Anti- Bullying Policy

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OUR VISION

"A generation of heritage guardians and global thinkers"

OUR MISSION

The mission of IPS-Jumeira is to provide a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21st century. Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, whilst encouraging them to become global citizens who stay true to their heritage.

OUR CORE VALUES

Tolerance
Compassion
Resilience
Innovation
Honesty
Respect
Collaboration

Definition

Bullying is a **conscious, intended** and **repetitive aggressive behavior** or manipulation among school students (one against another or group against a person or against a group of people). It is the abuse of real or *perceived* power, mainly designed to cause **harm**. Both, the bullying student and the bullied student need help and guidance.

In order for an incident to be considered bullying, the behavior must be aggressive & may include:

a. **An imbalance of power**: students who bully use their power: physical strength, access to embarrassing information or popularity to control or harm others. Power imbalances can change over time & in different situations, even if they involve the same people.

b. **Repetition**: bullying incidents happen more than once or have the potential to happen more than once

c. **Bullying practices include**: making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Where can bullying happen? Bullying can occur **during** or **after** school hours, while most reported bullying happens in the **school building**, a significant percentage also happens in places like on the **playground**, or on the **bus**.

Forms or Types of Bullying:

a. **Verbal**: saying or writing mean things including *teasing, name-calling, inappropriate sexual comments, taunting, threatening to cause harm, spreading rumors or nasty stories*.

b. **Social**: referred to as *relational-bullying*, involves hurting someone's reputation or relationships.

c. **Emotional:** *excluding* or leaving someone out on purpose, telling other children not to be friends with someone, embarrassing someone in public, tormenting (hiding books, using threatening/ mean or rude gestures).

d. **Cyber** or **Digital**: all areas of internet, email misuse, mobile threats through text messages or the misuse of associated technology (camera & video facilities), or all types of social media platforms.

e. **Physical:** hitting, kicking, tripping/pushing, punching, pinching, spitting, biting, or any use of violence or unwanted physical contact; taking or breaking someone's belongings.

The Main Sources of this Policy

There are several types of policies and rules that work to prevent bullying, each serves a

different purpose:

1. **IPS-J MISSION:** The mission of IPS-J is to provide a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21st Century. Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, whilst encouraging them to become Global Citizens who stay true to their heritage
2. **IPS-J Code of Conduct:** one which describes the positive behaviors expected of the school community. This code applies to all members of the school community and includes the responsibilities and duties of each member in the school community.
3. **IPS-J Core Values:** Tolerance, Compassion, Resilience, Innovation, Honesty, Respect, Collaboration

Integrating Rules & Polices into the School's Culture

1. School staff has a major role in enforcing school rules and policies, using proper tools to respond consistently & appropriately to bullying
2. Incorporate rules and policies in day-to-day school interactions. Teachers and students discuss the rules in class.
3. Using a variety of planned activities like circle time, student council meetings, role play, story reading sessions, and stage performances
4. Students at IPS-J gain self-confidence and develop strategies to speak for themselves & express their own thoughts & opinions in day-to-day practices
5. Giving students ample opportunities to enhance their self-confidence & self-esteem by encouraging them to take different roles & responsibilities across the school

Creating a Safe Environment (anti-bulling ethos)

At IPS-J, the whole school community works really hard to create an atmosphere where students are heard, and their problems & worries are taken seriously and responded to with sensitivity.

At IPS-J we are committed to creating a safe environment where students can learn, play, & talk frankly about their worries, and express their opinions freely. Safety is a feature of IPS-J & exists everywhere on school campus (classrooms, cafeteria, library, playgrounds, rest rooms, and on the bus). The culture of inclusion & respect that welcomes all students is yet another feature of AIPS-J (**Inclusion Policy**).

A climate of positive & safe interaction, where bullying "hot spots" are carefully monitored throughout the school buildings (bathrooms, playgrounds, cafeteria…)

The school-staff interact with students on day-to-day basis are keeping a close eye for bullying.

Administrators, supervisors, teachers, assistants, nannies, office staff, bus drivers, librarians, school nurses, nannies, and security guards influence students by treating each other in a respectful way. The tone of respect is also evident in the classroom. Well-managed classrooms are the least likely to have bullying incidents.

Teachers Role:

- **Creating ground rules from day 1 of school**: develop these rules with students so that they set their own climate of respect and responsibility. Use positive terms of what to do and make sure to support school-wide rules while in the process of creating these rules

- **Reinforce these rules**: be a role model and follow the rules yourself. Show students respect and encourage them to be successful. Make expectations clear. Keep your requests simple, direct and specific. Reward good behavior. Try to affirm good behavior four of five times for every one criticism of bad behavior. Use one-on-one feedback and avoid publicly reprimanding a student

- **Manage classroom meetings**: that provide students with a forum to talk about school-related issues beyond academics. These meetings can help teachers stay informed about what's going on at school and help students feel safe & supported. Students should feel free to discuss issues without fear (note that these meetings are not meant to discuss individual conflicts or gossip about others). Start the conversation and focus on specific topics (address problems affecting the group as a whole). Stories should be broad and lead to solutions that build trust and respect among students. Use open-ended questions or prompts such as:
"Share an example of a student who helped someone at school this week??"
"Without mentioning names, share an example of someone who made another student feel bad."
"What did students nearby do?? What did you do? Did you want to do something different- why or why not??"
"What is the perfect response to this situation? How hard or easy would it be to do? Why?
"How can adults help?"
End the meeting with a reminder that it is everyone's job to make school a positive place to learn. Encourage students talk to trusted adults if they witness any bullying or are worried about how someone is being treated
Follow up when necessary. Monitor student body language and reactions. If a topic

seems to be affecting a student, follow-up with him or her

- **Educate students and staff** about bullying through a range of activities
  a. Research types of bullying, how to prevent them, and how students should respond
  b. Presentations, such as speech or role- play on stopping bullying
  c. Discussion on ways to report bullying incidents
  d. Creative writing such as poem speaking out against bullying or story or skit teaching others how to help
  e. Artistic works such as collage about respect or effects of bullying

Assess Bullying at School

Using surveys at different times of the year will help us at IPS-J determine the frequency and locations of bullying behavior. They can also gauge the effectiveness of current prevention and intervention efforts. Knowing what's going on can help us as staff to select appropriate prevention measures and response strategies.

Supporting the Victim

The victim is often a student who lacks confidence or is perceived as being different to others. This confidence will definitely be damaged by bullying. Students know that staff members will listen and take reported incidents seriously. School staff will help victims in making friends by pairing them with other students in the group who can draw the victim into activities and help other students to value the victim so the victim's confidence will develop. Internal/ or external agencies to help the victim will be called upon when the need arises to support individual needs.

Prevention & Aims

Bullying can threaten students' physical & emotional safety at school & can negatively impact their ability to learn. The best way to address bullying is to stop it before it starts. School staffs work hard in order to make IPS-J a safer place to be in and to prevent bullying among students.
  a. Assess bullying at school
  b. Engage parents and students
  c. Create policies & rules
  d. Build a safe environment
  e. Educate students and school staff

Procedures
  a. Recording alleged bullying incidents electronically
  b. Class Teacher of that particular student will record all the statements made by the student
  c. Section Supervisor will investigate those statements by speaking to all students

involved in the incident, ensuring that everyone involved has the opportunity to contribute. This may take place individually or in groups, depending on the circumstances

d. Parents will be informed of the situation by the phone and a joint effort of supporting the child by both parents and the school will ensue

Allegation of Bullying

When the class teacher is informed of any bullying incident, he/she will record it in the class incident booklet
She / he will discuss the incident with the student. Student will sign the statement document to show that he/she agrees to what is stated in it.
Parents will be informed through a meeting where steps will be set out.

If bullying has occurred

If the class teacher has deemed that the child is being bullied, then as per appendix of anti-bullying policy the problem solving approach will be followed.
The class teacher will keep a close eye on that particular student so that any future incidents that arise can be dealt with accordingly
All parents of those involved will be invited for a meeting with the section principal.

Problem Solving Approach

Step1: Interview the Victim

Once it has been established that a student has been the victim of bullying, this student will be interviewed by the section Class Teacher (Section Principal has to be notified). The aim of this interview is to identify the effect that the bullying had on the student

Step 2: A meeting is convened of all those involved

A small group of students is asked to meet with the teacher or the person who is handling the incident. This will include the student who is doing the bullying, others who have witnessed but have not taken part, and other members of the peer group who may not have been involved at all but who would make a positive contribution

Step 3: The problem is explained to the group

The bullying is explained to the students and is emphasized that bullying makes the victim feel really bad. No one is blamed for bullying but solutions are sought

Step 4: The responsibility is shared
The group shares the responsibility for the bullying. Although the blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so the group can move onto the next stage

Step 5: The group is asked to share their ideas
The group is asked what they feel should be done. After brainstorming, individuals suggest solutions, how they feel they can help, and what they will do. Good positive suggestions for making things better are sought

Step 6: It is left to the group
The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effect of the peers. The action that will be taken can include:
- Community service
-discuss the incident in morning assembly
-visit the student at home (bullying & bullied)

Step 7: A review meeting with the victim

Step 8: Meet the group again

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