



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

Anti-Bullying Policy and Procedures

<p>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 Mainland China. 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.</p>	<p>Distribution:</p> <ul style="list-style-type: none"> • School Leadership Teams • Whole School Community • School Website
<p>Effective Date: Academic Year 2024-2025</p>	<p>Number of pages: 9</p>
<p>Next Review Date: June 1, 2025</p> <p>Note: All Child Protection Policies are reviewed annually by the YCYW Head of Safeguarding and the organisation’s Child Protection Committee. They are all approved by the Executive Board.</p>	<p>Approved by: Executive Board</p>

Definition of Bullying

The school identifies **bullying** as behaviour of an individual or group of people to intentionally cause harm to another person or people. Bullying will always involve:

- **An imbalance of power:** This imbalance of power is either real or perceived, for example the person is physically stronger or more popular
- **Repetition:** The pattern of behaviour is repeated, or has the potential to be repeated, over a short or long period of time
- **Intention:** unwanted, aggressive behaviour, intended to cause harm

Such behaviour is reasonably interpreted as dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress.

Definition of Cyber-Bullying

Definition from the National Bullying Prevention Center (US)

“Cyberbullying is when someone repeatedly and intentionally harasses, mistreats, or makes fun of another person online or while using electronic devices.”

Some of the most common cyberbullying tactics include (but not limited to):

- Posting comments or rumours about someone online that are mean, hurtful, or embarrassing.
- Threatening to hurt someone or telling them to hurt or kill themselves.
- Posting pictures or videos of a person without consent.
- Pretending to be someone else online in order to solicit or post personal or false information about someone else.
- Posting mean or hateful names, comments, or content about any race, religion, ethnicity, or other personal characteristics online.
- Creating a mean or hurtful webpage about someone.
- Doxing, an abbreviated form of the word documents, is a form of online harassment used to exact revenge and to threaten and destroy the privacy of individuals by making their personal information public (e.g. personal account information and passwords).

Peer Conflict and Teasing:

The school recognises that at times there is peer conflict or behaviours that may be mean or otherwise hurtful to a student. This behaviour will also be dealt with by the school, but it may not constitute bullying.

Students at Risk of Bullying:

The school also recognises that certain students may be more susceptible to be targeted for bullying. There may not be one identified “bully,” but several different 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 and initiation/hazing type violence and rituals.

All behaviour takes place on a spectrum and may or may not constitute abuse. In order 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 victimization 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)

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

Please note, references to bullying throughout this policy includes all forms of bullying in person (physical, racial, emotional, discriminatory, sexual) and cyber-bullying. (See Appendix 1 - List of Definitions)

Philosophy

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

Principles

The school fully recognises its responsibilities regarding anti-bullying. We aim to create a safe, secure and supportive learning environment for our students. The welfare of all students is of paramount importance to the school community. SLT and all members of the school community should adhere to government regulations on anti-bullying in schools. If there is any inconsistency between this policy and government regulations, the government regulations will prevail.

Responsibilities of the School Community:

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

Adults are expected to:

- Remain vigilant to bullying behaviours and report any suspected cases of bullying immediately to the Child Protection 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/Child Protection Officer reports all concerns and suspected cases of bullying immediately to school leadership

Expectations of the School Leadership Team (SLT):

The school will provide support to staff and members of the community to deal quickly and effectively with suspected and / or confirmed cases of bullying. 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) as well as students understands 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/Child Protection Officer:

- Take all cases of suspected bullying seriously
- Follow the Anti-bullying policy and procedures when dealing with a case of suspected bullying
- Keep up to date and accurate records of all incidents
- Follow up and monitor all suspected and confirmed cases of bullying
- Inform relevant teachers, leaders and counsellors
- The Child Protection Officer/Deputy may engage other staff members to follow up with behaviours according to the behaviour policy as needed.

Expectations of Teachers:

- Take all cases of suspected bullying seriously
- Update Powerschool/Managebac (school communication platform) and check historical data
- Report all cases of suspected bullying to the DSL/CPO
- 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/CPO
- Work closely with the DSL/CPO to provide timely information as requested
- Follow the Child Protection Policy and Procedures in regards to 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

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 supports 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 communicating on social media regarding an incident.

Prevention:

As a school, we recognise that teaching our students and community about the prevention of bullying is very important. The school offers a Life Skills and Wellness Curriculum which focuses on developing empathy and resilience: building students' self-esteem, social skills, conflict resolution skills, understanding bullying and peer conflict, personal safety, digital citizenship and body awareness.

Procedures:

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

A member from the leadership team or the CPO will meet with all parties involved to gather more information and decide appropriate follow up steps and support. In serious cases, the matter must be taken to SLT.

All suspected and confirmed cases of bullying must be recorded and filed according to the school's record keeping procedures.

Support:

- When a case of bullying has been confirmed, the school will support all involved parties in order 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: 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

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 Policy Guidelines
- Self-Harm and Suicide Prevention Policy and Procedures

Appendices:

- *Appendix 1 Definitions of Bullying*
- *Appendix 2 Sign and Symptoms of Bullying*
- *Appendix 3 Useful Resources*
- *Appendix 4 Conflict vs bullying, bullying vs child-on-child abuse*

Appendix 1

List of Definitions:

Definition for Teachers, Parents and Caregivers:

School bullying is the behaviour of an individual or group of people to intentionally cause harm to another person or people. It will always involve an imbalance of power, which is either real or perceived, for example the person is physically stronger or more popular. The pattern of bullying behaviour is repeated, or has the potential to be repeated, over a short or long period of time.

Definition for younger students:

School bullying is when a person or group of people cause harm to another person or people on purpose. It will always include the bully having more power and the behaviour is repeated over a short or long time.

Definition for older students:

School bullying is the behaviour of an individual or group of people to intentionally cause harm to another person or people. It will always involve an imbalance of power, which is either real or perceived, for example the person is physically stronger or more popular. The pattern of bullying behaviour is repeated, or has the potential to be repeated, over a short or long period of time.

Types of Bullying:

Definitions	Description
Emotional	Excluding someone from activities, name calling, taunting, verbal threats to cause harm and indirect actions which cause emotional upset. This includes direct verbal comments to a person and indirect verbal comments, which may include talking to others in order to cause harm or embarrassment, such as spreading rumours.
Physical	Pushing, kicking, biting, hitting, punching, spitting, or any deliberate violent or physical act which will cause discomfort, embarrassment and/ or harm to another person.
Racial	Racial taunts, name calling, gestures, etc. based on the target person's race or ethnicity.
Discriminatory	Any comments involving a student's colour, nationality, place/city/province of origin, religion, look, parents, or accent that may be understood as provocative or harmful by a peer student.
Sexual	Unwanted sexually physical contact, inappropriate and unwanted sexual comments or taunts
Cyber-bullying	Internet and digital harassment, including racial or discriminatory comments and other repeated negative comments, name calling, teasing, threats and spreading rumours through digital devices and communication channels such as email, social media sites, WeChat or cell phone text messaging, and other social media.

Appendix 2

Signs and Symptoms of Bullying:

A student's behaviour may indicate that he or she is being bullied. Staff and parents should be aware of the signs and symptoms of bullying and report it immediately. While these behaviours may be caused by other social and emotional factors, it is important that staff and parents report to the school personnel concerned, if a student begins to exhibit one or more of these behaviours:

- 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 such as money
- Has unexplained regular cuts and bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is not saying what is wrong
- Stops using internet or mobile phone
- Is crying a lot
- Becomes nervous when they receive a message on their phone
- Lacks eye contact
- Appears short tempered
- Demonstrates a change in attitude

Appendix 3

Useful Resources

- 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>
- <https://www.thorsborne.com.au> (Restorative justice)

Appendix 4

Conflict vs bullying, bullying vs child-on-child abuse

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

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