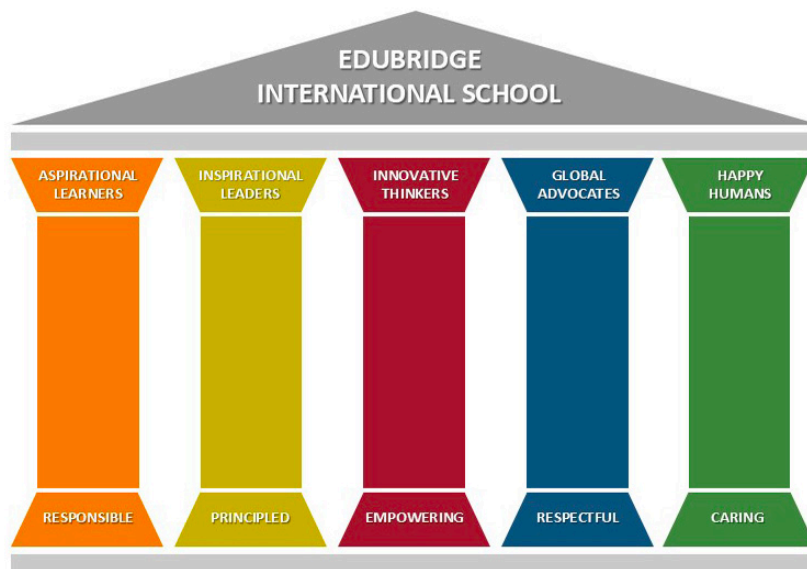




EIS Anti-Bullying Policy 2023-24



GUIDING STATEMENTS

Our Guiding Statements are central to everything we do. That is to say, we use them as a compass to inform our aspirations, actions and decisions.

EIS Vision

Aspirational Learners
Inspirational Leaders
Innovative Thinkers
Global Advocates
Happy Humans

EIS Mission

*Providing well-being
and high-quality learning
in pursuit of varied success
and a better world for all*

EIS Core Values

Empowering
Caring
Principled
Respectful
Responsible



TABLE OF CONTENTS

INTRODUCTION

OUR DEFINITION OF BULLYING	X
AIMS OF THIS MANUAL	X
RELATIONSHIP BETWEEN BULLYING AND LEARNING	X

PART 1: WHO WE ARE

OUR ANTI-BULLYING TASK FORCE	X
OUR TEAM STATEMENT ON BULLYING	X

PART 2: WHAT WE BELIEVE

OUR CORE VALUES	X
OUR GUIDING PRINCIPLES	X
OUR RESEARCH-BASED BELIEFS	X

PART 3: WHAT WE DO (Roles/Responsibilities/KPIs)

OUR STRATEGIES TO CREATE A 'ZERO TOLERANCE FOR BULLYING' ENVIRONMENT	X
PREVENTIVE MEASURES	X
RESPONSIVE MEASURES	X
	X

PART 4: HOW WE IMPROVE (Monitoring/Reflecting/Reviewing)

EVALUATING THE ANTI-BULLYING SUPPORT	X
ANNUAL REVIEW OF ANTI-BULLYING MANUAL	X

PART 1: WHO WE ARE

INTRODUCTION

The EIS Anti-Bullying Policy document is an essential read for all personnel. It is in keeping with the core values and guiding principles of child protection of which the ultimate goal is upholding the rights of every child. It is based on current best practices, relevant CIS standards and systemic input from EIS students, staff and parents.

Bullying and other forms of peer mistreatment are detrimental to the school environment as well as student learning and well-being. It affects not only the target students but also those who participate in and witness such behaviour. These behaviours must be addressed to ensure student safety and an inclusive learning environment.

OUR EIS ANTI-BULLYING TASK FORCE

The EIS Anti-Bullying Task Force consists of the following people:

- Arnaz Ranji Charna (Head of School)
- Tracy Waller (DP Coordinator)
- Radha Trivady (MYP Coordinator)
- Chantelle Ferns (PYP Coordinator)
- Uzma Khan (EY Coordinator)
- Anjali Castalino (Child Protection Officer)
- Aditi Khanna (Whole School Counselor, Learning Support Teacher)
- Apeksha Trivady (Whole School Counsellor)
- Lajya Nayak (Whole School Counsellor)

OUR TEAM STATEMENT OF PURPOSE

All students, all members of staff and personnel within EIS, will be governed by this policy throughout the school day, when representing the school or involved in any school activity both during and outside normal school hours including school break time and lunchtime and including going to and coming from school or when wearing the school uniform. It also applies to all those using the premises.

The school aspires to create an environment where quality teaching and learning can occur. This environment managed with care, fairness and firmness promotes the growth and development of the whole person allowing each person in our care to develop personally, educationally, socially and spiritually. In keeping with this, the anti-bullying Policy is part of our pastoral approach to providing a caring and supportive learning environment. The anti-bullying policy is one among many that serve to endorse the school's mission. At EIS, we assert its right to protect our students by requiring certain standards of behaviour and prohibiting certain practices.

As a team, we aim to:

- Psychoeducate students about bullying and its effects and also how it can have an impact on our overall well-being through the SEL programme
- Create a climate in which students feel safe to seek help for themselves or for a friend
- Have protocols established to respond to student distress concerning bullying
- Arrive at a shared understanding that the entire school community is responsible for identifying and standing against peer pressure and coercion with regards to bullying

- Provide support to parents in helping them educate, communicate and help their children about bullying
- Raise awareness for staff related to policy regarding bullying

OUR DEFINITION OF BULLYING

Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others, especially those who are younger, smaller, weaker, or in some other situation of relative disadvantage. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone and underlies an imbalance of 'power'.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lack of concentration or truanting from school.

TYPES OF BULLYING

At EIS, we understand that bullying can take on different forms and we are aware that situations involving the student who is engaging in bullying behaviours and the student at the receiving end are complex and have to involve deep critical thinking about the nature of the incidents.

While understanding the situation, we consider the **frequency, intensity and duration** of the bullying behaviours to make informed assessments and decisions.

Methods:

There are several ways in which individuals or groups choose to bully including:

1. **Physically**- this can include any form of physical contact that is aimed at and results in physical hurt such as pushing, shoving, hitting, slapping, punching, kicking, pinching etc.
2. **Verbally**- this can include any form of direct or indirect verbal communication that is aimed at and results in social-emotional hurt such as name-calling, teasing, using profanity, threatening or blackmailing, spreading rumours, speaking rudely, active social exclusion etc.
3. **Non-verbally**- this can include any form of non-verbal communication that is aimed at and results in social-emotional hurt such as making hurtful gestures, hurtful facial expressions etc.
4. **Digitally (Cyber-bullying)**- this can include any form of digital communication via chat, email, discord, social media applications like whatsapp, instagram, snapchat etc. that is aimed at and results in social-emotional hurt such as spreading rumours, circulating private information, circulating pictures non-consensually, and other verbal and non-verbal forms of bullying mentioned above.
5. **Sexually**- this can include any form of sexualized verbal/ non-verbal/ physical contact that is aimed at and results in physical and social-emotional hurt. Non-consensual touching/ making contact with another student's body (especially private body parts such as breast area, bottom, vagina, penis) and will include any other form of sexual act mentioned in [POCSO](#).

NOTES: *When the situation involves physical, digital or sexual bullying, we understand that we must look at intensity over frequency and duration as one instance of bullying is enough to cause lifelong trauma.

*Aiding/ Abetting/ Encouraging bullying behaviours is considered as damaging as the bullying behaviours and students will receive consequences depending on the impact on the student at the receiving end of it.

Discrimination:

Bullying can include actively or passively discriminating against certain oppressed groups or communities. Discrimination includes but is not limited to:

1. **Racism**- this includes discriminating against another because of their race.
2. **Colorism**- this includes discriminating against another because of the colour of their skin.
3. **Queerphobia** (including homophobia, biphobia, panphobia etc)- this includes discriminating against another because of their sexuality
4. **Sexism**- this includes discriminating against another because of their gender. This is not limited to women, but to all other oppressed genders including transgender, pangender, non-binary, gender fluid, agender etc.
5. **Ableism**- this includes discriminating against another because of their disability. It includes both physical and mental disabilities.
6. **Body shaming**- this includes discriminating against another because of their body, body type, weight etc.
7. **Economic discrimination**- this includes discriminating against people from different economic backgrounds- this includes persistent teasing about clothes someone wears, one's personal belongings based on cost etc.
8. **Religious discrimination**- this includes discriminating against people because of their faith/ religious beliefs.

Since it is a common trend among school students to have a collective definition of 'popularity', discriminating against someone who is 'less popular' is also an issue we are aware of and acknowledge.

PART 2: WHAT WE BELIEVE

THE IMPORTANCE OF A SCHOOL-WIDE ZERO TOLERANCE ATTITUDE TOWARDS BULLYING

We know that an attitude of zero-tolerance for bullying is an essential element of any school policy against bullying as one incident of bullying can cause lifelong trauma. We at EIS believe it is crucial for us to communicate such an attitude to students and to translate it into constructive action. To be effective, however, it is essential that the consequences for bullying behaviour – and other forms of violence – be perceived by students to be fair, logical and appropriate to each situation, as well as equitable and consistent. This perception contributes to the creation of a *safe, strong and free* school culture.

WARNING SIGNS

There are a range of social, emotional and physical signs that may indicate that a child is undergoing bullying. These may include:

- Sudden changes in academic performance
- Appearing fearful or anxious
- Regularly feeling sick or unwell/ wanting to visit the nurse regularly
- Reluctance to come to school.
- Torn or damaged clothes/bags.
- Money/possessions going missing.
- Unexplained cuts/ bruises/ other marks on the body.
- Unexplained/ sudden behaviour changes, e.g. moody, bad-tempered, tearful.
- Loss of appetite. Not sleeping. Loss of weight
- Withdrawal or isolation from social situations (during lunch time/ play time)
- Sudden drop in participation/ engagement in class.
- Suddenly appearing more self-conscious or worried about others' judgement

IMPACT OF BULLYING

Most important to remember that bullying is a barrier to learning, can seriously affect students' mental health and can change the way they feel about themselves well into their adulthood. Research shows that the long-term impact of bullying on the person on the receiving end greatly increases if the bullying continues over a long period.

Short-term impact

Children and young people who have experienced bullying are more likely to:

- Face barriers to learning
- Miss school (Natsen research below found that at any one time over 16,000 young people aged 11-15 are missing education primarily due to bullying)
- Be excluded (LSYPE research below found that children that were bullied daily were 3 times more likely to be excluded from school than those that were not bullied)
- Retaliate in otherwise non-hostile situations
- Place strain on families/carers
- Self harm and experience depression
- PTSD or other expressions of trauma

Long-term impact

- Experience a range of mental health issues as an adult including suicidal ideation
- Have a distorted self-image, engage in hyper-independent behaviours or hyper-dependent behaviours, have high difficulty in asserting their needs, have a deeply instilled fear of rejection
- Have challenging relationships with peers, friends and others
- Have lifelong trauma that will translate into anxious-avoidant or disorganised relationships during adulthood

WHY DOES BULLYING TAKE PLACE

For a very long time research literature has evidenced that there was just one type of 'bully': *a highly aggressive kid that had self-esteem issues that may emerge because of a violent or neglectful home*. However, that picture is now changing and the idea of bullying has changed in two significant ways-

1. That bullying is very often separate from the 'bully'- meaning that the act is separate from the individual. This has caused a need for a shift in language use and terminology as words such as 'bully' and 'victim' can very easily be internalised as a strong part of one's identity.
2. That bullying is complex (It no longer adheres to the stereotype of persistent overt aggression. It can be covert and turned off and on sometimes according to the situation the child is in) and most often the result of several psychosocial factors.

We at EIS believe that kids don't bully because they are 'bad'. We understand that kids engage in several behaviours that aren't a reflection of who they are as a person because they are figuring out social dynamics according to their developmental level. There are many reasons why an otherwise 'well-behaved' child might be unkind to other kids. Here are a few:

- They want to fit in with a group of students who are all collectively targeting and picking on one student.
- They are getting bullied at home or at school, and are trying to regain a sense of power by acting

aggressively toward others.

- They are looking for attention (we look at attention-seeking as a cry for help) from teachers, parents, or classmates, and haven't been successful getting it other ways.
- They are by nature more assertive and impulsive than their peers.
- They tend to perceive the behaviour of other kids as hostile, even when it is not.
- They do not fully grasp how their behaviour is making others feel (This is particularly true of younger kids)

With this awareness, we understand that our approach to dealing with situations that involve bullying has to understand the reasons that bullying has taken place and make it our goal to help students who have engaged in bullying behaviours eventually build skills that will prevent such scenarios in the future.

PART 3: WHAT WE DO

[EIS: Comprehensive Guide to Preventing and Addressing Bullying Behaviours](#)

PREVENTIVE MEASURES

At EIS, we hope to curb bullying behaviours by implementing the following preventive measures:

1. [Creating a Positive School Environment](#)
2. Creating opportunities for awareness about bullying behaviours and early identification of warning signs including the policy document among EIS adults (staff and parents)
3. Creating opportunities for awareness about bullying behaviours including the policy document among students
4. Teaching, via the mainstream and SEL curriculum:
 - a. Channels of reporting bullying behaviours and graded consequences for the same
 - b. Skills to cope with bullying behaviours initiated by others (assertiveness training, learning how to be an upstander, dealing with vicarious trauma, holding space for a friend/ peer/ school-mate who has undergone bullying experiences, emotional regulation and self-care etc.)
 - c. Skills to cope with bullying behaviours initiated by self (empathy training, taking accountability, making amends, anger management etc.)
5. Encouraging school-wide restorative circles/ practices regularly to manage conflict (circle time, peer mentoring, support groups etc.)

RESPONSIVE MEASURES

While preventive measures lend a forum for students, parents and staff to gain awareness about, explore the nuances of and build skills to cope with bullying, we believe that it is essential for the anti-bullying task force to intervene when bullying is reported.

The following steps are followed when bullying is reported:

1. The staff member immediately calls for a meeting with the programme coordinator (PC), the head of school (HOS) and the counsellors.
2. The HOS, PC and counsellors understand from the staff member the details of the incident/s and digitally record a statement.
3. The HOS, PC and counsellors plan and investigate to understand the nature of bullying, the number frequency, duration and intensity and other relevant details. They also understand the impact of bullying

on the student at the receiving end of it. All information is appropriately, confidentially and digitally recorded.

4. The HOS, PC and counsellors discuss their findings and determine what the best future course of action is which includes but is not limited to:
 - a. Informing the parents of the child who engaged in bullying behaviours
 - b. Informing the parents of the child who was at the receiving end of bullying behaviours
 - c. Having a check-in session with any student/s who were witness to the bullying behaviours
 - d. Determining consequences for the bullying behaviours based on the nature of bullying and the impact and informing parents and students about the same
 - e. Counselling students who were engaging in bullying behaviours and at the receiving end of bullying behaviours to ensure their well-being
 - f. Involving/liasing with external professionals either during the investigation or after

Determining Consequences for the Bullying Behaviours

Depending on the frequency (the number of times bullying behaviours have occurred), intensity (the severity of the behaviours) and duration (the length of time for which the behaviours have occurred), the anti-bullying task force will decide appropriate consequences. The consequences will be decided on a case-to-case basis.

We at EIS strongly believe that behaviours that constitute bullying do not give anyone- adults or students- the right to use labels like 'bully' or 'victim'. These labels can be very quickly internalised, leading to harmful effects including but not limited to aggressive and antisocial behaviours ('bully'), or anxiety, depression, and stress-related disorders ('victim').

Common Understandings:

- We at EIS are aware and understand that bullying behaviours are a result of several psycho-social factors including but not limited to emotional challenges, psycho-social distress or mental disorders experienced by students.
- We understand that students involved in bullying situations need supportive care on the part of all teachers/ carers/ parents/ other adults in the student's life.
- We understand that upholding the mental health of students engaging in bullying behaviours is as important as upholding that of students at the receiving end.
- We understand that the student has a right to have a person who they trust with them when they are being spoken to during or after the investigation.

With these understandings in mind, we will ensure that any communication with students will be planned and conducted by the section coordinator and the counsellor (and a representative of the students choosing, should they request one) in a calm, composed manner. The discussion will bring to light facts and not judgements and will establish a link between the behaviour/s of the student and the consequence according to the policy document and will include a positive/ hopeful statement to encourage the student to do better (eg. *"We believe in you and we know you can be a caring person if you try!"*).

The intentions of consequences, which will be made clear to students and parents, are to help the student understand that their behaviour has hurt someone else deeply and that through this consequence the student's goal will be to develop a sense of accountability for their actions. The essence of the consequences will be **community service and acts of kindness** which will also help the student build caring relationships with others.

After a case is reported and investigated, the following steps will be used to guide decision-making about

consequences of bullying behaviours:

Tier 1: When bullying behaviours of a student are reported for the first time, depending on the frequency, intensity and/or duration of bullying behaviours and the impact of the behaviours, the anti-bullying task force will decide upon consequences that include but are not limited to:

- A. **Community service** in the form of helping the school librarian out during break and lunch time/ helping PYP or EYP teachers with collecting or creating resources for their classrooms/ helping the counsellors plan lessons for their grade or other grades on kindness and empathy etc. for a certain period of time (compulsory)
- B. Exclusion from certain activities such as ECA for a certain period of time
- C. Isolated eating and independent working during lunch and break times for a period of time
- D. 6 week intensive counselling focussing on empathy training/ taking accountability
- E. 1 day at home suspension
- F. Recommendation and follow through on sessions with an external child and adolescent psychologist

Tier 2: When bullying behaviours of a student are reported the second time, depending on the frequency, intensity and/or duration of bullying behaviours and the impact of the behaviours, the anti-bullying task force will decide upon consequences that include but are not limited to:

- A. **Community service** in the form of helping the school librarian out during break and lunch time/ helping PYP or EYP teachers with collecting or creating resources for their classrooms/ helping the counsellors plan lessons for their grade or other grades on kindness and empathy etc. for a certain period of time (compulsory)
- B. Exclusion from certain activities such as ECA for a certain period of time
- C. Isolated eating and independent working during lunch and break times for a period of time
- D. 12 week intensive counselling focussing on empathy training/ taking accountability/ anger management
- E. 3 day at home suspension
- F. Recommendation and follow through on sessions with an external child and adolescent psychologist

Tier 3: When bullying behaviours of a student are reported the third time, depending on the frequency, intensity and/or duration of bullying behaviours and the impact of the behaviours, the anti-bullying task force will be required to take strict action in the form of a **prolonged suspension/ expulsion from school**.

If it is made aware to any staff member that there are/ have been multiple instances of bullying by multiple students in a certain grade/ section etc., one of the following interventions (however this is not an exhaustive list) will be implemented:

- A. Conducting special workshops with an anti-bullying theme across programmes/ grades.
- B. Liaising with external professionals- child psychologists, experts on anti-bullying and advocacy to conduct sessions with students
- C. Service as action/ CAS initiatives that focus on preventing bullying/ spreading awareness about bullying

ADVICE FOR CARERS/ PARENTS

Parents are expected to acknowledge the importance of all school programmes that the school provides for the students. They should recognise that they are in partnership with the school about informing their children about bullying. They are encouraged to assist and cooperate fully with the school as it seeks to deal justly and effectively with any incidents that may arise.

To assist the parents in their role the school will- provide them with information on what is happening in the school regarding education programmes, encourage and welcome consultation with parents on the best use of available

resources in the community to support the school in its programme and policy implementation. In the event of an incident of bullying, EIS will seek to strike a careful balance between the welfare of the student or students involved and the welfare of the school community.

PART 4: HOW WE IMPROVE

At the end of each school year, the anti-bullying task force uses the following guiding questions to determine to what extent they have achieved their goals and fulfilled their responsibilities.

1. Has the anti-bullying policy been reviewed, updated and re-posted on the school website?
2. What actions are needed based on the reflections from staff?
3. How impactful were our preventive and responsive measures?
4. Were all of our meetings conducted and documented appropriately?
5. Did we work well as a team? What are our planned actions?
6. To what extent have our anti-bullying measures been adhered to?
7. How effectively did our team fulfil its responsibilities?
8. What specific anti-bullying workshops/ sessions did we organise?

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Period of Review: April 2023 - August 2023

Name of the Reviewer	Role
Ms Jigna Patani	EYP Teacher

Ms Ayantika Ganguly	EYP Teacher
Mr Raj Gurav	PYP-MYP PE Teacher
Ms Amreen Khan	PYP Teacher
Ms Priyanka Pai	PYP Teacher
Ms Khalida Qureshi	MYP & DP Teacher
Ms Jigna Shah	MYP Teacher
Ms Afsha Merchant	PYP Teacher
Ms Apeksha Trivadi	Whole School Socio emotional counsellor and DP Teacher
Ms Aditi Khanna	Whole School Socio-Emotional Counsellor & Learning Support
Ms Lajya Nayak	Whole School Socio emotional counsellor
Ms Sunita Agarwal	Head, Well Being
Ms Chhavi Tibrewal	Learner Support Teachers
Ms Rabab Bohra	Learner Support Teachers
Ms Aisha Mistry	Learning Support and MYP Teacher
Parent Advisory Committee (PAC) and parent volunteers	Parents from PAC and other parent volunteers
Educational Leadership team	All Coordinators, Head Of School
Members of the Board	Co-founder, Director

