Yew Chung International School (Chinese Mainland), Yew Wah International Education School and Yew Wah International Education Kindergarten

Bully Prevention and Response Policy and Procedures

Scope: This policy applies to and will be shared with the community of each Yew Chung International School (YCIS), Yew Wah International Education School (YWIES) and Yew Wah International Education Kindergarten (YWIEK) in the Chinese Mainland. The community includes but is not limited to all staff, outsourced staff, service providers, volunteers, parents and students, who come into any contact with students.	**Distribution:** • Regional Executive Principal • School Leadership Teams • Whole School Community • School Website
Effective Date: Academic Year 2026-2027	**Number of pages:** 24
Next Review Date: June 1, 2027 Note: All Child Protection Policies are reviewed annually by the Director of Safeguarding and the Safeguarding and Inclusion Division. They are all appoved by the Executive Board.	**Approved by:** Executive Board

Philosophy:

We believe that all students have a right to be protected from any form of harm, including in-person and online bullying. Accordingly, this policy outlines the principles, processes and procedures for preventing and responding to cases of bullying, cyber-bullying or suspected bullying.

Principles

The school fully recognises its responsibilities regarding bullying. We aim to create a safe, secure and supportive learning environment (including e-learning) for our students. The welfare of all students is of paramount importance to each school community. SLT and all members of the school community are ethically and legally required to act promptly and professionally to protect our students in instances of suspected bullying.

All suspected cases of bullying must be reported to a Designated Safeguarding Lead / Campus Safeguarding Officer immediately and must not be ignored. Bullying can have a profound impact on a student's life.

This *Bully Prevention and Response Policy and Procedures* document is based on local, national and international laws and best practice guidance, including:

- ***Guidance Manual for the Prevention and Control of School Bullying among Primary and Secondary School Students (***中小学生欺凌防治指导手册***),*** *Shanghai Municipal Education Commission and Shanghai People's Procuratorate (February 2023)*
- ***UN Convention on the Rights of the Child,*** **1989**, of which China is a signatory. https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf
- ***The Anti-Bullying Alliance*** (Established by the NSPCC and National Children's Bureau, 2002) https://anti-bullyingalliance.org.uk/aba-our-work/about-aba

According to the '*Guidance Manual for the Prevention and Control of School Bullying among Primary and Secondary School Students' (*中小学生欺凌防治指导手册*), Shanghai Municipal Education Commission and Shanghai People's Procuratorate (February 2023)* school bullying is considered serious misconduct. It must be followed up in accordance with the Law of the People's Republic of China on the Prevention of Juvenile Delinquency and the Law of the People's Republic of China on the Protection of Minors.

中华人民共和国预防未成年人犯罪法
Law of the People's Republic of China on the Prevention of Juvenile Delinquency
https://wb.flk.npc.gov.cn/flfg/texthtml/de50317a103a4f13b1460f5624ba5578.html

中华人民共和国未成年人保护法
Law of the People's Republic of China on the Protection of Minors
https://www.gov.cn/xinwen/2020-10/18/content_5552113.htm

Definition of Bullying

Bullying is characterised as the deliberate or harmful use of physical, verbal or online methods by one individual to mistreat or belittle another, resulting in personal injury, damage to property or psychological harm to the victim.

Bullying will always involve:

- **An imbalance of power:** This imbalance of power is either real or perceived, for example, the person is physically stronger, more popular or a group vs one.
- **Repetition:** The pattern of behaviour is repeated, or has the potential to be repeated, over a short or long period of time
- **Intentional**: deliberate, clear purpose, unwanted, aggressive behaviour
- **Hurtful**: purpose is to cause harm by means of personal injury, property damage or psychological harm (fear, victim becomes withdrawn, isolated, excluded) and can be interpreted as dehumanising, intimidating, hostile, humiliating or threatening.

The following four elements will always be involved in bullying:



There are five common forms of student bullying:

Physical Bullying	Verbal Bullying	Bullying of Property	Social Bullying	Cyber-bullying
•physical assault •threatening •beating •kicking •slapping •scratching •pushing •pulling •unwanted sexual contact •etc.	•insulting •mocking •insulting nicknames •taunting •verbal threats •direct or indirect to another person •racial comments •discriminatory comments •inappropriate and unwanted sexual comments or taunts	•seizing •forcibly taking •intentionally destroying property of others	•maliciously excluding or isolating others •affecting another person's participation in school or social interactions •behaviour causes harm or embarrassment	•threatening •insulting •slandering •exposure of privacy •disseminate private and sensitive information •disseminate false information, rumours •racial, discriminatory comments

These five common forms of student bullying include but are not limited to physical, emotional, racial, discriminatory and sexual bullying.

<u>Definition of Cyber-Bullying</u>

Definition from the National Bullying Prevention Center (US)
"Cyber-bullying is when someone repeatedly and intentionally harasses, mistreats, or makes fun of another person online or while using electronic devices."

As information continues to spread online, cyberbullying should be regarded as a sustained form of harmful behaviour.

The three most common cyberbullying tactics include (but are not limited to):

Using Language to Attack Others	• Including through social media platforms such as WeChat, QQ, SMS, other instant messaging tools • threatening to hurt someone or telling them to kill themselves; • posting mean or hateful names, comments or content about any race, religion, ethnicity, or personal characteristics • publicly threatening, insulting and slandering others on Internet platforms such as forums, chat rooms, microblogs, post bars and short videos, etc.
Exposing the Privacy of Others	• Posting pictures or videos of a person without consent; • Doxing (publicly revealing private or personal information without consent), revenge or threatening to distroy the privacy of individuals by making personal information public • Publish and disseminate private and sensitive information on online public platforms, etc.
Creating and Disseminating False Information	• splicing images, adding insulting or defamatory words • posting comments or spreading rumours that are mean, hurful, embarrassing • publishing false information, creating a mean or hurtful webpage about someone • pretending to be someone else online in order to solicit or post personal or false information about someone else • AI generated images, using deepfakes, looks rater, declothing apps, voice cloning apps, sextortion, etc. • malicious reporting, etc.

Please note that references to bullying throughout this policy include all forms of bullying, in-person and cyberbullying, as listed above.

Peer Conflict and Teasing:
The school recognises that, at times, there may be peer conflict or behaviours that are mean or otherwise hurtful to a student. The school will also deal with this behaviour, but it may not constitute bullying.

Normal Conflict	Bullying behaviour
Occasional	Can be repeated with the same or different individual
Not pre-planned, in the heat of the moment	Premeditated, on purpose, intentional, planned
Both parties are genuinely upset	Person being bullied is more upset
All individuals are trying to work things out	Instigator is trying to maintain power & control
Not trying to take something from someone	Want to take power or possessions from someone
Both parties admit some responsibility	Blame is laid on the person being bullied
Effort to solve the problem by both parties	No effort to solve the problem by the person bullying

Students at Risk of Bullying:
The school recognises that some students may be more susceptible to bullying. There may not be a single identified "bully," but several students who may target a child. When identified, the school will support these students according to their age and individual needs.

Is it bullying or child-on-child abuse?
Child-on-child abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), abuse within intimate relationships, sexual violence, sexual exploitation, sexual harassment, physical abuse, prejudice-based violence, initiation/hazing-type violence and rituals.

All behaviour takes place on a spectrum and may or may not constitute abuse. To effectively manage child-on-child allegations, the following aspects of the behaviour will be considered:

- Is the behaviour a single episode, or has it occurred over time?
- Is the behaviour problematic and concerning?
- Is the behaviour deliberate and contrived?
- Does the behaviour involve any overt elements of victimisation or discrimination (related to race, gender, sexual orientation, physical, emotional, or intellectual vulnerability)?
- Does the behaviour involve a power imbalance between the child/children involved?
- Does the behaviour involve misuse of power?

(Farrer & Co, 2017)

Bullying	Child-on-child abuse
Occurs repeatedly	May occur repeatedly though it can also be a single act
The person(s) bullying is known to the person they are bullying	The person(s) abusing may or may not be known by the person they are abusing
Harm is intended	Harm may not be intended, however can be aimed to induce submission
Power imbalance is present	Power imbalance may or may not be present
Directed towards a specific individual	Directed towards individuals and/or groups

For cases/allegations of child-on-child abuse, please refer to the Child-on-Child Abuse policy.

Responsibilities of the School Community:

All members of the school community, including teachers, parents, and community partners, are always responsible for implementing this policy and the associated procedures.

Adults are expected to:

- Remain vigilant to bullying behaviours and report any suspected cases of bullying immediately to the Designated Safeguarding Lead / Campus Safeguarding Officer
- Take all cases of suspected bullying seriously
- Act quickly, professionally and in line with the school's policy and procedures if made aware of an incident of bullying
- Teach appropriate preventative measures for students to understand the impact of bullying behaviours, in line with the school's Life Skills and Wellness Curriculum
- The Designated Safeguarding Lead / Campus Safeguarding Officer reports all concerns and suspected cases of bullying immediately to the school leadership

Expectations of the School Leadership Team (SLT):

The school will provide support to staff and community members to address suspected and/or confirmed cases of bullying quickly and effectively. This will include:

- Implementing and reviewing the *Anti-Bullying Policy and Procedures*
- Ensuring time and resources for staff training
- Sharing information with the school community and stakeholders
- Ensuring that adults (parents and staff) and students understand the difference between conflict and bullying.
- Being proactive in preventing bullying through the Life Skills and Wellness Curriculum, which includes providing strategies for students and effective reporting procedures
- Actively working with the community to promote anti-bullying and student wellness

Expectations of DSL/Campus Safeguarding Officer:

- Take all cases of suspected bullying seriously
- Follow the Anti-bullying policy and procedures when dealing with a case of suspected bullying
- Formally and thoroughly investigate all reports of bullying promptly
- Keep up to date and accurate records of all reports, ~~incidents~~ and investigations, including the outcome and rationale for the outcome
- Ensure that parents and students are informed of the steps taken to address the situation
- Work closely with all individuals to ensure underlying issues are resolved so that closure can be achieved
- It is a priority that all parties feel that the report has been handled with clarity and fairness
- Ensure ongoing monitoring of the interactions between relevant students
- Inform relevant teachers, leaders and counsellors
- The Campus Safeguarding Officer/Deputy may engage other staff members to follow up on behaviours, as needed, in accordance with the behaviour policy.

Expectations of Teachers:

- Take all cases of suspected bullying seriously
- Report all cases of suspected bullying on WeCare to the DSL/CSO
- Take protective action for a student who has been identified as a victim
- Monitor and observe students closely for changes in behaviour or absenteeism and report these to the DSL/ CSO
- Work closely with the DSL/ CSO to provide timely information as requested
- Follow the Child Protection Policy and Procedures regarding reporting suspected bullying

Expectations of Students:

- Adopt a positive attitude and show respect towards fellow students
- Take responsibility for all their actions
- Remain vigilant to bullying behaviours and report any suspected cases of bullying immediately
- Be a 'defender' and report bullying concerns about themselves and/or another child

Expectations of Parents:

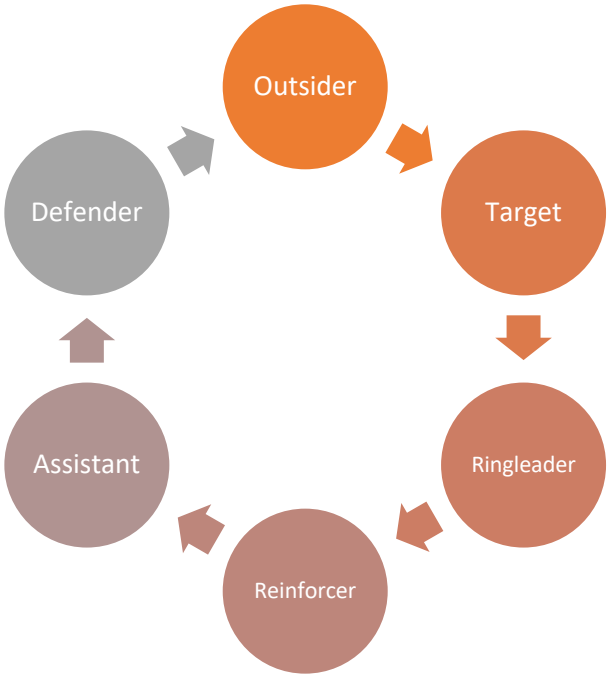
- Support the school's efforts to ensure a safe environment
- Disclose/report concerning behaviours
- Inform the school if their child is feeling unsafe as a result of the behaviour of another child
- Attend, where possible, workshops and/or presentations that support the development of their child's wellness and mental health, and the school's safeguarding practices
- Trust the school to investigate and manage the allegations, and will work with the school rather than acting independently

- Refrain from contacting other students or parents or from communicating on social media regarding an incident.

Bully Prevention:

As a school, we recognise that teaching our students and community about bullying prevention is very important. The school offers a Life Skills and Wellness Curriculum that focuses on developing empathy and resilience, building students' self-esteem, social skills, and conflict-resolution skills, understanding bullying and peer conflict, personal safety, digital citizenship, and body awareness. This is a mandatory unit and must be taught every year.

In an effort to support bullying prevention, the school recognises the importance of our communities to understand bullying and the common roles played by different students in bullying situations. Roles continue to shift, and a student can be the 'ringleader' and at any given time become the 'outsider' or the 'target' depending on the group dynamic.



Outsider	Ignores or doesn't see the bullying, doesn't want to get involved
Target/Victim	Person at whom the bullying is aimed, person who has suffered physical injury, property damage or psychological harm
Ringleader	Initiates and leads the bullying, can be seen as the commander or executor of the bullying
Reinforcer	Supports the bullying, might laugh or encourage what's going on, but doesn't 'do' it
Assistant	Actively involved in 'doing' the bullying, but doesn't lead it, behaviours may include e.g. guarding

Defender	Stands up for someone who is being bullied, knows bullying is wrong and feels confident enough to defend, may report to an adult

We identify five common risk factor categories that might be underlying causes of leading bullying or being the victim of bullying:

Family factors	• Students who live in a home where violence frequently occurs • Students who are the victims of neglect or affluent neglect • Pressured, tense, unhealthy parent-child relationships • Children who are exposed to corporal punishment and other forms of abuse at home • Child not feeling a sense of connection, belonging, trust and safety at home
School factors	• Inadequate classroom management • Inadequate education about bullying and mental health • Inadequate bully-prevention and response to bullying • Not responding to conflict/disputes in a timely manner • Student not feeling a sense of connection, belonging, trust and safety at school
Social factors	• Exposure to extreme violence, pornography, etc that a student may not be fully mature to understand yet, or to differentiate between fiction and reality • As a result of being exposed to online content, the student may internalise these behaviours and principles and perceive them as appropriate in real-life situations
Personal factors	• Students with potential irritable personalities, impulsive behaviour, mental health challenges • Students with physical and psychological health challenges, • Students who are more introverted, and timid
Peer factors	• Students with poor communication skills and interpersonal relationship skills • Peer pressure, group misconduct • Insufficient social support systems in school

Bullying can affect all students in different ways. Some examples are listed in the table below:

Physical Impact	Psychological Impact	Behavioural Impact	Academic Impact
• bruises • scratches • bites • minor injuries	• severe anxiety • fear • depression • loneliness • insecurity • helplessness • low self-esteem • social withdrawal • PTSD • self-harm • suicide ideation	• insomnia • nightmares • substance addiction • internet addiction • aggression • destructive behaviours • retaliation behaviours • imitation • further bullying	• lateness • absenteeism • lack of engagement • not submitting homework • avoidance of school or classes • refusal to engage in learning • disinterested

Bullying also affects the family dynamics at home. Some parents may feel guilty, angry, worried or disappointed. In severe cases, parents might take extreme measures to protect their child, which could cause additional secondary harm. Bullying can also affect the learning environment and the school's reputation.

Schools need to identify and safeguard high-risk areas where bullying could commonly occur, such as:

- Classrooms, corridors, playgrounds, washrooms/toilets, residence halls
- On the way to and from the school (e.g. bus)
- Other venues closely related to student life, e.g. sports clubs, art clubs, music clubs, etc.
- Cyberspace

The school must further strengthen their prevention practices by

- Increasing CCTV in high-risk areas
- Clearly communicate behaviour expectations to students
- Ensuring immediate reporting to the Child Protection Team
- Ensuring that teachers can identify early warning signs and report these
- Ensuring that the Life Skills and Wellness Curriculum is taught
- Provide education and training for teachers, students and parents, regarding roles and responsibilities as well as how to handle conflicts

- Offering multiple ways for students to report bullying (e.g. Speak-Up QR codes, postboxes, signposting CSOs, DSLs and Counsellors)
- Advocating for minority groups and teaching diversity, inclusion and acceptance of all
- Monitoring and observing students closely to be able to identify signs
- Strenghtening supervision and ensure that reported cases are taken seriously and are followed up with in a timely manner
- Regularly meeting and/or surveying students to gather information about bullying occurance
- Establishing protective measures for students who report
- Provie scenario based training and inform community of legal responsibilities
- Act to prevent and detect potential conflicts
- Provide a safe space for fair and equal treatment of all students
- Support students in developing healthy relationships
- Encourage students to think from different perspectives
- Provide positive affirmation to students to support the healthy development of self-esteem
- Celebrate the diverse backgrounds within our school communities to promote mutual respect, understanding and harmony
- Empower students to be confident communicators who can resolve conflict constructively embodying kindness
- Encourage students to look out for one another and to speak with trusted adults about any bullying they experience or witness
- Regularly engage in parent communication and training
- Keeping up to date with AI-related terminology and trends, as well as up-to-date types of cyber-bullying
- Engaging students in focus groups and feedback surveys to help schools better understand life as a child in the current environment (in person/online)
- Organise a range of workshops, assemblies, and activities to raise awareness and educate on bullying, its impact, and ways to address it.

While the following behaviours may be caused by other social and emotional factors, it is important that staff and parents report these to the school personnel concerned, as they could also be an early indication of bullying:

Report a disclosure on your school's WeCare platform if a student:

- Is worried about attending school
- Becomes withdrawn and anxious
- Starts stammering
- Feels unwell in the morning
- Stops completing school work or loses interest in school work
- Asks for money or starts stealing money
- Continually "loses" items (especially expensive items)
- Has unexplained regular cuts and bruises
- Becomes aggressive, disruptive or unreasonable
- Is displaying bullying-type behaviour towards other children or siblings

- Stops eating
- Is not saying what is wrong
- Stops using the internet or their mobile phone
- Is crying a lot
- Becomes nervous when they receive a message on their phone
- Appears short-tempered
- Demonstrates a change in attitude

Responding to Bullying, Cyber-bullying or Suspected Cases of Bullying:

Addressing bullying effectively requires a comprehensive and compassionate response. We emphasise the importance of reporting disclosures or suspected cases of bullying immediately to ensure a timely investigation and response.

If a member of the school community becomes aware of a suspected case of bullying, they must report it immediately to one of the Campus Safeguarding Officers, who will act on the information in line with *Child Protection Policy and Procedures.*

A member of the child protection or leadership team will meet with all parties involved to gather additional information and determine appropriate follow-up steps and support. In serious cases, the matter must be taken to the SLT.

All suspected and confirmed cases of bullying must be recorded in WeCare and documented in accordance with the school's record-keeping procedures. The school emphasises a restorative approach that aims to educate, correct and restore relationships as a first response.

The school categorises bullying-type behaviour and our response to bullying-type behaviours in the table below. Important notes for implementation:

- Context matters, review power imbalance, frequency of behaviour
- Focus on the impact of the behaviour on the target
- Keep clear, factual records of all reports, conversations and actions taken on WeCare at every level
- Apply the framework consistently to ensure fairness and build trust in the process

Low-level Behaviours	Mid-level Behaviours	Serious Behaviours
Bullying-Type Behaviour		
Inappropriate, exclusionary or mildly hurful behaviours.	Repeated or more overtly harmful behaviours.	Severe, threatening, or unlawful behaviours.
Often the first occurance or stemming from a lack of social awareness.	Patterns of low-level behaviours that continue after intervention, or single	Includes any physical aggression, or conduct that causes severe psychological harm.

	incidents with a clear harmful intent.	
Impact may be unintentional but is felt by the target.	Creates a negative environment for the target.	Violates organisational policies and/or the law.
• Eye-rolling, turning away, subtle mocking. • Casual name-calling or 'teasing' that upsets the recipient. • Consistently excluding one person from a group. • Spreading a minor, hurtful rumour. • One-time use of inappropriate language.	• Repeated verbal insults, put-downs, or intimidation. • Deliberate and sustained social exclusion. • Spreading malicious rumours or gossip that damages reputation. • Cyberbullying (offensive memes, targeted comments)	• Threats of violence or physical intimidation. • Sexual harassment or assault. • Harrassment based on race, gender, religion, disability, sexual orientation. • Severe cyberbullying (explicit threats, sharing private messages) • Retaliation against someone who reported bullying.
School Response to Bullying-Type Behaviour		
A designated staff member has a conversation with the individual regarding their behaviour. • Focus on the impact of their actions. (Your comment made X feel excluded) • Provide clear feedback on expected conduct. (Educate) Check-in, follow up with the target to ensure the behaviour has stopped and they feel supported.	• Conduct a structured meeting with the individual exhibiting the behaviour, document in writing, present specific examples and their impact. • Develop a clear, written behavioural improvement plan with concrete expectations and consequences for non-compliance. • Conduct "Method of Shared Concern" meetings with all parties involved. (Appendix 1) • Facilitate a restorative conversation if appropriate and agreed upon by all parties.	• Ensure safety, this may involve removing the student from the environment pending investigation. • Launch a comprehensive investigation following the protocol listed below. • Interview all involved parties and witnesses. • Collect written statements. • Based on findings, implement formal consequences. • Refer to the *Relationships and Behaviour Management Policy and Handbook for guidance.* • Conduct a risk-assessment to identify

	• Ensure all parties involved has access to support (e.g. counselling) • Schedule regular check-ins to monitor compliance.	potential areas where harm can continue. • Conduct "Method of Shared Concern" meetings with all parties involved. (Appendix 1) • Facilitate a restorative conversation if appropriate and agreed upon by all parties. • Provide ongoing support for all parties involved (counselling, safety planning, external therapeutic support/intervention). • Clearly communicate outcomes with parents. All Red Level cases must be reported to the Safeguarding and Inclusion Division. A decision regarding reporting to relevant authorities will be discussed and agreed upon during the Response Team meeting and after review of evidence.

Framework for investigating serious bullying behaviours:

1. Ensure Safety (secure and ensure the safety and well-being of all parties involved)
    a. Are all students safe?
    b. Is anyone's physical health or well-being at risk?

2. Verify Information (investigate, interview, statements)
    a. Record names and how they were involved (roles)
    b. Clearly explain the process and steps taken, and ensure understanding, clarify any misunderstandings
    c. Example roles involved in the bullying record form

Role	Name/s	How they were involved?	What can this group do to stop bullying?	Agreement?	Review
Target/s					
Ringleader/s					

Reinforcer/s					
Assistant/s					
Defender/s					
Outsider/s					

3. Evaluate the Risk (low, medium, high)
    a. Consider the age, maturity and individual circumstances of students involved,
    b. Consider the severity, frequency and impact of the bullying on the targeted student(s)
    c. Determine if the student(s) engaged in similar behaviours in the past
    d. Is it happening in a group setting or one-on-one?
    e. What is the level of insight/remorse demonstrated by the student(s) engaging in the bullying behaviour?
    f. What is underlying the behaviour/motive or intent?

4. Hold a response team meeting; ensure all meeting notes and case verification documents are uploaded on WeCare, including decisions and rationale for decisions made

5. Reach a conclusion and share the outcome with relevant parties, enforce relevant consequences, and ensure timely communication with parents throughout the process.
    a. Offer counselling support for all students involved;
    b. Facilitate restorative conversations to repair the relationship;
    c. Facilitate a structured approach (Method of Shared Concern, Appendix 1) to encourage accountability and resolution among all students involved
    d. Develop student support, safety, or behaviour plans or contracts which may include restrictions on contact between involved parties;
    e. Consider/decide whether mandatory reporting to authorities is required
    f. Provide targeted learning and mentoring;
    g. Monitor and follow up over a period of time;
    h. Apply proportionate consequences, e.g. removal of privileges, suspension, exclusion from trips/activities.

6. Reflect and Review
    a. What has this incident taught us?
    b. Does this reveal any school-based issues?
    c. Do staff/students/parents need training?
    d. Are there any gaps in our policy?

As part of the response to a bullying disclosure and in cases where the outcome of bullying was of concern, the school must provide additional education to the relevant students/year levels/grades.

Consequences must be enforced in accordance with our *Relationship and Behaviour Management Policy.*

At YCYW, we believe in fostering a supportive and respectful environment for all students. We do not condone public apologies as a practice within our school communities.

- Public apologies can lead to feelings of humiliation and shame for the student involved. Everyone deserves to maintain their dignity, especially in a learning environment where students are still developing their social/emotional skills.
- We encourage students to reflect on their actions in a private setting. This allows for a deeper understanding of their behaviour and fosters genuine remorse.
- Private conversations between individuals involved can lead to more constructive conversations, better understanding and reconciliation.
- Public apologies can create an environment of fear and anxiety, which is counterproductive to our mission of nurturing positive, safe and inclusive environments.
- We believe in personal growth and accountability rather than public shaming. Our approach is to guide students in understanding their mistakes and taking responsibility in a way that encourages learning and development.

In the event that a bullying case is very serious, e.g. behaviour that violate public security or constitutes a crime, the school must, according to the '*Guidance Manual for the Prevention and Control of School Bullying among Primary and Secondary School Students' (*中小学生欺凌防治指导手册*), Shanghai Municipal Education Commission and Shanghai People's Procuratorate (February 2023),* report these cases to the relevant authorities. Failure to report these cases to the relevant authorities will result in further investigation of the circumstances, determination of violations of reporting duty, and follow-up from the authorities in accordance with the law. Organisations or individuals who interfere with or obstruct reporting shall be held legally responsible in accordance with the law.

After the judicial authorities are informed and intervene, they will assess the situation and provide prevention measures and/or interventions for bullies. This could involve criminal liability under the law. Schools and staff must actively cooperate with public security and judicial authorities by

- providing evidence (such as full chronology, investigations, meeting notes)
- protecting privacy, keeping strict confidentiality with regard to student identity and other case details
- serve as a suitable adult, when the judicial organ interviews the minor suspect, victim and witness, the legal representative shall be present to witness and supervise the process. When the legal representative is unable or unsuitable due to present or legal circumstances, the school may need to send a representative as a suitable adult to witness and supervise the case
- participate in corrective education
- provide observation and assistance as required
- collaborate with the judicial authorities to provide guidance on family education

Additional Information:

- Once a case of bullying has been confirmed, the school will support all parties involved to resolve the behaviour. The type and level of support will vary with each individual case, but may include:
- Meetings with Senior Leaders
- Meetings with parents of all parties involved
- Coping strategies for all students involved and their families
- Emotional support and/or counselling for all parties involved
- Appropriate consequences for the bullying behaviour, such as: apologies, reflections, restorative practices, time out or limitation/ suspension of student privileges
- Lessons on how to report bullying and bystander responsibility
- Lessons to boost self-esteem, celebrate differences and accept diversity
- Referrals to external professional organisations
- Active monitoring and check-ins with all parties involved

<u>Parent Engagement and Support:</u>

According to the *'Guidance Manual for the Prevention and Control of School Bullying among Primary and Secondary Students' ('*中小学生欺凌防治指导手册'),

- Parents must actively create an appropriate, harmonious and law-abiding family atmosphere and environment. They must actively communicate with their children patiently, listen to them and establish a positive parent-child relationship.
- Parents must pay attention to their own words and actions, regulate their behaviour, avoid aggressive or abusive behaviour in front of their children, and avoid expressing dissatisfaction with the school in front of their children. All concerns must be reported directly to school leaders.
- Positive education and encouragement must be the main focus, and parents must avoid criticising and educating children in public or using extreme methods such as physical abuse. Parents must also avoid labelling a child with negative criticism, such as "you are really stupid" and "you are not as good as someone else."
- Parents must support their children to develop empathy and not engage in bullying behaviours. They must teach their children how to build healthy relationships with classmates and resolve conflicts amicably. They must inform their child of the legal consequences and long-term harmful effects of bullying.
- Parents must monitor students' behaviour and support them when they notice that a child is anxious or nervous, shows a change in behaviour, or displays academic difficulties. They must educate themselves about possible signs and symptoms of bullying and report any changes in their child's behaviour to the school.
- Parents must support the school's efforts and reinforce these messages at home. A strong home-school partnership is required in order to successfully address bullying.

Additional information that can be shared with parents on how to support a child in dealing with bullying:

- Create a safe and trusting environment where your child feels comfortable discussing their experiences with you.
- Establish regular check-ins to monitor their well-being and address any concerns.
- Encourage your child to speak up and report any instances of bullying to a trusted adult, such as a counsellor, teacher or family member.
- Empower your child with the skills to respond to bullying situations assertively.
- Role-play different scenarios to practice assertive responses.
- Encourage your children to use confident body language, speak self- assuredly, and set boundaries with the bully.
- Help your child cope with the emotional impact of bullying. Encourage them to express their feelings and provide a listening ear.
- Identify healthy coping mechanisms such as engaging in activities they enjoy, practising relaxation techniques, or seeking professional counselling if needed.
- Instruct your child to keep a record of bullying incidents, including dates, times, locations and a description of what occurred. If the bullying involves online platforms, encourage them to take screenshots or keep a record of messages or comments as evidence. This will help them give precise information when reporting to an adult.
- Encourage your child to spend time with supportive friends who make them feel valued and respected. Discuss healthy friendships and help them identify true friends.
- Reassure your child that being bullied is never their fault. They should not have to change anything about themselves to please a bully, and it's important for them to know that they don't have to face it alone. Encourage them to report and seek help from trusted adults.
- Help your child build self-confidence by engaging in activities they enjoy and excel in. This could involve joining a club or sports team, pursuing hobbies they enjoy, such as drawing, writing or music.
- Foster a sense of resilience by teaching problem-solving skills and emphasising their strengths and abilities.
- Teach your child the value of standing up for others who may be experiencing bullying. Encourage them to be an ally and make it clear that they are on the side of those who need support. Advise them to report the bullying to a trusted adult.

Bullying can occur for various reasons, and it is essential to approach it with care and appropriate strategies. Therefore, we would also like to provide parents with valuable information and tips if they discover that their child is engaging in bullying behaviour, which can be a difficult and concerning situation.

As a parent, it is important to approach this issue with understanding, empathy, and a proactive mindset. The following should be communicated to the parents of the child who is displaying bullying-type behaviour.

Why do Children bully? Bullying behaviour in children can stem from different factors, such as a desire to fit in, seeking attention, or even as a response to being bullied themselves. It is

crucial to recognise that children who bully are not "bad kids," but their actions require intervention and guidance.

Upon receiving information about your child's bullying behaviour, it's natural to experience a range of emotions. Take some time to calm down and reflect before addressing the issue. Approaching the situation with a clear mind will help you handle it more effectively.

When you become aware that your child may be involved in bullying, it is important to have an open and honest conversation with them. Approach the discussion calmly, showing that you are willing to listen and understand their perspective. Take the time to gather specific information about the incidents before talking to your child, so you can provide examples and facilitate a meaningful conversation.

Consequences for bullying should be meaningful and proportionate to the severity of the behaviour. Avoid extreme measures that may lose their effectiveness over time. For instance, if cyberbullying is involved, consider temporarily revoking internet or phone privileges rather than a permanent ban. Additionally, it may be beneficial to seek professional help or engage in discussions with your child to address the underlying reasons for their behaviour. Remember, you can always reach out to the school to work in partnership.

Once consequences have been established, give your child some time to reflect and calm down. Then, have another conversation to discuss how they can rectify the situation and move forward. Encourage them to apologize sincerely and consider engaging in activities that promote empathy and understanding, such as inviting the affected child to play or spend time together.

It is important to keep an eye on your child's behaviour and regularly communicate with teachers. Stay vigilant for any signs of recurring bullying behaviour. When positive changes are observed, provide praise and support. If negative behaviour persists, address it promptly and implement appropriate consequences in partnership with the school.

Identify any external factors that may contribute to your child's bullying behaviour. For example, they may struggle with social interactions. In such cases, work with your child to develop strategies for handling these situations. Role-playing can be an effective tool to teach them how to respond with kindness and empathy.

Examine the dynamics within your home environment and evaluate whether positive or negative interactions or behaviours are being modelled. Foster a positive home atmosphere where kindness and respect are emphasized. Children should witness healthy conflict resolution and learn how to express themselves appropriately.

Summary of Tips

- Teach your child about empathy, kindness, and the importance of treating others with dignity.
- Encourage open communication and create a safe space for your child to share their concerns or experiences.

- Stay involved in your child's life by maintaining regular conversations with their teachers.
- Support your child's social skill development and help them build healthy relationships.
- Teach your child effective problem-solving strategies and alternative ways to handle conflicts.
- By working in partnership, we can create a safe and supportive environment for all our children.

Additional Resources:

- Yew Chung Mission, Principles and Practices Statement
- Yew Wah Mission, Principles and Practices Statement
- Life Skills and Wellness Education Policy
- Child Protection Policy and Procedures
- Child-on-Child Abuse Prevention Policy and Procedures
- Relationship and Behaviour Management Policy and Handbook
- Self-Harm and Suicide Prevention Policy and Procedures

Appendices:

- *Appendix 1 Method of Shared Concern*
- *Appendix 2 Useful Resources*

Appendix 1 – Method of Shared Concern

This section provides a script for facilitating a structured approach to encourage accountability and resolution among all students involved in bullying incidents. (Bullying procedure 5c, page 13)

The Pikas Method of Shared Concern

- Those involved in a bullying situation are seen individually.
- The facilitator shares his or her concern for what is happening with the student being bullied.
- The facilitator invites and supports the students who are bullying to take responsibillty and suggest actions to remedy the situation.
- Importantly, the developments are carefully monitored.

Description of the Method:

- Each student involved in the bullying incident participates in a series of individual discussions with a facilitator, beginning with the student who engaged the bullying incident.
- Clearly defined steps are used to reach a point where the students bullying agree that the student being bullied is having a difficult time.
- The students who are bullying are then encouraged to suggest and try out ways to help to improve the situation for the student being bullied.
- The student being bullied is also provided with opportunities to discuss the incident and encouraged to consider and try ways they can improve their own situation.

This method of managing bullying incidents is based on the following principles:

- Bullying occurs in a group context;
- Changing the social dynamics that maintain bullying will prevent further bullying incidents;
- A shift in behaviour can be promoted by encouraging empathy and concern for others; and
- Harsh punitive measures model and reinforce the use of power to meet needs and wants and put bullied students at risk of revenge.

Meeting with the student who has been bullying

STEP 1

- "I have asked you to come and speak with me because I have heard that some things have been happening to 'X' that are making him/her very unhappy at school."
- Wait for the student ot respond.
- If the student doesn't respond ask, "Do you know anything about this that might help me?"

- Do not try to force the student to 'own up' or admit to his/her involvement, simply try to get him/her to acknowledge that there is a situation which is making 'X' unhappy.
- If the student complains about 'X', don't question, just let the student explain the situation.
- If the student had an idea then say you wil see him/her to "discuss how your idea went when you tried it."
- If he/she didn't have an idea then say you wil see him/her to"discuss the idea you have come up with."

STEP 2

- "So it sounds like X' ' is having a bit of a tough time"
- Wait for the student to respond.
- As soon as the student agrees and acknowledges that 'X' is having a bad time and is unhappy, move ot Step 3.
- if the student says that 'X' is to blame, accept the point but suggest that X' ' is still having a bad time and is unhappy.

STEP 3

- "Well, I was wondering what you could do to help improve the situation for 'X' to help him/her become happier at school."
- Accept any suggestions with positive feedback.
- Don't question suggestions if they are positive.
- If the suggestions are negative, ask the student whether he/she thinks this would help 'X' feel happier.
- If the student can't think of anything to do or is resistant to the idea, ask him/her to take some time to think about something he/she could do to help make 'X' feel happier, then move to Step 4.

STEP 4

- "Okay, I'll see you next week to find out how you are getting on."

Meeting with the student who has been bullied

STEP 1

- "I have asked you to come and speak with me because I have heard that some things have been happening to you that are making you unhappy at school."
- Wait for the student to respond.
- Let the student explain his/her situation. Then simply acknowledge that there is a situation which is making him or her unhappy.

STEP 2

- "So it sounds like you are having a bit of a tough time."
- Wait for the student to respond.
- As soon as the student agrees and acknowledges, go to Step 3.

STEP 3

- "I have spoken to a few students about your situation and they have made some good suggestions to help you feel happier and safer at school."
- If the student is concemed about this reassure him/her that you wlil be keeping a close eye on what is happening.
- Let the student know that there may be a few changes in some of the students' behaviour towards him or her.
- If you feel the student could help the situation by changing some of his/her behaviours go ot Step 3(b).

STEP 3 (B)

- "I was wondering what you could do to help improve the situation for yourself and help you to become happier at school."
- Accept any suggestions with positive feedback.
- Don't question suggestions fi they are positive.
- if the suggestions are negative, ask the student whether he/she thinks this would help him/her feel happier.
- If the student can't think of anything to do or is resistant to the idea, ask him/her to take some time to think about something he or she could do to help to feel happier, then move ot Step 4.

STEP 4

- "Okay, I'II see you next week to find out how you are getting on."
- If the student had an idea then say you wil see him/her to "discuss how your idea went when you tried it."
- If he/she didn't have an idea then say you wil see him/her to "discuss the idea you have come up with:"

Appendix 2 - Useful Resources

- Anti-Bullying Alliance - https://anti-bullyingalliance.org.uk
- Bully Prevention (n.d.). in *Positive Behavioural Intervention and Supports.* Retrieved from http://www.pbis.org/school/bully-prevention
- Department of Education and Early Childhood Development, Melbourne, Australia (2010). *Building Respectful and Safe Schools*, *A Resource for School Communities*. Retrieved from: http://fuse.education.vic.gov.au/Resource/ByPin?Pin=LFZGD2&SearchScope=All
- Stop Bullying Website (n.d.). *Stopbullying.gov* Retrieved from https://www.stopbullying.gov/what-is-bullying/index.html
- Anti-Bullying Website (n.d.). *The National Centre Against Bullying* Retrieved from https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying
- Anti-Bullying Website (n.d.). *Bullying No Way!* Retrieved from https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying