



Guidelines for

Anti-bullying Mechanisms in Educational Institutions

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THE PEMA CENTER SECRETARIAT



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1. Title

This guideline shall be called the ‘Guidelines for Anti-bullying in Educational Institutions’¹.

2. Commencement

This guideline shall come into effect from October 10, 2022.

3. Background

Bullying has detrimental bearings on children’s health, wellbeing and learning. Some of the impacts of bullying include physical injuries; anxiety; post-traumatic stress disorders; psychological distress; depression; lack of confidence; self-doubt; low self-esteem; and even suicide. Bullying can also hinder the ability of those involved to concentrate and learn effectively, increasing the risk of truancy; and lead to abuse of substance, display of violent behaviours, and lowered academic competence and performance. Some of these consequences can spill over into adulthood.

Globally, one in three children are affected by bullying². In Bhutan, 27% of the students reported to have been bullied of which 2.4% were bullied ten times or more³. While bullying was found to have occurred similarly regardless of age or sex, 34% of boarding students were bullied as opposed to 24% of day scholars.

4. Objectives

Given the pervasive links of bullying with children’s health, wellbeing and learning, this guideline aims to:

- Nurture a safe and harmonious learning environment for the children and youth;
- Enhance psychological wellbeing and resilience of the children; and
- Provide a strategic reference for the educational institutions to base their anti-bullying initiatives on.

5. Application

This guideline shall apply to all the educational institutions in Bhutan, both public and private.

¹ Educational Institutions comprise Schools, Technical Institutes and Colleges

² Source: United Nations Education, Scientific and Cultural Organization. (2018). *School Violence and Bullying: Global status and trends, drivers and consequences* <http://www.infocoponline.es/pdf/BULLYING.pdf>

³ Source: Ministry of Health. (2017). *Report on Bhutan Global School-Based Student Health Survey 9789290226208-eng.pdf* (who.int)

6. What is bullying?

Bullying is defined in myriad ways, but four characteristics cut across widely accepted definitions. Bullying is **harmful**; **intentional**; entails a **power imbalance**; and has an element of **repetition**. Bullying can be physical as well as verbal. Further, bullying can also be perpetrated online through emails, gaming and social media platforms, also known as cyberbullying.

However, mere teasing or joking without any intent to inflict harm, trading of insults and expressing ideas may not constitute bullying, if accepted by the receiver.

7. Characteristics of bullying

Bullying usually involves three parties, namely initiators or students exhibiting bullying behaviour; targets or the victims of bullying; and bystanders or those who witness bullying.

Firstly, bullying is **intentional**, indicating the presence of a deliberate intent to inflict physical or psychological discomfort, or both, to another person.

Secondly, bullying entails a **power imbalance**, signifying actual or perceived unequal relationship between the bully and the bullied owing to physical appearance, social status, gender, digital capability, or access.

Thirdly, bullying has an element of **repetition** which means bullying can either take place repeatedly with the same target or with different targets.

Fourthly, bullying is **harmful** because the resultant coercion or intimidation has short and long-term physical or psychological harm on those being bullied, those who bully, and the bystanders.

8. Policy and Legal Environment

The Constitution of the Kingdom of Bhutan mandates the state to, “*take appropriate measures to ensure that children are protected against all forms of discrimination and exploitation including trafficking, prostitution, abuse, violence, degrading treatment and economic exploitation*” (Article 9, Section 18). Likewise, the Child Care and Protection Act outlines the guiding principles, objectives and provisions focusing on the overall development of the child in a conducive environment, while the provisions on assault; battery and related offences; and harassment on Chapter 12 of the Penal Code of Bhutan could apply according to the gravity of bullying incidents.

On the Policy front, the National Youth Policy focuses on overall growth of young people between the age group of 13-24 years of age through unique and diverse interventions. Further, the 30th Education Policy Guidelines and Instructions⁴ contain Guidelines for School Discipline Policy which grades bullying as a ‘level 2 offence’.

⁴Held in 2012

9. Signs of bullying in a student

The signs of bullying in a student are categorized as physical signs and psychosocial signs.

i. Physical Signs

Some of the physical signs include, but not limited to:

- Truancy, declining academic performance and loss of interest in academic works;
- Repeated loss or damage of clothes, bags, money, electronics or other belongings;
- Stealing;
- Unexplained cuts, bruises and injuries;
- Changes in eating pattern or loss of appetite/weight;
- Coming home hungry;
- Changes in sleeping patterns;
- Feeling sick or unwell repeatedly;
- Inability to speak up in class;
- Bedwetting;
- Association with bullies; and
- Beginning to bully younger children.

ii. Psychosocial Signs

Some of the psychosocial signs include, but not limited to:

- Signs of anxiety about going to school/institute/college;
- Unexplained and sudden behaviour changes;
- Appearing withdrawn or avoidance of social events they otherwise cherish;
- Feelings of helplessness and reduced self-esteem;
- Appearing apprehensive, but refusing to talk about what bothers them;
- Being frequent target of teasing, mimicry and ridicule at educational institutions; and
- Self-destructive behaviours such as running away from home, harming themselves and talking about suicide.

10. Attributes of a student exhibiting bullying behaviour

The underlying reasons for bullying include unhappiness; feelings of inadequacy; difficulties at home; and desire to appear powerful. At times, students bully because they have been bullied as well. Some of the indicators of a student who exhibit bullying behaviour

are categorized as physical and psychosocial signs.

i. Physical signs

Some of the physical signs include, but not limited to:

- Getting into brawls and quarrels;
- Befriending other students who exhibit bullying behaviour;
- Being aggressive to parents, teachers or other adults;
- Possessing unexplained extra belongings or money;
- Dominating and controlling situations and others; and
- Expressing difficulty in adhering to rules.

ii. Psychosocial signs

Some of the psychosocial signs include, but not limited to:

- Declining responsibility for their actions;
- Holding positive views toward violence;
- Indicating lack of empathy for those who are bullied;
- Exhibiting egocentric and manipulative demeanours; and
- Craving attention.

11. Preventive Measures⁵

The preventive measures must be guided by the aspirations to promote safety; instil foundational competencies; create awareness in a sustained manner; and develop the capacities of the teachers, support staff and parents/guardians. Students must be informed and reminded that bullying in any form is unacceptable and will not be tolerated⁶. To institute effective anti-bullying preventive mechanism, a whole-of-society approach must be adopted.

Prevention of bullying in the school entails innovative and appropriate efforts at various levels. The traditional approaches of one-time awareness do not fulfil the need for continuous and consistent efforts required at different levels. Therefore, the prevention efforts will target in addressing the factors and causalities within the ecological framework. The proposed prevention mechanisms draw insights from the ecological model which acknowledges that human behaviour is influenced by interaction of the individual at multiple levels. Every effort at different levels will entail universal, selective as well as indicated prevention programs. The activities mentioned in the prevention framework are the foundational requirements under each category and does not limit schools from exploring need-based activities within their environment.

i. Prevention Programs and Mechanisms⁷

The ecological model considers the complex interplay between individual, relationship, organization, community, and systemic factors. It helps understand a range of factors that put children at risk for bullying or protect them from experiencing or initiating bullying. The model also suggests that it is necessary to act across multiple levels at the same time, to be able to prevent bullying. This guideline considers prevention at five levels.

a. Individual Level

The first level identifies biological and psychological factors that increase the likelihood of becoming a victim or initiator of bullying. Prevention strategies at this level promote attitudes, beliefs, and behaviours that prevent bullying. While the focus is to address bullying among children and youth, it is necessary to allow adults to work at the individual level to develop the right attitude, understanding and skills required to guide and respond to the needs of the students.

b. Relationship- Interpersonal Level

The second level examines close relationships that may increase the risk of experiencing bullying as a victim or initiator. A child's closest social circle in the form of peers, teachers and family members influence their behaviour and contributes to their experiences. Prevention strategies at this level include promotion of healthy relationships and interactions.

⁵ Preventive measures must be elaborated in the Standard Operating Procedure

⁶ Zero Tolerance

⁷ Specific prevention programs and mechanisms must be proposed under the Standard Operating Procedures.

c. Institutional and organizational level

This level reveals the need for enabling organizational culture, practices, and programmes to enhance enriching experiences for children and influence behavioural development. A culture of care and connection, safe environment, and programmes to support guidance and norms to form behaviours and habits contribute to reducing numerous problems, including violence, and bullying in schools.

d. Community level

This level explores the social settings within the schools and beyond, in which social interactions occur. A community has enormous influence over a child's development. Prevention strategies at this level focus on improving the physical and social environment in these settings and by addressing other conditions that give rise to violence and bullying in communities.

e. Policy and System Level

This level explores the need for enabling system where robust policies are in place. Such a system must embrace a holistic approach including psychosocial aspects to meet diverse needs of the children.

ii. Roles and Responsibilities

a. Roles of the educational institutions

The management of the educational institutions must ensure that:

- All students, teachers/instructors/lecturers (*hereafter referred to as teachers*) and support staff are encouraged to exhibit positive social skills, resilience and character traits;
- The educational institution promotes a violence-free culture;
- The educational institution promotes an inclusive environment whereby everyone respects diversity;
- The educational institution devoid of a counsellor liaise with a nearby educational institution that has counsellor;
- The educational institution's policy and measures on anti-bullying informed by this guideline, but contextualized as required are promoted regularly during assemblies/gatherings and on the educational institution's social media handles;
- All the teachers and support staff are trained on the anti-bullying measures;
- All the students know what to do in the event they experience bullying;
- All the stakeholders understand their respective roles as laid out in this guideline;
- Innovative monitoring systems such as CCTVs in place to deter bullying in the premises, where feasible;
- Additional measures are adopted to ensure that vulnerable pupils such as persons with

- disabilities and those with varied gender orientations do not fall victim to bullying;
- A safe environment is ensured for the students to openly discuss about bullying that may have occurred to them or their peers without the fear of experiencing further bullying or discrimination by instituting a confidential reporting system;
 - A needs and risk assessment on bullying is carried out annually and interventions are designed accordingly;
 - The children have opportunities to acquire social and emotional skills to promote healthy social behaviours and to build their resilience and self-esteem;
 - Safe and responsible use of digital technologies⁸, also known as digital citizenship and etiquette, are promoted, both within and beyond the educational institution's premises;
 - Children are encouraged to talk to peers, elders, teachers or parents if they experience bullying/cyberbullying, and that parents and guardians are educated on bullying/cyberbullying;
 - Essential foundational competencies like emotional intelligence, mind-training methods and pro-social skills are imparted to develop pupils' emotional resilience⁹;
 - Value education classes in the educational institutions embrace anti-bullying lessons;
 - Proper record of bullying incidents is maintained and submitted on a monthly basis¹⁰.

b. Roles of the teachers/support staff

- Teachers must maintain positive teacher-student relationship;
- All the teachers and support staff must know how to seek help and follow proper procedures to address bullying incidents;
- Teachers-on-Duty must ensure that areas where bullying is likely to take place are monitored during recess, lunch break and other free times; and
- A teacher may be tasked with the responsibility to conduct action research to find out the prevalence of bullying; how safe students feel; and propose recommendations to improve anti-bullying efforts in the educational institution.

⁸ Such as social media, websites, online forums, gaming platforms, etc.

⁹ Doing so would help students acquire a bird's-eye-view of their lives and overcome the issues of loneliness, paranoia and anxiety.

¹⁰ The educational institutions must enter the details of the bullying incidents using the google form link: <https://forms.gle/MuCPDbstCcmamXjt9>

c. Roles of the parents

Parents must:

- Acquire positive parenting skills and foster a home without domestic violence;
- Be equally involved in preventing bullying in the educational institutions;
- Cultivate or rebuild strong and positive relationships with their children;
- Understand that children acquiring their orientation, bearings and sense of direction from their peers or those who are not responsible for them may render them emotionally vulnerable;
- Talk to their children regularly to find out if they bully or are being bullied;
- Be aware of the procedures to follow if they believe their children bully others, or are the targets of bullying; and
- Understand that the measures used to correct the behaviours of students exhibiting bullying behaviours intend to help them acquire vital life skills, in lieu of promoting punitive measures.

d. Role of students

- Participate and cooperate in all the prevention programmes;
- Engage in learning foundational skills;
- Refrain from engaging in any act of bullying or violence against others; and
- Conduct oneself in accordance with the norms and expectations of the institution.

12. Responses¹¹

Educational institutions may appoint a Wellbeing Focal Person¹², and designate the responsibility of presiding over bullying incidents to the School Wellbeing Team¹³. Bullying incidents reported to any staff members must be referred to the focal person and the class teacher(s)/mentor(s).

i. Incident Management Procedure

Educational institutions must institute an effective complaint management procedure which embraces confidentiality, empathy, and restorative measures, as illustrated in [Annexure I](#).

Students must be encouraged to use google forms, emails, or suggestion boxes to report bullying incidents. In addition, students may also choose to report either by themselves in person or through peers or parents. For instance, students may submit their complaints using the form enclosed as [Annexure II](#).

¹¹ The responses, including Incident Management Procedure must be elaborated in the Standard Operating Procedure

¹² Counsellors may assume the responsibility of the focal person, where available. The number of the Wellbeing Focal Persons may be determined by the educational institutions.

¹³ Educational Institutions may form a School Wellbeing Team to look after the wellbeing of the student

While managing the complaints, the educational institutions must maintain proper records and ensure utmost confidentiality, unless the nature and gravity of the case demands otherwise.

ii. Roles of the educational institution management¹⁴

The management of the educational institution must ensure that:

- The responses to bullying incidents are guided by compassion and empathy;
- Corrective measures are in place to respond to bullying incidents;
- Any incidents of suspected/reported bullying incidents are immediately attended to;
- Oversee the work done by the focal person and the School Wellbeing Team;
- The class teacher(s) and the mentor(s) of those involved in bullying incidents collaborate with the Wellbeing Focal Person, mentor(s) of those involved, and the School Wellbeing Team to address the matter; and
- Ensure that in-depth assessment is carried out so that the responses do not merely end up treating the symptoms while overlooking the underlying causes altogether.

iii. Roles of the Wellbeing Focal Person

The focal person shall:

- Acquire appropriate knowledge and skills to prevent and respond to bullying incidents including cyberbullying in the educational institution;
- Ensure that all the parties involved receive fair opportunity to express their opinions about the bullying incident;
- Conduct in-depth analysis of the situation including background check;
- Not model aggression or resort to public humiliation while dealing with bullying incidents;
- Inform the parents/guardians of the pupils involved, as deemed appropriate;
- Seek support of the class teacher(s) and mentor(s) concerned in expediting the procedures involved in resolving bullying incidents;
- Prepare a succinct report of the bullying incident(s) and appraise the School Wellbeing Team; and
- Take adequate measures to discourage sensationalized reporting in the event bullying incident(s) attract media interest.

¹⁴The roles and responsibilities here pertain to responses.

iv. Roles of the School Wellbeing Team

The School Wellbeing Team shall comprise:

- The Head of the Educational Institution;
- Counsellor/Wellbeing Focal Person (Member Secretary); and
- Any other members as deemed necessary.

The Team shall:

- Meet on a quarterly basis. However, ad hoc meetings may be conducted as and when required;
- Coordinate all anti-bullying prevention and response measures in the educational institution;
- Share the contact details of the focal person(s) with the students and their parents;
- Take final decisions on bullying incidents with reference to the rubric in [Annexure III](#);
- Be objective, fair and consistent in responding to bullying incidents in the educational institution;
- Ensure that all corrective measures are exhausted prior to handing down reprimands/sanctions;
- Maintain utmost confidentiality about the bullying incidents to avoid public humiliation of the pupils involved;
- Refer cases that require advanced support and intervention to the relevant authorities as deemed appropriate; and
- Endorse the biannual reports on bullying incidents.

***Note:** The Head of the Educational Institution shall submit the biannual reports to the parent agency.

v. Support to the target of bullying

The target(s) of bullying must receive steady support to overcome any difficulties they may experience as a result of bullying. Some of the ways in which they could be helped include, but not limited to:

- Removing them to a safe location, if necessary;
- Facilitating mental health or medical interventions, if required;
- Thanking them for reporting about the bullying incident;
- Reassuring them support and protection;
- Providing counselling services, as required;
- Supporting the target in restoring their self-esteem and emotional resilience; and

- Encouraging them to maintain and share evidences, if any.

vi. Corrective measures to the students exhibiting bullying behaviour¹⁵

In collaboration with the class teacher(s) and mentor(s) concerned, the focal person may conduct a background check of the students exhibiting bullying behaviour to establish the underlying causes of their behaviours prior to the appraisal of the incident to the School Wellbeing Team.

Some of the ways in which they could be helped include, but not limited to:

- Calming them down;
- Reassuring them that the educational institution is trying to help correct the behaviour;
- Encouraging them to capitalize on the opportunity to acquire vital life skills in the process;
- Imparting targeted or individualized educational and psychosocial skills to correct their behaviour;
- Providing increased positive attention and monitoring; and
- Facilitating clinical assessments and interventions for students exhibiting extreme and repeated bullying behaviours.

vii. Involving Parents/Guardians

The parents/guardians of the students involved in bullying may panic and retort. Worse still, some parents might disregard the matter altogether or advise the child to harden up, stand up for himself/herself, hit back or ignore it. These measures are not only counterintuitive but might even backfire.

Instead, it may be advisable to keep calm and use the following strategies:

- Reassure the child that s/he has done the right thing by disclosing the incident(s);
- Listen to the child to get his/her perspective and grasp the extent of the situation;
- Let the child know that bullying is not his fault, and that the parent/guardian and the management of the educational institution will collaboratively remedy the situation;
- Communicate the matter to the management of the educational institution; and
- Monitor the child closely.

¹⁵ Rather than referring to the initiator as 'bully' or 'perpetrator', it may be advisable to use the term 'students exhibiting bullying behaviour' as it focusses on the behaviour instead of the person

Parents of the children involved in exhibiting bullying behaviour must cooperate and help the Wellbeing Focal Person, the class teacher(s) and the mentor(s) to help correct the attitude and behaviour of their children to prevent recurrence of such untoward circumstances. Likewise, parents of the children found to have been bullied must take active role in consoling and restoring the self-esteem of their children to complement the efforts of the Wellbeing Focal Person, the class teacher(s), mentor(s) and others involved.

viii. Measures that may not work

Administrative sanctions such as suspension, exclusion and expulsion of students are known to be counterproductive as the threats of severe punishments against bullying could discourage the targets and bystanders from reporting the bullying incidents which may in turn exacerbate the academic and behavioural problems of those involved. Thus, punitive measures must be exercised with utmost caution in the event those involved do not show signs of improvement even after exhausting all restorative measures.

Further, peer-led approaches such as peer-mediation and conflict resolution assume bullying to be a conflict, while in essence, it is a form of victimisation. Such measures send a wrong message to those involved because it implies a presence of disagreement between peers of equal might, and it signals that both the parties are equally wrong. Besides, it may also further traumatise and victimise the pupils who have been bullied.

13. Monitoring and Accountability

At the school level, the principal shall monitor, as well as be held accountable for the implementation of this guideline in the school concerned.

At the Dzongkhag level, the Dzongkhag Education Sector shall monitor, and be accountable for the implementation of this guideline in the schools under their jurisdiction. The Dzongkhag Education Sector shall ensure that all the focal persons in their respective Dzongkhags are trained on effective strategies to prevent and respond to bullying incidents. Further, the Dzongkhag Education Sector shall also ensure that the School Guidance Counsellors cater their services to the schools devoid of School Guidance Counsellors in their respective Dzongkhags until all the schools in their Dzongkhags get School Guidance Counsellors¹⁶.

At the national level, the Ministry of Education shall monitor, as well as be held accountable for the implementation of this guideline in the schools of all the 20 Dzongkhags. The ministry shall ensure that the Dzongkhag Education Sector train the focal persons.

¹⁶ The School Guidance Counsellors must be mandated to deliver their services to nearby schools for few days a week. If commuting to and from such schools entail excessive cost and inconveniences, virtual platforms may be considered.

With regards to the Institutes/Colleges, the Royal University of Bhutan/Khesar Gyalpo University of Medical Sciences of Bhutan/Parent Agency shall hold the Institutes/Colleges accountable for the implementation of this guideline.

The Ministry of Education/Royal University of Bhutan/Khesar Gyalpo University of Medical Sciences/Parent Agency shall institute a mechanism to manage the data on bullying and ensure timely reporting to The PEMA Center Secretariat, biannually.

Entities, both individuals, institutions or organizations failing in their duties to uphold the provisions of this guideline, shall be dealt with, as per the existing laws of the country.

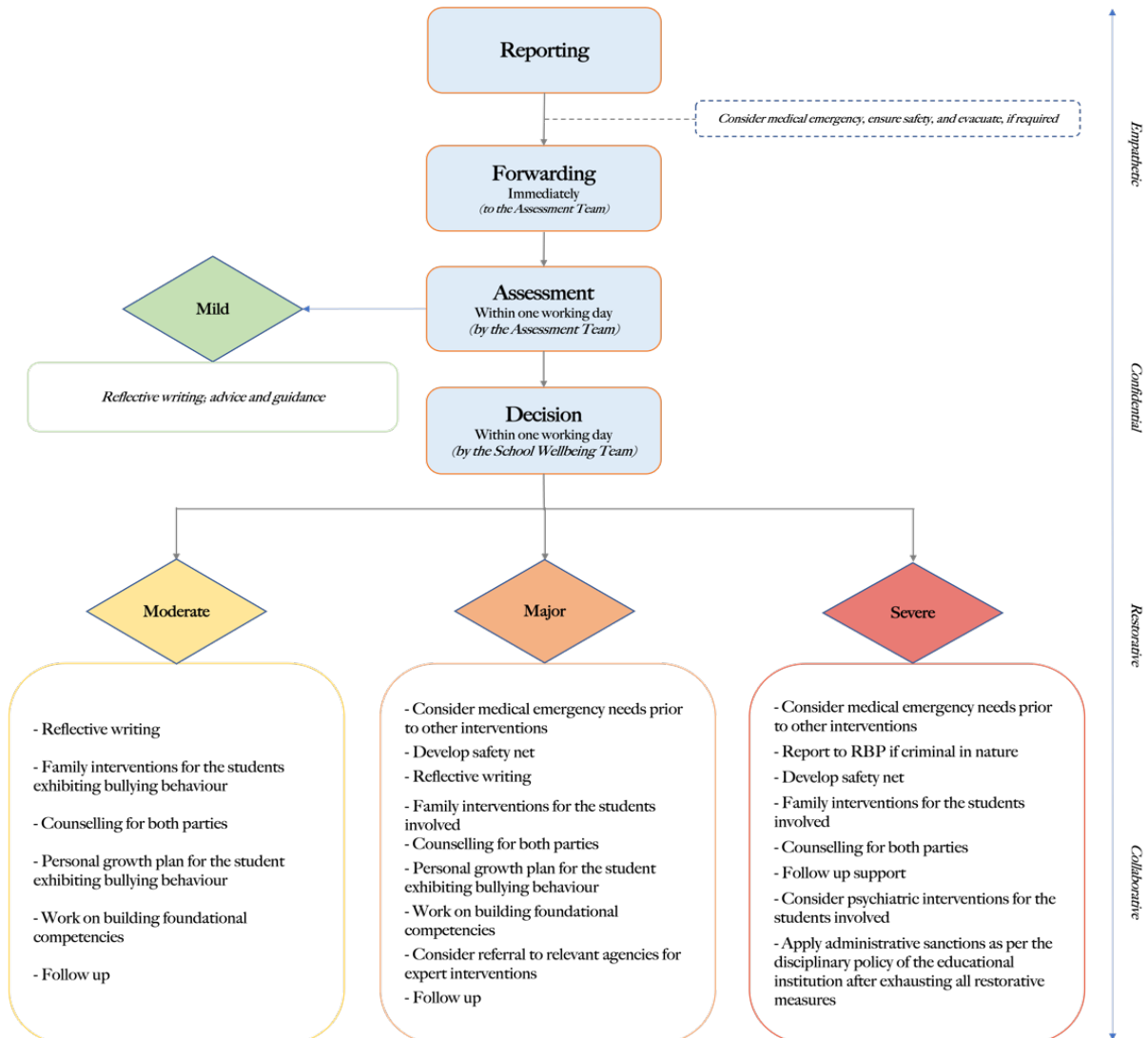
14. Interpretation and Revision

The PEMA Center Secretariat shall be the final authority for the interpretation and clarification of the provisions of this guideline.

Any revision to the provisions of this guideline must be submitted in writing to The PEMA Center Secretariat.

15. Annexures

i. Annexure I: Algorithm for Bullying Incident Management



ii. Annexure II: Bullying Incident Reporting Form ¹⁷

Bullying Incident Reporting Form

Details of the informant:

Name (optional):

Gender: Male Female Others

Class:

Target/Victim Bystander

Details of the student exhibiting bullying behaviour:

Name (mandatory):

Gender: Male Female Others

Class:

Details of the target/victim (if the informant and the target are different):

Name (mandatory):

Gender: Male Female Others

Class:

Brief description of the incident (what, when, where and how the incident unfolded):

Date:

¹⁷ Alternatively, students may use the google form link <https://forms.gle/CuENSPhXawHH5QNG9> to report incidents

iii. Annexure III: Anti-bullying Rating and Response Matrices¹⁸

Rating Matrix

SEVERITY	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Severe
	- No physical threat or harm - Minor teasing and name-calling	- Minor physical threats or aggression - Moderate teasing and name-calling	- Minor physical aggression and injuries - Pervasive and repeated taunting; belittling; mocking putdowns - Sexual statements or threats - Theft or damage of belongings	- Severe physical injuries or psychological harm requiring medical attention - Inappropriate sexual behaviour(s) ¹⁹ - Statements that may incite self-harm
IMPACT	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Severe
	- Advice and guidance	- Minimal support required to cope well	- Sustained educational institution-based support required to cope well	- Interventions of mental health practitioners required
FREQUENCY	<input type="checkbox"/> Mild	<input type="checkbox"/> Moderate	<input type="checkbox"/> Major	<input type="checkbox"/> Severe
	- Occurred for the first time - Unlikely to recur	- Occurred for the second time; - Likely to recur	- Occurred for the third time - Likely to recur	- Occurred for the fourth time or more and very likely to recur - Exhausted all positive disciplining measures identified without any improvement

*Rating: Mild= 1; Moderate= 2; Major= 3; Severe=4

¹⁸ Adopted from <https://www.education.govt.nz/assets/Documents/School/Bullying-prevention/MOEBullyingGuide2015Web.pdf>

¹⁹ Educational Institutions may need to seek appropriate intervention from relevant authorities contingent on the severity of the behaviour

Response Matrix

Rating	Summary of Bullying Behaviour	Response/ Action Required
<p><input type="checkbox"/> SEVERE</p> <p>- Total score of 10-12 points</p> <p><i>(Educational Institutions must seek support from external agencies)</i></p>	<ul style="list-style-type: none"> - <i>Severe physical injuries or psychological harm requiring medical attention</i> - <i>Inappropriate sexual behaviour(s)</i> - <i>Statements that may incite self-harm</i> - <i>Occurred for the fourth time or more and is very likely to recur</i> - <i>Exhausted all positive disciplining measures identified without any improvement</i> - <i>The target may be particularly vulnerable and may require immediate evacuation and medical or mental health interventions</i> 	<ul style="list-style-type: none"> - <i>Reassure the target / informant that they have done the right thing by reporting the incident</i> - <i>Ensure that the target is evacuated and sent to the nearest health facility to seek emergency medical or mental health interventions</i> - <i>Report the matter to the Royal Bhutan Police at 113, if the incident is criminal in nature</i> - <i>Develop safety net (enhance support system to prevent revictimization)</i> - <i>Communicate the matter to the parents / guardians of the pupils concerned</i> - <i>Provide family interventions</i> - <i>Consider psychiatric interventions for the students involved</i> - <i>Provide counselling to all the students involved</i> - <i>Follow up support</i> - <i>Apply administrative sanctions as per the disciplinary policy of the educational institution, after exhausting all restorative measures</i>

Rating	Summary of Bullying Behaviour	Response/ Action Required
<p><input type="checkbox"/> MAJOR</p> <p>- Total score of 8-9 points</p> <p>(Educational Institutions may seek advice from external agencies, but respond to the matter internally with non-punitive measures)</p>	<ul style="list-style-type: none"> - Minor physical aggression and injuries - Sexual statements or threat - Theft or damage of belongings - Sustained educational institution-based support required to cope well - Occurred for the third time - Likely to recur 	<ul style="list-style-type: none"> - Reassure the target / informant that they have done the right thing by reporting the incident - Consider medical emergency needs prior to other intervention - Develop safety net (enhance support system to prevent revictimization) - Counselling for both the parties - The student exhibiting bullying behaviour shall write a reflection on the incident. He / she will be provided guiding reflection questions. - Ensure that the students exhibiting bullying behaviour and their parents / guardians understand what it is that they have done wrong, why it is wrong, and measures to correct it - Highlight that the measures used in responding to the bullying incident aim to impart vital life skills to those involved - Provide sustained and targeted institution-based support to both the students exhibiting bullying behaviour and target including family counselling - Facilitate the restitution of belongings, where applicable - Constantly monitor the progress and conditions of both the students exhibiting bullying behaviour and the target, and applaud the progress as deemed appropriate - Sign a pact with the students who exhibit bullying behaviour in presence of his / her parents / guardians with the commitment to positive future behaviour - Develop a personal growth plan for each student - Work on foundational competencies - Consider referral for expert intervention - Follow up on each student

Rating	Summary of Bullying Behaviour	Response/ Action Required
<p><input type="checkbox"/> MODERATE</p> <p>- Total score of 6-7 points</p> <p>(Educational Institutions may not require external advice or support)</p>	<ul style="list-style-type: none"> - Minor physical threats or aggression - Moderate teasing and name-calling - No sexual elements - Minimal support required to cope well - Occurred for the second time - Likely to recur 	<ul style="list-style-type: none"> - Reassure the target / informant that they have done the right thing by reporting the incident - Provide minimal institution-based support to the target and the students who exhibit bullying behaviour - Ensure that the students exhibiting bullying behaviour and their parents/guardians understand what it is that they have done wrong, why it is wrong, and measures to correct it - Highlight that the measures used in responding to the bullying incident aim to impart vital life skills to those involved - Urge the parents/guardians of the students exhibiting bullying behaviour to use positive disciplining strategies to correct behaviour - Urge the parents/guardians of the targets to help cope well by providing emotional support and monitoring them constantly - Sign a pact with the students who exhibit bullying behaviour in presence of his/her parents/guardians with the commitment to positive future behaviour - Student(s) exhibiting bullying behaviour shall write a reflection on the incident. He/she will be provided guiding reflection questions. - Work on building foundational skills - Develop a personal growth plan - Follow up with the students
<p><input type="checkbox"/> Mild</p> <p>- Total score of 3-5 points</p>	<ul style="list-style-type: none"> - No physical threat or harm - Minor teasing and name-calling - Occurred for the first time - Unlikely to recur 	<ul style="list-style-type: none"> - Reassure the target / informant that they have done the right thing by reporting the incident - The student exhibiting bullying behaviour shall write a reflection on the incident. He/she will be provided guiding reflection questions. - Provide advice and guidance

