

ANTI-BULLYING AND BEHAVIOR POLICY

Definitions and Types of Bullying:

Definition of Bullying: In the context of these procedures, bullying is defined as unwanted negative behavior, verbal, psychological or physical conducted by an individual or group against another person (or persons) and which is repeated over time.

World Health Organization defines Bullying as a multifaceted form of mistreatment, mostly seen in schools and the workplace. It is characterized by the repeated exposure of one person to physical and/or emotional aggression including teasing, name calling, mockery, threats, harassment, taunting, hazing, social exclusion or rumors. Bullying (including cyber-bullying) is unwanted aggressive behavior by another child or groups of children who are neither siblings nor in a romantic relationship with the victim. It involves repeated physical, psychological or social harm, and often takes place in schools and other settings where children gather, and online.

Impacts of bullying behavior:

A]. Pupils who are being bullied may develop feelings of insecurity, humiliation and extreme anxiety and thus may become more vulnerable. Self-confidence may be damaged with a consequent lowering of self-esteem. While they may not talk about what is happening to them, their suffering is indicated through changes in mood and behavior. Extreme cases of bullying may result in suicide. It is, therefore, essential to be alert to changes in behavior as early intervention can be very effective.

B]. Pupils who witness bullying may also be affected and may suffer in similar ways to those who are bullied. For example, pupils who witness identity-based bullying and share that identity can experience anxiety and feel under threat themselves. Pupils can also feel guilt or distress at not being able to help the person being bullied.

C]. There are also consequences for individuals who engage in bullying behavior. Pupils who become involved in such behavior can be at higher risk of depression. Other possible long-term consequences may include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behavior in adulthood and decreased educational and occupational attainment.

Background: New Indian Model School (NIMS) Sharjah prevents bullying by establishing and enforcing school rules and policies that clearly describe how students are expected to treat each other in the school premises. For irregularities action to be taken according to **Behavior management MOE Bylaw. NIMS Sharjah introduced marks for behavior.**

Aims and Objectives:

- ❖ To promote a secure and happy, caring environment where kindness

and helpfulness are expected and respected

- ❖ To teach students to respect themselves and others
- ❖ To reduce the emotional and mental distress of any bullying enabling all students the right to enjoy their time at school.
- ❖ To encourage parents to talk to the school if there are worries and to make them aware of our policy and of the support procedures in place.
- ❖ To raise staff awareness of the policy and make them aware of the support procedures in place.

Types of bullying:

- Physical aggression
- Intimidation
- Isolation/exclusion and other relational bullying
- Cyber-bullying
- Name calling
- Damage to property

BEHAVIOUR MANAGEMENT SYSTEM MOE –BYLAW

This bylaw applied to all public government and private educational institutions in the state, from the fourth grade to twelfth grade subject to any rules, regulations, special requirements or directives issued by the ministry within the limits stipulated in this bylaw.

Objectives of bylaw

To build, promote, define, achieve and enhance the positive and outstanding behavior among the students

COMMITTEE MEMBERS

Principal
Vice Principal
Counsellor
Head of sections
SEND Educator

BEHAVIOUR MARKS

TOTAL MARKS OF BEHAVIOR SUBJECT	POSITIVE BEHAVIOR	OUTSTANDING BEHAVIOR
100	80	20

20 marks for OUTSTANDING BEHAVIOUR- within the following three directions

- Personal development
- Appreciating the values of ISLAM, heritage and culture of UAE and the world
- Social responsibility, leadership skills and innovation

80 marks for POSITIVE BEHAVIOUR-expected by all students-and is negatively

affected by the deduction according to the behavior and irregularities mark included within the following four categories:

- 1 .The first simple degree irregularities, at rate of(4) marks each
 - 2.The second medium-risk degree irregularities, at rate of (8) marks each
 - 3.The third high –risk degree irregularities, at rate of (12) marks each
 - 4.The fourth degree high-risk irregularities, at rate of (20) marks each
- (60%) mark is considered the minimum expected behavior mark.

STUDENTS WITH DISABILITIES

In case that the disabled student committed behavioral irregularities, the school behavior management committee and the school support team shall coordinate with the private education support center to study the behavior issued by the student to determine the extent of irregularity relationship with the disability, and then adopt the action.

Identification and Intervention:

Step-1: Report any incident and discuss with any of the following:

1. Staff member
2. Head of Section / Supervisor
3. Counselor
4. Parent
5. School Executive

Step-2: Informal interviews are conducted by the School Counsellor.

- The incident is discussed and statements are taken.

Step 3: Plan made to ensure future behavior aligns with school policies in adherence with steps outlined below for both bully/bullies and victim/victims.

Step 4: Parents may be informed.

Step 5: On-going monitoring

- The victim is counseled
- The bully is counseled.

Step-6: Written notice issued to Bully.

In case of Repetition:

- If there is another occurrence of bullying, further is required, Parent interview in which steps 1, 2 and 3 are explained and student breach is discussed. Consequences, including written warning to bully, written undertaken, written notice to the parent, possible suspension depending on seriousness, are put in place. Action decided by the School Discipline and Educational Committee.
- Future commitments are made and Step 5 to be followed.