



Title	:	Anti-bullying Policy
File Name	:	WIA/ACD-ABP/014-7
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INTRODUCTION

WISE school is committed to providing an environment where all students feel safe and protected from harm by others. This framework endeavors to provide a set of guiding principles to promote a safe, caring and happy learning environment for all members of our school community.

To ensure that all students become confident, self-motivated and independent life-long learners, our School Vision indicates that we will provide a secure and caring environment and develop self-esteem, self-confidence while acquiring knowledge.

As children grow, it is important they learn how to communicate and work with their peers; this is a key life skill. Sometimes children will behave in overly assertive manners as they learn to get on with other people; they will make mistakes and there will always be times they must reflect on how they behave to other people.

Bullying behavior tends to present itself as a persistent and deliberate in its form, which affects individuals or groups. As a school, we recognize that bullying may occur and have therefore put into place a clear set of guidelines that recognizes bullying as being anti-social and unacceptable. Through Counselling we will raise student awareness of what bullying is and our zero tolerance for all bullying behaviors, including how to deal with a bully and what avenues of support are provided within the school if one is a victim.

DEFINITION OF BULLYING

Acts of bullying can take place in a variety of places and situations. It can be in the classroom, in the playground, on the sports field, on school transport and using electronic technology, in particular; text messages or emails, rumors sent by email or posted on social networking sites or the posting of embarrassing pictures, videos or the use of fake profiles to hurt, threaten, blackmail, or lower self-esteem in a student.

Victims of bullying may hesitate to report the behavior out of fear of retribution, or because they feel that they should deal with the problem on their own.



The impact of bullying may be manifested by poor grades, solitude or moodiness at home, or nervous reactions such as loss of appetite or insomnia.

Bullying involves a person being hurt, distressed, pressured or victimized by repeated intentional attacks by another individual or group. Bullies abuse less powerful individuals by intimidation and/or harassment.

Bullying may involve physical, verbal, textual, psychological or social behavior. For example:

- Physical - hitting, punching, pushing, scratching, biting, spitting, tripping
- Emotional – being unfriendly, excluding, tormenting, racial taunts, name calling, gestures, graffiti, religious taunts.
- Verbal - name calling, teasing, putdowns, sarcasm, ethnic or religious insults; physical, social or academic disability insults Textual - passing notes, writing on desks or in Student Planners/Diaries. Electronic forms: SMS, email; social media sites like Facebook, Twitter, 'What's app' etc.
- Social - ignoring, excluding, mimicking, spreading rumors; defaming, dirty looks, intimidation, extortion, stealing, hiding or breaking possessions; inappropriate photos on social networking sites.
- Cyberbullying- the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.

Cyberbullying

Cyberbullying may be defined as the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying. It can take a number of different forms: **threats and intimidation**, harassment or **cyber-stalking** (repeatedly sending unwanted texts or instant messages), **sexting** (sending and receiving sexually explicit messages, primarily between mobile phones) **vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information or images** and **trolling** (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Cyberbullying differs from other forms of bullying in several significant ways:

- By facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.



- The potential for anonymity on the part of the bully. This can be extremely distressing for the victim.
- The potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- Through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying.
- The difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- The profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- Many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

AIMS

- To inform students and parents of our expectations to ensure a productive partnership, where each and everyone has a role to play in eliminating bullying.
- To maintain a community in which everyone feels valued and safe and where individual differences are appreciated, understood and accepted.
- To promote a secure and happy, caring environment where kindness and helpfulness are expected and respected.
- To praise and reward positive behavior which benefits others and the community.
- To teach students to respect themselves and others, promoting crucial self-esteem.
- To reduce the emotional and mental distress of any bullying enabling all students the right to enjoy their time at school.

ROLE AND RESPONSIBILITY

Anti-Bullying Team

Principal	Middle Supervisor
Online Safety Leader	Senior Supervisor
Head Mistress	Student
KG Supervisor	Counsellor
Primary Supervisor	P.E Teacher



Promote the wellbeing and ensure the safeguarding of students in school. Ensure staff (including support staff) receive appropriate training to enable them to recognize and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying. Take responsibility for personal behavior and actions and treat one another with respect and kindness.

STRATEGIES

- To help students through guidance and counseling, to make the right choices and not succumb to peer pressure.
- Educates pupils and students about the issues related to bullying and gives them strategies to deal with situations they might encounter.
- To listen to all parties involved in incidents and always take allegations from victims seriously.
- To reassure students that the school will do all in its power to protect and support all parties involved while the issues are being resolved.
- To identify bullying behavior at the early stages and work towards behavior modification before the problem becomes more serious.
- Depending upon the nature of the incident, if necessary and appropriate, the police will be consulted.

Action Steps to Respond to Cyber Bullying or Harassment

- Save the evidence
- Identify the Cyber Bully.
- Clearly tell the Cyber Bully to stop.
- Ignore the bully by leaving the online environment and/or blocking communications.
- File a complaint with the Internet or cell phone company.
- Contact the Cyber Bully's parents.
- Contact the school administration.
- Contact the police.

REPORTING BULLYING

As a school we will:

- Encourage victims and witnesses to speak up.
- Treat incidents seriously however trivial they might seem at first.
- Be alert, staff, to changes in behavior, attitude and well-being, reporting these immediately to the appropriate members of staff.



RETORTING TO BULLYING

As a school, we will endeavor to:

- Take all bullying problems seriously.
- Deal with each incident individually and to access the needs of each student separately.
- Regard all incidents as potentially serious and examine them thoroughly.
- Ensure that bullies and victims are interviewed separately.
- Obtain witness information.
- Keep a written record of the incident (See Appendix A & B), investigation and outcomes which should be recorded.
- Ensure that action is taken to prevent further incidents. Such action may include:
 - Obtaining a sincere apology.
 - Informing parents of both bully and bullied.
 - Provide support for both victim and bully.
 - Contact the Police.

DISCIPLINARY ACTIONS

Level 1 (Warning)

If a student is beginning to behave in a manner which could develop into or be interpreted as bullying, wherever possible a warning will be given (Level 1). In this way it is hoped that many potentially serious situations will never materialize. However, the warning stage is at the discretion of the school, and a student involved in a serious instance of bullying will bypass this stage and be placed onto the relevant scale of the school Procedures which are detailed in the Online Safety Policy.

Level 2

Where, after due investigations, the school is satisfied that bullying has occurred, it will be explained to the bully why his/her behavior is unacceptable, and positive strategies will be pursued to raise his/her self-esteem as well as to protect the victim. The bully's parents will be informed in written.

Level 3

If the bullying continues, arrangements will be made to minimize contact between bully and victim. The bully's parents will be called into school to discuss the situation. The bully will sign a statement promising that the bullying will not be repeated. be permanently excluded as well as will be informed to the police if necessary.



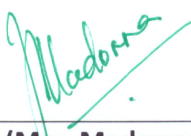
WISE INDIAN ACADEMY

CBSE AFFILIATED SENIOR SECONDARY SCHOOL AFFILIATION NO: 6630101

Revision

Revision Date	File Name	Revision
25 th Sep 2018	WIA/ACD-ABP/014	New Policy
22 nd Nov 2020	WIA/ACD-ABP/014-1	Logo Change & Updated with cyberbullying
10 th Oct 2021	WIA/ACD-ABP/014-2	Team members has changed
20 th Apr 2022	WIA/ACD-ABP/014-3	Team member's names have been removed
28 th Aug 2023	WIA/ACD-ABP/014- 4	Reviewed & logo change
28 th Aug 2024	WIA/ACD-ABP/014-5	Reviewed, Team members updated
20 Aug 2025	WIA/ACD-ABP/014-6	Reviewed and Approver's Signature
20 Aug 2026	WIA/ACD-ABP/014-7	Reviewed and Approver's Signature

Approvals


Principal (Mrs. Madonna James)





APPENDIX B BULLYING

INCIDENT FOLLOW-UP

Follow-up Conference

Date:

Time:

Conducted by:

People present:

Counselor _____ Teacher _____ Student _____

Parent _____ Other _____

According to student, situation is: Better Worse No difference

Comments:

Parent Contact:

Date:

Time:

Person making contact:

Additional action/notes:



Reported to school by (circle all that apply):

Teacher Student Bystander Victim/Target Parent Bus Driver Other:

Describe the incident:

Actions Taken:

Consequences:

Remediation:

Referral for additional support services:

Parent Contact: Date _____ Time _____ Person making contact: _____

Result:

Date: _____

Reported by: _____

Signature: _____