

Evaluation

1. Schools should assess the effectiveness of anti-bullying policy continuously and make necessary amendments accordingly.
2. Schools may use the questionnaire on 'Peer Relationship' or design their own questionnaires to assess the effectiveness of the whole-school policy on anti-bullying. They may refer to the following indicators to conduct their analysis:

- | | Yes | No |
|--|--------------------------|--------------------------|
| ● Teachers are more alert towards bullying cases. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Teachers patrol the black spots where bullying incidents may take place regularly. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Teachers use an educational approach to tackle bullying cases effectively. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Students know that their school is committed to stop bullying. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Students feel that there are now fewer bullying cases in school. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Complaints from students on bullying decline in number. (Reported cases may increase tremendously at the early stage of the implementation of the policy, but this does not mean that bullying is getting more serious or the policy fails.) | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Students indicate that they will report to the school when they are bullied. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Students will stand up and report any bullying incident. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● There are more activities to promote peace, harmony, reconciliation and mutual understanding among students. | <input type="checkbox"/> | <input type="checkbox"/> |
| ● Bullying cases decline in number. | <input type="checkbox"/> | <input type="checkbox"/> |