

ANTI-BULLYING POLICY AND RESPONSE PROTOCOL

Lycée Français International Georges Pompidou

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PROTOCOL FOR DEALING WITH BULLYING SITUATIONS

1 - Purpose of the Bullying Response Protocol

The purpose of this protocol is to ensure the **rapid, consistent and coordinated management of any reported situation involving bullying or intimidation within LFIGP.**

It aims to:

- provide all staff members with a common framework for reporting, gathering information and dealing with a concerning situation;
- quickly identify the nature and level of seriousness of the reported facts;
- ensure the protection and appropriate follow-up of the student concerned;
- coordinate the actions of the various professionals and members of the resource team;
- ensure appropriate communication with families;
- provide ongoing monitoring to ensure that the situation has effectively come to an end;
- define appropriate intervention procedures when the reported facts constitute bullying, intimidation or a Vie Scolaire incident.

This protocol is intended to ensure that **every report is taken seriously, carefully assessed and addressed through an appropriate response**, while respecting the responsibilities of each member of staff.

2- Disclosure or reporting of Facts

A concerning situation may be reported when:

- the student concerned confides in another student, a member of the educational community or a family member;
- another student or an adult reports or witnesses a concerning situation involving a student.

Any concerning information must be passed on to the resource team so that the situation can be assessed and appropriately addressed.

School bullying is defined as repeated violence or harmful behaviour that may be verbal, physical or psychological.

3- Principles of support and intervention

The management of a bullying situation is based on:

- the careful and thorough collection of information;
- meetings and interviews with the students concerned;
- a collective assessment of the situation;
- intervention adapted to the level and nature of the bullying;
- communication with families;
- coordination between the different members of the resource team;
- ongoing monitoring to ensure that the intimidation or bullying has effectively come to an end.

4- Assessment Phase

The situation is assessed in order to determine whether it constitutes:

- a bullying situation;
- a situation involving intimidation;
- or an incident that falls under the usual Vie Scolaire follow-up procedures.

➤ In the event of bullying or intimidation

The student's designated support team implements intervention procedures adapted to the situation.

Different methods may be used, including:

- the Shared Concern Method;
- interventions within the classroom;
- any other action adapted to the identified level and nature of the bullying.

The CPE, in coordination with the resource team, is responsible for gathering information, conducting interviews with the students and communicating with families.

➤ In the event of a serious incident

When the situation involves a serious incident, the School Leadership Team is informed and may impose an appropriate sanction.

➤ In the event of a vie scolaire incident

Once the situation has been assessed and the appropriate intervention has been implemented, a Following assessment, if the reported facts do not constitute bullying or intimidation but are considered a Vie Scolaire incident, the situation is managed according to the **usual CPE procedures for resolving and following up on incidents.**

5 – Intervention Phase

The intervention phase takes place over a period of **two weeks**.

During this period:

- interviews are conducted with the students concerned;
- the situation is regularly discussed and monitored;
- the family of the student concerned is regularly informed of the progress of the situation;
- the team confirms the type of intervention appropriate to the level and nature of the bullying identified and implements the necessary actions.

At the end of this period, two possible outcomes may arise.

6 – Follow-up Phase

Once the situation has been assessed and the appropriate intervention has been implemented, a follow-up phase takes place at two specific points:

- **W1: follow-up one week later;**
- **W4: follow-up four weeks later.**

These follow-up points are intended to assess the situation of the student concerned, maintain the team's vigilance and re-establish contact with the family where appropriate.

6.1. End of the Intimidation

If the intimidation ceases:

- the protocol is formally closed;
- vigilance is maintained;
- the student concerned continues to receive appropriate follow-up;
- contact with the family is maintained at **W1 and W4**.

6.2. Persistence of the Situation

If the situation persists:

- the family is contacted;
- another internal intervention method may be implemented;
- if necessary, the situation may be referred to the **KHDA / local authorities**;
- enhanced vigilance is maintained.

8 – LFIGP Ressource Team

The resource team consists of:

- Ms. DURAND-ASSOULY, Head of School;
- Ms. ARZOINE, Head of Secondary School;
- Mr. GRADOS, Head of Secondary School;
- Ms. CARLIER, DSL and Psychologist;
- Ms. ELBEY, Head of Care and Support;
- Ms. FARINEAU, CPE;
- Ms. VOISIN, CPE;
- Mr. PINEDE, Primary School Director;
- Ms. Bassil, Vie Scolaire AC2.

The resource team may be mobilised depending on the nature and level of seriousness of the situation.

