



**Yew Chung Education Foundation  
Yew Chung International School (Hong Kong)**

**Anti-Bullying Policy and Procedures**

<p><b>Scope:</b> This policy applies to and will be shared with the community of Yew Chung International School of Hong Kong. The community includes but is not limited to all staff, outsourced staff, service providers, volunteers, parents and students, who come into any contact with students.</p>	<p><b>Distribution:</b></p> <ul style="list-style-type: none"> <li>• School Leadership Teams</li> <li>• Whole School Community</li> <li>• School Website</li> </ul>
<p><b>Effective Date:</b> Academic Years 2021-2023</p>	<p><b>Number of pages:</b> 7</p>
<p><b>Next Review Date:</b> June 1, 2023</p>	<p><b>Approved by:</b> Executive Board</p>

**Definition of Bullying**

The school identifies **bullying** as behaviour of an individual or group of people to intentionally cause harm to another person or people. Bullying will always involve:

- **An imbalance of power:** This imbalance of power is either real or perceived, for example the person is physically stronger or more popular
- **Repetition:** The pattern of behaviour is repeated, or has the potential to be repeated, over a short or long period of time

**Definition of Cyber-Bullying**

*Definition from the National Bullying Prevention Center (US)*

“Cyberbullying is when someone repeatedly and intentionally harasses, mistreats, or makes fun of another person online or while using electronic devices.”

Some of the most common cyberbullying tactics include (but not limited to):

- Posting comments or rumours about someone online that are mean, hurtful, or embarrassing.
- Threatening to hurt someone or telling them to hurt or kill themselves.
- Posting pictures or videos of a person without consent.
- Pretending to be someone else online in order to solicit or post personal or false information about someone else.
- Posting mean or hateful names, comments, or content about any race, religion, ethnicity, or other personal characteristics online.
- Creating a mean or hurtful webpage about someone.

- Doxing, an abbreviated form in the word documents, is a form of online harassment used to exact revenge and to threaten and destroy the privacy of individuals by making their personal information public (e.g. personal account information and passwords).

### **Peer Conflict and Teasing:**

The school recognises that at times there is peer conflict or behaviours that may be mean or otherwise hurtful to a student. This behaviour will also be dealt with by the school, but it may not constitute bullying.

### **Students at Risk of Bullying:**

The school also recognises that certain students may be more susceptible to be targeted for bullying. There may not be one identified “bully,” but several different students who may target a child. When identified, the school will support these students according to their age and individual needs.

Please note, references to bullying throughout this policy includes all forms of bullying in person (physical, racial, emotional, discriminatory, sexual) and cyber-bullying. (See Appendix 1 - List of Definitions)

### **Philosophy**

We believe that all students have a right to be protected from any form of harm. Accordingly, this policy outlines the principles, processes and procedures for dealing with cases of bullying, cyber-bullying or suspected bullying.

### **Principles**

The school fully recognises its responsibilities regarding anti-bullying. We aim to create a safe, secure and supportive learning environment for our students. The welfare of all students is of paramount importance to the school community. SLT and all members of the school community should adhere to government regulations on anti-bullying in schools. If there is any inconsistency between this policy and government regulations, the government regulations will prevail.

### **Responsibilities of the School Community:**

All members of the school community, including teachers, parents and community partners are always responsible for the implementation of this policy and associated procedures.

Adults are expected to:

- Remain vigilant to bullying behaviours and report any suspected cases of bullying immediately to the Child Protection Officer
- Take all cases of suspected bullying seriously
- Act quickly, professionally and in line with the school’s policy and procedures if made aware of an incident of bullying
- Teach appropriate preventative measures for students to understand the impact of bullying behaviours, in line with the school’s Life Skills and Wellness Curriculum
- The Child Protection Officer reports all concerns and suspected cases of bullying immediately to school leadership

**Expectations of the School Leadership Team (SLT):**

The school will provide support to staff and members of the community to deal quickly and effectively with suspected and / or confirmed cases of bullying. This will include:

- Implementing and reviewing the *Anti-Bullying Policy and Procedures*
- Ensuring time and resources for staff training
- Sharing information with the school community and stakeholders
- Being proactive in preventing bullying through the Life Skills and Wellness Curriculum, which includes providing strategies for students and effective reporting procedures
- Actively working with the community to promote anti-bullying and student wellness

**Expectations of Child Protection Officer:**

- Take all cases of suspected bullying seriously
- Follow the Anti-bullying policy and procedures when dealing with a case of suspected bullying
- Keep up to date and accurate records of all incidents
- Follow up and monitor all suspected and confirmed cases of bullying
- Inform relevant teachers, leaders and counsellors

**Expectations of Students:**

- Adopt a positive attitude and show respect towards fellow students
- Take responsibility for all their actions
- Remain vigilant to bullying behaviours and report any suspected cases of bullying immediately

**Prevention:**

As a school, we recognise that teaching our students and community about the prevention of bullying is very important. The school offers a Life Skills and Wellness Curriculum which focuses on developing empathy and resilience: building students' self-esteem, social skills, conflict resolution skills, understanding bullying and peer conflict, personal safety, digital citizenship and body awareness.

**Procedures:**

If a member of the school community becomes aware of a suspected case of bullying, they must report it immediately to the Child Protection Officer who will act on the information in line with *Child Protection Policy and Procedures*.

A member from the leadership team or the CPO will meet with all parties involved to gather more information and decide appropriate follow up steps and support. In serious cases, the matter must be taken to SLT.

All suspected and confirmed cases of bullying must be recorded and filed according to the school's record keeping procedures.

**Support:**

When a case of bullying has been confirmed, the school will support all involved parties in order to resolve the behaviour. The type and level of support will vary with each individual case, but may include:

- Meetings with Senior Leaders
- Meetings with parents of all parties involved
- Coping strategies for all students involved and their families
- Emotional support and/or counselling for all parties involved
- Appropriate consequences for the bullying behaviour such as: reflections, restorative practices, time out or limitation/ suspension of student privileges
- Lessons on how to report bullying and bystander responsibility
- Lessons to boost self-esteem, celebrate differences and accept diversity
- Referrals to external professional organisations
- Active monitoring and check ins with all parties involved

**Additional Resources:**

- Yew Chung Mission, Principles and Practices Statement
- Child Protection Policy and Procedures
- Wellness Education and Life Skills Policy
- Peer-on-Peer Abuse Prevention Policy and Procedures
- Behaviour Policy and Procedures
- Self-Harm and Suicide Prevention Policy and Procedures

**Appendices:**

- *Appendix 1 Definitions of Bullying*
- *Appendix 2 Sign and Symptoms of Bullying*
- *Appendix 3 Useful Resources*

## Appendix 1

### List of Definitions:

#### **Definition for Teachers, Parents and Caregivers:**

School bullying is the behaviour of an individual or group of people to intentionally cause harm to another person or people. It will always involve an imbalance of power, which is either real or perceived, for example the person is physically stronger or more popular. The pattern of bullying behaviour is repeated, or has the potential to be repeated, over a short or long period of time.

#### **Definition for younger students:**

School bullying is when a person or group of people cause harm to another person or people on purpose. It will always include the bully having more power and the behaviour is repeated over a short or long time.

#### **Definition for older students:**

School bullying is the behaviour of an individual or group of people to intentionally cause harm to another person or people. It will always involve an imbalance of power, which is either real or perceived, for example the person is physically stronger or more popular. The pattern of bullying behaviour is repeated, or has the potential to be repeated, over a short or long period of time.

### **Types of Bullying:**

<b>Definitions</b>	<b>Description</b>
<b>Emotional</b>	Excluding someone from activities, name calling, taunting, verbal threats to cause harm and indirect actions which cause emotional upset. This includes direct verbal comments to a person and indirect verbal comments, which may include talking to others in order to cause harm or embarrassment, such as spreading rumours.
<b>Physical</b>	Pushing, kicking, biting, hitting, punching, spitting, or any deliberate violent or physical act which will cause discomfort, embarrassment and/ or harm to another person.
<b>Racial</b>	Racial taunts, name calling, gestures, etc. based on the target person's race or ethnicity.
<b>Discriminatory</b>	Any comments involving a student's colour, nationality, place/city/province of origin, religion, look, parents, or accent that may be understood as provocative or harmful by a peer student.
<b>Sexual</b>	Unwanted sexually physical contact, inappropriate and unwanted sexual comments or taunts
<b>Cyber-bullying</b>	Internet and digital harassment, including racial or discriminatory comments and other repeated negative comments, name calling, teasing, threats and spreading rumours through digital devices and communication channels such as email, social media sites, WeChat or cell phone text messaging, and other social media.

## Appendix 2

### Signs and Symptoms of Bullying:

A student's behaviour may indicate that he or she is being bullied. Staff and parents should be aware of the signs and symptoms of bullying and report it immediately. While these behaviours may be caused by other social and emotional factors, it is important that staff and parents report to the school personnel concerned, if a student begins to exhibit one or more of these behaviours:

- Is worried about attending school
- Becomes withdrawn and anxious
- Starts stammering
- Feels unwell in the morning
- Stops completing school work or loses interest in school work
- Asks for money or starts stealing money
- Continually "loses" items such as money
- Has unexplained regular cuts and bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is not saying what is wrong
- Stops using internet or mobile phone
- Is crying a lot
- Becomes nervous when they receive a message on their phone
- Lacks eye contact
- Appears short tempered
- Demonstrates a change in attitude

### Appendix 3

#### Useful Resources

- Bully Prevention (n.d.). in *Positive Behavioural Intervention and Supports*. Retrieved from <http://www.pbis.org/school/bully-prevention>
- Department of Education and Early Childhood Development, Melbourne, Australia (2010). *Building Respectful and Safe Schools, A Resource for School Communities*. Retrieved from:  
<http://fuse.education.vic.gov.au/Resource/ByPin?Pin=LFZGD2&SearchScope=All>
- Stop Bullying Website (n.d.). *Stopbullying.gov* Retrieved from <https://www.stopbullying.gov/what-is-bullying/index.html>
- Anti-Bullying Website (n.d.). *The National Centre Against Bullying* Retrieved from <https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying>
- Anti-Bullying Website (n.d.). *Bullying No Way!* Retrieved from <https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>
- <https://www.thorsborne.com.au> (Restorative justice)