



مدرسة ذا أبل انترناشيونال كوميونيتي
The Apple International
Community School



ANTIBULLYING POLICY

2024 – 2025

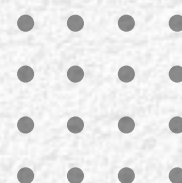
POLICY INFORMATION

POLICY WRITTEN	AUGUST 2021
POLICY UPDATED	JULY 2024
POLICY TO BE REVIEWED	JULY 2025
APPROVED BY	PRINCIPAL- PRETTY KHOSLA





INDEX



CHAPTER NUMBER	CONTENT
01	Objectives
02	Definition
03	What is bullying?
04	Aim
05	Types of bullying
06	Roles and responsibilities of the school team
07	No blame approach (Bullying intervention tool)
08	Strategies for anti-bullying
09	Response to bullying
10	The steps taken on the case of reporting of a bullying incident
11	The consequences of bullying includes
12	Students who have been bullied will be supported by
13	Students who have perpetrated the bullying will be helped by
14	Preventive measures taken to prevent bullying





In Apple International Community School, we believe that every student in our premises has the right to education and to have a safe and secure environment. We commit ourselves to providing an environment where the children should feel safe and protected from any harm or insecurities. We ensure that every student in the campus is guided and guarded, and become confident, self-motivated, empowered, and be the ray of shine for The Apple international community school.

01- OBJECTIVES

Apple International Community School is a caring community in which all students and staff are actively encouraged to respect other people and develop good interpersonal skills. This policy is written to help staff and pupils prevent bullying and to deal with it when it occurs.

02-DEFINITION

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more people who feel unable to stop it from happening. Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying of any form or for any reason can have immediate, medium, and long-term effects on those involved, including bystanders.



03- WHAT IS BULLYING?

Not every act of unkindness can be classified as bullying. We recognize that sometimes pupils are spontaneously unkind to each other without thinking, and often this is a one-off incident. Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”.

Bullying can include name calling, taunting, mocking, making offensive or racist comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumors. This includes the same unacceptable behavior expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying is recognized by the school as being a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional & cognitive development.



04-AIM

- The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable.
- To ensure that all students, parents, and staff are aware of the Anti-bullying policy.
- To ensure that, all students and parents of The Apple International Community School, should be aware of the referral forms, procedures and actions taken from school Anti-bullying committee for the betterment of student's healthy and safe environment.

05- TYPES OF BULLYING

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm.

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumors about someone



Physical bullying involves hurting a person's body or possessions.

Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing.
- Taking or breaking someone's things.
- Making mean or rude hand gestures.

Cyberbullying The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school, which is a different form of bullying.

- It has a potentially larger audience and more accessories as people forward on content at a click.
- It can happen at all times of the day.
- It is sending offensive images by phone, internet or email.
- It involves inappropriate text messaging or emailing and inappropriate use of social network sites (like Facebook, Twitter, Instagram, Snap Chat, YouTube, etc.)



06- ROLES AND RESPONSIBILITIES OF THE SCHOOL TEAM.

Teachers	<ul style="list-style-type: none">• Model an open, friendly & approachable attitude towards all students.• Carefully supervise all students, especially those who are new to the school or are/were involved in incidents of bullying.• Discuss strategies that students can use to assert themselves in case bullying does occur, who the children can speak to in case bullying occurs.• Use training information given by the school counsellor to identify the warning signs in the classroom.• Explain to the children that bullying is not tolerated in the school.• Must speak to the school counsellor & fill up a notifiable incident report form in case of becoming aware of any bullying incidents.• Take disciplinary action against those who bully in the class.• A nominated teacher representative takes an active participation in the school Discipline Committee, to ensure all teachers are functioning appropriately within the framework of this policy.
-----------------	--



School Counsellor	<ul style="list-style-type: none">• The school counsellor is one of the school professionals involved in the evaluation of a probable bullying situation. It is imperative for the school counsellor to maintain records of incidents of bullying. (notifiable incident form, records of discussions with concerned parties etc)• Is an integral member of the Discipline Committee.• Follow up on incidents involving bullying by speaking confidentially to all parties concerned (including the child/children who were bullied and the ones who bullied)• Conduct individual or group or in-class sessions & training (eg: role plays) about assertiveness skills, protecting classmates from getting bullied, telling a trusted adult in school about bullying behavior, etc.• Training teachers to identify the warning signs & to deal with bullying in the classroom.• Training parents to identify the warning signs at home, how to speak to their own children if they know or suspect that their child is being bullied or is a bully.
--------------------------	---



Principal	<ul style="list-style-type: none">• Integral member of the Discipline Committee• Ensure the enforcement of the anti-bullying policy (no exceptions)• Ensure appropriate disciplinary action (as outlined previously) is taken against those who bully, with no exceptions.• Ensure appropriate support is provided to those who are found to have been bullied in school.• Oversee the functioning of the nominated disciplinary officer, school counsellor & teachers.• Oversee meetings conducted with relevant parties to discuss cases of bullying.• Ensure appropriate training is carried out with teachers, students & parents regarding Anti-Bullying laws, identification of warning signs, consequences of bullying & strategies to reduce further cases of bullying.
Disciplinary Officers	<ul style="list-style-type: none">• To implement & enforce all policies related to school discipline & Antibullying.• Is an integral member of the Discipline Committee?• Reports all incidents of bullying to the school counsellor & fills up Incident forms in that regard.• Carefully supervises all students, especially those who are new to the school or are/were involved in incidents of bullying



Disciplinary Committee	<p>The Discipline Committee compulsorily involve the following:</p> <ul style="list-style-type: none">• Nominated Teacher Representative• School Counsellor• Principal• Head of Inclusion• Disciplinary Officer - Child and Safeguarding Leads• Anti-Bullying Champion Antibullying student committee members <p>These individuals would ensure the enforcement of the Anti-Bullying Policy. Kindly refer to Appendix A for further details.</p>
Parents	<p>Parents must look out for warning signs that their child/children may be victims of bullying. They must also on the lookout for signs that their child isn't bullying other children. Parents must be aware that bullying will not be tolerated at all in school. Parents must also be made aware of the grounds for disciplinary action against any child caught bullying students. In case the parent is aware of bullying instances happening with their child, the parent must report it to the relevant school authorities (e.g.: teacher, school counsellor, vice principal, etc.) rather than confront the bully's parents. Parents must also take part in teaching their child to be more assertive & self-confident.</p>



Students	All students must show respect for all members of the school. All students must be made aware that all forms of bullying are not tolerated in school. All students must remember to not be quiet bystanders when bullying occurs, but instead oppose it by showing assertiveness or by speaking to a trusted adult in school.
-----------------	---



07. NO BLAME APPROACH: (BULLYING INTERVENTION TOOL)

No blame approach was developed by “George Robinson states that However, punishment and negative consequences did not necessarily improve the situation for the bullied child but also carried the danger of revenge. So, Barbara Maine and George Robinson designed a concept which did not focus on punishment but rather on the belief that, if group dynamics in a classroom changed – meaning that the bullying actions would no longer be considered cool or funny by the other classmates – the bully will change his behaviour and stop bullying.

We wanted a strategy which was safe, did not accuse, interrogate, or alienate young people. We wanted a process that we improve relationship between young people and the adults working with them.
(George Robinson, Barbara maines, 1992)

1. Interview with the victim.
2. Convene a meeting with the people involved.
3. Explain the problem (connect with the feelings).
4. Share the responsibility (the group or student can do something about the incident).
5. Ask the group for ideas (discuss with the classroom how to change the classroom environment positively).
6. Reinforce the changed behaviour.



08. STRATEGIES FOR ANTI-BULLYING

The Apple International Community School, are planning to implement strategies for Anti-bullying:

1. No blame approach
2. PSHE projects.
3. Collaborative group works.
4. Campaign & rallies on anti-bullying.
5. Awareness programs on anti-bullying.
6. Conducting CPD for teachers, and parents on how to respond with Bullying.

09. RESPONSE TO BULLYING

As a school we will endeavour,

1. Take all the bullying complaints seriously.
2. Investigate the incidents thoroughly (Report and obtain the witness information)
3. Keep a written record of all the incidents, investigations, and outcomes.
4. Inform the staff about the incidents.
5. Ensure that appropriate actions will be taken to prevent such incidents.



10.THE STEPS TAKEN ON THE CASE OF REPORTING OF A BULLYING INCIDENT

1. Reporting to the child safeguarding team member.
2. Framing an incident report.
3. Interviewing the victim.
4. A meeting with the persons involved: the bully/bullies, the victim/victims, the safeguarding personnel, witnesses.
5. Reporting to the parents
(After two initial warnings to the child in person, if the complaint is repeated for the third time, a phone call, an email / in person meeting will be scheduled by the parents, depending on the decision taken by the safeguarding team).

11.THE CONSEQUENCES OF BULLYING INCLUDE

The apple international community school will respond to the bullying in regards with

1. Imposition of sanctions
2. In person apologies
3. Reporting to parents
4. Written warning to the parents
5. Detention/Suspension of the child
6. Withdrawal of the child



12. STUDENTS WHO HAVE BEEN BULLIED WILL BE SUPPORTED BY

- Reassuring the pupil and providing continuous pastoral support.
- Offering an opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents.

13. STUDENTS WHO HAVE PERPETRATED THE BULLYING WILL BE HELPED BY

- Discussing what happened, establishing the concern and the need to change.
- Informing parents if necessary to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If on-line, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including on-line access when encountering cyberbullying concerns), and fixed-term or permanent exclusions



14. PREVENTIVE MEASURES TAKEN TO PREVENT BULLYING:

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognize that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognizes the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including ‘banter’) which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people. Celebrate success and achievements to promote and build a positive school ethos