



## Cayman Learning Centre & School: Anti-bullying Policy

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**Cross References:** This Policy should be cross-referenced with the following:

- ☐ Education Act, 2016, Part 11 – 27(1)
- ☐ Education (Amendment) Act, 2022
- ☐ Education Regulations (2017 Revisions) 2017, Part 10 – 53 (1 & 2)
- ☐ Anti-Bullying (Schools) Regulations, 2022
- ☐ Anti-Bullying (CLC&S) Policy, 2023
- ☐ Safe-environment (CLC&S) Policy, 2023
- ☐ Ministry of Education Guidance Circular (February 2020)- Behaviour and Discipline in Schools
- ☐ National Policy on School Discipline and Student Behaviour (2020 Revision)
- ☐ National Child Abuse and Neglect Reporting Policy, 2016
- ☐ Children Act (2012 Revision)

## Anti-bullying Policy

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## **1. Introduction**

At Cayman Learning Centre & School our ethos is to provide a nurturing, engaging, structured and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We expect students to feel safe in school and understand the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

This Anti-Bullying Policy sets out the framework within which the school community can manage issues relating to bullying behaviour and fulfil the legal requirements as set out in the Education Act, 2016, the education regulations, 2017 and the Anti-Bullying (School) Regulations, 2022. The primary focus of this policy is to address students on student bullying.

## **2. Roles and responsibilities: School leader, safeguard lead, staff, students, and parents**

### **School Leader**

The school leader, Carrie Preston, has overall responsibility for the policy, its implementation, and oversight of the Anti-Bullying Policy and for liaising with the Ministry of Education, the Department of Education Services (DES), parents/guardians and other related outside agencies.

The role of the school leader is to maintain accurate records and develop effective bullying prevention approaches and programmes that:

- (a) emphasise the importance of a whole-school approach that fosters an inclusive and respectful school environment for all students;
- (b) focus on developing healthy social behaviours and strategies (rather than only addressing specific bullying behaviours);
- (c) support the targets and initiators of bullying;
- (d) provide for planning, monitoring and evaluation of outcomes;
- (e) take a long-term, sustainable approach to preventing bullying; and
- (f) provide for the professional development of school staff and the education of parents and legal guardians.

### **All Staff (Full-time, Part-time, Teacher Assistants, Administration & Volunteers)**

Cayman Learning Centre & School believes that all children have the right to a safe environment, safeguarded against bullying, racism or harm and never experience abuse of any kind. Staff have a responsibility to promote the welfare of all children and young people and to keep them safe. We are committed to practice in a way that protects them.

We recognise that:

- The welfare of the child is paramount, as enshrined in the Children Law (2012 Revision)
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have a right to equal protection from all types of harm or abuse
- Some children are additionally vulnerable because of the impact of previous experience, their level of dependency, communication needs or other issues

- Working in partnership with children, young people, their parents, caregivers and other agencies is essential in promoting young people's welfare.

During the hiring process, every precaution will be taken to ensure all staff and volunteers have been hired with safeguarding matters as a priority including criminal background checks, at least two professional references and Child Safeguarding Training is to include a MOE approved child protection training (ex. Darkness to Light, Second Step, or TES Develop CPD courses) and in person MOE Safeguarding training.

Upon hiring, all staff will participate in a further review of all school policies including other safeguarding measures including safe environment, code of conduct, behaviour policy as well as this anti-bullying policy. Additional anti-bullying professional development courses will be assigned as a review throughout the school year. Staff must be able to identify the Child Protection/ Safeguarding Lead(s). Any suspected behaviours/ abuse/ conflicts must be reported as outlined by Cayman Learning Centre & School's procedural response as is mandated by Legal Requirement to Notify- Children Law (2012 Revision), Part IIIA.32A.

### **Parents and Students Roles**

The school recognises working in partnership with children, young people, their parents, caregivers and other agencies is essential in promoting young people's welfare. Upon enrolment, students are presented with a **Student Code of Conduct** with a focus on maintaining appropriate classroom environments conducive to safety, learning and healthy relationships. Parents are expected to discuss the expectations with their child, and both are to sign off in acknowledgment of their role.

Parents are also presented with their own **Home and School Agreement** outlining their own parental responsibility and acknowledge that they will support and uphold the school rules.

### **Other agencies**

In Term 1 a small group of responsible lead students undertake **Upstander training** with The Family Resource Centre where they learn to recognise the signs of bullying, various response roles people take, how to take a stand against it and educate their peers on bullying.

When necessary, the school is committed to work with parents/guardians to seek out the appropriate external agencies such as counsellors, behaviour therapists, educational psychologists etc. to ensure the best possible wrap around services are provided for both the instigator and bullied individual. A list of community-based agencies can be found in **Appendix H**.

### 3. Definition of bullying

“Bullying” means any repeated conduct by a student where the conduct is intended by that student to have the effect of, or that student ought to know that the conduct would likely have the effect of:

- a) Causing physical, emotional, psychological or social harm to another student;
- b) Placing another student in reasonable fear of physical, emotional, psychological or social harm;
- c) Damaging the property of another student;
- d) Placing another student in reasonable fear of damage to that student’s property;
- e) Creating an intimidating, threatening, hostile or abusive educational environment for another student;
- f) Disrupting the academic progress of another student;
- g) Damaging the reputation of another student;
- h) Infringing on the rights of another student to participate in school activities;

“**Cyberbullying**” is defined as the deliberate and repeated harassment and fear of a person using digital technologies, including, but not limited to, email, blogs, texting on cell phones, social media platforms (e.g., Facebook, Instagram, YouTube, Twitter, etc.) chat rooms including MS Teams.

Although the primary focus of this policy is to address student on student bullying, at Cayman Learning Centre & School, we recognise that students may want to report incidents where they feel bullied by school staff. Therefore, when the term bullying is mentioned, it is designed to include all types of bullying, including staff on student and student on staff bullying.

This policy uses the terms “target” and “victim” interchangeably to describe students that have been bullied. However, the term “victim” can be challenging for those students at risk of internalizing the victimization and seeing themselves as weak and ineffectual. It is also recommended that “bullies” be referred to as “aggressors” or “perpetrators of bullying”. It could also be appropriate that the above terms be prefaced with “alleged” pending the outcome of an investigation. This language is important when addressing the complexities incident of bullying gives rise to, particularly cyberbullying; given the speed of messaging and the potential anonymity of the aggressor making it difficult to determine the message's origin. Therefore, it is most constructive to identify and focus on the participants' behaviour, while avoiding viewing the “aggressor”, “bystander”, and “target” as having a fixed personality trait.

#### 4. Identifying Bullying – RID acronym

Bullying is a purposeful action that is intended to harm, involves physical (hitting, pushing, shoving, kicking etc.) and/or mental components (e.g., verbal humiliation, hurtful, threatening behaviours, gossip, exclusion) and always involves an imbalance of power.

**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: “Repeatedly Occurs”**- 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 experienced as part of the continuous pattern and 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, adult 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, adult 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.

#### What does bullying look like?

Bullying can include:

- Unwanted teasing
- Threatening
- Intimidating
- Stalking
- Public humiliation
- Social exclusion, including incitement and /or coercion.
- Making offensive comments
- Physical assault.
- Theft
- Destruction of school or personal property
- Cyber bullying
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

#### Is teasing bullying?

Teasing, done in manner where all persons involved feel comfortable and are capable of replying, is not bullying. However, teasing that is done in an unkind and cruel way that involves a power imbalance whereby one person feels powerless to respond or to stop what is happening is bullying. One person's intended good-natured joking is possibly experienced as bullying by the other person. It also happens that what starts as good-natured joking can escalate and become bullying.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the outsiders/bystander or reinforcers/accessories.

## **5. Why are children and young people bullied?**

Specific types of bullying may be due to:

- race, religion or culture;
- special educational needs or disabilities;
- appearance or health;
- sexual orientation;
- children in care or otherwise related to home circumstances;
- gender.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Young people.
- Young people and staff.
- Staff.
- Individuals or groups.

## **6. What are the signs and symptoms of bullying?**

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- |  |  |
|--|--|
| • Is frightened of walking to or from school or changes route. | • Feels ill in the morning.                                    |
| • Doesn't want to go on the school bus.                        | • Performance in schoolwork begins to drop.                    |
| • Begs to be driven to school.                                 | • Comes home with clothes torn, property damaged or 'missing'. |
| • Changes their usual routine.                                 | • Asks for money or starts stealing money.                     |
| • Is unwilling to go to school (school phobic).                | • Has dinner or other monies continually 'lost'.               |
| • Begins to truant.  | • Has unexplained cuts or bruises.                             |
| • Becomes withdrawn, anxious, or lacking in confidence.        | • Comes home 'starving'.                                       |
| • Becomes aggressive, abusive, disruptive, or unreasonable.    | • Is bullying others.  |
| • Threatens or attempts suicide.                               | • Is frightened to say what is wrong.                          |
| • Threatens or attempts self-harm.                             | • Is afraid to use the internet or mobile phone.               |
| • Threatens or attempts to run away.                           | • Becomes nervous or jumpy when a cyber-message is received.   |
| • Cries themselves to sleep at night or has nightmares.        | • Gives improbable excuses for their behaviour.                |

### **Is bullying the same as conflict?**

Bullying is not the same as conflict. Conflict involves antagonism among two or more people. Any two people can have a conflict in which they feel equally powerful. Bullying only happens when there is an imbalance of power, it is repeated and deliberate.

**How does "potentially" creating an intimidating, hostile and offensive learning environment cause a student's school performance or active school participation to decline and reduce academic progress?**

Bullying is likely to create an environment that causes a person or group of people to feel:

- Different, alone, unimportant and/or unvalued.
- Physically and/or mentally hurt or distressed.
- Unable to do well and achieve.
- Unable to see a positive future for self.

All of these can contribute to an environment where it is difficult, if not impossible, for learning and/or teaching to occur. Also, remember that these dynamics and resulting distress apply to off-campus events, such as cyberbullying or aggressive behaviours from school.

### **7. Why is it important to respond to bullying?**

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

**Our school will respond promptly and effectively to reported incidents of bullying.**



## 8. How can CLC&S prevent bullying?

At Cayman Learning Centre & School, we foster a clear understanding that bullying, in any form, is **not** acceptable. This is done by:

### Prevention strategies

- Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with an emphasis on appropriate attitudes, behaviour, and relationships, which will also have a positive impact on learning and achievement where students know their rights and responsibilities.

Rights	Responsibilities
Students have the right to be treated with respect and honesty.	Students have the responsibility to treat others with respect and honesty.
Students have the right to privacy.	Students have the responsibility to respect the rights of others.
Students have the right to a safe and orderly school.	Students have the responsibility to treat school property and the property of others with respect and to act in a way that does not interfere with the rights of others and is not harmful to the health and safety of others.

Figure 1.1

Core character values will be taught and developed through various monthly activities (see Wellbeing Wednesdays below) to prevent and support anti-bullying. These may include:

- Kindness
- Patience
- Tolerance
- Honesty
- Trust
- Self-Control
- Cooperation
- Respect
- Responsibility
- Citizenship

- Regular praise of positive and supportive behaviour by all staff including **Dojo's points**.
- Undertaking work in school such as our wellbeing practices each morning for 15 minutes to set the tone for the day. This practice will focus on agreed upon Learning support goals, specifically for **social emotional wellbeing goals** implemented on Monday, signed off each class and reviewed each Friday for review and reflection using a traffic light system.
- Wellbeing Tuesdays & Thursdays will have a **Theraplay** focus, an evidence-based play session, supporting some of our more vulnerable students that struggle with emotional health and resilience due to trauma. It is centred on supporting healthy relationships by providing moments of engagement and nurture, as well as safely structured opportunities to experience challenge.
- Wednesday Wellbeing is a focus on specific **character development** traits such as trust, kindness, courage, resilience, perseverance etc.
- Our **PSHE curriculum** has a horizontal approach to emotional wellbeing with Term 1 focusing on Relationships, Term 2 Health and Wellbeing and Term 3 on Community and the Wider World, whilst the vertical approach looks closely at specific topics for each.
- As part of the PSHE curriculum, staff, parents and students will undertake a standardised bullying survey at least once a year and based on the results implement additional programming to address any identified needs.
- October is **Upstander! Month** allowing for a small student group to take **Anti-bullying training** with **The Family Resource Centre** and become a student upstander.

In addition, the school aims to:

- Ensure that all incidents are treated seriously and dealt with immediately.

- Have expectation that all staff will report incidents of bullying that have been witnessed.
- Have in place a clearly understood and accessible protocol for students, staff, and parents to raise concerns on bullying.
- Report the results of the bullying survey and any aligned plan of action to necessary parties.
- Ensure that the school leader is supported to:
  - Manage bullying prevention initiatives.
  - Investigate alleged bullying reports.
  - Document actions, intervention for all involved.
  - Develop and manage training database to ensure that all staff are aware of the policy and equipped with the tools to fulfil the mandate of this policy.

Cyberbullying is a growing problem worldwide. It may happen in school, and we must be vigilant. All students, staff, parents, and stakeholders must know this. Activities that will assist in this awareness-raising initiative include, but are not limited to:

- Include cyberbullying (and “sexting” where age suitable) in general discussion with students, staff, and parents about bullying prevention and/or cyber safety;
- Save all emails and virtual communication of harassment;
- Educate onlookers about how to intervene with cyberbullying on social platforms, cell phones, emails, and all forms of virtual communication;
- Educate parents about how to block specific email addresses from instant messaging and chat and how to report complaints to the internet service provider;
- Change email addresses if the harassment carries on;
- Direct parents to contact the Royal Cayman Islands’ Police Force if threats are violent or sexual.

#### **A. Curriculum**

Based on the school Anti-bullying Regulation, 2022, Cayman Learning Centre & School will provide appropriate instructions on bullying prevention in each grade. We will create or adopt an evidence-based curriculum that emphasizes social, emotional, and academic growth in a strong and safe school community including **The Zones of Regulation, Zippy’s and Apple’s Social Emotional Literacy Programme, Dojo and GO ZEN! character development and Theraplay.**

#### **B. Professional development**

CLC&S will provide annually professional development to all staff members that will review the school policies and procedures. Our school will respond promptly and effectively to reported incidents of bullying.

#### **C. Parent Participation and Partnership**

School leaders shall, in collaboration with other agencies, provide opportunities and encourage parents to participate in prevention efforts with their children in meaningful and relevant ways that address their children's academic, social, and health needs.

The school leader shall guide resources and support for parents by linking them with internal support and referral to community-based resources as needed. Teachers must involve parents in their anti-bullying efforts in a variety of ways. The parent training guidance can include but not be limited to videos, PowerPoint presentations, etc. Other options include:

- Letter to parents
- School newsletters

- Assembly
- Community-based resources and providers are found in Appendix H

### C. Responses to bullying

**Appendix A** provides a flow chart depicting the response for responding to bullying. The following steps will be considered:

1. On receiving a report of an allegation of bullying or on witnessing conduct which appears to be bullying or retaliative action, staff at Cayman Learning Centre & School will, at the earliest possible opportunity, investigate the circumstances surrounding the conduct (See **Appendix F: Investigation Steps**).
2. All Staff and volunteers **must report in writing** any allegations of bullying. All incidents will be inputted into the Schools Information Management System for parties involved (see **Appendix E: Bullying Record Form**).
3. When staff suspect or know a person has been targeted, they are to follow the **10 Steps to Safety** (see **Appendix B**).
4. Depending on the level of bullying, the aggressor may be required to complete **Restorative Practice Report** (See **Appendix C**).
5. Staff may complete a **ABC Behaviour Strategy Documentation** to further investigate the function of the behaviour (See **Appendix D**).
6. For repeated and serious offenses, parents/legal guardians of the students may be involved and encouraged to participate in prevention efforts and reach out to **community-based resources** (see **Appendix H**) including counselling support to address the needs of the various parties involved in the bullying.
7. If the school leader is of the opinion that the conduct falls within the scope of the criminal law, the police, MASH and/or any other relevant agency will be contacted.
8. A school leader may also refer a bullying incident to the Department of Education Services or Private school Association for directions.

### D. Evaluation of Service Effectiveness

Evaluations to determine the effectiveness and efficiency of the services being provided will be conducted annually through various data collection methods such as surveys including students, parents, and staff. CLC&S will use this data for strategic planning going forward including necessary changes to the PSHE curriculum to focus on student and/ or school community needs.

### E. Referral for Intervention

After an investigation, the school leader can make the necessary referral for intervention for all parties involved (where applicable). A school leader shall notify the parents promptly, document evidence, and record actions for intervention (see appendix E). Interventions to be considered include, but are not limited to:

- Internal/external counselling support to address the needs of the victims of bullying.
- School inclusion/behaviour interventions to address the behaviour of the perpetrator of bullying including internal suspension that includes restorative practices (eg. Social-emotional literacy skills including empathy and tolerance training, anger management etc).
- Intervention which includes assistance and support provided to parents.
- Analysis and evaluation of school culture with resulting recommendations for interventions aimed at increasing peer ownership and support.

At CLC&S, all reported bullying incidents are entered into the school information management system (i.e. SIMS).

## **9. Investigation, reporting and recording of Bullying Incidents**

### **Access to reporting**

All stakeholders are given an opportunity to report bullying:

- Students are encouraged to share all bullying concerns with family, friends, and school staff. They can share with the peers who have undertaken Upstander! Anti-bullying training, anonymously by submitting concerns to the Worry Box, with a teacher, and/ or the principal. Upstanders are required to share any bullying concerns with staff.
- Parents participate in surveys on their child's wellbeing and are encouraged to contact their child's schoolteacher via email or arrange a time to meet with a member of staff to discuss concerns.
- The school will aim to provide families with access to policies and procedures along with a means to report concerns on the school's website.
- Teachers report behaviours through a WhatsApp group, which is then transferred into the school's MIS system. Once a trend is recognised, teachers will access Bullying Report Record Form in the teacher's policy file.

### **Steps in the Investigation (within 24 hours from the time the report is made):**

Appendix F provides support regarding the 'investigation steps.

The school leader is encouraged to ask open-ended questions to enable students/staff to describe what happened in their own words.

- The school leader will ensure that each student or staff is accorded a safe and respectful environment to meet.
- Where an incident of bullying or retaliation involves students from more than one school, the school leader first informed of the bullying or retaliation shall, within twenty-four hours.
- See appendix F for further guidance and support material. – this is **Investigation Outcome**

After concluding an investigation under regulation 6, the school leader shall, within **seventy-two hours**, communicate in writing the outcome of the investigation to:

- The parents of the students who were the subject of the investigation; and
- The person who made the report, unless the school leader is of the opinion that it would not be appropriate to do so.

### **Reporting**

At CLC&S, all reported bullying incidents are entered into the school information management system (i.e., SIMS) or another database system that is used to store student data so that both whole school and national data can be captured and scrutinised. Students must report bullying to any school staff or volunteer (as applicable). All staff and volunteers are required and must report in writing, any allegations of bullying. Failure to report will result in action(s) or discipline, 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.

**A school leader shall**

- On receiving a report of an allegation of bullying or retaliation;
  - On receiving a report with respect to a suspicion of bullying or retaliation; or
  - On witnessing conduct which appears to be bullying or retaliative action.
- 
- Immediately investigate and record in writing the circumstances surrounding the conduct and take such measures as are appropriate to protect, during the investigation, the student who is alleged to have been bullied.
  - Within **twenty-four hours** after receiving a report or witnessing conduct, **must** notify the parents of the students involved in the bullying or retaliative conduct if, in the opinion of the school leader, doing so would not result in harm to either the perpetrator of bullying or the target; and any other relevant agency if the school leader is of the opinion that the issues identified in the report should be referred to another agency.  
The information to be disclosed by the school leader when providing the notification under the Anti-Bullying (School) Regulations, 2022:
    - the day on and (if known) the time at which the bullying or retaliation incident occurred;
    - the nature of the conduct that constituted the bullying or retaliation;
    - the nature of the harm to the student who was the victim of the bullying or retaliation conduct; and the measures taken or to be taken to respond to the report.
  - A school leader may refer a bullying incident to the relevant authority for (as applicable) determination.

The communication referred to under the Anti- Bullying (School) Regulations, 2022 shall include:

- The findings on whether the allegations of bullying and retaliation are substantiated;
- The steps taken or proposed to be taken to protect the student who was bullied or retaliated against;
- The support that will be provided to the student bullied in response to the harm that resulted from the bullying or retaliation; and
- The student who engaged in the bullying or retaliation; and
- The disciplinary action, if any, imposed or to be imposed in response to the bullying or retaliation;
- **A school leader shall notify the relevant authority where a parent refuses to participate in any bullying intervention program and it is believed that the interests of the student might be adversely affected;**

**10. Complaints and Appeals**

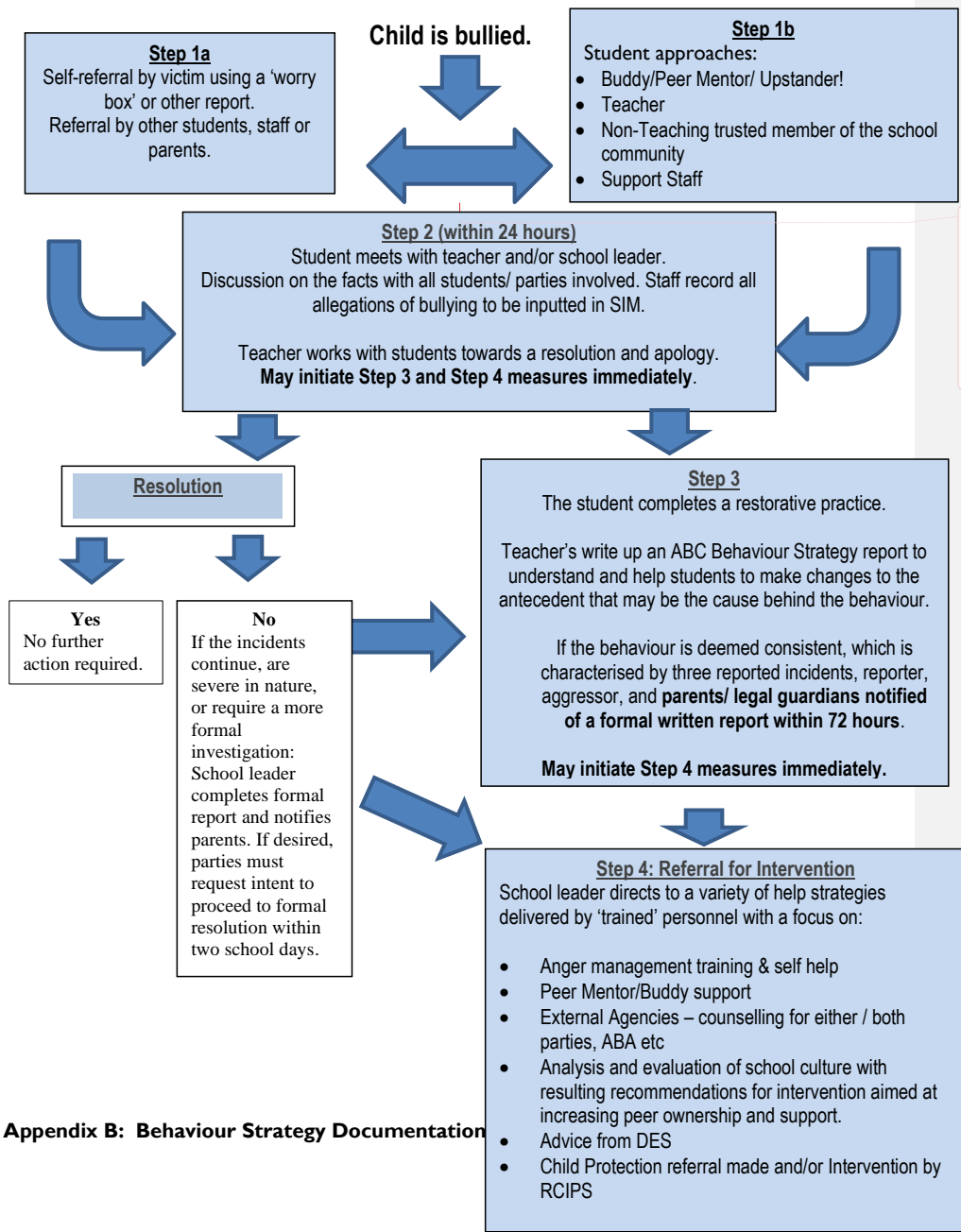
If parents/guardians or any member of the school community has a complaint or wants to appeal the outcome of an anti-bullying investigation, this should be brought to the attention of the school leader and/or the responsible authority. The complaint or appeal should be made in writing. The school leader and/or the responsible authority 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 the complaint or the appeal can be made to the Ministry of Education's Chief Officer or the Chief Officer's designate in accordance with the Ministry's policy and guidelines.

**11. Pathways of help – see attached appendixes.**

APPENDICES

Appendix A: Procedures at CLC&S for Reporting Bullying



**Commented [WS1]:**  
Thank you for providing the flowchart. However, I kindly request that the language used aligns precisely with the wording found in the policy and regulations. The stipulated response time for the initial report is 24 hours, and after the investigation, a formal, written response to parents/guardians should be issued within 72 hours. It is essential to adhere strictly to these timeframes, not using terms like "1 working day" or "5 working days." Given the potential harm caused by bullying, it is imperative that we follow these response time frames to ensure the safety of our children.

Appendix B: Behaviour Strategy Documentation

## APPENDICES

### Responding to Bullying

#### When a person has been targeted, follow the 10 Steps to Safety:

1. **Validate the individual's right to physical and emotional safety:** "You have a right to feel emotionally and physically safe, and we will help you be sure you can have that."
2. **Share your experiences with bullying (as a target or bystander) (if applicable).** It can help the individual not feel so alone; they might be surprised to learn that an adult they respect could have been targeted.
3. **Ensure there is nothing wrong with the target:** "You've done nothing to deserve this; the individual exhibiting bullying behaviors is at fault."
4. **Validate feelings.** "That must hurt. I remember how hard that was when I was...."
5. **Provide protection.** For a student, provide increased adult supervision of the young person throughout their day; build a protective peer network around them through cross-age buddy pairing.
6. **If you're the parent, tell the school what's happening.** With the school, you can develop an action plan.
7. **Talk to parents of both targets and individuals exhibiting bullying behaviours:** Talking to parents of individuals exhibiting bullying behaviors should be done by the school, not the target's parent(s). It might escalate the behavior for a parent to go directly to the parent(s) of an individual exhibiting bullying behavior.
8. **Get the target and individuals exhibiting bullying behaviors to help.** Counseling may be necessary for both parties. Help both parties develop social skills and learn new behaviors. Reassure the target that s/he did nothing to create the problem; explain a few ways you can help them to be more effective in the situation and make friends and allies.
9. **Speak to the individual exhibiting bullying behaviors in private.** Be firm about what is acceptable and unacceptable behavior.
10. **Intervene immediately.** Waiting to deal with a problem might be interpreted as an adult condoning it. Instead, build empathy by focusing on bystanders and their role in protecting and intervening when safe.

#### What Not To Do!

1. **Do not tell the person being bullied to:** "Toughen up!" Fight back, "Just avoid him/her.", Try to solve the problem themselves.
2. **Do not confront the individual exhibiting bullying behaviors or the target in front of their peers.** Research shows this sort of attention might worsen the problem by elevating the individual exhibiting bullying behaviors' prestige and sense of power and diminishing the person being bullied.
3. **Do not ignore the incident.** Inaction will be perceived as condoning it.
4. **Do not try to mediate the problem between a target and an individual exhibiting bullying behaviours.** The power imbalance makes this approach very ineffective and unsafe.



## APPENDICES

### Appendix C: Restorative Practices Incident Report

#### Restorative Practices Incident Report



What happened?

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What were you  
thinking at the  
time?

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What have you  
thought about  
since?

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Who was  
affected and  
how?

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How can you  
make things  
right?

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## APPENDICES

### Appendix D: ABC Behaviour Strategy Documentation



#### ABC- Behaviour Strategy Documentation

Name:

Date:

Antecedents	Behavior	Consequences/ Functions	Strategies	Comments
	<ul style="list-style-type: none"> <li>a) Disruption</li> <li>b) Elopement</li> <li>c) Incontinence</li> <li>d) Non-compliance</li> <li>e) Obsession/ Compulsion/ Ritual</li> <li>f) Physical Aggression</li> <li>g) Property Destruction</li> <li>h) Self-Injury</li> <li>i) Sexual Inappropriateness</li> <li>j) Threatening Behavior</li> <li>k) Tantrum/ Meltdown</li> <li>l) Verbal Aggression (threats/ <b>bullying</b> tactics)</li> </ul>	<ul style="list-style-type: none"> <li>a) Obtaining a desired object or outcome</li> <li>b) Escaping a task or situation</li> <li>c) Getting attention, either positive (<i>praise</i>) or negative (<i>yelling</i>)</li> <li>d) Trying to self-calm, self-regulate or feel good (<i>sensory input</i>)</li> <li>e) Blocking or staying away from something painful or bothersome (<i>sensory avoidance</i>)</li> <li>f) Responding to pain or discomfort</li> <li>g) Attempting to gain control over an environment or situation (<i>self-advocacy</i>)</li> </ul>	<ul style="list-style-type: none"> <li>1) <b>Adapt the Environment</b> <ul style="list-style-type: none"> <li>a) Organize and provide structure</li> <li>b) Inform transactions and changes</li> <li>c) Use Visual Support</li> <li>d) Provide a <i>safe</i> place to calm down</li> </ul> </li> <li>2) <b>Positive Behavior Supports</b> <ul style="list-style-type: none"> <li>a) Celebrate successes</li> <li>b) Validate concerns /emotions</li> <li>c) Provide clear expectations of behavior (Tell-Show-Do)</li> <li>d) Alternate Tasks</li> <li>e) Provide access to breaks when requested</li> <li>f) Set up reinforcement systems</li> <li>g) Use positive/ proactive language</li> </ul> </li> <li>3) <b>Teach Skills and Replacement Behavior</b> <ul style="list-style-type: none"> <li>a) Teach social and self-management skills</li> <li>b) Help give language to what he is feeling</li> <li>c) Teach to recognize the triggers for behavior and ways to avoid or cope with these when occur</li> <li>d) Teach adaptive skills by using systematic instruction and motivation</li> </ul> </li> </ul>	

## APPENDICES

### Appendix E: Bullying Record Form



#### Bullying Report Record Form

This should be completed to record an incident of bullying, suspected bullying or alleged bullying and returned/sent into the school leader/ of the victim's home school.

<b>Date of Incident:</b>	Click here to enter a date.	<b>Time of incident:</b>	Enter time here.	<b>Repeat incident?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<b>Interviewer name and title:</b>	Click here to enter full name.		Click here to enter job title.			
<b>Location of incident (tick all that apply)</b>						
<input type="checkbox"/> On bus <input type="checkbox"/> Classroom (specify) <a href="#">Click here to enter text.</a>   <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): <a href="#">Click here to enter your full name</a>						
<b>Who is reporting?</b>			<b>Type of bullying:</b>			
<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"/> Police <input type="checkbox"/> School nurse <input type="checkbox"/>
<input type="checkbox"/> Aggressor/ alleged perpetrator	Enter your full name					
<input type="checkbox"/> Victim/target	Enter your full name					
<input type="checkbox"/> Anonymous						
<b>Name(s) of victim/ target</b>		<b>Name(s) of aggressor/ alleged perpetrator</b>		<b>Names(s) Witnesses/ bystander</b>		
<b>Bullying behaviour (tick all that apply)</b>						
<b>Verbal bullying</b>		<b>Physical bullying</b>		<b>Cyber bullying</b>		<b>Social bullying</b>
<input type="checkbox"/> Taunting/ridiculing		<input type="checkbox"/> Shoved /pushed		<input type="checkbox"/> Email		<input type="checkbox"/> Told lies

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<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			
<b>Description of incident witnessed:</b>			
Click here to enter text.			
<b>List evidence of alleged bullying ( I.e., letters, photos, etc.; attached if possible)</b>			
Click here to enter text.			
<input type="checkbox"/> 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	

**APPENDICES**

**Appendix F: Investigation Steps**

CLC&S: Investigation Steps

Steps in the investigation	Date dd/mm/year	Initials
1. Receive and or / complete the schools bullying reporting form. Document reports and intervention. Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	
2. Interview the person that made the report within 24 hours (assure students that his/her name will be kept confidential). Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	
3. Interview the suspected victim within working 24 hours. Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	
4. Contact the suspected victims parent(s) / guardian(s) within 24 hours. Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	
5. Interview the alleged aggressor within 24 working hours and have the accused prepare a written response to the compliant and record receipt. Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	
6. Contact the alleged aggressor /student's parents(s)/ guardian(s) within 24 working hours. Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	
7. Interview any person who witnessed the bullying incident, as knowledge of the bullying incident, or who may have related information. Complete and have this person sign the witness statement. Comment:	<a href="#">Click here to enter a date.</a>	

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Click here to enter text.		
Witness #1 name: <a href="#">Click here to enter a date.</a> Witness #1 name: <a href="#">Click here to enter text.</a> Witness #1 name: <a href="#">Click here to enter text.</a>  Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	
8. Document the findings of the investigations, and any corrective action consistent with the school discipline matrix and specified data system within 72 hours.  Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	
9. Notify all parties in writing of the final decision within 72 hours along with their right to appeal to the school leader/ governing body. Maintain all documentation on file.  Comment: <a href="#">Click here to enter text.</a>	<a href="#">Click here to enter a date.</a>	

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Appendix G: Invetigation Report and Intervention Form



Bullying Investigation Report and Intervention Form

This form should be completed by a school leader after completing the investigation of an allegation of bullying.

Today's date: <input type="text" value="Enter a date"/>		
Name(s) of target	Age	Year Group
<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>
<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>
<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>
<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>
Relevant demographic information or identity of target:		
Name(s) of alleged aggressor	Age	Year Group
<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>
<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>
<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>
<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>	<input type="text" value="Click here to enter text."/>
<b>Findings:</b> This incident did / did not constituted bullying because the following criteria have been met: There has been the repeated use by one or more students of a written, verbal, electronic communication, physical act, gesture, or any combination thereof, directed at a target.		
One or more of the following outcomes apply to this situation: ( check all that apply)		
<input type="checkbox"/> Caused physical or emotional harm to the target or damage to his or her property		
<input type="checkbox"/> Placed the target in reasonable fear of harm to him or herself or of damage to his or her property		
<input type="checkbox"/> Created a hostile environment at school for the target		
<input type="checkbox"/> Created a hostile environment at school for the target		
<input type="checkbox"/> Infringing on the rights of another student to participate in or benefit from any school activity or service		
<input type="checkbox"/> Damaging the reputation of another student;		
<input type="checkbox"/> Other: <input type="text" value="Click here to enter text."/>		

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Intervention / Support				
Action / Service	Persons Responsible	Start Date	End date	Outcome
Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter a date.	Click here to enter text.
Incident Follow-up conference				
Conducted by: (a school leader)	Click here to enter text.	Date:	Click here to enter a date.	Time:Click here to enter text.
People present:				
<input type="checkbox"/> A school leader(s)Click here to enter text.	<input type="checkbox"/> Social workerClick here to enter text.	<input type="checkbox"/> Counsellor	Click here to enter text.	
<input type="checkbox"/> Student(s)Click here to enter text.	<input type="checkbox"/> Parent(s)Click here to enter text.	<input type="checkbox"/> Teacher(s)	Click here to enter text.	
<input type="checkbox"/> School psychologist	<input type="checkbox"/> WitnessesClick here to enter text.	<input type="checkbox"/> Other	Click here to enter text.	
Comments: Click here to enter text.				
Additional Actions / Notes:				
Click here to enter text.				

Names & Signature of attendees:

Print Name	Signature	Date



## APPENDICES

### Appendix H: External Resources on Islands

**The Human Rights Commission:** <https://www.humanrightscommission.ky/anti-bullying-a-guide-for>

**The Counselling Centre:** <https://www.dcs.gov.ky/tcc/the-counselling-centre-programs>

- The Counselling Centre offers primarily short-term counselling, to help clients to address mental health issues that include depression, anxiety, addictions, current and/or historical abuse/trauma, interpersonal/family conflict, adjustment and more.

**The Family Resource Centre:** <https://www.dcs.gov.ky/frc/family-resource-centre-snap>

- The core **SNAP programs**, SNAP Boys and SNAP Girls, are gender-specific programs for children ages 6-11 experiencing disruptive behaviour problems
- **Parent Coaching** is an individualized support service facilitated by ACPI Certified Parenting Coaches to help address parenting concerns and accomplish family goals.

**Aspire:** <https://www.aspire.ky>

- A specialist psychological health provider focused on working with children and adults who have complex additional needs due to trauma, disability, neurodiversity, being 'looked after' foster children or care leavers and/or other differences. They offer psychological assessment, therapeutic intervention, mental health and trauma-informed services.

**The Wellness Centre:** <https://wellnesscentre.ky/>

- Specialties include Clinical Psychologists, Mental Health Counsellors, Play Therapists, Marriage and Family Therapists and Behavioural Specialists.
- Supportive Outreach Services (SOS) provide ABA based support in the community for parents and teachers. This practical hands-on approach uses the science of ABA to help parents and teachers improve behaviour so child's learning and independence can emerge.

**Cayman ABA:** <https://www.caymanaba.com/>

- Focused ABA refers to treatment provided directly to the client for a limited number of behavioral targets. It is not restricted by age, cognitive level, or co-occurring conditions.
- Focused ABA treatment may involve increasing socially appropriate behavior (for example, increasing social initiations) or reducing problem behavior (for example, aggression) as the primary target.

**KidsAbility:** <https://kidsability.ky/clinical-psychology/>

- Clinical Psychologist conducts a variety of assessments such as; cognitive, academic, emotional, behavioural, social functioning and neurodevelopment.
- Clinical Psychologist can help your child work through difficulties Attention and Concentration, Anxiety Depression, lack of self-esteem, obsessions/ compulsions

**The Cayman Islands Crisis Centre** operates its **Kids Helpline** from 3-6pm Monday, Wednesday, and Friday: 649-KIDS (5437).

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### Additional resources: Anti -Bullying Prevention and Intervention 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.kzoo.edu/psych/stop_bullying/resources/websites.html)
- <http://www.doe.mass.edu/bullying/#4>
- <http://www.clemson.edu/olweus/>