

# Anti-Bullying Guidelines and Procedures

Title	Anti-bullying guidelines and procedures
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## 1. Vision and Mission statement

*To seek. To serve. To strive.*

Renaissance College Hong Kong (RCHK) is a student-focused international school.

Through a rigorous and holistic curriculum, the College will develop global citizens who strive for academic excellence, appreciate the aesthetics and are empowered to take progressive action.

RCHK strives to build a culture that promotes peace and democracy, values diversity and works towards a sustainable future for all.

## 2. Principles

We are committed to making Renaissance College a safe and caring place for all members of our school community. We will treat each other with respect, in line with our Positive Relationships Guidelines and we work together to address bullying of any kind at our school.

These guidelines and procedures and the associated graduated responses are intended for managing incidents of student bullying. They have drawn on and should be read in conjunction with:

RCHK Positive Relationships Guidelines

RCHK Wellbeing Stance

UN Convention on the Rights of the Child

### 3. Definition of Bullying

At Renaissance College, bullying is defined as an ongoing situation where one person or a group of people repeatedly behave in a hurtful or harmful way towards another person or group of people. Those who are bullying are often trying to demonstrate that they are better and more powerful than those they are bullying.

In keeping with the above definition, "one off" incidents involving social isolation, conflict, random acts of aggression/intimidation or meanness are not defined as bullying.

Bullying can be categorised into several types:

*Physical* - using physical violence to intimidate and harass another person or people

*Verbal* - abusing another person using names, language, taunts and swearing

*Emotional* - excluding, whispering and tormenting another person to make them unhappy

*Cyber* - using blogs, chat rooms, text or instant messaging to intimidate or humiliate someone.

Bullying may include:

- Hurting someone physically by hitting, kicking, tripping or pushing
- Stealing or damaging another person's things
- Ganging up on someone
- Teasing someone in a hurtful way, or name-calling
- Using put-downs, such as insulting someone's race or making fun of someone for their gender or sexuality
- Touching or showing private body parts
- Spreading malicious rumours or untruths about someone
- Leaving someone out on purpose, or trying to get other children not to play with someone
- Threatening

Cyberbullying is bullying undertaken with the use of electronic devices and can extend to other practices. Some of the above examples can take place electronically, yet there are specific examples of cyberbullying. These may include:

- Impersonation
- Doxing (publicly identify or share private information about someone else)
- Use of AI to generate images or video

- Trolling (posting or commenting online to deliberately upset others)

#### 4. Statement of scope

Our school's consequences for bullying apply when bullying happens:

- *On school grounds:* Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group
- *Off school grounds:* At a school activity, function, or event
- *When travelling:* To or from school or a school activity, function, or event
- *When using property or equipment provided by the school*
- *On or off school grounds:* When the behaviour has caused significant disruption to the learning environment or interfered with an individual's ability to learn

#### 5. Reporting Procedures

It is an expectation that all bullying incidents will be reported.

Members of staff (teachers and EAs) who witness or become aware of a bullying situation should address it immediately with the students involved, as often the situation can be resolved before complicated interventions are required.

All incidents of bullying should be recorded on RecordMy under the student being bullied, with the student/s bullying listed as linked.

Any paperwork associated with the incident should be uploaded to the relevant student:

- student who was bullied: communication with parents, safety plan, student follow up meeting notes.
- student who bullied: communication with parents, behaviour change plan, student follow up meeting notes.

#### 6. Investigating and responding to bullying

Teachers and staff will:

- Closely supervise students in all areas of the school and playground.
- Watch for signs of bullying and stop it when it happens.
- Respond quickly and sensitively to bullying reports to ensure the safety of all students involved.
- Look into all reported bullying incidents.
- Address bullying incidents based on our graduated response table.
- Ensure there are timely and appropriate measures in place for individuals who retaliate against students who report bullying.

Follow up action will be taken with students who knowingly make false accusations of bullying.

Once a bullying report is received, school staff will conduct an investigation within three school days. If it is determined that bullying has occurred, the following actions will be undertaken:

- Appropriate action will be taken with the student(s) who bullied (see graduated response table)
- The families of the students involved will be notified
- A safety plan will be created for the bullied student
- A behaviour change plan will be created for the student who bullied

For Primary, standard forms safety plans and behaviours change plans for bullying incidents can be found in the Primary Staff Handbook.

There will be appropriate measures taken to restore relationships for those involved in bullying. The developmental maturity levels of those involved, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which incidents occurred and the past history of those involved should be considered when the next steps and actions are being planned.

## 7. Graduated responses

Our school will also follow a [graduated response to incidents of bullying](#).

the graduated response table supports transparency in the process of how bullying incidents are addressed in school

- they are guides, not concrete protocols to follow, as it is recognised that each incident of bullying has contextual factors which will need to be considered
- it may be necessary to skip to a later stage if something severe happens - VP and HoS decision
- timeline will be a factor - if the first incident is in Y3 and the second is Y9, this will be different than incidents with months of each other.

### Graduated responses to bullying

Scale	Examples	Possible actions
Initial or minor	<p><b>Minor</b></p> <p>Social emotional bullying - name calling, hurtful teasing, insults, excluding and encouraging exclusion, gossiping.</p> <p>Property damage - graffiti, destroying work.</p> <p>Bullying via electronic devices (cyber bullying).</p>	<ul style="list-style-type: none"> <li>Responding staff member makes a RecordMy report.</li> <li>Teacher or advisor conversation with student with agreed actions. (In Primary - Student safety plan and Behaviour modification plan).</li> <li>Students make amends (for example: apology letter, apology email, in person apology, repair damage).</li> <li>Weekly check in with class teacher/ advisor for predetermined time agreed with the students.</li> </ul>
Repeated or moderate	<p><b>Moderate</b></p> <p>Serious non-physical bullying - humiliating, threatening, sexual, racial or gender based comments, rumour spreading.</p> <p>Physical bullying - pushing, kicking, hitting.</p> <p>Property damage</p> <p>Bullying via electronic devices (cyber bullying) - hacking another person's account,</p>	<ul style="list-style-type: none"> <li>Responding staff member makes a RecordMy report.</li> <li>HOY/ YLL or Primary class teacher (copying in YLL) inform parents</li> <li>Conference with VP wellbeing with agreed actions. (In Primary - Student safety plan and Behaviour modification plan created or modified).</li> <li>VP facilitates restorative practice (<i>conversation, discussion and action in response to what has happened in order to make amends/rebuild relationships.</i>)</li> <li>Structured break times - allotted areas or supervised.</li> <li>Weekly check in with YLL/ HOY for predetermined time agreed with the students.</li> <li>Possible internal suspension in consultation with HOS.</li> </ul>
Continued or serious	<p><b>Serious</b></p> <p>Severe non-physical bullying - sexual, racial or gender based harassment, spreading sexual rumours.</p> <p>Severe physical bullying - anything that requires medical attention; touching, pinching or grabbing someone in a sexual way, physical assault.</p> <p>Bullying via electronic devices (cyber bullying, generating of inappropriate AI images, impersonation, deep fake)</p>	<ul style="list-style-type: none"> <li>Responding staff member makes a RecordMy report.</li> <li>Highly structured break times - supervised.</li> <li>Regular check in with VP/HOY for predetermined time agreed with the students.</li> <li>VP informs HoS/Principal</li> <li>VP/ HoS meet with parents</li> <li>Possible external suspension in consultation with HOS.</li> <li>Possible exclusion in consultation with the Principal.</li> </ul>

All incidents of bullying should be reported by the first responder through RecordMy. Follow up actions taken should also be recorded on the platform.



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