

1. In accordance with the requirements of the Anti-Bullying Act of 2013 and the Child Protection Policy issued by the Department of Education, the Behavior for Learning Management Team of Chinese International School Manila has adopted the following anti-bullying policy within the framework of the school's overall code of behavior. This policy (fully) complies with the requirements of the Implementing Rules and Regulations of the Anti-Bullying Act of 2013, which was published in December 2013.

2. The Behavior for Learning Management Team recognizes the very serious nature of bullying and the negative impact that it can have on the lives of students and is therefore fully committed to the following key principles of best practice in preventing and handling bullying behavior:
 - a. Positive school culture and climate which-
 - i. welcomes difference and diversity among cultures and is based on inclusivity;
 - ii. encourages pupils to disclose and discuss incidents of bullying behavior in a non-threatening environment; and
 - iii. promotes respectful relationships across the school community;
 - b. Effective leadership;
 - c. Shared understanding of what bullying is and its impact;
 - d. Implementation of awareness, prevention, and intervention strategies that:
 - i. build empathy, respect and resilience in pupils; and
 - ii. explicitly address the issues of bullying.
 - e. Effective supervision and monitoring of pupils;
 - f. Supports for school staff;
 - g. Consistent recording, investigation and follow up of bullying behavior; and
 - h. On-going evaluation of the effectiveness of the anti-bullying policy.

3. In accordance with the Anti-Bullying Act of 2013 bullying is referred to as:

Any severe or repeated use by one or more students of a written, verbal or electronic expression, or a physical act or gesture, or a combination of the mentioned, directed at another student that has the effect of actually causing or placing the latter in a reasonable fear of physical or emotional harm or damage to his property; creating a hostile environment at school for the other student; infringing on the rights of other student at school; or materially and substantially disrupting the education process of the orderly operation of a school; such as, but not limited to, the following:

- a. Any unwanted physical contact between the bully and the victim like punching, pushing, shoving, kicking, slapping, tickling, headlocks, inflicting school pranks, teasing, fighting and the use of available objects as weapons;
- b. Any act that causes damage to a victim's psyche and/or emotional well-being; and

- c. Any slanderous statement or accusation that causes the victim undue emotional distress like directing foul language or profanity at the target, name-calling, tormenting and commenting negatively on the victim's looks, clothes and body.
4. The following types of bullying behavior, which are included in this non-exhaustive definition, are as follows:
- a. Physical Bullying. This behavior includes pushing, shoving, punching, kicking, poking and tripping another student. It may also take the form of severe physical assault, which may be used as a disguise for physical harassment or inflicting pain.
 - b. Verbal Bullying. This behavior may be based on the use of very aggressive body language with the voice being used as a weapon and/or a facial expression used to convey aggression and/or dislike.
 - c. Social Bullying. This behavior occurs where a certain student is deliberately isolated, excluded or ignored by some or all of the class. It may be accompanied by writing insulting remarks about the student in public places, by passing around notes about or drawings of the student or by whispering insults about them loud enough to be heard. One of the most common forms includes control; a group ganging up against one student; non-verbal gesturing; malicious gossip; spreading rumors about a student or giving them the "silent treatment".
 - d. Psychological Bullying. This behavior refers to any kind of intentional or purposeful act to hurt another student emotionally by using personal attacks of a student's weakness or personal flaw or making a big issue out of differences between another's race, religious beliefs, gender, sexual orientation, and gender identity.
 - e. Cyber Bullying. This behavior refers to bullying done through the use of technology or any electronic means. The term shall also include any conduct resulting to harassment, intimidation, or humiliation, through the use of other forms of technology, such as, but not limited to texting, e-mail, instant messaging, chatting, internet, social media, online games, or other platforms or formats as defined in DepEd Order No. 40, s.2012, also known as the Child Protection Policy.

Isolated or once-off incidents of intentional negative behavior, 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 CISM's Behavior for Learning Policy.

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 behavior.

Negative or inappropriate behavior that does not meet this definition of bullying will be dealt with in accordance with CISM's Behavior for Learning Policy.

5. Consistent with Section 3 of the Anti-Bullying Act of 2013, CISM's anti-bullying policy shall prohibit the following acts:
 - a. Bullying on the school grounds; property immediately adjacent to school grounds; at school-sponsored or school-related activities, functions or programs whether on or off school grounds; on school buses or other vehicles owned, leased or used by the school; or through the use of technology or an electronic device owned, leased or used by the school;
 - b. Bullying at a location, activity, function or program that is not school-related and through the use of technology or an electronic device that is not owned, leased or used by the school, however the act or acts in question create a hostile environment at school for the victim, infringe on the rights of the victim at school, or materially and substantially disrupt the education process or the orderly operation of the school; and
 - c. Retaliation against a person who reports bullying, who provides information during an investigation of bullying, or who is a witness to or has reliable information about bullying.

6. Bullying behavior described in CISM's Anti-Bullying Policy are considered Level 4 Misbehavior of CISM's Behavior for Learning Policy, thus the following disciplinary action will be taken against a perpetrator:
First Offense: In-school suspension
Second Offense: Out-of-school suspension
Third Offense: Permanent exclusion

In addition to the disciplinary action imposed upon a perpetrator, the student shall be required to undergo an intervention program facilitated by the guidance counsellor.

All sanctions and intervention program are imposed on a student after a conference with the parents/guardians.

Consistently with Section 3(e) of the Anti-Bullying Act of 2013, however, a student who knowingly makes a false accusation of bullying, which is considered Level 2 Misbehavior of CISM's Behavior for Learning Policy, will be meted a disciplinary action of:

First Offense: Written Warning, Daily Report
Second Offense: One-hour After-school Detention
Third Offense: In-school Suspension

7. In accordance with Section 3(c) of the Anti-Bullying Act of 2013 and in addition to the duties and responsibilities in Section 8 and 9 of DepEd Order No. 40s. 2012, the following offices and persons shall have the following duties and responsibilities:
 - a. Student. Report any form of bullying behavior or retaliation to the homeroom teacher or guidance counselor.

- b. Parent. Report any form of bullying behavior or retaliation to the homeroom teacher or guidance counselor.
- c. Teacher: Report any form of bullying behavior or retaliation to the guidance counselor or lower/upper school deputy director. Conducts an investigation with the Lower/Upper School Deputy Director and the Guidance Counselor.
- d. Guidance Counselor: Report any form of bullying behavior or retaliation to the Lower/Upper School Deputy Director.
- e. Lower/Upper School Deputy Director. Conducts an investigation with the Homeroom Teacher and the Guidance Counselor regarding the bullying incident. Reports their findings to the Lower/Upper School Director.
- f. Lower/Upper Director. Recommends a disciplinary action based on the findings of the investigation. Reports his/her findings and recommended disciplinary action to the Headmaster.
- g. Headmaster. Meets with the parents to discuss the bullying incident and the recommended disciplinary action on the student.

Procedures for reporting, investigating and dealing with bullying incidents. The primary aim of a bullying incident being reported is to resolve any issues and to restore, as far as is predictable, the relationships of the party involved.

- a. All school personnel involved in the investigating and dealing with bullying will exercise professional judgement to determine whether bullying has occurred and how best the situation might be resolved.
- b. All reports, including anonymous reports of bullying, are investigated and dealt with by the school. In this way, students will gain the confidence in 'telling'. The confidence factor is of vital importance. Students who report incidents of bullying are not to be considered tattle tales but behaving responsibly. However, no disciplinary action shall be taken against a student solely on the basis of an anonymous report.
- c. Non-teaching staff are to report any incidents of bullying behavior witnessed by them, or mentioned to them, to the homeroom teacher or guidance counselor.
- d. Parents and students are required to cooperate with any investigation and assist the school in resolving any issues and restoring, as far as is practicable, the relationship of the parties involved as quickly as possible.
- e. Teachers are to take a calm, unemotional problem-solving approach when dealing with incidents of alleged bullying behavior reported by students, school staff or parents.
- f. Incidents are conducted outside the classroom situation ensure of privacy of all involved.
- g. All interviews are conducted with sensitivity and with due regard to the rights of the students concerned.
- h. In cases where it has been determined by the Behavior for Learning Management Team that bullying has occurred, the parents of the students involved will be called to inform them of the matter and explain the actions being taken. Parents are given the opportunity to discuss ways in which they can reinforce or support the actions being taken by the school and the support for their child.
- i. It is made clear to all those involved in the bullying incident as well as its investigation is a private matter between the student, his/her parents and the school.

- j. Follow-up meetings with involved students are arranged separately with a view to possibly bring them together as a later date if all parties are ready and agreeable as this can have a therapeutic effect. These meetings are facilitated by the school's guidance counselor.
8. The education and prevention strategies that will be used by the school are as follows:
- a. Awareness Program
 - i. Anti-bullying posters displayed within the premises of the school spearheaded by the school's Peer Helpers and in collaboration with the Student Council
 - ii. An Annual Survey of the Statistics of Bullying Behavior conducted by the Guidance Counselor
 - b. Prevention Program
 - i. Bullying Class Module facilitated by the Guidance Counselor
 - ii. Discussion of the school's Anti-Bullying Policy to the teachers during the teachers' assembly at the beginning of each school year
 - iii. Discussion of the school's Anti-Bullying Policy to the students during the students' assembly at the beginning of each school year
 - iv. Discussion of the school's Anti-Bullying Policy to the parents during the parents' assembly at the beginning of each school year
 - c. Intervention Program
 - i. Individual Counseling Sessions on Resiliency and Development of Positive Sense of Self-worth
 - ii. Group Guidance Session on Empathy and Respect
9. This policy and its implementation will be reviewed by the Behavior for Learning Management Team 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, and provided to the Parent-Teacher Association.

Headmaster