



## **Zhuhai International School Bullying Prevention and Intervention Policy**

Period of Review: bi-annually  
Reviewed by: ZIS Staff and Senior Leadership  
Last Review: February 2022

Zhuhai International School is committed to building and sustaining a positive school climate for all students in order to provide to our students the opportunity to reach their full potential. To that end, the school implements programs and activities that focus on bullying prevention and intervention.

Providing students an opportunity to learn and develop in a safe and respectful environment is a shared responsibility in which the school, parents, and students play an important role. Bullying prevention and intervention strategies contribute to a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential.

Research demonstrates that bullying is a serious issue that has far-reaching consequences for individuals, their families and peers, and the community at large. A clearly articulated school-wide bullying prevention plan is the foundation of an effective bullying prevention program.

# 1. Fundamentals:

- Bullying adversely affects a student's ability to learn.
- Bullying adversely affects healthy relationships and the school climate.
- Bullying adversely affects a school's ability to educate its students.
- Bullying will not be accepted on school property, at school related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.
- Bullying will not be accepted from any member of the school community, including adults in the school community, as well as students.

# 2. Definition of Bullying:

**We define bullying as when someone keeps doing or saying things to have power over another person.**

**Some of the ways they bully other people are by:**

- ☐ calling them names,
- ☐ saying or writing unkind things about them,
- ☐ leaving them out of activities,
- ☐ not talking to them,
- ☐ threatening them,
- ☐ making them feel uncomfortable or scared,
- ☐ taking or damaging their things,
- ☐ hitting or kicking them,
- ☐ or making them do things they don't want to do.

**School bullying is:** Psychological, emotional, cyber, social or physical harassment of one student by another at school or within the school community. This includes at school and within its grounds, in transit between school and home, local shopping and sporting centers, at parties or local parks and in cyberspace. Globally, the playground is the most common place for bullying to occur.

ZIS does not tolerate bullying in any form. Students who engage in bullying others may face serious consequences, such as suspension or expulsion.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines bullying as having three important components:

- repeated aggressive behaviour that involves unwanted, negative actions
- involves a pattern of behaviour repeated over time
- involves an imbalance of power or strength.

This means that the victim feels that they are unable to defend themselves.

Bullying takes many forms and can include:

- physical assault and threats of harm
- verbal abuse (including name calling)
- emotional abuse (including social isolation)
- sexual abuse
- cyberbullying (any form of bullying behaviour via electronic means).

There are typically five key components to bullying:

- ☐ There is an intention to harm: bullying is deliberate behaviour that sets out to upset and cause distress.
- ☐ There is a harmful outcome: one or more people are hurt physically or emotionally.
- ☐ It is persistent and repeated: bullying involves repeated acts of aggression and hostility. An isolated aggressive attack between equals, is not usually bullying.
- ☐ It is direct or indirect: bullying can involve direct acts of aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- ☐ There is unequal power: bullying involves the abuse of power by one or several people who are more powerful or perceived as being more powerful, often due to their age, physical strength, belonging to a majority group or psychological resilience.

[From TES Educare Bullying Prevention Training](#)

### 3. Prevention Strategies

#### A. Positive School Climate

A positive school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. When relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate is a crucial component of bullying prevention and requires evidence-informed solutions. A positive school climate exists when:

- ☐ a whole-school approach is utilized involving all education and community partners;
- ☐ all members of the school community feel safe, and are safe, comfortable, included, and accepted;
- ☐ all members of the school community demonstrate respect, fairness, and kindness in their interactions,
- ☐ building healthy relationships that are free from discrimination and harassment;
- ☐ healthy inclusive relationships are promoted;
- ☐ students are encouraged, and given support, to be positive leaders and role models in their school community;
- ☐ open and ongoing dialogue takes place between the school leadership, staff members, parents, and students;
- ☐ all partners are actively and positively engaged;
- ☐ the learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners;
- ☐ bullying prevention and awareness-raising strategies for students and staff are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic disadvantage;
- ☐ bullying prevention and awareness-raising strategies for students and staff are reinforced through curriculum-linked programs;
- ☐ every student is inspired and given support to succeed in an environment of high expectations;
- ☐ improvement of learning outcomes for all students is emphasized.

### **Positive School Climate and Bullying**

Given the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying is one of the activities for which suspension must be considered.

The school will suspend a student for bullying and consider recommending the student for expulsion if (a) the student has previously been suspended for bullying, and (b) the student's continuing presence in the school creates, in the school's opinion, an unacceptable risk to the safety of another person. When both of these conditions are met, the school must suspend the student and consider the student for expulsion.

The school must also suspend a student, and consider expulsion for any incident, including bullying, that is motivated by bias, prejudice, or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g., socio-economic status, appearance).

### **B. Teaching Strategies**

Teaching strategies will be used that focus on developing healthy relationships by including bullying prevention in daily classroom teaching (e.g., reading books that deal with bullying; character education.) This will include training on cultural sensitivity, respect for diversity, promotion of equity and inclusion, and special needs.

During a school day, there are many "teachable moments" when issues appear to arise. Prompt intervention with coaching and support, can help all students to develop skills and understanding that they need to maintain positive relationships with others. Such interactions that students have with their teachers, other school staff, and fellow students, as well as with school administration, their parents, and others, can be used to help improve their social skills.

The homeroom programme will include dedicated sessions relating to bullying and other forms of peer-on-peer abuse.

### **C. Training**

Bullying prevention and intervention training will be provided for the school staff and students. The school will seek to provide programs for parents on bullying prevention and intervention as well.

Students will be provided with opportunities to participate in bullying prevention training and positive leadership initiatives within their school.

## **4. Intervention and Support Strategies**

A comprehensive intervention strategy to address incidents of bullying, including appropriate and timely responses, will be used at school.

Intervention and support should be consistent with a progressive discipline approach. Strategies could range from early interventions to more intensive interventions in cases of persistent bullying.. Ongoing intervention and support may be necessary to sustain and promote positive student behaviour.

For a student with special education needs, interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in his/her Individual Education Plan (IEP).

### **Disclosure Process**

The school has in place a disclosure process whereby any student can bring an incident of bullying to the attention of the Head of Section, the student's teacher, the counsellor or other staff member, whether the student was the victim or the observer.

Disclosure Process:

- students are encouraged to speak to their homeroom teacher(s), subject teacher(s), the Head of Section, or the School Counselor
- students may opt to disclose their concern through the online form:

- [Keeping ZIS Safe and Caring](#)
- Access to this link will be included online and available as a QR Code on display on campus allowing quick access



- Reports are kept confidential and private. Staff and students should be encouraged to report violations without fear of retaliation.

Students must be protected against reprisals and must feel comfortable in disclosing incidents of bullying in such a way that will minimize the possibility of reprisal.

All school staff will take seriously all allegations of bullying behaviour and act in a timely, sensitive and supportive manner when responding to students who disclose or report bullying incidents.

The school will provide support for students who have been bullied, students who have bullied others and students who have been affected by observing bullying. Parents of students that have been victimized and parents of those students who have engaged in any behaviour for which the student could be suspended or expelled and that resulted in harm to another pupil, will be invited to have a discussion with school leadership about the supports that will be provided for their child.

The school will develop a plan to protect and support victims.

If a parent/guardian of a student who is a victim is dissatisfied with the plan put in place by the school, the parent/guardian should first discuss the concerns with the Head of Section of the school. If the parent/guardian is still dissatisfied, the parent/guardian may contact the Head of School.

## **5. Responding to Incidents**

The purpose of responding to incidents of inappropriate and disrespectful behaviour is to stop and correct it immediately so that the students involved can learn that it is unacceptable. Behaviour that is not addressed becomes accepted behaviour.

School employees who work directly with students – including administrators, teachers, educational assistants and other non-teaching staff– must respond to any student behaviour that is likely to have a negative impact on the school climate.

Such behaviour includes all inappropriate and disrespectful behaviour at any time at school and at any school-related event if, in the employee's opinion, it is safe to respond to it.

Such inappropriate behaviour may involve bullying and other behaviours for which a principal must consider suspension and/or expulsion.

Responding may include:

- asking a student to stop the inappropriate behaviour;
- naming the type of behaviour and explaining why it is inappropriate and/or disrespectful; and
- asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and/or to rephrase a comment) and to promise not to do it again.

When adults respond quickly and consistently to bullying behavior they send the message that it is not acceptable. Research shows this can stop bullying behavior over time. There are simple steps adults can take to stop bullying on the spot and keep kids safe.

Do:

- Intervene immediately. It is ok to get another adult to help.
- Separate the kids involved.
- Make sure everyone is safe.
- Meet any immediate medical or mental health needs.
- Stay calm. Reassure the kids involved, including bystanders.
- Model respectful behavior when you intervene.

Avoid these common mistakes:

- Don't ignore it. Don't think kids can work it out without adult help.
- Don't immediately try to sort out the facts.
- Don't force other kids to say publicly what they saw.
- Don't question the children involved in front of other kids.
- Don't talk to the kids involved together, only separately.
- Don't force those involved to apologize or patch up relations on the spot.



By responding in this way, inappropriate student behaviour that may have a negative impact on the school climate is immediately addressed.

When an incident involves a student with identified needs, Board employees are expected to respond in an appropriate way.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or to a student or another person.

## **6. Reporting to the Head of Section**

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the Head of Section is aware of any activities taking place in the school for which suspension or expulsion must be considered.

In reporting, the employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the Head of Section no later than the end of the school day.

In cases where an immediate action is required, a verbal report to the Head of Section may be made. A written report must be made when it is safe to do so.

## **7. Training strategies**

The School will provide training strategies on bullying prevention and intervention for administrators, teachers, and non-teaching staff.

Training may be available for other adults who have significant contact with students such as bus drivers, yard/lunch supervisors and volunteers.

The training will include equity training on cultural sensitivity, on respect for diversity, and on special education needs.

## 8. Monitoring and Review

The Senior Leadership Team is responsible for the monitoring and review of this policy. An annual report will communicate this review and be included in the safeguarding report to the School Board.

Performance indicators for monitoring, review and evaluation of this procedure include:

- ☐ student survey data from annual CIS Community Survey
- ☐ parent survey data from annual CIS Community Survey
- ☐ faculty and staff survey data from annual CIS Community Survey
- ☐ data on Head of Section referrals relating to behavior interventions and suspensions