



<b>Policy Name: National Anti-Bullying (Schools) Policy</b>	
<b>Policy Code:</b>	<b>ED 32</b>
<b>Approved in:</b>	<b>May 2023</b>
<b>Next Review in:</b>	<b>May 2026</b>
<p><b>Cross References:</b> This Policy should be cross-referenced with the following:</p> <ul style="list-style-type: none"><li>• Education Act, 2016 , Part 11 – 27(1)</li><li>• Education (Amendment) Act, 2022</li><li>• Education Regulations (2017 Revisions) 2017, Part 10 – 53 (1 &amp; 2)</li><li>• Anti-Bullying (Schools) Regulations, 2022</li><li>• Ministry of Education Guidance Circular (February, 2020) - Behaviour and Discipline in Schools</li><li>• National Policy on School Discipline and Student Behaviour (2020 Revision)</li><li>• National Child Abuse and Neglect Reporting Policy, 2016</li><li>• Children Act (2012 Revision)</li></ul>	

## INTRODUCTION

The Ministry of Education ('the Ministry'), of the Cayman Islands is committed to protecting its students from bullying of any type. The Ministry believes all students are entitled to a safe, nurturing, equitable, bullying-free school experience. Accordingly, the ministry will work to ensure that every incident of bullying is investigated and specific action taken to support both the perpetrator and target in an effort to eliminate such behaviour. This policy shall be interpreted and applied consistently in all schools in the Cayman Islands.

This Anti-Bullying Policy sets out the framework within which the school community can manage issues relating to bullying behaviour and fulfill the legal requirements as set out in the Education Act and the Anti-Bullying (School) Regulations, 2022.

The Education Act, 2016, the Education Regulations, 2017, and the Anti-Bullying (Schools) Regulations, 2022 make it a legal requirement that all schools have in place an 'Anti-Bullying Policy'. The primary focus of this policy is to address student-on-student bullying.

## INTERPRETATION

**“Anti-Bullying Policy”** is the school’s Anti-Bullying Policy which is referred to under section 27A of the Act;

**“bullying”** is any repeated conduct by a student where the conduct is intended by that student to have the effect of, or is of such a nature that the student ought to know that it 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; creating an intimidating, threatening, hostile or abusive educational environment for another student;
- (e) disrupting the academic progress of another student;
- (f) damaging the reputation of another student; or
- (g) infringing on the rights of another student to participate in or benefit from any school activity or service;

**“conduct”** in relation to bullying, includes any action which is verbal, written, electronic or physical;

**“parent”** includes a legal guardian;

**“relevant authority”** means;

- (a) in the case of a Government school, the Department; or
- (b) in the case of an assisted school and an independent school, the governing body of the school or, if the school has no governing body, the owner of the school;

**“school leader”** is a person, by whatever name called, responsible for the day-to-day management of the school and for persons deployed to work at the school;

**“school staff”** includes a person employed to work at the school, either by the school or by a contracted service provider, or a person who volunteers his or her time to provide a service at the school;

**“student”** is a person who is enrolled or attends classes at a school.

## AIMS

This policy aims to:

- Set out the responsibilities of all government, assisted and independent schools to support anti-bullying.
- Establish consistent requirements regarding effective provision and practice in government, assisted and independent schools to prevent, monitor and support anti-bullying.
- Promote an understanding of the issues surrounding bullying among students, staff and parents.

## **POLICY STATEMENT**

This policy has being established to ensure adherence to the Anti-Bullying (School) Regulations, 2022, and to promote consistency nationally. In these regulations “bullying” is any repeated conduct inflicting physical harm or psychological distress on one or more students by another student/(s). All the circumstances of the conduct shall be taken into account when investigating any reported or suspected cases of bullying.

The Ministry of Education is committed to working with schools and their relevant authorities to develop safe, welcoming, supportive, and inclusive learning environments that promote the well-being of all students and staff. The Education Act, 2016, and the Anti-Bullying (School) Regulations, 2022, requires that:

- All government, assisted, and independent schools have an Anti-Bullying Policy and supporting guidance documents.
- All students and parents feel supported when bullying is reported.
- Bullying is not tolerated in any school.

## **SCHOOL ANTI-BULLYING POLICIES**

### **A School Anti-Bullying Policy must:**

- Be based on the legal requirements as set out in the Anti-Bullying (School) Regulations, 2022, the Ministry of Education’s supporting guidance documents, and include:
  - the ethos of the school
  - the roles and responsibilities of the school, students, and parents in supporting anti-bullying
  - the definition of bullying
  - protocols for dealing with incidents of bullying
  - protocols for reporting and recording incidents of bullying
  - initiatives on how to prevent bullying
  - evidence-based educational practices concerning bullying
  - evidence-based proactive measures to reduce incidents of bullying
  - procedures for the consultation, monitoring and evaluation of their policy
- Be developed collaboratively in partnership with key stakeholders.
- Be approved by the relevant authority, the Department of Education Services (DES) (as applicable), with final approval being granted by the Ministry of Education, before implementation.

## **ROLES AND RESPONSIBILITIES**

### **The Ministry of Education shall:**

- Provide national policy requirements and supporting guidance documents.
- Provide a framework as the basis for individual school's Anti-Bullying Policy.
- Provide expert advice to the relevant authorities and school leaders to support the implementation of the policy.

### **The Department of Education Services or Relevant Authority shall:**

- Establish procedures to ensure that Anti-Bullying Policies are formulated in accordance with the national policy on Anti-Bullying.
- Establish oversight mechanisms to ensure that anti-bullying policies are implemented and observed.
- Establish systems to receive and respond to reports of bullying incidents.
- Analyse bullying data termly, at a minimum, and act/support accordingly
- Provide training opportunities for school leaders, school staff, students and parents to develop their knowledge and skills in recognising, preventing and requirements for responding to bullying.

### **School leaders shall implement a school Anti-Bullying Policy that encompasses both prevention and response by:**

- Acknowledging that all bullying behaviour is a risk to be managed;
- Recognising and including in their school policy, the prevalence, risks and dangers of cyber-bullying;
- Outlining procedures to proactively prevent bullying behaviour by building students' social skills and creating a safe school environment;
- Defining mild, moderate, major and severe incidents of bullying;
- Identifying who is responsible for responding to each type of incident and the manner of that response;
- Including a guide for stakeholders on the steps to take when bullying incidents occur;
- Requiring regular data collection e.g. surveys of students regarding their perceptions of safety from bullying behaviour and requiring the information gained from such surveys to be used to identify areas for improvement;
- Providing for ongoing professional development of school staff to enable them to recognise and respond to bullying;
- Specifying, in accordance with the Anti-Bullying (Schools) Regulations, 2022, the disciplinary action required to be taken against the school leader and school staff if they breach the Anti-Bullying Policy or the Regulations;
- Providing for disciplinary action to be taken against a student/(s) who:
  - engages in bullying;
  - retaliates against another student as a result of a report made about bullying;
  - witnesses conduct which may constitute bullying or retaliation and fails to make a report to the school leader or a member of the school staff; or
  - makes a false allegation of bullying or retaliation knowing there is no basis to make the allegation;

- Providing appropriate guidance and counselling for students to prevent bullying;
- Providing support and interventions for both the targets and aggressors of bullying;
- Integrating information technology to support anti-bullying, including the use of student management systems, for data collection and analysis;
- Monitoring the success of anti-bullying strategies that have been implemented.
- Educating students on bullying, the Anti-Bullying Policy of the school and the requirements for reporting of all acts of bullying;
- Educating parents about bullying, the Anti-Bullying Policy of the school and how they can reinforce and support anti-bullying at home;
- Maintaining an accurate record of relevant information and statistics on acts of bullying, reports of bullying and outcomes of anti-bullying interventions.
- Reporting bullying statistics to the DES/Relevant Authorities (as applicable), and the Ministry as required at the end of each school term
- Being accountable to the DES/Relevant Authorities (as applicable), and the Ministry for requirements in responding to all incidents of bullying.
- Establishing a system for confidential reporting of bullying by students;
- Establishing guidelines for parents to report bullying;
- Encouraging communication between parents, legal guardians and the school to share information about bullying behaviour;
- Encouraging students to report bullying, and provide a safe environment to do so;
- Ensuring all teachers and other school staff take all incidents of bullying seriously and know how to respond appropriately.
- Ensuring its Anti-Bullying Policy, procedures and programmes are distributed and readily accessible to school staff, students, and parents by:
  - publishing them in multiple ways; and
  - ensuring they are concise and clearly written
- Ensuring that prior to implementation, the school's Anti-Bullying Policy is approved by the relevant authority, and the Ministry of Education.
- Referring to the relevant authorities any parent who refuses to participate in any bullying intervention program that is believed to be in the best interests of the student(s).

**Parents / guardians shall:**

- Be informed and remain up to date with the Anti-Bullying Policy requirements
- Attend scheduled meetings to resolve the issue(s) related to their child's involvement in acts of bullying,
- Follow the reporting guidelines of the policy
- Allow their children to participate in agreed interventions
- Support and participate in the school's programme(s) that is geared towards creating a safe environment for all students.

### **School staff reporting**

- All members of the school staff, including volunteers, have a 'duty of care' towards each student in a school and shall immediately report any act of bullying or retaliation that:
  - has been witnessed by, or that has come to the attention of, the member of the school staff; or
  - the member of the school staff reasonably suspects to have occurred.
- A report made under this regulation shall be supported by a written statement of the observations, information and opinions surrounding the act of bullying or retaliation.
- A member of the school staff shall make a report, as required, about any act of bullying or retaliation to:
  - the school leader; or
  - the relevant authority.

### **Student reporting**

- A student shall immediately report, as required, to the school leader or a member of the school staff any act of bullying or retaliation witnessed by the student, or that has come to the student's attention.
- A report made under this regulation shall be supported by a written statement of the observations, information and opinions surrounding the act of bullying or retaliation.
- Students shall engage with educational opportunities with regard to bullying including specific programmes that promote and support anti-bullying.

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A MODEL SCHOOL ANTI-BULLYING POLICY

(Date, 2023)

**School’s Anti-Bullying Policy**

(Sample front cover)

..... School

*Approved and adopted - Date .....*

This policy has been developed and implemented in consultation with the whole school community including students, parents/guardians, staff, **[Insert either the Department of Education Services (DES) representatives or governing body]** and partner agencies.

*Review Date .....*

SIGNATURES

.....  
**Student(s)**  
**(via the Student Council)**

.....  
**School Leader/ Principal**

.....  
**[Insert either DES Senior School Improvement Officer or Head of Relevant Authority**

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## **Introduction**

**At .....school** we aim to provide a safe, caring 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 have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel insecure.

## **Roles and Responsibilities**

### **Role of the relevant authority and school leader**

- The role of the relevant authority, in relation to a school, 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.
- A school leader is responsible for the implementation and oversight of the Anti-Bullying Policy and all related procedures and programmes.

## **Terms Defined:**

- **“Anti-Bullying Policy”** is the school’s Anti-Bullying Policy which is referred to under section 27A of the Education Act, 2016;
- **“bullying”** is any repeated conduct by a student where the conduct is intended by that student to have the effect of, or is of such a nature that the student ought to know that it would likely have the effect of —
  - causing physical, emotional, psychological or social harm to another student;
  - placing another student in reasonable fear of physical, emotional, psychological or social harm;
  - damaging the property of another student;
  - 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;
  - 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;
- **“conduct”** in relation to bullying, includes any action which is verbal, written, electronic or physical;
- **“parent”** includes a legal guardian;
- **“relevant authority”** is—in the case of a Government school, the Department; or in the case of an assisted school and an independent school, the governing body of the school or, if the school has no governing body, the owner of the school;
- **“school leader”** is a person, by whatever name called, responsible for the day-to-day management of the school and for persons deployed to work at the school;
- **“school staff”** includes a person employed to work at the school, either by the school or by a contracted service provider, or a person who volunteers his or her time to provide a service at the school; and
- **“student”** is a person who is enrolled or attends classes at a school.  
Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories;
- **“cyberbullying”** is defined as the deliberate and repeated harassment and fear of a person through the use of 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.

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.

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## **Identifying Bullying**

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.

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**. The acronym RID aims to support educational institutions with an understanding of bullying so that both proactive and reactive strategies can be implemented to develop a safe learning environment for all stakeholders.

**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 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.

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## **Frequently Asked Questions:**

### **Is teasing bullying?**

Teasing, done in a 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.

### **What does bullying look like?**

Bullying can include:

- unwanted teasing
- threatening
- intimidating
- stalking
- theft
- public humiliation
- destruction of school or personal property
- social exclusion, including incitement and/or coercion
- making offensive comments.
- physical assault.
- cyber bullying - inappropriate text messaging and e-mailing, sending offensive or degrading images by phone or via the internet.
- producing offensive graffiti.
- gossiping and spreading hurtful and untruthful rumours.
- excluding people from groups.

### **Why are students bullied?**

Some of the reasons students are bullied are 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;
- to gender;

### **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 terrified of walking to or from school or changes route.
- Doesn't want to go on the school bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious or lacking in confidence.
- Becomes aggressive, abusive, disruptive or unreasonable.
- Threatens or attempts suicide.
- Threatens or attempts self-harm.
- Threatens or attempts to run away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the morning.
- Performance in school work begins to drop.
- Comes home with clothes torn, property damaged or 'missing'.
- Asks for money or starts stealing money.
- Has dinner or other monies continually 'lost'.

- Has unexplained cuts or bruises.
- Comes home 'starving'.
- Is bullying others.
- Is frightened to say what is wrong.
- Is afraid to use the internet or mobile phone.
- Becomes nervous or jumpy when a cyber-message is received.
- Gives improbable excuses for their behaviour.

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

It is important because:

- 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.

### **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.

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**Bullying Prevention and Intervention Procedure:**

**Prevention Strategies:**

At ..... school we foster a clear understanding that bullying, in any form, is **not** acceptable. Some strategies to prevent bullying include:

- Ensuring that a school leader is supported to:
  - Manage bullying prevention initiatives
  - Investigate alleged bullying reports
  - Document actions, intervention for all involved
  - Developed and manages training database to ensure that **all** staff are aware of this policy and equip with the tools to fulfil the mandate of this policy.
- Providing anonymous virtual reporting opportunity
- Developing an effective Anti-Bullying Policy and practice.
- Regular praise of positive and supportive behaviour by all staff.
- Undertaking work in school which develops empathy and emotional intelligence.
- Ensuring that all incidents are treated seriously and dealt with immediately.
- Having an expectation that all staff will report incidents of bullying that have been witnessed.
- Having in place a clearly understood and accessible protocol for students, staff and parents to raise concerns on bullying.
- Undertaking a standardised bullying survey at least once a year.
- Reporting the results of the bullying survey and any aligned plan of action to the [insert DES or Relevant authority].

- Creating a positive learning environment where students know their rights and responsibilities (see below figure 1.1).

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

Students rights, responsibilities and values are woven into the National Policy and Guidance on Behaviour and Discipline in Schools (2020 Revision).

Core values to prevent and support anti-bullying include:

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

The school will then become a safer and happier environment, with an emphasis on appropriate attitudes, behaviours, and relationships, which will also have a positive impact on learning and achievement.

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, (insert school name) will provide appropriate instructions on bullying prevention in each grade. (Insert school name) will create or adopt an evidence-based curriculum that emphasizes social, emotional, and academic growth in a strong and safe school community.

#### **B. Professional Development:**

School name will annually provide 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. Responding to Bullying**

Appendix C provides a flow chart depicting the process for responding to bullying. When you suspect or know a person has been targeted, follow the *10 Steps to Safety* (see appendix D):

#### **D. 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
- Assembly
- School newsletters

#### **E. 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. Schools are expected to use this data for strategic planning going forward.

## **F. Referral for Intervention**

A school leader after investigation 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).

At (insert name) all reported bullying incidents are entered into the school information management system (i.e. SIMS) or another database system that is used to store school leader and may include, but not limited to:

- Counselling support to address the needs of the victims of bullying.
- School inclusion / behaviour interventions to address the behaviour of the perpetrator of bullying (e.g. empathy training, anger management).
- 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.

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

### **Reporting**

At (insert name) 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 volunteer 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 (see appendix A), 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.

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

**N.B** Appendix B 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

after details of the incident were received, notify the school leader of the other school so that both may take appropriate action;

- See appendix F for further guidance and support material. – this is new

### **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.

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;

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## **Complaints and Appeals**

Within a government school, 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 directed to the relevant school leader and/or the Senior School Improvement Officer, Cayman Islands' Department of Education Services. The complaint or appeal should be made in writing. Written notice of the outcome will be provided to the petitioner by the school leader and/or the Senior School Improvement Officer

In private schools, 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.