

L E O N A R D O V . A C A D E M Y

L V A Č E S K O - B R I T S K Á
Z Á K L A D N Í Š K O L A A
G Y M N Á Z I U M



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Approved by: School Governing Body,

Responsible Person: Director of the International School

Anti-Bullying Policies 2025/2026

Leonardo V. Academy

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School name and address: Leonardo V. Academy, Dlouhá 34, Prague 1, Czech Republic

1.0 Rationale

As a British School Overseas, **Leonardo V Academy [LVA]** invites all students, parents, members of staff, and welcomed guests to review the following behaviour policy. This policy has been developed from an anti-bullying and anti-persecution standpoint that respects both British values and the standards of the Czech Republic. In particular, **LVA** is committed to upholding the principles of the UK Government and those stipulated by the Department for Education (for details of the UK Government guidelines, please see **APPENDIX 1** of this document), as well as the Czech Republic guidelines in **APPENDIX 2**

As a British School Overseas, **Leonardo V Academy (LVA)** is committed to fostering a learning environment in which every student feels safe, respected, and protected. This Anti-Bullying Policy has been developed from a safeguarding, anti-persecution, and child-protection perspective that reflects both **British values** and the **legal and educational standards of the Czech Republic**.

LVA upholds the expectations set out in:

- **UK Department for Education statutory guidance**, including *Keeping Children Safe in Education (KCSIE 2024)*, the *Equality Act 2010*, and the *Prevent Duty*.
- **Czech legislation**, including *Act No. 561/2004 Sb. (The Education Act)*, GDPR (EU Regulation 2016/679), and the requirements of the **Czech School Inspectorate (ČŠI)**.
- **BSO Standards**, particularly those relating to student welfare, safeguarding, behaviour, and school culture.

This policy outlines LVA's approach to preventing, identifying, responding to, and monitoring bullying in all its forms. It should be read alongside the **Child Protection & Safeguarding Policy**, the **Positive Behaviour Policy**, and the **Personal Device Policy**.

2.0 Purpose of the Policy

Leonardo V Academy strives to ensure that all students can learn and develop in an atmosphere free from fear, intimidation, or harm. The Academy is committed to working collaboratively with students, parents, and staff to maintain a secure, supportive, and inclusive environment.

LVA recognises that:

- Every child has an **absolute right to safety and dignity**.
- Bullying—whether verbal, physical, psychological, social, or digital—is **never acceptable**.
- Any behaviour that causes a student to feel threatened, humiliated, or unsafe may constitute bullying.
- Early reporting and timely intervention are essential to safeguarding student wellbeing.

LVA promotes a **positive reporting culture**, where students and adults are encouraged to share concerns without fear of judgement. Staff members are responsible for creating a climate in which students feel confident to report incidents, knowing they will be addressed promptly, sensitively, and in accordance with safeguarding procedures.

Parents and guardians play a vital role in preventing and addressing bullying. When bullying is confirmed, the Academy will always inform the parents of both the victim and the perpetrator and will work with families to implement appropriate support and solutions.

This policy explains how **LVA prevents, identifies, records, and responds to bullying**, and how it aligns with broader safeguarding and behaviour frameworks.

1.1 Who Does This Policy Apply to?

This policy applies to all incidents of bullying that occur:

- On **LVA premises**
- During **school-organised activities**, whether on or off-site
- When students are representing the school in any capacity

Although the Academy's disciplinary authority primarily covers behaviour on school grounds, LVA maintains a legitimate interest in the welfare and conduct of its students **beyond the school day**. Therefore, the Academy may respond to bullying that occurs off-site when:

- A student enrolled at LVA is bullying others outside of school
- A student is being bullied outside school
- Bullying involves digital platforms, social media, or online communication
- The behaviour impacts the safety, well-being, or learning of students at LVA

Where appropriate:

- Parents/guardians will be informed
- The safeguarding team may intervene
- External agencies (e.g., social care, police, or another school) may be contacted
- Support will be offered to victims, and corrective measures applied to perpetrators

This approach aligns with **KCSIE 2024**, **ČŠI guidance**, and the Academy's safeguarding obligations.

1.2 Terminology

This section provides definitions used throughout the policy and clarifies how **LVA categorises bullying**. These definitions draw on UK and Czech research, safeguarding frameworks, and international best practice.

1.2.1 What Is Defined As “Bullying”

Bullying is defined as behaviour that:

- Is **intentional** and causes harm
- Occurs **repeatedly** or has the potential to be repeated
- Involves an **imbalance of power**, whether physical, social, or psychological
- Causes distress, fear, humiliation, or isolation
- Is difficult for the victim to defend against

Bullying may be:

- **Physical** (e.g., hitting, kicking, damaging property)
- **Verbal** (e.g., insults, threats, name-calling)
- **Indirect** (e.g., exclusion, spreading rumours)
- **Cyber-based** (e.g., harassment via messaging, social media, or digital platforms)

A single conflict or disagreement between peers is **not automatically bullying**, unless it meets the criteria above.

1.2.2 Forms of Bullying

LVA recognises multiple forms of bullying, including but not limited to:

Bullying Related to Race, Religion, or Culture

Bullying based on ethnicity, nationality, cultural background, or faith. This may include racist language, stereotyping, exclusion, or harassment. Such behaviour can severely impact a child's identity and self-worth.

Bullying Related to Special Educational Needs (SEND) or Disabilities

Students with SEND or disabilities may be more vulnerable due to social, communication, or physical challenges. LVA has a duty under the **Equality Act 2010** and Czech anti-discrimination law to protect these students and make reasonable adjustments.

Bullying Related to High Ability or Talent

Gifted or high-achieving students may be targeted due to jealousy, perceived differences, or social isolation.

Bullying Related to Appearance or Health Conditions

Students may be targeted because of visible medical conditions, body image, weight, or perceived physical differences.

Bullying Related to Sexual Orientation or Gender Identity

Homophobic, biphobic, or transphobic bullying includes derogatory language, rumours, exclusion, or harassment based on actual or perceived identity. LVA upholds the Equality Act 2010 and Czech anti-discrimination protections.

Sexist or Sexual Bullying

Includes unwanted comments, gestures, sexualised language, inappropriate touching, or harassment. This behaviour is treated as a safeguarding concern.

Bullying Linked to Home Circumstances

Students may be targeted due to family structure, socioeconomic status, being in care, being a young carer, or experiencing instability at home.

Bullying of or by Staff Members

Bullying involving staff—whether directed at staff or perpetrated by staff—is investigated under the **Safeguarding Policy, Staff Code of Conduct**, and relevant Czech labour regulations.

1.2.3 Effects of Bullying

Bullying can have long-term consequences, including:

- Decline in academic performance
- Absenteeism or school refusal
- Anxiety, depression, or low self-esteem
- Social withdrawal
- Physical symptoms (e.g., headaches, stomach aches)
- Self-harm or suicidal ideation

1.2.4 Signs of Bullying

Staff should be alert to indicators such as:

- Sudden changes in behaviour or mood
- Loss of friendships
- Unexplained injuries
- Missing belongings
- Avoidance of school or certain areas
- Decline in academic engagement
- Signs of distress, fear, or withdrawal

Changes in behaviour may indicate that a student is **being bullied** or **engaging in bullying behaviour**.

2.0 Reporting, Recording & Prevention of Incidents

Leonardo V Academy is committed to ensuring that every student and member of staff feels safe and supported while on school premises and during school-organised activities. All members of the school community are strongly encouraged to report any concerns relating to bullying. Reports will always be handled sensitively, respectfully, and in accordance with safeguarding procedures.

Students are the largest and most vulnerable group within the school, and therefore their wellbeing is central to this policy. It is essential that students understand the policy, recognise unacceptable behaviour, and know how to seek help. All staff and students share responsibility for maintaining a safe and respectful environment.

2.1 Reporting & Recording Instances

LVA encourages the entire school community to report all incidents of bullying — including students who experience bullying, students who witness bullying, and adults who observe concerning behaviour. LVA is a “**telling school**”, meaning that reporting concerns is expected and valued.

The Academy provides clear, accessible, and confidential reporting pathways, including:

- **Teachers and support staff**, who are trained to listen to students’ concerns and respond appropriately. Students are encouraged to identify trusted adults they can approach when they need help — typically their **Class Teacher**.
- **Designated Safeguarding Leads (DSLs)**, whose contact details are listed in the Safeguarding Policy.
- **A structured class system**, which supports younger or more vulnerable students.
- **Internal reporting procedures**, ensuring that any concern raised through any channel is escalated to the Senior Leadership Team (SLT) promptly.

2.1.1 Observing Incidents of Bullying (Parents & Guardians)

If a concern is raised and not addressed, it may escalate into a formal complaint. Parents and guardians are encouraged to raise concerns **as early as possible**, beginning with the **Class Teacher**, who has the most regular contact with the student and monitors their academic progress, attendance, and well-being.

More serious concerns should be directed to the **Deputy Head** or **Head of School**. If the concern relates to the Head of School, it should be addressed to the **School Director**.

Delegation of issues to other staff members may occur to ensure timely and appropriate handling; this does not diminish the seriousness with which the concern is treated.

LVA values a **three-way communication model** between parents, students, and the school. Early communication allows for timely intervention and prevents escalation.

Staff will make every effort to respond to **Edookit messages or phone calls** within **48 hours**, and to serious issues within **24 hours**. While some matters may require more time to resolve, staff will always acknowledge receipt and indicate who is managing the concern.

Parents should be aware that:

- Many staff members teach throughout the day and may not be immediately available by phone.
- Urgent matters can be directed to reception, who will locate a senior staff member if necessary.
- Appointments are required for in-person meetings; parents should not expect immediate access without prior arrangement.
- The recommended first point of contact is the **Class Teacher via Edookit**.

2.1.2 Recording Incidents of Bullying (Parents & Guardians)

All reported bullying incidents are formally acknowledged and recorded. This enables LVA to:

- Identify patterns of behaviour
- Recognise vulnerable individuals or groups
- Monitor high-risk areas of the school
- Implement preventative measures
- Provide evidence in the event of disputes

Staff members are trained to identify signs of bullying and to record incidents accurately. Data relating to bullying is monitored by the school administration and used to inform safeguarding and behaviour strategies.

2.1.3 Prevention of Bullying (PSHEE / RSE / Global Perspectives)

Leonardo V Academy believes that preventing bullying requires a **whole-school approach**. Alongside responsive strategies, LVA implements proactive measures at school, class, and individual levels to promote positive behaviour and reduce the likelihood of bullying.

Through **Personal, Social, Health & Economic Education (PSHEE)**, **Relationships & Sex Education (RSE)**, **Global Perspectives**, monthly **Class Teacher Hours**, and annual participation in **national anti-bullying initiatives**, students learn to:

- Recognise bullying behaviour
- Understand the importance of speaking out

- Know how and where to seek help
- Develop confidence in reporting concerns
- Understand that bullying is a serious breach of school expectations
- Respect diversity and differences among peers

LVA also commits to:

- Implementing positive behaviour management strategies in line with the **Positive Behaviour Policy**
- Promoting the school's anti-bullying principles in assemblies and throughout the school environment
- Providing staff training on behaviour management and anti-bullying practices
- Offering social-skills support for vulnerable students
- Supporting transitions between year groups and key stages
- Sharing information about Czech support agencies (e.g., Nadace Naše dítě / Our Child Foundation)
- Ensuring adequate supervision before school, during breaks, at lunch, and after school
- Using CCTV where appropriate to review incidents in open areas
- Managing outdoor spaces to reduce risk
- Providing structured lunchtime activities to encourage positive engagement
- Using student voice (e.g., School Council, peer mentors) to evaluate and improve anti-bullying measures
- Embedding respect, inclusion, and equality across the curriculum
- Challenging discriminatory or inappropriate behaviour consistently
- Monitoring and restricting access to inappropriate online content on school devices
- Regulating mobile phone use during the school day
- Collaborating with community partners (e.g., transport providers) to address off-site concerns

2.1.4 Reporting Incidents of Bullying

All staff members share responsibility for addressing bullying. LVA ensures that teachers and other adults working with students are equipped with the knowledge and skills needed to identify, prevent, and respond to bullying effectively.

Staff are trained to:

- Recognise signs of bullying
- Identify vulnerable students
- Challenge inappropriate behaviour
- Provide short- and long-term support to victims
- Apply appropriate consequences to perpetrators
- Follow safeguarding procedures when necessary

When a staff member receives information that a student may be experiencing bullying, the report will be taken seriously and investigated promptly. Staff will speak with the victim, the alleged perpetrator, and any witnesses, and will collect written statements where appropriate.

LVA acknowledges that, in rare cases, students may exaggerate or misinterpret situations. Staff will therefore assess each case carefully and objectively.

Support for Victims

LVA provides a proactive and compassionate response to students who experience bullying. Support may include:

- Immediate action to stop the behaviour
- Reassurance that reporting was the correct decision
- Clear communication that the victim is not at fault
- Early contact with parents
- Strategies to prevent further incidents
- Emotional support, counselling, or mentoring
- Increased supervision or monitoring
- Peer support or mediation (where appropriate)
- Regular follow-up meetings to review progress

Addressing the Behaviour of the Perpetrator

Interventions may include:

- Discussion to understand the motivation behind the behaviour
- Contact with parents or guardians
- Behaviour modification strategies
- Adjustments to class groupings or travel arrangements
- Consequences in line with the **Positive Behaviour Policy**
- Mediation (only when safe and appropriate)

Cyberbullying

Threats or harassment made online that impact school life will be treated as **premeditated** and may result in more serious consequences. While LVA cannot control online behaviour outside school hours, the **Personal Device Policy** outlines expectations and procedures for managing digital misconduct.

2.2 Monitoring & Review

LVA is committed to ongoing monitoring of all bullying cases to ensure that issues are fully resolved and that students feel safe. Class Teachers and mentors play a key role in following up with both victims and perpetrators.

The Academy regularly reviews its anti-bullying strategies to ensure alignment with:

- Current safeguarding research
- UK DfE guidance

- Czech educational standards
- Emerging trends (e.g., online bullying, digital safety)

Feedback is gathered through:

- Student Council discussions
- Anti-bullying events
- Parent communication
- Staff evaluations

3.0 ADVICE / GUIDANCE ABOUT BULLYING CONCERNS

This section provides practical guidance for parents, students, and staff on how to recognise, respond to, and prevent bullying. Leonardo V Academy promotes a culture of openness, empathy, and proactive communication. Everyone in the school community has a role in ensuring that students feel safe, supported, and empowered to seek help.

3.1 Parents

Parents and guardians play a crucial role in supporting their children and helping the school address bullying effectively. LVA encourages parents to:

- **Listen carefully** to their child and take all concerns seriously.
- **Reassure** their child that reporting bullying is the right thing to do.
- **Avoid encouraging retaliation**, which may escalate the situation.
- **Record key details**, such as dates, times, locations, and individuals involved.
- **Contact the Class Teacher** promptly through Edookit or by arranging a meeting.
- **Maintain open communication** with the school and follow agreed-upon strategies.
- **Model respectful behaviour**, reinforcing the values expected at LVA.
- **Monitor online activity**, including social media, messaging apps, and gaming platforms.
- **Seek support** from the school counsellor or safeguarding team if their child shows signs of distress.

Parents should not attempt to resolve bullying directly with other students or families. All concerns must be handled through the school's safeguarding and behaviour procedures to ensure fairness, confidentiality, and student safety.

3.2 Students

Students are encouraged to take an active role in creating a safe and respectful school environment. LVA teaches students that:

- Bullying is **never acceptable**.
- Reporting bullying is a **responsible and courageous action**, not “telling on someone.”
- They should speak to a trusted adult — such as their Class Teacher, a member of the Safeguarding Team, or any staff member they feel comfortable with.
- They can also seek help from:
 - The School Counsellor
 - Peer mentors
 - A friend who can accompany them to speak to a teacher
- They should avoid responding to bullying with aggression or retaliation.
- They should keep evidence of cyberbullying (screenshots, messages) and share it with staff.
- They should support peers who may be experiencing bullying by:
 - Including them in activities
 - Listening without judgement
 - Encouraging them to seek help
 - Reporting concerns on their behalf

Students are reminded that **everyone has the right to feel safe**, and everyone has a responsibility to help maintain a positive school culture.

3.3 Teachers and Staff

All staff members at LVA share responsibility for preventing and addressing bullying. Staff are expected to:

- **Model respectful behaviour** at all times.
- **Be vigilant** in identifying early signs of bullying or distress.
- **Listen carefully** to students who report concerns.
- **Record incidents promptly and accurately**, following internal procedures.
- **Report concerns immediately** to the Safeguarding Team or Senior Leadership Team.
- **Challenge inappropriate behaviour** consistently and calmly.
- **Support victims** with empathy, reassurance, and practical strategies.
- **Work with perpetrators** to address behaviour, promote accountability, and encourage positive change.
- **Supervise high-risk areas** (corridors, playgrounds, lunch areas) attentively.
- **Promote anti-bullying values** through lessons, assemblies, and daily interactions.
- **Collaborate with parents** to ensure consistent support for students.

- **Follow safeguarding procedures** when bullying may indicate deeper welfare concerns.

Staff must treat all reports seriously, regardless of the student's age, background, or previous behaviour. Every child deserves to be heard and supported.

4.0 Bullying Help & Organisations

Leonardo V Academy recognises that students, parents, and staff may sometimes require support from external organisations. The following services provide confidential advice, guidance, and resources related to bullying, child protection, mental health, and online safety. These organisations operate within the UK, the Czech Republic, or internationally, and align with the safeguarding principles upheld by LVA.

4.1 Czech Support Services

Nadace Naše dítě (Our Child Foundation)

A leading Czech organisation supporting children experiencing abuse, bullying, or neglect. Provides helplines, legal advice, and psychological support.

Linka bezpečí (Safety Line)

A free, anonymous helpline for children and young people facing bullying, emotional distress, or crises.

- Phone support
- Online chat
- Email counselling

Česká školní inspekce (Czech School Inspectorate)

Provides oversight of school safety and welfare standards. Parents may contact ČŠI for concerns relating to systemic safeguarding issues.

4.2 UK-Based Support Services

Childline (UK)

A confidential helpline offering support to children experiencing bullying, abuse, or emotional distress. Provides phone counselling, online chat, and self-help resources.

NSPCC (National Society for the Prevention of Cruelty to Children)

Offers guidance for parents and professionals on safeguarding, bullying, and child protection.

Anti-Bullying Alliance (ABA)

Provides research-based resources, training, and national anti-bullying campaigns.

Kidscape

Supports children and families affected by bullying through advice, workshops, and practical tools.

4.3 Online Safety & Cyberbullying Support

Safer Internet Centre (EU)

Provides resources for safe online behaviour, cyberbullying prevention, and reporting harmful content.

eSafety Guidelines (International)

Offers advice on managing online risks, privacy, and digital wellbeing.

4.4 Emergency Support

If a child is at immediate risk of harm, parents or staff should contact:

- **Czech Police (Policie ČR)**
- **Emergency Services (112)**
- **Local social care authorities**

LVA will always cooperate with external agencies when necessary to safeguard students.

5.0 Bullying Incident Report Form

This form is used to record all reported or observed incidents of bullying at Leonardo V Academy. Accurate documentation ensures that concerns are investigated thoroughly, patterns are identified, and appropriate support is provided.

5.2 Bullying Incident Report Form

Section	Details / Fields
Date of Report	
Time of Report	

Location of Incident	
-----------------------------	--

5.3.1 Student Information

Field	Details
Name of Student(s) Involved (Victim)	
Class / Year Group	
Name of Student(s) Involved (Alleged Perpetrator)	

Field	Details
Class / Year Group	
Names of Witnesses (if applicable)	

5.3.2 Details of Incident

Type of Bullying (tick all that apply)	
Physical	<input type="checkbox"/>
Verbal	<input type="checkbox"/>
Indirect / Social	<input type="checkbox"/>
Cyberbullying	<input type="checkbox"/>
Racist / Faith-based	<input type="checkbox"/>
SEND-related	<input type="checkbox"/>
Appearance / Health-related	<input type="checkbox"/>
Sexual / Sexist	<input type="checkbox"/>
Homophobic / Biphobic / Transphobic	<input type="checkbox"/>
Linked to home circumstances	<input type="checkbox"/>
Other (please specify)	_____

5.3.3 Reporting Information

Field	Details
How was the incident reported?	
Student disclosure	<input type="checkbox"/>
Parent/guardian report	<input type="checkbox"/>
Staff observation	<input type="checkbox"/>
Peer report	<input type="checkbox"/>
Digital report (Edookit)	<input type="checkbox"/>
Other	_____
Name of Person Reporting	
Role	Student <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Teacher <input type="checkbox"/> Support Staff <input type="checkbox"/> Other <input type="checkbox"/>

5.3.4 Actions Taken

Actions Implemented at the Time of the Report	
Ensured student safety	<input type="checkbox"/>
Separated students involved	<input type="checkbox"/>
Notified Safeguarding Team	<input type="checkbox"/>
Contacted parents	<input type="checkbox"/>
Collected statements	<input type="checkbox"/>
Reviewed CCTV (if applicable)	<input type="checkbox"/>
Other	_____

5.3.5 Follow-Up Actions Taken

Support Provided to the Victim	
Counselling	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>
Increased supervision	<input type="checkbox"/>
Peer support	<input type="checkbox"/>
Safety plan	<input type="checkbox"/>
Other	_____

5.3.5 Outcome and Review

Field	Details
Outcome of Investigation	
Substantiated bullying	<input type="checkbox"/>
Unsubstantiated	<input type="checkbox"/>
Conflict/misunderstanding	<input type="checkbox"/>
Other	
Follow-up Review Date	
Staff Member Responsible for Review	
Additional Notes	
Signature of Staff Member Completing Form	
Date	

