



Anti-Bullying Plan and Policy

Revised 17 November 2016

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What Is Bullying?

Bullying is a repeated and hostile or demeaning behavior intended to cause harm, fear or distress, including psychological harm or harm to a person's reputation. It often involves an imbalance of social or physical power.

Bullying behaviors are a form of aggression and can be:

- Physical (e.g. poking, elbowing, hitting, spitting, stealing belongings, rude or mean gestures)
- Verbal (e.g. name calling, insults, racist or sexist comments, put-downs, threats of harm, taunting)
- Social (e.g. gossiping, spreading rumours, excluding someone from the group, isolation, public humiliation)
- Cyber (e.g. social or verbal bullying through the use of email, text messages, social media)

For a more in-depth definition of bullying, please visit <https://www.stopbullying.gov/what-is-bullying/definition/index.html>.

What is Not Bullying?

Bullying behavior is not the same as hurting someone's feelings if there is no misuse of power or a deliberate intent to cause harm. It is important to support individuals to understand the difference between these behaviors as part of learning how to build healthy relationships.

Bullying behavior is sometimes confused with conflict. Conflict is a disagreement about different beliefs, ideas, feelings or actions. It is a normal part of healthy relationships. For example, friends may disagree over which movie to see or what game to play. Learning skills to resolve conflict appropriately is very important for building and maintaining positive relationships.

What Is Cyberbullying?

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time.

By cyber-bullying, we mean bullying by electronic media, such as:

- Bullying by texts or messages or calls on mobile phones;
- The use of mobile phone cameras to cause distress, fear or humiliation;
- Posting threatening, abusive, defamatory or humiliating material on websites, including (but not limited to) blogs, personal websites, and/or social networking sites;
- Using e-mail to message others;
- Hijacking/cloning e-mail accounts; and/or
- Making threatening, abusive, defamatory, or humiliating remarks in chat rooms (including Instagram, Snapchat, Facebook, YouTube, Twitter, WhatsApp, etc.).

Rationale

Everyone at Canadian International School has a right to learn, to be respected and to be safe.

Bullying is unacceptable. We are committed to providing a caring, friendly, and safe environment for all of our students so they can learn in a relaxed and secure atmosphere. If bullying does occur, all students should be able to recognize and report bullying, and know that incidents will be dealt with promptly and effectively. Students, parents and staff form a community within our school. We are all responsible for reporting any instance of bullying behavior.

Canadian International School also embraces the advantages of modern technology in terms of the educational benefits it brings, however the school is mindful of the potential for bullying to occur here. Central to the school's anti-bullying policy is the belief that all pupils have a right not to be bullied and that bullying is always unacceptable. The school also recognizes that it must take note of bullying perpetrated outside school which spills over into the school.

Aims and Objectives

The aim of this policy is to prevent and deal with any behavior deemed as bullying. To do this we will:

- Ensure that staff, governors, students, parents, relatives and childcare providers develop a shared understanding of the concept of what is and is not bullying.
- Take positive action to prevent cases of bullying.
- Promote values of tolerance, care, honesty, empathy, integrity, and respect (as outlined by the ADEC Student Competences Framework).
- Have in place a consistent, swift and positive response to any bullying incidents that may occur.
- Provide support for children, parents, relatives and childcare providers to enable them to identify and solve problems, for both the victim and the bully.

Preventative Steps to Minimize Bullying

Some of the measures and activities taken to minimize bullying include:

- Clear representation around school of rights, rewards for positive behavior, sanctions for negative behavior, etc.
- Character Education Programs
 - Bucket Fillers
 - 7 Habits of Happy Kids: The Leader in Me
- Regular reminders of school rules and mission statement.
- Displays around school
- All students are able to comment on behavior in school.
- Discussion and drama, role play, designing posters etc.

Importance of Responding to Bullying

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. As a school we have a responsibility to respond promptly and effectively to issues of bullying. We are working with staff, students and parents to create a school community where bullying is not tolerated.

Our School Community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to promote positive relationships and to identify and tackle bullying appropriately.
- Ensures that all students are aware that all bullying concerns will be dealt with sensitively and effectively and that students feel safe to play, learn and socialize.
- Reports back to parents/caregivers regarding their concerns about bullying and deals promptly with any complaints.
- Seeks to learn from anti-bullying good practice elsewhere and utilizes the support of the Child Protection Officer/School Counselor and relevant organizations when appropriate.
- Shares in discussions about anti-bullying on a regular basis.

Identifying Bullying Behavior

Below are some warning signs to help identify if a person may be engaging in bullying behavior:

- Not understanding or caring if someone is hurt
- Unexplained increase of money, clothing or other items
- Boasting about taunting someone
- Passing off teasing as a joke
- Laughing when others get hurt
- Demonstrating aggressive behavior
- Grouping together with some individuals and intentionally leaving others out (e.g., isolating, shunning)
- Name-calling

Bullying is the misuse of power intended to harm or humiliate someone else. People of all ages may engage in bullying behaviors.

Signs and Symptoms of Bullying

People don't always speak up when they're being bullied. They may feel embarrassed, afraid, or at risk of being isolated. Children and youth who are the target of bullying behavior often lack healthy relationships with peers and/or adults.

Warning signs may include:

- being afraid to go to school or complaining about feeling ill to avoid attending school;
- skipping school;
- decrease in performance at school;
- losing belongings or coming home with clothes or books destroyed;
- coming home, or arriving at school with unexplained bruises or cuts;
- having nightmares, becoming withdrawn or beginning to bully other children;
- engaging in self-harm; and/or
- attempting or talking about suicide.

Bullying can cause serious harm. Individuals may experience physical symptoms, social isolation or increased difficulty with school achievement. When bullying behavior leads to toxic stress, it can negatively impact a child's developing brain and result in behavioral and social-emotional difficulties. Widespread bullying behavior creates an environment of fear and hostility that negatively impacts the feelings, social experience and learning of all students. Bullying behaviors are learned and should not be considered a 'normal part of growing up.'

Without intervention, bullying behaviors tend to remain constant or escalate rather than improve as individuals get older. The type of bullying behavior changes as children grow older and can differ between boys and girls.

Causes of Bullying

People bully for different reasons. The reasons could be:

- to feel powerful;
- jealousy;
- to feel good about themselves;
- to be in control;
- seeking attention, possession, or friends;
- to look good in front of other people;
- to feel popular;
- because of peer pressure;
- to be big/clever;
- for what they believe to be fun;

Practical Guidelines

Strategies to Deal with Bullying

Our school fosters a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with consequent improvements in attitudes, behavior, and relationships and with a positive impact on learning and achievement.
- Regular praise of positive and supportive behavior by all staff.
- Work in school which develops empathy and emotional intelligence.
- Hosting annual 'anti-bullying' weeks.
- Immediate and serious reaction to any incidents reported.
- A consistent level of understanding of procedures and behavior policy among students, parents, and staff.

Procedural Responses to Bullying

A bullying incident can be reported by a victim, parent, caregiver, friend or anyone who has knowledge of the problem. It may also be reported by a member of school staff who will take it to the class teacher. The class teacher will decide upon which stage below is appropriate as a starting point:

Please note: The School Administrator involved may override these steps and intervene at an earlier opportunity depending on the severity and complexity of the incident.

Step 1

Complaint is listened to and discussed between the children, their teacher(s), and/or the school counselor to identify the problem and possible solutions. Short review time.

Step 2

Discussion/Interview with all parties: clear instructions must be given regarding what is acceptable behavior and what is unacceptable behavior, along with a clear message that the unacceptable behavior(s) must stop. The teacher will closely monitor the situation. Teacher logs the incident in the incident file and informs other staff, including the Child Protection Officer. Children and teacher to agree actions and the way forward. Short term review will occur. Parents may be informed if deemed necessary.

Step 3

If the issue is not resolved to the satisfaction of all parties, the students' school administrator will reiterate clear instructions regarding what is acceptable behavior and what is unacceptable behavior, along with a clear message that the unacceptable behavior(s) must stop. Meeting recorded by the School Administrator and parents will be informed and/or involved if deemed necessary.

Step 4

School Administrator speaks to both the victim and bully and offers listening, thinking and discussion time and advice to both. School Administrator informs parents of bully about the problems and discusses ways of helping the bully to change their behavior. At this point the bully may be suspended from school; however, the ultimate step can be expulsion from school.

Roles and Responsibilities

The Role of School Administrators:

It is the responsibility of the School Administrator to implement the school anti-bullying policy and procedures and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and how to deal with incidents of bullying. The School Administrator reports to the School Governing Body and the School Development Committee for the Protection, Care, and Guidance of Students about the effectiveness of the anti-bullying policy.

The School Administrator ensures that all children know that bullying is wrong, and that it is unacceptable behavior in our school. The School Administrator draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the School Administrator may decide to use assembly as a forum in which to discuss with other children what is appropriate and what is inappropriate behavior.

The School Administrator ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The School Administrator sets a climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behavior.

The School Administrator is accessible to all and children are aware of this.

The School Administrator will record incidents if required in the school's using the [CIS Incident Reporting Form \(Appendix A\)](#), which will be stored in the Administration office. Major incidents will be recorded separately by the School Administrator.

The Role of the Teacher:

Teachers in our school take all forms of bullying seriously and shall intervene to prevent incidents from taking place.

If teachers become aware of any bullying occurring, they will deal with the issue immediately. This may involve counselling and support for the target of the bullying, and consequences for the child who has carried out the bullying. They spend time talking to the child who has bullied; they explain why the action of the child was wrong, and endeavour to help the child change his/her behavior in future.

If a child is repeatedly involved in bullying other children, teachers inform a School Administrator and the School Administrator then invites the child's parents into school to discuss the situation. In more extreme cases, for example where initial discussions have proven to be ineffective, the School Administrator may contact external support agencies.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied.

It is common practice in our school for teachers to inform the School Administrator of incidents of bullying so he/she has an overview of the situation across school and can recognize repeated incidents.

Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behavior management.

Teachers attempt to support all children in their classes and to establish a safe climate of trust and respect for all. By praising, recognizing and celebrating the success of children and by valuing difference, we aim to prevent incidents of bullying.

Teachers have a responsibility to raise student awareness of cyber-bullying and to support the school's internet and technology usage rules

Teachers are aware of and follow the policy and procedures for dealing with bullying.

The Role of Parents:

Parents who are concerned that their children might be a target of bullying, or who suspect that their child may be exhibiting behavior of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

Parents have a responsibility to monitor their child's use of the internet and mobile phones out of school to actively discourage cyber bullying and to support the school's internet rules.

The Role of Students:

CIS students are expected to

- model the behaviors you would like to see;
- support the person who is the target of the bullying behavior;
- don't watch or encourage the behavior - this sends a message that you think the behavior is acceptable;
- if it is safe, say to the person "hey, let's go" and walk away with them;
- check in with the person to see if they are OK and if they have someone to talk to;
- encourage the person to tell an adult; or
- tell an adult that you trust.

Advice for Students, Parents, and Staff

Advice for Students:

Advice that may be given to children by adults includes:

- Tell the bully to STOP.
- There is safety in numbers:
 - Go around with a friend or two.
 - Stay with groups of people even if they are not necessarily your closest friends.
 - Get your friends together and say ‘no’ to the bully.
 - Only go to places where bullying happens if you have some friends or an adult with you.
- Ask for help:
 - Talk to a teacher or adult in school, you know they will take it seriously.
 - Talk to an adult you trust.
 - Talk to the adult again if the problem continues.
- Try to do something different:
 - Try not to show you are upset.
 - Walk away confidently.
 - Ignore unkind words.
- Look after yourself:
 - If you are in danger get away. Do not try to keep possessions.
 - Don’t fight back; instead, talk to an adult.
 - Be proud of what makes you different! It is good to be an individual.
 - Understand that you do not deserve to be bullied.
- If you witness bullying:
 - Be a friend – let the person who was bullied know that you saw it.
 - Encourage them to talk to an adult – offer to go with them.
 - If they are afraid to talk to an adult, you can help by telling someone.
- DON’T SUFFER IN SILENCE--TALK TO SOMEONE ABOUT BULLYING.

Advice for Parents

- Watch for signs – not wanting to go to school, minor illnesses, headaches, avoiding friends, coming home with bruises, torn clothing or possessions disappearing.
- Listen to what your child says – try to establish that the problem is really bullying and not something else.
- Talk to your child’s teacher or another adult in school. Keep in contact with the school and work collaboratively with school staff.
- Help your child deal with the problem him/herself and discuss options for them to deal with the situation. **Don’t encourage conflict.**
- Do not approach parents of the bully without first consulting with the teacher and/or school administration.
- If your child is upset by any name-calling, notify your student’s teacher so that the issue may be addressed.
- Reassure your child if they have been targeted for physical appearance/characteristics, and tell them that you love him/her for who they are – their characteristics make them individual.
- ****It is important to remember that altercations, fights with friends, name-calling and teasing is part of the natural socialization of children.** It is essential that parents keep lines of communication open with teachers about such instances to avoid escalation into bullying.

Advice for Teachers and Other Staff

- Watch for early signs of distress in students – deterioration of work, spurious illness, isolation, the desire to remain with adults, often being late for school, low self-esteem, bruises and cuts, avoidance of school. All of these may be symptomatic of other problems, but may also be early signs of bullying.
- Be available and willing to listen – treat the information seriously.
- Speak to the class teacher or School Administrator– refer to the ‘steps’ in the main policy – put the procedures into operation.
- Avoid the ‘bullying model’ – do not treat the bully unfairly – try to negotiate an agreed form of atonement that is acceptable to both the victim and the bully.
- All observed incidents of bullying must be stopped immediately. Bullying is always wrong – a victim of bullying must not be made to feel guilty because he/she is bullied.
- If bullying is happening on the way home, inform the parents of this.
- Use peer pressure against bullying behavior – ensure that all children understand what bullying is and that it is unacceptable.
- Help children to think about strategies to use.
- Ensure that students know what to do if they are bullied.
- Ensure that all students know that bullying of any kind is not tolerated at school. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.
- Always follow the procedures of the policy – if you have any concerns speak to a School Administrator.

Additional Resources

Click each item below for additional resources regarding bullying and its prevention:

- Alberta Education “[Safe and Caring Schools](#)”
- Alberta Education [Bullying Prevention Page](#)
- Abu Dhabi Education Council (ADEC) “[Student’s Guide](#)”
- UAE Ministry of the Interior [Child Protection Centre](#) (English)
- UAE Ministry of the Interior [Child Protection Centre](#) (Arabic)

Several sites also offer helpful advice to parents, particularly with respect to how they can best monitor their child’s use of the computer at home. Important and useful information can be found on the website <https://www.stopbullying.gov/>.

Residents of Abu Dhabi can report instances of cyberbullying to the Police by calling their cyberbullying helpline, **02 512 7777**.

Appendices

Appendix A: Incident Recording Form



Child Protection: Incident Recording Form

Name of Child: _____

Date of Birth: _____ Classroom: _____ Date of Recording: _____

Name and Title of Recorder: _____

Incident Information

Date and Time of Incident: _____

Details of Concern:

A large rectangular box for recording details of concern, overlaid with a large, light gray 'SAMPLE' watermark.



CANADIAN INTERNATIONAL SCHOOL

Alberta Accredited International School
Canada Inc

Website: www.cisabudhabi.com Contact: Tel: +971 2 556 4206/Fax: +971 2 556 4207

Future Action

Has the MOI Child Protection Centre been notified of the incident? _____

Action to be Taken (by whom and when):

SAMPLE

Review Date: _____

Signature of Recorder: _____

Signature of Vice Principal: _____