

JBS Friendship

(Anti-Bullying) Policy 2025 - 2026

Document review box and latest revision (<i>WS020 - JBS Friendship Policy</i>)				
Revision Number	Date	Person responsible for updating	Signature	Date of next review
0	18/05/2020	Deputy Heads, Asst. Head – <i>Inclusion & Wellbeing</i>		16/05/2021
1	09/05/2021	Deputy Heads, Asst. Head – <i>Inclusion & Wellbeing</i>		16/05/2022
2	09/05/2022	Deputy Heads, Asst. Head – <i>Inclusion & Wellbeing</i>		16/05/2023
3	26/05/23	Deputy Heads, Deputy Head of School – Whole School Pastoral		10/06/2024
4	07/06/2024	Deputy Heads, Deputy Head of School – Whole School Pastoral		10/06/2025
5	11/06/2025	Deputy Heads, Deputy Head of School – Whole School Pastoral		10/06/2026

Contents

1. The JBS Vision, Mission and Core Values	1
2. Introduction.....	1
4. Other terminology used	2
5. Policy against Bullying, Cyberbullying, and Retaliation.....	2
6. Prevention of Bullying and Cyber-Bullying.....	3
7. Measures and means of communication in the event of Bullying and Cyber-Bullying.....	3
8. Places and areas of concern in the school.....	4
9. Conclusion	4
10. Appendices	5
<i>Appendix 1 – Kiva Form.....</i>	<i>5</i>
<i>Appendix 2 – Restorative Justice and Key Action Steps</i>	<i>10</i>

1. The JBS Vision, Mission and Core Values

Vision:

Our vision is to be a school of good character, excellence and outstanding performance.

Mission:

Our mission is:

- To ignite passion, purpose, and curiosity in our students.
- To promote wellbeing within our community.
- To provide an IB education with high expectations that is innovative, internationally minded, and inclusive.

Core values: The 4 R's

- Responsibility
- Respect
- Resourcefulness
- Resilience

2. Introduction

JBS uses positive reinforcement towards behaviour management within the school (*Please refer to the JBS Behaviour Management Policy*). However, we take seriously any issue of bullying brought by students or parents. We have a zero tolerance to bullying and any issue will be investigated.

3. Key Definition

At JBS, we strive to ensure a safe environment for all members of the school community and to promote healthy relationships.

'Bullying is intentionally and repeatedly causing distress or harm to the same individual. It is difficult for the bullied child to defend themselves due to a power imbalance between the parties involved' JBS definition of Bullying as guided by the newly adopted anti-bullying programme called KiVA.

These behaviours are not tolerated, in any form, and all members of the community are expected to enforce the friendship policy. Students are encouraged to approach a supervising adult to intervene in the case of bullying. The KiVa anti-bullying programme, implemented in the academic year 23/24. The programme is designed to support the prevention of bullying and to tackle any cases of bullying effectively.

JBS takes concerns and allegations of bullying extremely seriously and is committed to fully investigating using the KiVa screening tool and resolving these concerns.

Bullying can involve any of the following:

- Emotional
 - Being unfriendly, excluding or tormenting
- Physical
 - Pushing, kicking or any use of violence
- Racist
 - Racial taunts, graffiti or gestures
- Sexual
 - Unwanted physical contact or sexually abusive comments
- Abusive comments
 - Verbal
 - Name calling
- Cyber-bullying
- Exclusion from social groups
 - Personal (cultural, style, appearance, clothing etc.)
 - Use of language

Students who are being bullied may demonstrate changes in behaviour, for example unusual absences from school, shyness or withdrawal, nervousness, seeking adult company, or feigning illness. This can also be evident in changes in work such as lack of concentration, truancy or different work patterns.

4. Other terminology used

* Cyber-Bullying is bullying through the use of technology or electronic devices, such as cell phones, computers, or the internet. It includes but is not limited to email, instant messages, text messages, and internet postings, whether on a webpage, blog, or otherwise. *(Please refer to the JBS Cyberbullying Policy)*

A hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe to pervasive to alter a student's educational experience.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during a bullying investigation, or witnesses bullying.

Restorative justice *(See Appendix 2)*

5. Policy against Bullying, Cyberbullying, and Retaliation

JBS prohibits student-to-student behaviours characterized as bullying; a staff member bullying a student or another staff member, or a student bullying a staff member, or a parent bullying a staff member.

The school does not tolerate any form of bullying (zero tolerance) nor will we tolerate retaliation against any person who reports bullying, who provides information during an investigation of bullying, who is a witness, or has reliable information about a bullying incident. In addition, any false accusations of bullying intended to bring harm to another will also be investigated and will have consequences.

We believe that bullying behaviours are harmful to students' physical, emotional, social, psychological, and academic experiences. These behaviours negatively impact the victims, bystanders, and bullies and create a negative school climate.

6. Prevention of Bullying and Cyber-Bullying

The school addresses the aspect of bullying in a multi-faceted fashion. Efforts made at JBS to prevent bullying include, but are not limited to the following:

- **Assemblies:** Assemblies are frequently used through the course of the academic year as a means to address such issues as bullying. Assemblies may run as workshops, teacher-led presentations or student-lead presentations.
- **Curriculum design:** Through the application of such IB concepts as the learner profile, we contextualise learning around matters of importance for students. This empowers to modify our flexible curriculum to fit the needs of the classes we teach. The class dynamic changes every year and our curriculum are designed to allow for such changes.
- **Training:** Training in the latest pedagogical approaches better equips staff to deal with such aspects as bullying head-on.
- **Planning and workshops:** Our collaborative planning time and in-house workshops are often designed to facilitate the demands of our current teaching environment – thus allowing us to address issues as they arise through clear channels of communication.
- **Restorative justice:** Enabling the perpetrator to see the consequence of their actions and that they have to act and take responsibility to solve the issue.

7. Measures and means of communication in the event of Bullying and Cyber-Bullying

Issues of bullying are reported in line with the KiVa anti-bullying programme (see Appendix 1 for reporting form) which is submitted onto CPOMs to be followed up by the KiVa team.

The process is also inline with our behaviour management policy.

All staff have a responsibility to ensure that bullying has no place at JBS. Irrespective of whether an individual has strictly an administrative role or teaches daily, we all have a pastoral

responsibility, and must be both vigilant and inform leadership if there is bullying. In this regard, those employed or working at JBS have an active role to play at all times.

Student Council (SC) plays a proactive part in ensuring a good school environment and represents the interest and voice of students through class representatives. The Heads of School meet regularly with the SC and ask specifically about the school environment, and if there are any concerns about bullying or offensive behaviour.

8. Places and areas of concern in the school

- Social and common areas of the school that need close observation, particularly wherever or whenever an adult is not immediately and directly available:
 - Playground
 - Group work areas / Common Rooms
 - Toilets
 - Corridors and Stairwells
 - Canteen
- Language and its use, especially in an international school, is also an area that needs a close watch.
- Travel to and from school on school transport, is also under the jurisdiction of the school if there is a suspected incident of bullying.
- Cyberbullying is an area of focus in the media and staff should be vigilant regarding any issues involving students both at the school or at home.

9. Conclusion

This policy is intended to support the prevention, monitoring and reaction to incidents of bullying, cyberbullying or retaliation, to give students and families confidence in the School's protocol, to encourage them to come forward whenever there is an incident or alleged bullying, and to provide appropriate discipline or corrective measures when they are found to be warranted

10. Appendices

Appendix 1 – KiVa Form

SCREENING AND DISCUSSIONS: DOCUMENTATION



Screening

To be filled out by the adult who is the first to know about the hurtful behaviour.

SCREENING: IS THIS BULLYING?

Hurtful behaviour was reported on

The person who has been contacted first was

The person who reported hurtful behaviour was

- ☐ the pupil targeted by hurtful behaviour
- ☐ a peer of the targeted pupil, name
- ☐ pupil's Mom / Dad, name
- ☐ a teacher, name
- ☐ someone else, name

The pupil who was targeted: Class:

What has happened? Provide concrete examples of behaviours that were perceived hurtful.

How many times has hurtful behaviour occurred?

When was the last time it occurred?

For how long has the situation been going on?

Pupils who have taken part in the hurtful behaviour:

On the basis of the information acquired this is

- ☐ a conflict or a fight between children
- ☐ a case of hurt feelings due to misunderstandings
- ☐ a single case of an aggressive or a hurtful act
- ☐ continuous bullying → to be directed to the KiVa team.

Also the cases which are not directed to the KiVa team require intervention! In these cases schools' established procedure takes place. For example, the class teacher tackles the situation discussing with the pupils involved, or the dispute is solved by mediation, or a sanction is given. In some cases, it will be necessary to be very assertive about the hurtful behaviour of the pupil.

Discussions

All the discussion forms are to be filled out by the KiVa team.

Target of the actions: class

When was the KiVa team informed about the bullying case? On

Names of the KiVa Team members tackling this case:

1. DISCUSSION WITH THE TARGET OF THE ACTIONS

Date:

What type of bullying has occurred?

How many times has bullying occurred? Select the best answer.

- ☐ once or twice
☐ three times or more

When was the last time that bullying occurred?

For how long has the bullying been going on?

- ☐ for a week or two
☐ for a month
☐ for 2 to 6 months
☐ for 6 to 12 months
☐ for years

The perpetrators who have actively taken part in the actions (name and class):

KiVa antibullying programme: Screening and Discussions: Documentation

The pupils who have not taken part in the actions or who have been friendly towards the targeted pupil.
(The aim is to find pupils for the class teacher to talk with and come up with some ideas to support and encourage the target of the actions).

Further information:

The class teacher has been informed about this discussion on

Parents or guardians have been contacted on

2. INDIVIDUAL DISCUSSIONS WITH THE PERPETRATORS OF THE ACTIONS

The discussions are to be held with all the pupils (individually) during the same lesson.

Pupil: Class:

Matters noted or agreed on during the discussion:

Pupil: Class:

Matters noted or agreed on during the discussion:

KIVA antibullying programme: Screening and Discussions: Documentation

Pupil: Class:

Matters noted or agreed on during the discussion:

Pupil: Class:

Matters noted or agreed on during the discussion:

3. GROUP DISCUSSION WITH THE PERPETRATORS OF THE ACTIONS

*To be held immediately after the individual discussions.*Date

Notes:

Parents or guardians have been contacted on

JIVE antibullying programme: Screening and Discussions: Documentation

4. CHECK WHETHER THE CLASS TEACHER HAS MET WITH A FEW CLASSMATES OF THE TARGET OF THE ACTIONS

The class teacher has met with classmates on _____

5. FOLLOW-UP DISCUSSION WITH THE TARGET OF THE ACTIONS

Date _____

According to the target of the actions, the bullying has

- ☐ stopped
☐ decreased
☐ remained the same
☐ increased

Notes:

6. FOLLOW-UP GROUP DISCUSSION WITH THE PERPETRATORS OF THE ACTIONS

Date _____

Is the target of the actions present at the discussion? (This is not required, but possible if s/he wants to).

- ☐ no
☐ yes

Notes:

Possible further measures:

All anti-bullying programmes: Screening and Discussions: Documentation

Appendix 2 – Restorative Justice and Key Action Steps

BASIC ASSUMPTIONS OF RESTORATIVE JUSTICE

- 1) Assumption 1
 - People are inherently good (remember, the behavior is not good but the child is good)
- 2) Assumption 2
 - Everyone has the capacity to think
- 3) Assumption 3
 - People decide their own destiny, these decisions can be changed

KEY ACTIONS

Restorative Discipline is constructive and builds on compassion. It leaves the child feeling better off than when they started and promotes their ability to deal with life in a constructive way.

- 1) Stop the behaviour
 - 2) Label the behaviour not the child
 - 3) Ask what happened?
 - 4) Problem solve to find a way to fix it and prevent it from happening again
 - 5) Make things right.
- 1) We start by stopping the interaction immediately. "Hey, full stop" or "Whoa, break it up"
 - 2) We then separate the child/ren from the action/behaviour. Their behaviour is unacceptable and needs to change however who they are and their worthiness is kept intact. This gives them ownership of the problem with no if, ands, buts or excuses. Let's use a sibling squabble as an example "I heard you calling each other names and fighting over the tv". as opposed to "you two are so immature and mean"
 - 3) Give each child the opportunity to be heard without interruption with the simple question "what happened". Each child gets to answer what their part in the squabble was (it takes 2 to fight). Make use of the restorative questions below
 - To the person who initiated the harm
 - What happened?
 - What were you thinking at the time?
 - What have you thought about since?
 - Who has been affected by what you have done? In what way?
 - What do you think you need to do to make it right?

- To the person who was harmed
 - What did you think when you realized what had happened?
 - What impact has this incident had on you and others?
 - What has been the hardest thing for you?
 - What do you think needs to happen to make it right?
- 4) Ask them to find a solution.
 - If necessary, guide them through a problem solving process.
 - Ask them how they can avoid this in the future?
 - As the member of staff, you are the guide but do not interrupt unless your assistance is requested.
- 5) Make things right
 - Give each of them the opportunity to say what they need to say to help each other to feel better.
 - Remember: Don't demand an apology. Help them figure out what they need to do to make things right again, so everyone walks away feeling better and having resolved the issue. It is their job to figure out what that might be.