



ANTI BULLYING POLICY

Reviewed in June 2023

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School Mission

- To develop and nurture global citizens,
- To inculcate an understanding of interconnectedness of all life and the living,
- To develop compassion beyond one's immediate surroundings,
- To understand and respect the differences,
- To help acquire skills of Critical thinking, Communication, Collaboration and Creativity.

School Vision

- "To create an empowered, inspired and progressive community of students who achieve and contribute positively towards humanity at large".



1. Aims:

KRMGS takes bullying extremely seriously. It aims to treat each case individually and take into account any special circumstances when making decisions. Ultimately the school knows that students will learn best in a safe and supportive environment that is free from disruption and where education is the primary focus.

2. Terms:

In this document the terms “bully” and “victim” are used. “Bully” is used of someone who has manifested bullying behavior; “Victim” is used of someone who has received bullying behavior. The terms are used for ease of reference. There is no suggestion that these are discrete categories of people or that their involvement in bullying behavior is necessarily either pervasive or persistent.

3. KRMGS Code on Bullying :

All reasonable steps should be taken to ensure that, so far as it is possible, every student feels safe and happy at the School and feels supported and protected at all times.

The school expects all members of the community to uphold the School Code on Bullying which is:

- Every student at KRMGS has the right to enjoy his or her learning and leisure time free from intimidation;
- Our school community will not tolerate unkind actions or remarks, even when these were not intended to hurt;
- To stand by, when someone else is being bullied, is to support bullying;
- If you are being bullied, or you know of someone who is being bullied, you should report this to a member of staff or a responsible senior student;
- Bullying will always be taken seriously.



4. Why Bullying is Serious:

All aspects of bullying behavior affect the victim. Bullying on the basis of protected characteristics (as stated above) is taken particularly seriously. Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual and even suicide. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behavior.

4.1. Types of Bullying Behavior:

Bullying is a behavior by an individual or group that intentionally hurts another individual or group either physically or emotionally. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs, email etc.). Types of bullying, including some particular protected characteristics, which are as follows:

4.1.1. Physical Bullying

Physical bullies tend to dominate through force. Examples of bullying behavior include hitting, kicking, pushing people around, and spitting but might also include intimidating someone and isolating or excluding them from the group. Taking, damaging or hiding possessions and demanding money is also considered to be physical bullying.

4.1.2. Taunting and Teasing

This is a very common type of bullying but no less hurtful and unpleasant. Such behavior includes: name calling, insulting, spreading rumors or writing unkind notes. Bullies often claim that they did not realize their actions and comments were causing offence but victims never find such assaults acceptable.



4.1.4. Racial bullying

Racial bullying is offensive action and behavior, deliberate or otherwise, relating to race, colour, ethnic or national origin and directed at an individual or group. It is objectionable to the recipient and creates an intimidating, hostile or offensive environment.

4.1.5. Religious or Cultural Bullying

Religious or Cultural Bullying is bullying because of a person's religion, belief or culture. This includes a broad definition of belief and cultures and includes minority religions, humanists, atheists and people of different nationalities.

4.1.6. Disability Bullying

Bullying in respect of a person's disability or impairment. This extends to and includes children with special educational needs.

4.1.7 Cyber Bullying

Cyber bullying is the use of ICT deliberately to upset someone else; It includes: threats and intimidation; harassment or cyber-stalking; vilification/defamation; humiliation; manipulation, whether open or anonymous; exclusion or peer rejection; impersonation; unauthorized use of private Information or images; posting without consent.

The abundance of social networking mobile apps which encourage group chats and the sharing of photos, can be used as a driver for cyber bullying. It could be the most harmful as it often includes images, making it more real, personal and hurtful. Images can be passed around more easily and become a permanent record. It's near impossible to delete an image from everybody's memory much less their device.



5. Signs & Symptoms of Bullying

Children are not always capable of indicating that they are being bullied. Adults should be aware of these possible signs and should investigate if a child:

- Is frightened of taking the bus
- Begs to be driven to school
- Deviates from their usual routine
- Is unwilling to go to school
- Is truant
- Becomes withdrawn or anxious
- Loses confidence
- Starts stammering
- Attempts or threatens self-harm or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to make less effort with school work than previously
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating



6. What is done to prevent or reduce Incidents of Bullying –

School Bullying Prevention Plans:

The Ethos of the school:

- An open, positive, caring and trusting atmosphere is promoted in the school.
- Staff is expected to educate without prejudice or discrimination.
 - They understand the school's principles, policies and responsibilities.
 - They are urged, as far as possible, to anticipate problems before they escalate.
- Staff discipline sensibly and fairly.
- The school provides many opportunities to listen to students, informally in classrooms and in more formal contexts such as the Student Council.
- The school's rewards and sanctions system promotes and encourages good behavior.
- Equal opportunities practices are observed in school and classrooms.
- Discriminatory words and behavior are treated as unacceptable; positive attitudes are fostered towards people who are disabled and towards ethnic, cultural and linguistic groups within and outside the school (our diverse community, in which many nationalities are represented and celebrated, helps to increase acceptance of different cultures)
- Positive attitudes are fostered towards both sexes through the curriculum and tutorials.
- The school encourages students to be completely open regarding bullying. Students are not made to feel guilty about or intimidated by airing complaints.
- Students are encouraged to realize that it is always better to share their concerns. Sharing what is happening will help the victim to deal with his/her feelings. Bullying thrives on secrecy so it is best dealt with by being brought into the open. An ethos of open discussion may save other people from becoming victims of the same bully.
- The school reminds students that bullying can never be passed off as "just banter".



6.1 Training Students -

We want to build inner strength in children so they can regulate their emotions, and learn how to deal with adversity as well as access interpersonal resources, such as who they can reach out to for help and support. Following measures are taken to train students:

- Session on mindfulness
- Workshops
- Teacher talks
- Home Room Teacher Support
- Student Council Support

6.1.1 Education of Staff:

Appropriate training in all aspects of care is arranged to ensure that all staff have the necessary professional skills, especially pertaining to the risk and indications of child abuse and bullying and who to deal with such instances. Staff training takes place in various forms – from the earliest stages of staff induction (where school policies are shared, read and understood), staff INSET sessions as well as working and training within pastoral teams. Staff needs to know how to identify bullying (including cyber bullying), challenge it and know how to report this in order to hold bullies accountable and to support the victim (s).

6.1.2 Education of Pupils:

The workshops, assembly and class programs effectively educate students about the dangers of bullying and that it will not be accepted. Visiting speakers are also invited to educate pupils about bullying. These include debate on:

- Who is the “bully”? Who is the “victim”?
- Why are some “bullies” and others victims”?
- What should a student do if he/she is bullied?
- What constitutes bullying? Where are the boundaries?

Senior students are trained at the beginning of the academic year so that they interact with younger students sensitively and are encouraged to keep an eye on younger students, offering support where needed.



School Displays:

Anti-Bullying Posters are displayed around the school in classroom and outside to keep learning community informed and alert.

6.1.3 Monitoring of Pupils:

Members of staff are vigilant at all times, but particularly outside rooms before and between lessons and in the Dining Hall. Situations where bullying is likely to occur are monitored closely. Staff and senior students are alert to the possibility of bullying in Classroom and outside.

6.1.4 Involving our Parents + Handbook

The school will make every effort to engage with parents and involve them to ensure that pupils know how to deal with bullying if it occurs and are clear about the part that they can play to prevent bullying. This includes when they find themselves as bystanders or in sharing of information which may help the school to address any forms of bullying.

The **Anti-Bullying Policy** is available for all parents on Toddle. Policy makes it very clear that the school's ethos is based on tolerance, respect and care. Whenever a bullying incident occurs, the parents of both parties will be contacted and often parents will be invited for a face to face meeting with either the relevant coordinator or the Principal, sometimes both, to discuss the incident and work towards a resolution. Parent forums can be used for this purpose and relevant workshops for parents are made available.

7. Parent Teacher Meetings

Often what happens is that the behavior children exhibit stems from their home environment and the behavior of their parents. Increased coordination between teachers and parents will help gain an insight into the motivations a child has when he engages in acts of bullying.

The family background is essential in the emotional and psychological development of a child. Parents are also one of the primary stakeholders in a school and need to be sensitized about the dangers of bullying and violent behavior in kids.

Parents are included in the initiatives taken up by the school against bullying. It needs to be conveyed to them that it is of utmost importance that they report any incident of bullying they come across to the relevant authorities.



7.1. Key initiatives to increase reporting of bullying

- Conduct student and staff surveys to increase knowledge of types and forms of bullying.
- Give identified bullies constructive tasks such as tutoring other students, sporting activities etc.
- At the time of new admission get a declaration signed by student about anti bullying and its consequences. (Refer Appendix-1) For Grade 6 and above.
- Encourage parent participation.

8. IB Learner Profile

KRMGS, an IB World School uses the IB learner profile to frame and guide the Anti-bullying Programme.

The IB learner profile attributes reflect the values of a true global citizen, a student who is considerate of others and at the same time honest with themselves.

Integrating the profile into the study helps some students understand the attributes Staff plays a major role in raising awareness of bullying. The more the staff is involved in a Programme, across all levels, the greater chance of successful intervention.

And also pairing the attributes, rather than having them separate, gives the IB Programme greater coherence and strength.

8.1. LP Questions to ask your students:

- How does being a risk-taker inspire one to be more caring of others? ➤ How can being mindful contribute to one becoming more caring to oneself and others?

The objective was to understand that caring for others can sometimes involve taking risks and why being caring and mindfulness is important. As a result of the LP initiative, students find it easier to identify bullying and know how to stop it. This indicates a need to promote the role of the bystander and encourage students to intervene and help when they recognize bullying.



9. Roles & Responsibilities

9.1. The role of parents in responding to and preventing bullying

Parents who suspect their child is being bullied should report bullying incidents to the homeroom teacher, or other trusted adult as soon as possible.

- In cases of serious bullying, the incidents will be recorded by staff. A meeting may be organized to discuss the situation in person.
- The school counselor will provide one-on-one support for the victim as well as for the perpetrator.

9.2. The role of students in responding to and preventing bullying

Students are involved in the prevention of bullying when appropriate; these may include class behavior expectations, role plays for assemblies, essays for their classblogs etc. If students feel that they are being bullied, there are several measures that they are encouraged to follow:

- Tell a friend
- Tell a student council representative
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or an adult at home whom you feel you can trust

9.3. The role of staff in responding to and preventing bullying

- All school staff understands the principles of the school policy, their legal responsibilities, actions to be taken to resolve and prevent problems and sources of further support.
- All staff members must remain vigilant about bullying and must not wait to raise any concerns.
- All staff members should be vigilant regarding friendship groups. These groups may bring about an imbalance of power and must be led towards welcoming others to join them.
- Staff must reinforce a general message that students are not required to befriends with everyone, but they must be respectful of everyone else's feelings.



- Staff must be aware of those children who may be vulnerable to bullying (students with disabilities, limited language, etc.). Our Counseling Team is an important part of our pastoral support service. They are available to give confidential advice and counseling support to students who can refer themselves when they have social, emotional or behavioral concerns.
- We have a strong and experienced pastoral team consisting of Home Room teachers, Counselor, Coordinators and Principal.

9.4. Promoting an atmosphere of confidence and trust

- The guidelines also provide for the setting up of a complaint/ suggestion box in which the students can contribute their own opinions and viewpoints with the assurance of anonymity.
- Good suggestions could be read out in assemblies and good behavior should be rewarded.
- Focus should be put on developing communication skills from primary schools. Children should feel that they can trust their teachers completely and develop an emotional connection with them from an early age.
- Strategies should be developed to make the school a more inclusive, accepting and collaborative place for children.

10. Anti-Bullying Committee

KRMGS Anti- Bullying committee comprises of the coordinators, teachers, school doctor, counselor, parent-teacher representative and student representatives.

10.1. The roles and responsibilities of this committee would include:

- Development and review of School Bullying Prevention Plan,
- Development and implementing bullying prevention programs,
- Developing training programs for staff, students, and parents,
- Creating awareness through various programs,
- Being vigilant and observing signs of bullying and responding quickly and sensitively.



10.2. Procedures to deal with alleged incidents of Bullying:

Any student being bullied or knowing that someone is being bullied should report what is happening to his or her parents or guardians or to someone in authority within the school, in accordance with this policy. The following people are available:

- Home room tutor or any other teacher
 - Coordinator
 - House prefect or a senior student
 - A Counselor
 - A School Doctor or a Nurse in the Health Centre
 - Any member of the Senior Management Team.
-
- Any person in authority who learns of alleged bullying behavior should offer support to the alleged victim and then report the allegation to the Coordinator / Principal as soon as possible. Please refer to 'Bullying Incident Form (APPENDIX-2).
 - The Coordinator will record this and, if they consider it appropriate, interview both the alleged victim and bully and any possible witnesses. These interviews will be recorded, together with action taken in the case as a whole. Records will be kept by Coordinators in their own student folders.
 - Coordinators must notify the Principal of all alleged bullying incidents and provide records of how the incident has been dealt with. This record is used to evaluate the effectiveness of the School's policy and to identify any patterns or trends. Records will distinguish if any of the incidents of bullying are based on protected characteristics. This will also enable the School to monitor the success in meeting other standards such as instilling values of tolerance and respect and actively promoting the well-being of pupils.
 - Coordinators will be in contact with parents of both the victim and the bully about the case and any action taken.
 - Coordinator will share information with some or all colleagues, especially the Tutors of the students concerned, and with students in the House, in order that they may be alert to the need to monitor certain students closely.
 - The welfare of the victim should be considered of paramount importance. The student should be informed of any actions taken. They might need help to deal with their feelings and to understand and overcome their vulnerability.



- The bully should be given help and support in trying to change their behavior as well as in understanding their own feelings and motivations.
- It is essential that Homeroom teacher of both the victim and the bully continue to monitor the situation regularly. If the victim and the bully are from different classes, the relevant homeroom teachers should discuss their findings regularly during the first few weeks after an alleged incident, until they are satisfied that further incidents.

11. Sanctions:

- Any sanction should be effective in stopping the bullying behavior.
- If action is taken quickly it might be that a warning will suffice. In many cases where it is felt that bullying has taken place, the action in the first instance may not be disciplinary. It may sometimes be the case that the bully genuinely has not recognized the distress caused to the victim by his or her behavior.
- Students are informed that bullying will not be tolerated in the school and that it is a disciplinary offence. Any of the appropriate school sanctions may apply.

Links to other policies – Child Protection Policy



K.R Mangalam Global School
Greater Kailash – 1, New Delhi

Appendix -1

ANTI – BULLYING DECLARATION

All aspects of bullying behavior affect the victim. Bullying on the basis of protected characteristics (as stated above) is taken particularly seriously. Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

Students are informed that bullying will not be tolerated in the School and that it is a disciplinary offence. Any of the appropriate school sanctions may apply.

I,have read and understood the Anti-Bullying Policy and will abide by it as a student of K.R. Mangalam Global School.

Name: _____

Signature: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____



K.R Mangalam Global School
Greater Kailash – 1, New Delhi

(Appendix-2)

BULLYING INCIDENT REPORT FORM

This form should be used to report a possible incident of bullying as defined in the KRMG School Policy

This form can be placed in the school’s designated drop off spot for anonymous reporting.

1. Name of person/people causing harassment:

Name	Year Group

2. Names of person/people who have witnessed this harassment (if any):

.....

.....

.....

.....



3. What things you tried to help solve the harassment (if any):

.....
.....
.....
.....
.....
.....
.....
.....

4. Date of Incident: Time of Incident:

5. Repeat Infraction? Yes / No

6. Where did the incident happen (Choose all that apply)

- On school Property
- On a school Bus
- On the way to/from school
- At a school-sponsored activity or event off of school property
- At the bus stop
- Other:

Name & Signature of student/employee completing this form:

.....

Date

Thank you. This report will be followed up in a prompt manner. By completing this form, you are verifying that your statements are true and exact to the best of our knowledge. If you fear a student is in IMMEDIATE danger, please contact a trusted adult right away!



For Office Use Only

Date Received:	
Received By:	

Action Taken (see Protocol for Guidelines):

Consequences

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Remediation.....

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.....
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Referral for additional support services

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Parent Contact: Yes / No

Date Time

Result:

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