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ANTI-BULLYING POLICY

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Khaitan World School along with the Board of Management recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

A positive school culture and climate which-

- is welcoming of difference and diversity and is based on inclusivity;
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment; and
- promotes respectful relationships across the school community;
- Effective leadership;
- A school-wide approach;
- A shared understanding of what bullying is and its impact;
- Implementation of education and prevention strategies (including awareness raising measures) that-
- build empathy, respect and resilience in pupils; and
- explicitly address the issues of cyber-bullying
- Effective supervision and monitoring of pupils;
- Supports for staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies); and
- On-going evaluation of the effectiveness of the anti-bullying policy.

Statement of Intent

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. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

At KWS bullying is defined as follows:

Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

The following types of bullying behaviour are included in the definition of bullying:

- deliberate exclusion, malicious gossip and other forms of relational bullying,
- cyber-bullying and identity-based bullying such as homophobic bullying, racist bullying, bullying based on a person's membership of any particular community and bullying of those with disabilities or special educational needs.
- Isolated or once-off incidents of intentional negative behaviour, including a once-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour.

However, in the context of this policy, placing a once-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the school's code of behaviour.

The education and prevention strategies (including strategies specifically aimed at cyber-bullying and identity-based bullying) that will be used by the school are as follows:

- Creating a climate where diversity is respected
- Clarity in the definition of bullying.
- Focus on developing healthy social behaviours and strategies
- Assess Bullying in the institution
- Create a Team
- Educate the School Community
- Establish Policies
- As part of the curriculum, students should learn to identify bullying language and actions in themselves and others.
- Set Clear and Enforceable Rules and Expectations
- Rules cover multiple situations, and should be age appropriate
- Encourage reporting
- Reward Positive Behaviour
- Engage Parents
- Look for Warning Signs.
- When Bullying Occurs, Clear the Scene
- Promote online Safety
- Conduct Classroom Activities around Bullying

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are as :

- A bullying survey to determine the extent of the problem.
- Workshops for teachers, administrators, school staff, parents & students
- Monitor Hot Spots
- Be Vigilant
- Remove Labels: Address Behaviors
- Empower Bystanders
- Express Box
- Set an example for rule-following behavior, and
- Be consistent in enforcing the rules.
- Bullying Squad
- Investigate and Respond
- Consult Law enforcement if the need arises
- Follow up with the aggressor's family
- Provision for planning and regular monitoring and evaluation of outcomes
- Have Open Communication

The school's programme of support for working with pupils affected by bullying is as follows:

- Consult Law enforcement if the need arises
- Provide Support
- Reach Out/ Counselling
- Educate
- Serious talks with bullies and victims.
- Serious talks with the parents of bullies and victims.
- Role playing of non-aggressive behavior with bullies.
- Role playing of assertive behavior with victims.

Supervision and Monitoring of Pupils

The Board of Management at KWS confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

This policy has been made available to school personnel, published on the school website (or where none exists, is otherwise readily accessible to parents and pupils on request) and provided to the Parents.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel, published on the school website (or where none exists, be otherwise readily accessible to parents and pupils on request).

PREVENTION AND REDRESSAL MECHANISMS

According to the guidelines, the methods of prevention are as important as the methods of intervention. This can be achieved through the methods elucidated earlier and also through the increased responsibility and accountability of the school. A sanction-based system is not adequate to deter bullying; there should be an active effort to prevent incidents from occurring in the first place.

A clear-cut process needs to be established as to the investigation of a bullying incident. After proper investigation, an appropriate punishment or penalty needs to be meted out which should be just, fair and adequate and should not be challenged in practise.

Comprehensive guidelines may be developed for School Management which includes the various actions and penalties which may be taken by the School Management as per observation and understanding the gravity of the misconduct. Some of the recommended actions include:

- Oral/written warning.
- Suspension from attending classes/school for a specified period.
- Withholding or cancelling the results.
- Imposition of fine up to a specified amount.
- Expulsion/rustication from school in rarest of rare cases.

It is imperative that the punishment must be in proportion to the crime committed. Therefore, a comprehensive system of progressive penalties, fines and punishments need to be established.

ANTI BULLYING PROCEDURES

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

Staff Responsibilities

- To implement procedures to confront bullying in any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action or to refer to Teacher/Head of School/Counsellor as appropriate

- To record in the appropriate students' files
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying
- To implement appropriate procedures for a member of staff
- To model the values our school believes in from the mission statement
- To promote the use of interventions which are least intrusive and most effective.

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 behaviour 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.

Anti-Bullying Strategies

- Regular promotion of anti-bullying in assemblies.
- Use of CCTV within the school grounds to help with the prevention of bullying.
- A duty rota for staff so they patrol key areas before school, break, lunchtime and after school.
- Annual questionnaires to research student views on how safe they feel in school
- Self-esteem and circle time work in the school's inclusion facilities
- Anti-bullying training for the Pastoral Leaders
- A special e-mail address to report any incidents of bullying
- One to one counselling
- Strong teacher-student relationships so students feel comfortable in reporting any issues

Anti-bullying advice to Parents / Carers

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the school's control when your child is not in school.
- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what they say.
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important.
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT.
 - If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- Be realistic in your expectations, sometimes on-going problems can take time to resolve.
- TRY to be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them.

- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school.

Responding to bullying behaviour that occurs outside of school hours

- When schools are made aware of bullying behaviour occurring outside of school hours that is impacting student safety at school, they should take reasonable steps that are within their control including:
- Responding immediately to all complaints of bullying behaviour made to the school and undertaking a thorough investigation. This should include talking to the students involved to gather as much background information as possible, and noting schools must conduct investigations in accordance with direction from police if they are conducting a concurrent investigation into allegations of related criminal activity.
- Notifying the parents/carers of all students involved and seeking their views and participation in strategies to manage the behaviour going forward.
- Ensuring all students are offered counselling support and are encouraged to use this service. Schools should keep records of where school wellbeing supports are offered, accepted, and where they are declined by students or parents/carers.
- Maintaining clear and accurate records of all complaints made by parents/carers or students, including following up actions implemented. These records should be kept in a secure place for future reference.

Implementing behaviour support plans or safety plans for the students involved. This should include -

- Appointment of a contact person for each student and their parents/carers.
- Where necessary, specifying how the student will be supervised including arrangements for yard duty and before and after school to ensure the student's safety.
- Where relevant, considering what further arrangements will be put in place for other school activities (e.g. excursions, sport days and camps).
- Addressing any potential ongoing contact between the students involved.
- Allowing for ongoing monitoring of student wellbeing.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.



(Principal)

Annexures:

Bullying Form

Checklist for managing the Bullying Incident

Flowchart of basic complaint

