



BEIJING INTERNATIONAL
BILINGUAL ACADEMY
海嘉国际双语学校

Respectful Relationship Policy For the BIBA Community

This Policy is an unsigned agreement between all members of the Beijing International Bilingual Academy community.

Date: September 2018

Introduction

Bullying in any of its forms is not acceptable and will not be tolerated in our School Community.

All members of the BIBA School community have the right to attend a school where their safety and well-being is positively promoted and valued. The BIBA Respectful Relationships Policy encourages respectful relationships between students, staff and parents. The School recognises that this is an on-going and evolving process and a variety of proactive and reactive strategies and approaches need to be taken to address bullying. The School will take every report of bullying or harassment seriously and will thoroughly investigate and respond to all observed or reported incidents. This policy applies to all members of the school community - students, staff, visitors, parents and friends whilst on all programs, activities and official school functions connected to BIBA.

Policy Objectives:

- To raise awareness of staff, students and parents about bullying.
- To actively counter bullying at school.
- To provide strategies to resolve conflict and respect differences.
- To create a school environment where all students, staff and parents feel safe and welcome.
- To create a climate where it is encouraged to talk about bullying and ask for help.
- To promote positive mental health.

Definition

Bullying and harassment are acts of aggression.

Bullying:



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NO. 1 YUMIN ROAD, HOUSHAYU SHUNYI DISTRICT,
BEIJING CHINA 101300
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+8610 8041 0390

info@bibachina.org

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- Is a repeated and unjustifiable behaviour.
- Is intended to cause fear, distress and/or harm to another.
- Is conducted by a more powerful individual or group.
- Occurs against a less powerful individual who is unable to effectively resist.
- May be physical, verbal or indirect/relational.

Harassment:

- Is any unwanted, unwelcome or uninvited behaviour.
- Behaviour that threatens, intimidates, alarms or puts a person in fear of their safety.
- Repeated, unwanted contact both verbal or by text messaging
- Makes a person feel humiliated or offended.
- Can be a form of bullying.
- Harassment does not have to be threatening to be “harassing”

Bullying and harassment can take a variety of forms such as:

Physical:

- Hitting.
- Tripping.
- Pushing.
- Fighting.
- Throwing objects.
- Stealing.
- Damaging possessions.
- Standing over or invading someone’s personal space.

Verbal:

- Name calling.
- Put downs.



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- Spoken threats.
- Offensive language.
- Insults.
- Teasing.
- Hurtful gossip.
- Spreading rumours.

Social:

- Exclusion.
- Ignoring.
- Offending others through jokes or showing inappropriate material.
- Pressuring someone to do something against their will.
- Non- verbal acts, such as 'greasy' looks.

Cyber:

- Inappropriate use of technology: the Internet, email, instant messenger, chat rooms.
- Text messaging to intimidate, offend or harass another person.
- Spreading rumours via technology.

Psychological:

- Victimisation.
- Instilling fear.
- Extortion (forcing a student to hand over money, possessions, or food).
- Forcing other students to do assignments, homework, etc.
- Threats of harm, action or consequences.

Sexual:

- Making sexual comments, jokes or repeated questions about an individual's body size, voice tone or that of a group.
- Repeated questions about a person's private life.



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- Non-verbal acts, or body gestures of a sexual nature.
- Display of offensive pictures, posters or graffiti.

Other:

- Condoning the harassment of others by failing to act e.g. laughing.
- Acting towards others with disrespect.
- Disrupting the learning of others.
- Misusing or damaging the property of others.
- Pranking is considered a form of bullying and will be treated as such.

Rights and Responsibilities

Rights:

- Every person has the right to feel safe.
- Every person has the right to be treated with respect and fairness.
- Every person has the right to learn.

Responsibilities:

The School undertakes to:

- Promote a respectful and caring school culture.
- Refuse to be part of any bullying situation.
- Take action to prevent bullying from occurring.
- Encourage students to inform an adult if they experience or observe incidents of bullying.

The School requires staff to:

- Promote a respectful and caring culture for all.
- Model appropriate language and behaviour for students at all times.
- Intervene immediately and sensitively in any situations of bullying or harassment.
- Actively circulate around school grounds during supervision duty.



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- Be aware of and implement the Respectful Relationships Policy.
- Discourage activities which enable exclusion, distribution of party invitations in class, students selecting their own work partners/groups, seat saving.

Parents are expected to:

- Actively promote respectful and caring behaviours by modelling respectful behaviour at home and when visiting the school.
- Discuss issues and strategies with their children to enhance respectful and caring relationships with peers and teachers.
- Communicate with the school if their child reports any incidents of bullying or harassment, or shows any signs of distress through feeling unsafe at school.
- Discuss with their children appropriate strategies for managing conflict situations.

Guidelines for Students

Students are encouraged to:

- Treat those around them with respect and consideration.
- Take some positive action to stop an incident of bullying or harassment they observe. Remember bullies continue if they get away with it. Be aware that by doing nothing when aware of bullying occurring is condoning it and allowing it to continue.
- Tell someone if they know of anybody who is being made miserable by bullying.
- Report the incident of bullying or harassment to anyone they can trust, e.g. senior student, Coordinator, class teacher, School Counsellor, Deputy Principal/Principal as soon as possible.
- Make it clear to their peers that bullying or harassment is not acceptable.
- Trust the School to deal with the matter without anyone knowing who has made the report.

Procedures for Students in the High School



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Students being bullied or harassed are reminded that they can control what happens. If they ignore the bullying or harassment and if it stops, no more action is needed. If it continues, without registering fear or being upset, tell the person guilty of bullying or harassment that their behaviour is unwanted and may be illegal.

If the behaviour stops, no more action is needed. If it continues, refer the matter as appropriate to:

- Principal.
- Subject teacher.
- Homeroom teacher.
- A School Counsellor.
- Coordinators.
- Any other member of staff.

With the help of this person make a plan to deal with the problem. Put the plan into action.

If the bullying or harassment stops, no more action is needed. If it continues, report the matter as appropriate to the Principal/ Deputy Principal. Inform them of the situation and of the action that has been taken.

Appropriate action to resolve the matter will be taken. If necessary, the matter will be referred to outside authorities.

Procedures for Students in the Elementary and Middle School

Students are encouraged to tell a trusted person at school they are being bullied or harassed. They could also ask their parent to tell the:

- Class teacher.
- School Counsellor.
- Principals.
- Any other member of staff.

The student or their spokesperson is asked to complete a written report form. She/he is reminded of strategies to help manage what happens.



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If the behaviour stops, tell the person confided in and no more action is needed. If it continues, unless it is a particularly serious type of bullying, the Class Teacher or School Counsellor will help the student being bullied by using a No Blame Approach. This involves meeting with a small group of other students, including the bully or bullies and supporters. The group will be given the responsibility of making a plan whereby they can help the bullied student to feel safe and happy at school. The teacher will record the plan. The students will put the plan into action.

The class teacher or School Counsellor will meet with the No Blame support group members and bullied student separately, once a week for four weeks.

If the bullying or harassment has stopped after four weeks, the situation will be monitored again in another four weeks to ensure the behaviour is over.

For very serious offences, or if the bully does not respond to the No Blame Approach and the bullying continues, the School Counsellor and the Principal will meet with parents to inform them of the situation. Appropriate action to resolve the matter will be taken.

Consequences to Bullying, Harassment and Violence

All bullying, harassment and violence is treated seriously. Consequences will be determined by the nature and severity of the incident and the history of the bullying behaviour. At all times, the School will take into account the individual nature of each student, parent or staff member and select appropriate responses to best meet the student/parent/staff needs. The following are a range of disciplinary responses which would be used as appropriate.

- No Blame Approach.
- Restorative meeting to resolve the conflict and facilitate on-going relationships.
- Explanation/reminder of the rules.
- Warning.
- Time out.
- Formal apology.
- Community service.



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- Denial of privileges with a way back e.g. playground restriction or suspension.
- Counselling.
- Detention.
- Behaviour contract/Individual student management plan.
- Parent/School interview.
- Referral to outside agency e.g. Psychologist.
- Suspension.
- Expulsion.

In addition to any school sanctions/consequences, any person who has bullied another person may be subject to legal proceedings. Parents or staff that are found to breach the policy will be dealt with individually and consequences such as termination of employment, ineligibility to attend school events or even permanent withdrawal of child from the school are examples of possible consequences.

Guidelines for Staff

It is the role of staff members to:

- Set a personal example by not engaging in any bullying behaviours.
- Pay specific attention to the social development of students. Notice how they are relating. Teach them about resilience and appropriate social behaviours.
- Make it clear you will not tolerate bullying. Do not allow any student to humiliate or criticise another student in the class. Address the issue with both the bully and the victim. Check if it is an ongoing pattern or recurring in other settings.
- Act. If unsure of what to do, discuss with a colleague. This could be a Counsellor, Coordinator. Students consider staff have been effective if **the bullying stops and the victim or other informant is not implicated**. As a general rule, never give the name of an informant. Rather, consider looking for opportunities for the reported behaviour to be observed by adults.



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- Make the general issue of bullying a normal topic of conversation within Homeroom. The more easy and matter of fact you make such discussion, the more likely it is that students will not be embarrassed to raise any concern they have. Fear of reprisal is one reason why victims do not report bullying; embarrassment is the other. Research shows that many victims come to believe the fault is with them, and accept the bully's definition of the situation. This has a devastating effect on the bully's victim, who loses all self-confidence and wants as few people as possible to know about the believed deficiency. It is vital that in any conversation about bullying the inadequacies of bullies generally are emphasised, so that victims see matters in the right perspective.
- Be on the alert for any change in a student's behaviour, which may indicate he or she is being bullied. For example, the student who is upset, not participating, producing unusually poor work, isolated, or seems to have work spoilt or interfered with by others. Take notice of any student who often asks to go to the Health Centre, and take seriously any frequent absences or reports from parents that a student does not want to come to school.
- Taken individually, not one of these may indicate bullying, but a combination of even some of these signs could be a good reason to suspect it, and it should be investigated.
- Inform Principal, School Councillor, Deputy Principal, about suspected cases of bullying or harassment.
- Stop any incident of bullying or harassment as encountered and take immediate steps to remove the source of distress without putting the victim at further risk.

THE MOST IMPORTANT ACTION STAFF CAN TAKE IS TO MAKE EACH STUDENT FEEL VALUED.

Guidelines for Parents

If a parent believes that a student is being bullied or harassed, it is the role of the parent to:



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- Do everything possible to give your children confidence and belief in themselves.
- Support the School and tell your child that bullying or harassment in any form is not acceptable.
- Encourage your child to talk to you if she/he believes she/he is being bullied or harassed at school and let her/him know you will be supportive.
- Listen carefully and sympathetically to your child and obtain all of the relevant facts.
- Provide your child with strategies for taking action, such as seeking assistance from a teacher, or Coordinator; about behaving more assertively or encouraging her/him to ask for support from friends.
- Decide when to discuss the problem with the School. This will depend on the severity of the bullying or harassment and the wishes of your child.
- Inform the relevant staff member of MSHS, trusting them to deal with the matter in a sensitive way.
- Be prepared to work out a plan with the school to bring about a change in your child's behaviour, if the school informs you that your child has been bullying others and requests an interview.

Use of the Respectful Relationships Policy

Raising awareness of bullying as a form of unacceptable behaviour.

A copy of this policy will be available to the students. Issues related to inter-personal relationships and bullying behaviour will be directly addressed through pastoral and health education programs and in other areas of the curriculum. Appropriate behaviours relating to the interdependence of people in communities, and the cooperative aspects of working in groups or teams, will be promoted through all School activities.

Staff supervision of students

Staff will be rostered onto supervision duties during breaks. All official School activities will be supervised and behaviour monitored. Student groups, such as the MSHS SRCs will



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be used as a resource in monitoring bullying behaviour. From time to time, other mechanisms such as surveys will also be used to monitor behaviours.

Noting and Reporting an Incident of Bullying

Students will be informed of the help that is available to counteract bullying behaviour. In the Elementary and Middle School students can talk to their classroom teacher, the School Counsellor or one of the senior staff. In the High School, students may speak to their subject teacher, homeroom teacher, Principal, the School Counsellor.

Any member of staff who is concerned about behaviour of a student, which could indicate that they are either perpetrating bullying behaviour or are a victim of bullying, should discuss the problems with:

- In the ECC/ES/KG School: a School Counsellor, Homeroom teacher, Principal/s
- In the Middle School: a School Counsellor, Principal/s.
- In the High School: a School Counsellor, Homeroom teacher, Principal/s.

Parents or guardians should be informed of the appropriate person to whom they can take their enquiries. This may occur through the class teacher or the Advisory teacher and normally parents/guardians would be referred to the personnel listed above.

All reports of bullying, no matter how trivial, should be noted and dealt with by the staff listed above. Very serious cases of bullying behaviour should be immediately reported to the Principal/ Deputy Principal. Parents/guardians should be informed as appropriate, in a timely fashion.

Any student who has either instigated or been a part of a bullying incident will receive a consequence as a result of their actions. The type of consequence will be determined on an individual basis.

Investigating and Dealing with Bullying

Staff members are advised to take a calm and unemotional problem-solving approach when dealing with an incident of behaviour reported by students, staff or parents. Such incidents should be investigated outside the classroom situation. All interviews should be conducted with due regard to the rights of all individuals concerned. In the case of serious or ongoing bullying behaviour, the senior staff listed above would



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normally handle the investigation and implementation of any consequences, usually with more than one staff member involved.

Staff should keep a written record of their discussions with those involved. It may also be appropriate or helpful to ask those involved to write down their account of the incident. Sometimes students who are not directly involved can provide useful information and strategies.

Usual steps to be followed in the investigation and resolution of bullying activities:

- a. Convene a meeting with the student/s alleged to be involved;
- b. Explain the problem and ask for their perspective;
- c. Attempt to get all students – i.e. both the victim(s) and the bully(ies) - to share ideas as to how to solve the problem. When appropriate this could be done together as a group. Develop a set of agreed strategies;
- d. Allow the students time to implement strategies; and
- e. Meet students again for a progress report on resolution. Sometimes on-going mediation may be required for a period of time. However, limits should be set within which all involved should comply.

Note: if serious physical violence or verbal abuse occurs, immediately other sanctions would be applied. There may be a case for the mediation process above to occur at a later time.

If no resolution to the problem is possible, students should be referred to the School's Complaint procedures.

Some students involved in bullying behaviours, either as a victim or a bully or a friend, may need assistance on an on-going basis; for example, in relation to friendship and social skills. It is suggested that these students be referred to the relevant School Counsellor.

This approach is designed to stop bullying. It is not a substitute for the treatment of behavioural or emotional problems.



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