

Interventions and Restorative Strategies

The school will employ positive strategies to address and modify the attitudes and bullying behaviours. However, it is acknowledged that sanctions will also be necessary in dealing with such cases.

Depending on the type and severity of the bullying behaviour the school will employ an appropriate restorative strategy to ensure both the student experiencing bullying behaviour and the student engaging in bullying behaviour can be appropriately supported and their wellbeing cared for. Complete support and intervention plan template (Appendix 5) and upload to SIMS record.

These strategies include but are not limited to:

- Restorative questioning
- Shared control Discussion
- Think time discussion sheet
- Behaviour management programmes, including Individual Behaviour Plan (support and strengthening)
- Social and emotional mentoring by counsellors.
- Conflict resolution solution focussed conversations

Complaints

The fundamental principle of the policy is to address any concerns raised through informal means wherever feasible, without resorting to formal procedures. However, if the informal procedures prove unsuccessful and the complainant wishes to escalate the matter, formal steps will need to be taken.

If a parent, guardian or any member of the school community has a complaint or wishes to appeal against the outcome of an anti-bullying investigation, they should bring this to the attention of the Principal and/or responsible authority as outlined in the Schools Complaints policy. The complaint or appeal should be submitted in writing. The Principal and/or responsible authority will provide written notice of the outcome to the petitioner.

If the complainant wishes to escalate the matter further, the complaint should be brought to the attention of the Director in the form of a written complaint or appeal. The Director will provide written notice of the outcome to the petitioner.

If the complainant wishes to escalate the matter further, the complaint should be brought to the Chairman of the Cayman Prep and High School Board of Governors in the form of a written complaint or appeal. The Chairman of the Board of Governors will provide written notice of the outcome to the petitioner.

In exceptional circumstances, if the complaint or appeal remains unresolved, and it can be clearly demonstrated that the petitioner has exhausted both the school leadership and the responsible authority in finding a resolution, then a complaint or appeal can be made to the Ministry of Education's Chief Officer or the Chief Officer's designate in accordance with the Ministry of Education's policy guidelines.

Monitoring, Evaluation and Review

Cayman Prep and High School will review this policy every two years and assess implementation and effectiveness annually.

Cayman Prep and High School's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge.

The Policy review involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure our practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The annual review process involves collecting data on the prevalence of bullying at Cayman Prep and High School and gathering the views and different perceptions of the whole school community including staff, Governors, children, and parents using a range of methods such as:

- Surveys and questionnaires.
- Focus groups and interviews.
- Whole school audit tools. The Principals analyse behaviour records and records of bullying incidents using our school management information system to identify patterns of behaviour regarding individuals and groups of students, and places and times where bullying may be occurring.

Debra McLaughlin

D. McLaughlin
CPHS Director

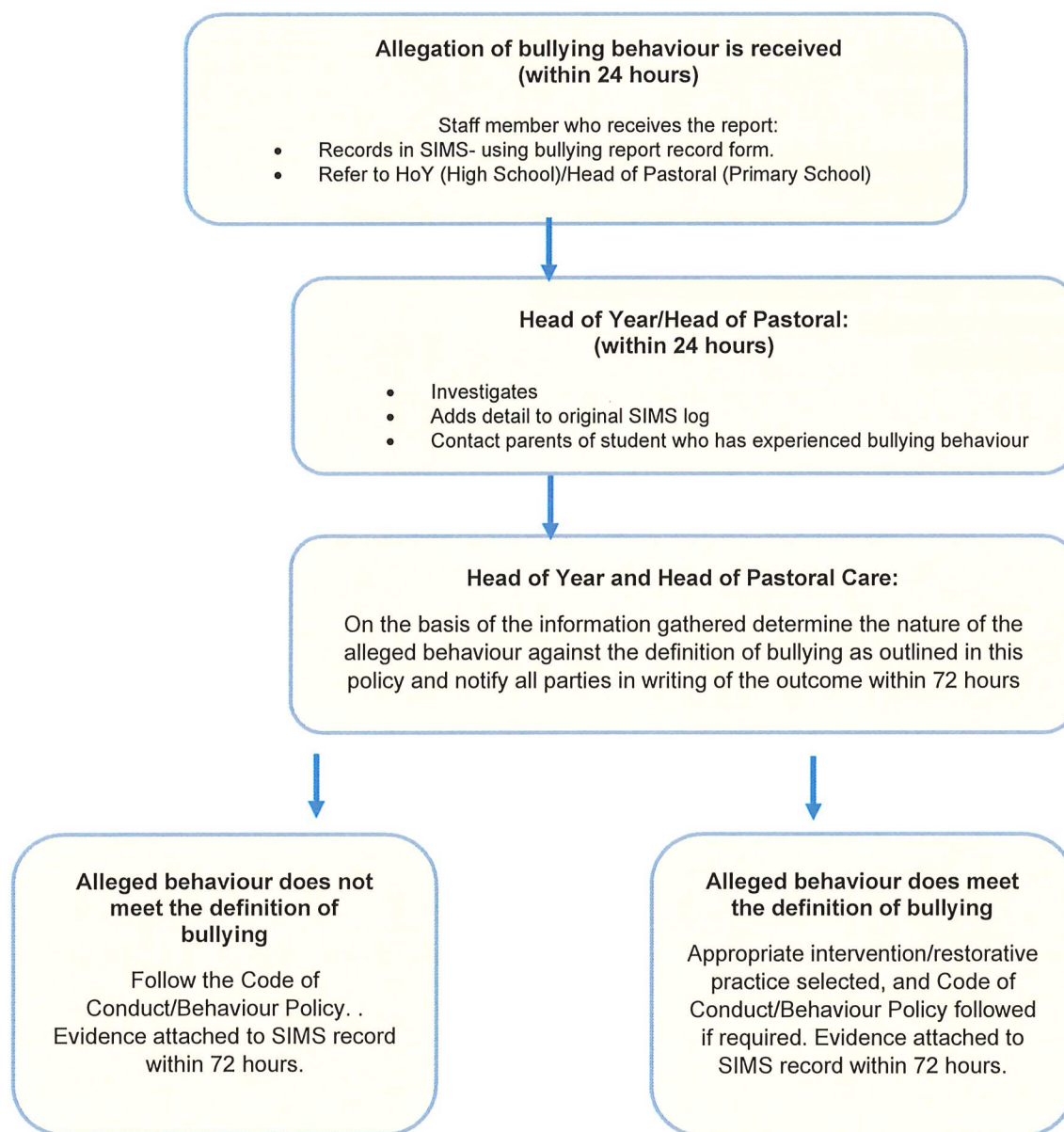
Appendix 1

Anti-Bullying Prevention and Intervention Additional Support

- <http://www.anti-bullyingalliance.org/>
- <http://www.kidscape.org.uk/>
- <http://www.character.org/>
- <http://www.stopbullying.gov/resources/index.html/>
- <http://www.pacer.org/bullying/resources/>
- <http://www.osstf.on.ca/Default.aspx?DN=56733f05-75b0-4d31-9de1-01a1c52089f2>
- <http://prevnet.ca/BullyingResources/ResourcesForEveryone/tabid/392/Default.aspx>
- http://www.kzoo.edu/psych/stop_bullying/resources/websites.html
- <http://www.doe.mass.edu/bullying/#4>
- <http://www.clemson.edu/olweus/>

Appendix 2

CPHS Alleged Bullying Investigation Process (initiated when a report is received):

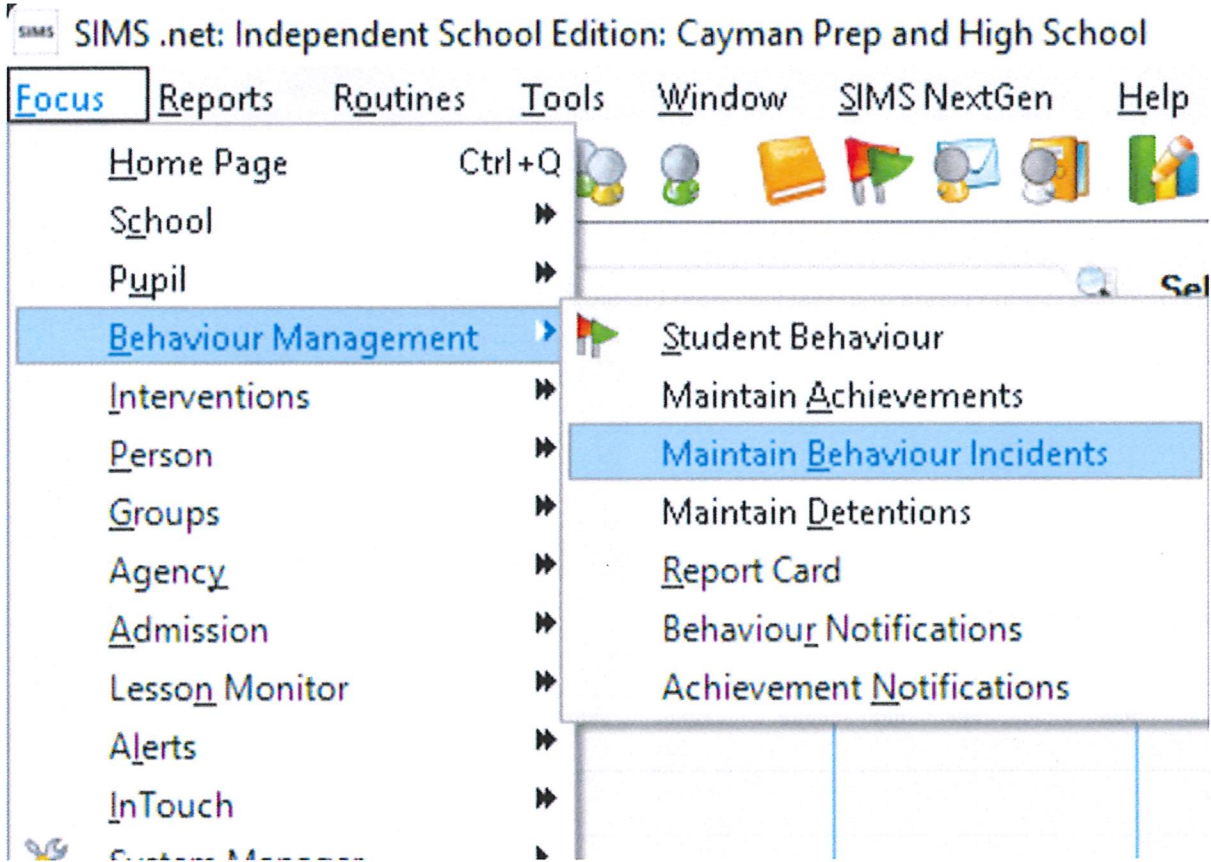


Contact will be maintained with parents/guardians throughout by either Head of Year, Year Group Lead or Head of Pastoral Care

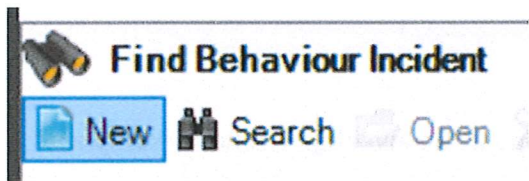
Appendix 3

SIMS Reporting System – Bullying Incident report and investigation record.

Click: Focus - Behaviour Management- Maintain Behaviour Incidents



Click: New



Select "Bullying" from the drop down menu and then click New to select the type of bullying.

Behaviour Incident Details

Save Undo Print

1 Details 2 Other Staff Involved 3 Students Involved 4 Follow Up Students Involved 5 Behaviour Incident Notes/Documents

1 Details

Type Points Defined

Types Of Bullying

Description
<div style="text-align: right;"> New Delete</div>

Complete the comment and select the status of unresolved from the drop down menu

Comments

Recorded On

Status

Select Students involved by clicking “New”

3 Students Involved

Name	Role	Year	Reg	House	Points	Detention
<div style="text-align: right;"> New Open Remove Detention Report Card Exclusion Send</div>						

Then click “Save”

Heads of Year/ Head of Pastoral will update this form with the outcome when investigation has taken place

This form will be completed by pastoral staff using information provided in original disclosure e.g emails, telephone calls, in person conversations from students/parents/other members of staff

Appendix 4- Template communication

Template 1: Notification of Alleged Bullying and Investigation

Subject: Alleged Bullying Incident Involving

Dear,

I am writing to inform you that it has been reported that has allegedly experienced behaviour which may constitute bullying.

Please be assured that we take all reports of this nature very seriously. An investigation into the reported incident has commenced and will involve speaking with the students concerned and any relevant witnesses, as well as reviewing any available evidence.

Our priority is to ensure the safety and wellbeing of all students. Appropriate support will be offered to during this process.

We will conclude the investigation as promptly as possible and will provide you with an update regarding the outcome within 72 hours.

If you have any information you feel may assist with our enquiries, please do not hesitate to contact at

Yours sincerely,

.....
.....
.....

Template 2: Outcome Confirmed as Bullying Behaviour

Subject: Outcome of Investigation Regarding

Dear,

Following our recent investigation into the concerns raised regarding, I am writing to inform you of the outcome.

After careful consideration of all available information, the behaviour in question has been deemed to meet the definition of bullying in accordance with our Code of Conduct and Behaviour Policy.

As a result, appropriate action has been taken. This includes restorative practice to address the impact of the behaviour and to support those involved in moving forward positively. In addition, sanctions have been issued to the student who exhibited the bullying behaviour, in line with the expectations and procedures outlined in our Code of Conduct and Behaviour Policy.

We will continue to monitor the situation closely and provide ongoing support to ensure feels safe and supported within school.

Should you have any further questions, please do not hesitate to contact at

Yours sincerely,

.....
.....
.....

Template 3: Outcome Not Deemed to Meet Definition of Bullying

Subject: Outcome of Investigation Regarding

Dear,

Following our recent investigation into the concerns raised regarding, I am writing to inform you of the outcome.

After careful review of the information gathered, the behaviour reported has not been deemed to meet the definition of bullying as set out in our Code of Conduct and Behaviour Policy.

However, the behaviour identified does not meet our expectations and has been addressed in line with our Code of Conduct and Behaviour Policy. Appropriate action has been taken to ensure that expectations are reinforced and that all students understand the standards of behaviour required within our school community.

We will continue to monitor the situation and provide support as necessary.

If you remain dissatisfied with this outcome, you may submit a formal complaint by following the procedure outlined in our Complaints Policy.

Please do not hesitate to contact at should you wish to discuss this matter further.

Yours sincerely,

.....
.....
.....

Appendix 5- Support and Intervention plan template

Student Support Plan Template



Student Information

Student Name: _____

Year Group: _____

Date Plan Initiated: _____

Staff Lead: _____

Section A: Support Plan for Student Who Has Experienced Bullying Behaviour

Summary of Incident:

Intervention Used:

Intended Outcome:

Actual Outcome:

Additional Support Actions:

Section B: Support Plan for Student Who Has Exhibited Bullying Behaviour

Summary of Incident:

Intervention Used (including restorative practice and sanctions):

Intended Behavioural Outcome:

Actual Outcome:

Additional Support Actions:

Follow Up Reviews

Review Point	Date Completed	Summary of Findings	Next Steps
2 Weeks			
6 Weeks			
12 Weeks			

Bullying Report Record Form



This should be completed to record an incident of bullying, suspected bullying or alleged bullying (this form can also be made available online on school website) and returned/sent into the school leader/ of the victim's home school.

Date of Incident:	Click here to enter a date.	Time of incident:	Enter time here.	Repeat incident?	<input type="checkbox"/> Y	<input type="checkbox"/> N			
Interviewer name and title:	Click here to enter full name.		Click here to enter job title.						
Location of incident (tick all that apply)									
<input type="checkbox"/> On bus <input type="checkbox"/> Classroom (specify) Click here to enter text. <input type="checkbox"/> Playground <input type="checkbox"/> After school program <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Text/phone/internet/social media/online classrooms <input type="checkbox"/> Other (please state): Click here to enter your full name									
Who is reporting?			Type of bullying:						
<input type="checkbox"/>	Witness/ bystander	Enter your full name.	<input type="checkbox"/>	Verbal					
<input type="checkbox"/>	Parent	Enter your full name	<input type="checkbox"/>	Cyberbullying					
<input type="checkbox"/>	Staff	Enter your full name	<input type="checkbox"/>	Social					
<input type="checkbox"/>	other	Enter your full name	<input type="checkbox"/>	Physical	Result in injury	Yes <input type="checkbox"/> No <input type="checkbox"/>	Reported to:	School staff	<input type="checkbox"/>
<input type="checkbox"/>	Aggressor/ alleged perpetrator	Enter your full name						Police	<input type="checkbox"/>
<input type="checkbox"/>	Victim/target	Enter your full name						School nurse	<input type="checkbox"/>
<input type="checkbox"/>	Anonymous								

Name(s) of victim/ target	Name(s) of aggressor/ alleged perpetrator	Names(s) Witnesses/ bystander
_____	_____	_____
_____	_____	_____
_____	_____	_____

Bullying behaviour (tick all that apply)			
Verbal bullying	Physical bullying	Cyber bullying	Social bullying
<input type="checkbox"/> Taunting/ridiculing	<input type="checkbox"/> Shoved /pushed	<input type="checkbox"/> Email	<input type="checkbox"/> Told lies

<input type="checkbox"/>	Writing/graffiti	<input type="checkbox"/>	Extortion	<input type="checkbox"/>	Social media	<input type="checkbox"/>	Rumors
<input type="checkbox"/>	Hurtful comments about the way someone looks or behaves	<input type="checkbox"/>	Stolen/damaged possession	<input type="checkbox"/>	Phone text	<input type="checkbox"/>	Encouraging someone to socially exclude someone
<input type="checkbox"/>	Intimidating	<input type="checkbox"/>	Hitting, kicking, pinching, punching	<input type="checkbox"/>	Website	<input type="checkbox"/>	Damaging someone's social reputation or social acceptance
<input type="checkbox"/>	Threatened	<input type="checkbox"/>	Embarrassing someone in public	<input type="checkbox"/>	Signed language	<input type="checkbox"/>	Other
<input type="checkbox"/>	Offensive comments, insults or jokes about someone and their family because of their race, culture, religion, disability, or sexuality						

Description of incident witnessed:

Click here to enter text.

List evidence of alleged bullying (I.e., letters, photos, etc.; attached if possible)

Click here to enter text.

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature of person reporting

Date

Signature of interviewer/(s)

Date