

# Anti-Bullying Policy

## June 2022

### Vision

Inspiring kind and joyful learning communities who use innovative thinking to build a mindful and sustainable world.

### Mission

Verita ensures that kindness is the centre of everything we do. Deeply committed to international and intercultural understanding, Verita provides an academically engaging, inquiry-based educational approach.

Our responsibility is to whole-heartedly assist our students to develop the social-emotional and academic skills necessary to live meaningful, fulfilled, and happy lives.

### Preamble:

Verita International School is an institution which aligns with the CIS Code of Ethics and the UN Conventions of the Rights of the Child (UNCRC).

The CIS Code of Ethics highlights that we, as a school, are expected to:

- Fulfil the promises stated in their guiding statements, policies, contracts and promotional materials.
- Strive for excellence.
- Nurture a culture of care in which the education, safety and well-being of students and others are paramount.
- Comply with applicable laws and regulations.
- Respect the dignity and equality of all individuals, groups and cultures.
- Promote global citizenship.

As a school which aligns with the UNCRC, we make an effort on upholding the 45 articles of the convention in our school; please refer to the UNCRC articles [here](#).



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## Anti-Bullying Policy Statement

Verita International School acknowledges its responsibility to protect all students against bullying. The aim of Verita's Anti-Bullying Policy is to prevent bullying of any sort and to ensure that every member of the school community can operate in a supportive, caring and safe environment without fear of being bullied.

All members of the community, including trustees, teaching and non-teaching staff, students and parents should have an understanding of what bullying is and be familiar with the school policy on bullying, therefore the aim of the policy is to:

- To demonstrate that the school takes bullying seriously and that it will not be tolerated;
- To take measures to prevent all forms of bullying in the school and on off-site activities;
- To support everyone in the actions to identify and protect those who might be bullied;
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying;
- To promote an environment where it is not an offence to tell someone about bullying; or
- To promote positive attitudes in pupils (including assertiveness training).

This policy should be read in conjunction with the school's policies on equal opportunities, behaviour, exclusion, expulsion, removal and review and our moral, social and cultural development of students.

## Definition of Bullying

Bullying is defined by the school as any behaviour that is:

- Repeated;
- Intended to hurt someone either physically or emotionally or radicalise; and
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation.

Examples of unacceptable behaviour include:

- Physical (including sexual) assault;
- Verbal abuse, by name calling, teasing or making offensive remarks;
- Cyber-bullying, which is defined as the use of IT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail. (see school's IT Policy for full details);
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours;
- Evidence or threat of forced marriage or FGM; and
- Attempts to radicalise children.

Pupils may be picked on for a variety of reasons. These include being members of a protected category as defined by the *Equality Act 2010*. Bullying is often motivated by prejudice. Studies show a weight of evidence that those being bullied find it difficult to defend themselves (often due to



age, position and/or capability either physical, emotional or verbal), and often seemingly minor instances of harm can be hugely exacerbated by them being repeated over a period of time.

Bullying may also involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone, or by third parties ignoring it. It may be overt and intimidatory, but is also often hidden and subtle.

Within the Verita International School community, which is drawn from many different parts of the globe, there are a wide range of students and so bullying is rarely the result of simple gratification (whether violence or sexual), but can be linked to pre-existing inter-cultural animosities. This policy covers every possible aspect of a person's characteristics, including (but not restricted to) actions or comments that are:

- Racist;
- Religious;
- Cultural;
- Ethnic;
- Homophobic;
- Transphobic;
- Sexist;
- Sexual;
- Which focus on disabilities or other physical attributes (such as hair colour or body shape);
- Make any reference to special educational needs.

## **Why Bullying Must be Dealt With**

The seriousness of bullying cannot be emphasized enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school.

Bullying is also a major concern of young people themselves. Bullying makes the lives of its victims a misery; it undermines their confidence and self-esteem, destroys their sense of security, and can also be psychologically damaging. Bullying often severely impacts on its victims' attendance and attainment at school, marginalizes those groups who may be particular targets for bullies, and can have a lifelong negative impact on some young people's lives. At worst, bullying has been a factor in student suicide.

Bullying, therefore, is an anti-social behaviour, is unacceptable and will not be tolerated by the school. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

## **Promotion of Positive Behaviour**

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognized that the consequences of them being allowed to 'get away with it' can be detrimental to them, as well as to their victim. All students at Verita, therefore, deserve the opportunity to be helped to understand what acceptable behaviour is. Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.



Consequently, the school promotes a programme promoting positive behaviour for all age groups. Students are educated through assemblies, in class and through drama to raise awareness, with discussions of differences between people and the importance of avoiding prejudice. Staff should encourage students at all times to behave in an acceptable manner and include elements of this both within lesson plans and during the conduct of all activities on school property or whilst representing the school on any trip, visit or sports fixture.

## What to Look For

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Members of staff and all members of the community must be alert to the signs of bullying at all times. Community members must act promptly and firmly against it, in accordance with this school policy. Surveys have shown that in the vast majority of bullying incidents, most people involved knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to take action. This is not acceptable and in the case of members of staff is likely to lead to disciplinary action, which could be deemed gross misconduct.

## Responsibilities

### **Board of Governance**

The Board of Verita will liaise with the Director and designated teacher/ School Counsellor over all anti-bullying strategies, and individual cases where appropriate.

The Board will discuss, review and endorse agreed strategies on the initiative of the nominated governor, and in any case will discuss the Director's report on the working of this policy.

### **Director**

The Director has a duty to draw up procedures to prevent bullying among pupils. The Director will:

- Ensure that all staff have an opportunity of discussing strategies and reviewing them;
- Determine the strategies and procedures;
- Discuss development of the strategies with the leadership group;
- Ensure appropriate training is available;
- Ensure that the procedures are brought to the attention of all staff, parents and pupils; and
- Report annually to Verita's Board.
- Be responsible for the day-to-day management of the policy and systems;
- Ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- Keep the School Counsellor informed of incidents;
- Arrange relevant staff training;
- Determine how best to involve parents in the solution of individual problems.



**Teacher's and all support staff will:**

- Be responsible for ensuring that the school's positive strategies are put into practice; and
- Know the school's procedure and deal with any incidents that are reported.
- Be responsible for liaising with the School Counsellor over all incidents involving pupils they teach or are simply responsible for in their role in 'loco parentis' (the place of the parent);
- Be involved in any agreed strategy to achieve a solution; and
- Take part in the anti-bullying programme and SEL course.

**All Staff will:**

- Know the policy and procedures;
- Be observant and to ask pupils what is happening to them;
- Deal with incidents according to the policy;
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity; and
- Participate in the SEL course.

**Types of Conduct to Look for**

- Actual physical violence;
- Threat of physical violence verbally or by gesture and stance ('body language');
- Verbal comments or taunting, generally and specifically of a racial, cultural or sexual nature;
- Sexual harassment: undesired physical contact or sexually explicit comment;
- The spreading of malicious comment and rumours;
- Deliberate social exclusion; and
- Sudden change in patterns of behaviour and attendance.

**Significant pointers worthy of investigation (without undue pressure) are:**

- Bruising injuries to arms or face;
- Students who have 'lost' money;
- Students who seem to run a lot of 'errands' for others;
- Students who seem to be isolated from a former grouping; and
- Students giving improbable reasons for any of the above.

**What to Do**

Should you become aware of any instance of bullying, staff members must follow the procedure below.

**Discuss with the Student**

Students who feel themselves to be the victims of bullying can and must be assured:

- That immediate steps will be taken to ensure that the bullying situation ceases, and that no recriminations follow from them reporting the circumstances;



- That they will not be viewed or portrayed as weak or inadequate for complaining;
- That they will not be unduly pressurised to reveal details they do not wish to divulge; and
- That, where appropriate, it is school policy to bring together the complainant and the bully for discussion and resolution, but that no pressure will be applied if they do not wish this.

### **Strategies Available to Staff**

- Supporting the victim by offering your friendship and making it clear that in your opinion what is happening to them is wrong;
- Encouraging them to speak out on their own behalf by confronting the bully with you present, or with their permission, confront the bully yourself; and
- Accompanying the victim to a trusted adult, or suggest that you see their class teacher/tutor on their behalf.

### **As in any student interview situation:**

- Do not press insistently for details the student feels unwilling to give at this stage; and
- Explain to the student that you do not keep confidences – like any other professional you reserve the right to pass on information to other professionals, who will keep it in confidence between themselves on a 'need-to-know' basis.

However, in the specific case of bullying, it is legitimate to protect the anonymity of a student who reports bullying of a third party, but not to withhold the information from the Designated Safeguarding Lead.

### **Deal with the Bully**

Once you have established the nature of the incident and discussed it with the victim, staff must broach the subject immediately in a manner suitable to both the seriousness of the allegation and the wishes of the victim.

### **Report to the Designated Safeguarding Lead (or their Deputy)**

The Designated Safeguarding Lead must then be informed about the incident and what actions you have already taken. In most instances this will require a detailed written report.

The Designated Safeguarding Lead will then conduct an investigation in person or delegate the investigation to an appropriate senior member of staff (see sections 9 and 10).

There is a wealth of information available to support schools across the world. It can be accessed through the UK [Department for Education website](#)

Ofsted in the UK has also published a report on bullying in schools *[Bullying: Effective Action in Secondary Schools](#)* following a survey of secondary schools and local authorities. It includes pupils' accounts of bullying and their views on how it might have been prevented. It offers advice to secondary schools on how to set about tackling bullying.



## Dealing with those accused of bullying

All attempts will be made to counsel those who bully others:

- They may not realise the effect their conduct has on others;
- They may not see their actions as 'bullying' within their own cultural setting; and
- Positive behavioural modification rather than condemnation is our overall aim.

Discuss the effects their behaviour is having on others with them and monitor the situation to ensure progress is being made. Be aware that there are occasions when the bullying continues but in a different, less overt manner. Regular checks should therefore be made to ensure the problem has been alleviated.

However, at all times the welfare of the bullied person(s) will be the prime consideration. Bullying is a specific breach of school rules, a breach and is subject to the standard school disciplinary procedures.

## Procedure If a Student Should Witness Bullying Behaviour

- Support the victim by offering your friendship and make it clear that in your opinion what they have witnessed is wrong;
- Encourage them to speak out on their own behalf by confronting the bully with you (or their tutor or any other suitable staff member) present, or with their permission, confront the bully yourself; and
- Ensure that they are assured that the bully is being dealt with and that there will be no further repercussions. This is particularly important if the witness was the person who reported the incident to you in the first instance and so could be viewed as having 'told tales' by the bully.

## Counselling Services Available to Students

Verita International School recognises that delivering counselling services regarding any bullying incident to both bully and victim is a vital part of the conciliation process. To this end the school has its own Counsellor to support this vital safeguarding area of school life.

Consent is not required in the context of preventative or counselling services offered directly to a child. Verita International School will ensure that communications with a child on welfare topics are clear and easy to understand regarding consent to care and processing of information.

Once an incident has been reported to the Child Protection Officer, the victim and bully will both be referred to our Counsellor, who will meet with both parties separately and devise an appropriate counselling programme. Failure to keep appointments for such counselling will subject the students concerned to the usual school discipline and Positive Behaviour Policy and procedures.

Additionally any student may request an appointment with the counsellor at any time should they feel they need to discuss any aspect of their life and work at Verita International School, as our





school recognises that discussing any relatively minor issues when they occur may stop a more major incident occurring.

All counselling sessions shall be recorded by the relevant person, and entries made on the students' records. Details should only be passed on to staff members who need to know the details in order to assist them to deliver the school's duty of care to its students.

Kidscape website gives advice on bullying for parents, young people and professionals, provides resources and runs anti-bullying, e-safety and safeguarding training for professionals working in schools.

## **Anti-Bullying Measures for Students**

Any students who feel themselves to be the victim of bullying can bring their concerns to ANY member of staff, who will then report full details to the Child Protection Officer.

If you are the victim:

- If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong;
- Share your feelings with someone else;
- If possible talk to a member of staff or your tutor about the incident.

School students may have a particular teacher they feel most comfortable talking to. If you would rather not go straight to a member of staff, talk to your friends, a mentor, the school counsellor, or any trusted adult. They may well be able to advise on an appropriate course of action, or will be able to involve other people who can. There are also people outside the school who would be willing to help.

See Second step procedures and questionnaire in the appendices section (1) and (2).

## **What Will Happen?**

All reported instances of bullying will be taken seriously.

The victim will be interviewed and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them. The victim is also given the opportunity to discuss his own reactions and behaviour towards the bully. The victim is given support and advice, and counselling is suggested if deemed appropriate.

If it is clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them.

If the tutor decides it is appropriate, or it is a student's second offence, the Pastoral Lead will become involved and the parents of the perpetrator(s) will be informed by email letter or telephone. Consequences may be applied in accordance with the school's Behaviour policy.



Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by the relevant Head of phase or key stage in consultation with the Pastoral Lead and Designated safeguarding Lead.

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive approach to educating pupils to combat it.

Parents will be informed of the policy and procedures and the possibility of permanent exclusion following gross acts of bullying.

These are minimum consequences. In very serious cases it may be necessary to make a report to the police or social services. However, it is the policy of the school to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

Reported incidents of bullying will be followed up by tutors in order to monitor that the problem has been resolved. The record of bullying offences will be reviewed by the Pastoral Lead regularly at meetings to watch for patterns and check that the policy is effective.

Notice to be displayed

**BEING BULLIED?**

IT DOESN'T JUST MEAN SOMEONE HITTING YOU, TAKING YOUR MONEY OR POSSESSIONS, MAKING YOU WORK FOR THEM, THREATENING YOU OR CALLING YOU NAMES.

IS SOMEONE SPREADING STORIES ABOUT YOU?

IS SOMEONE TRYING TO GET OTHER PEOPLE TO IGNORE YOU?

ARE YOU BEING BULLIED?

DO YOU KNOW OF SOMEONE BEING BULLIED?

THEN TELL A MEMBER OF STAFF

YOU ARE NOT 'TELLING TALES'

YOU DO NOT HAVE TO SUFFER

Bullies only get away with it because they know people don't want to be known as 'sneaks' – do the brave thing and help to prove them wrong.



## **Reporting and Recording of Bullying Incidents**

All instances of bullying must be reported by the staff member who receives the complaint to the Designated Safeguarding Lead. The report will then be recorded on the anti-bullying log, held by the DSL and also on each student's record.

The log will be reviewed periodically by the senior management team in order to ensure the effective implementation of this policy and spot any repetitive instances of seemingly low-level bullying which when taken as a whole amount to a sustained campaign of bullying. Appropriate action will then be taken.

There are laws that apply to harassment, assault and threatening behaviour. If staff feel that any offence may have been committed then it is their duty to seek assistance from the police, ensuring that the Principal is informed.

Class teachers, form tutors and key staff will be informed about the reported instances on a need-to-know basis in order to effectively monitor that the sanctions and procedures put into place following the incident are having the desired effect. This may well mean them discussing any on-going aspects of the incident with both the victim and bully. These discussions should be appended to the incident report until such time as the pastoral team or senior management team deem the incident to be closed with no further action being necessary.

## **Investigation and Monitoring Procedures**

### **Investigation**

Often the level of incident is such that it can be considered minor, recorded as such, and a watch be placed on the parties concerned to ensure there is no recurrence. In these instances, disciplinary action may still be taken against the bully, while support should always be given to the victim(s).

At times, however, it may be deemed by the DSL that the incident reported is of such seriousness that they need to investigate it further. The DSL will then conduct an investigation in person or delegate the investigation to an appropriate senior member of staff.

The findings of this investigation will be considered by the senior management team, which may call on witnesses and the staff concerned. Measures will then be taken as deemed appropriate, but should be proportionately greater than those handed out for more minor incidents.

### **Annual Student Surveys**

Annual student surveys will be used to facilitate an understanding of the level and type of bullying that students might have experienced. The results will be considered in detail by the senior management team who will provide a summary report for consideration by the board at the end of the academic year in order to review this policy prior to the start of the new academic year.



### **Training**

Verita will raise awareness of the staff through training and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The key points from this policy will be prominently displayed on school notice boards and will be discussed with students.

Anti-bullying will feature as a discussion point for school councils and feedback will be taken to SLT. It will also be revisited as necessary during class sessions to all years and reinforced in the SEL and Second Step programmes and in all other areas of the curriculum as the opportunities present themselves e.g. Drama and Physical Education. Opportunities will also be sought to allow parents to contribute to the school's actions to prevent bullying.

Specific training for staff will be required on dangerous issues such as FGM and the threat of radicalisation.

### **Monitoring and Review**

The Director will monitor the implementation of the policy. The Board will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The Director will keep and consider reports on serious incidents. The reports with the leadership group to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies.

*Date of Next Review: June 2024*

*Approved by: Richard Joannides (Founder)*



## Appendix 1

### **Constructive Consequences for Bullying**

When dealing with bullying, it is important to establish consequences that teach appropriate behavior and promote empathy for victims. Consequences should be linked to level of bullying severity.

### **Types of Consequences**

All of the following types of consequences require the involvement of adults to sign the written consequence document, check that the consequences are applied, and talk with the student about the consequences to see if he or she can learn from the experience.

### **Loss of Privileges**

Examples of loss of privileges are:

- Loss of outside privileges or restricted access to school grounds areas
- Loss of bus privileges
- Loss of seating choice at lunch

### **Restitution**

- Embodies a school value, such as respect, fairness, or caring
- Allows the person who is bullied to see him- or herself differently and form a more positive sense of identity
- Requires effort from the student who bullies, including taking time to reflect on an appropriate restitution
- Is relevant to the specific bullying situation, where possible
- Meets needs of others (for example, the need for safety or respect)
- Deters repetition of bullying because of the effort expended to make restitution and because of the learning involved
- Makes amends to the person who was bullied and/or creates a more caring, safer, more respectful school environment (see examples below)

Due to the power differential between a student who bullies and the student who is bullied, direct restitution might not be possible. However the restitution can be to help make the school environment safer, more caring, or more respectful for all students. It is critical that these types of consequences be supervised. Students can be encouraged to come up with the ideas on their own, but an adult must be involved in the performance of the activity.

Examples of appropriate restitution are:

- Creating a caring environment (sending a note, making a handmade gift, offering to help another student, tutoring younger students)
- Creating a safer environment (picking up trash, working with grounds crew on repair tasks)



- Creating a more respectful environment (modeling and encouraging respectful and inclusive games at lunch, removing graffiti)
- Community service (some forms of community service would count as restitution for bullying if they fit into the guidelines above)

### **Awareness-Raising Consequences**

Examples of awareness-raising consequences are:

- Requiring the student to read the school rules and re-teaching him or her the behaviors that fall under each rule
- Requiring the student to read a book about bullying and then write a book report
- Requiring the student to attend individual or group social-skills instruction, such as a *Second Step* lesson on communication skills taught by a teacher, counselor, or principal
- Requiring the student to make a poster about one aspect of bullying and how it could be changed
- Requiring the student to speak to the class about one or more aspects of bullying prevention (topics could be drawn from the *Second Step* curriculum)
- Assigning the student to write a letter (with an adult's help) about what he or she learned about why the bullying was "not fair, not safe, and/or made others feel bad" and describing how he or she will change the behavior.



## Appendix 2



[www.secondstep.org](http://www.secondstep.org)

### *Second Step* Middle School Student Snapshot Survey on Bullying

#### Instructions

Description and purpose: Taking a "snapshot" of your school before implementing the *Second Step* middle school program can provide information about student perceptions of bullying problems at your school. This survey queries students about the nature and location of bullying they have experienced or witnessed at school. It also asks them to describe the events following reported incidents and what staff and students can do to stop bullying in their school. Together with the Staff Snapshot Survey on Bullying, this survey was designed to gauge perceptions among students and staff of bullying problems and generate conversations about ways in which all can be part of the solution. Note: Because the survey does not address bullying comprehensively, it is not intended for use as a pre- and posttest measure.

Instructions for use: This survey can be administered by a classroom teacher, administrator, or counselor within the classroom. The survey is brief, taking approximately 10–20 minutes to complete depending on the age and writing ability of the students. We suggest reading the survey aloud to assist students who may have difficulty reading. The script found on the next page is recommended as a preface to survey administration.

Scoring: For items 1–5, scan and categorize responses. Note similarities and differences in perceptions of when and where bullying happens, its frequency, and the kinds of bullying children report seeing or experiencing. It may be helpful to consider student grade level and gender when assessing patterns of responses; for example, do sixth-graders and eighth-graders report seeing or experiencing different forms of bullying? For open-ended questions (numbers 6–10), record recurrent themes and/or create a list of responses and ideas about preventing bullying.

Interpreting results: Survey results should provide an informal picture of your school as seen through students' eyes. This can be used as a starting place for

formulating goals and priorities in your school's bullying prevention efforts.

Again, the survey was not designed to be an outcome evaluation measure (such as a pre- and posttest measure) or to make comparisons across schools.

#### Survey Administration Script

This is a survey asking for your opinions about bullying at school. There are no wrong or right answers to the questions; we are just interested in what you want to tell us.

We want your answers to be private. To keep your answers private, you are not going to put your name on the survey. Please don't say answers out loud or show your answers to others. You may skip any question that you don't want to answer. Please do not write the names of other students when answering any of the questions.

Let's look at the survey. The first question asks if you are a boy or a girl. Check your answer. The next question asks what grade you are in. Please write in your grade.

The rest of the questions ask about your experiences with bullying in this school. If you have a hard time remembering or aren't sure of an answer, just make your best guess. Raise your hand if you need help or have a question.



This survey will help us see where bullying happens in our school.

Do not write your name on this paper.

You may tick more than one answer. You do not have to answer all of the questions.

1. Are you a  boy or a  girl?
2. What grade are you in? Class \_\_\_\_\_
3. Tick the kinds of events you've seen or had happen to you at school.  
 Teased daily     Rumors spread     Belongings damaged or taken     Called names      
Left out on purpose     Bullied about something sexual     Threatened     Hit, pushed, or kicked
4. If you've been bullied at school, where did it happen?  
 Bathroom     Classroom     School bus     Hallway     School grounds  
 Walking to/from school     Lunchroom     Stairs     Through .MSN, Facebook, or twitter for  
example.     Other
5. If you've seen other students bullied, where did it happen?  
 Bathroom     Classroom     School bus     Hallway     School grounds  
 Walking to/from school     Lunchroom     Stairs     Through .MSN, Facebook ,or twitter for  
example.     Other
6. Have you ever told an adult at school that you were being bullied?  Yes  No
7. If yes, what happened after you told?
8. If no, why didn't you tell? [www.secondstep.org](http://www.secondstep.org) © 2008 Committee for Children
9. What do you think adults at our school should do to stop bullying?  
\_\_\_\_\_  
\_\_\_\_\_
10. What do you think students at our school could do to stop bullying?  
\_\_\_\_\_  
\_\_\_\_\_
11. What else could our school do that would help?  
\_\_\_\_\_

*Created and Reviewed by: Damian Ward/Verita Founder and Advisory Board  
Policy Category: Health and Safety  
Approved by Richard Joannides  
Next Review: June 2024*

