



## Anti-Bullying Policy

SCHOOL POLICY · DRAFT FOR REVIEW · JULY 2026

**JYOTI MODEL SR. SECONDARY SCHOOL, Adarsh Nagar, Delhi**

*Affiliated to CBSE — School Code: 1309228*

*Guided by our motto: "Work is Worship"*

### 1. Preamble

Every child has the right to feel safe, respected and valued at school. At JYOTI MODEL SR. SECONDARY SCHOOL, we have zero tolerance for bullying in any form. We believe that bullying is not "just a part of growing up" or "something kids will sort out themselves" — it is harmful behaviour that we have a responsibility to prevent, address and, wherever possible, repair.

This policy applies to all members of our school community — students, staff, parents and visitors — and to all settings where the school's reputation or the well-being of its students may be affected, including digital spaces and out-of-school hours.

This policy should be read alongside our:

- Safety & Security Policy
- Mental Health & Wellness Policy
- ICT & Digital Safety Policy
- Equity & Inclusion Policy

### 2. What Is Bullying?

Bullying is repeated, intentional, hurtful behaviour directed at a person or group, where there is an imbalance of power. The person bullying uses their physical strength, popularity, knowledge, age, social status or influence to control, intimidate or harm someone else.

#### 2.1 Key Characteristics of Bullying

Bullying is not the same as:

- **Conflict:** A disagreement or fight between equals. Conflict is normal and can be resolved. Bullying involves a power imbalance and repetition
- **Rough play:** Physical play that all parties enjoy and participate in willingly. This stops when someone is hurt or wants to stop

- **A single incident:** A one-time argument, fight or mean comment is not necessarily bullying — but it still needs to be addressed. If the behaviour is repeated or part of a pattern, it becomes bullying

For behaviour to be considered bullying, it typically involves:

1. **Intent to harm:** The behaviour is deliberate, not accidental
2. **Repetition:** The behaviour happens more than once, or there is a threat that it will happen again
3. **Power imbalance:** The person bullying has more power (physical, social, psychological) than the person being bullied
4. **Harm:** The behaviour causes physical or emotional harm to the person being targeted

## 2.2 Types of Bullying

### Physical Bullying

Any form of physical aggression intended to cause harm or discomfort:

- Hitting, punching, slapping, kicking, pushing, shoving or tripping
- Damaging, stealing or hiding someone's belongings
- Threatening gestures or physical intimidation
- Forcing someone to do something against their will
- Spitting or other physical humiliation

### Verbal Bullying

Words used to hurt, humiliate or intimidate:

- Name-calling, insults and teasing
- Making threats or issuing ultimatums
- Using derogatory language based on appearance, intelligence, family, identity, religion, caste, economic status, disability or any personal characteristic
- Mocking, belittling or laughing at someone
- Making sexist, racist or other discriminatory remarks

### Social (Relational) Bullying

Damaging someone's social standing or relationships:

- Spreading rumours, gossip or lies about someone
- Deliberately excluding someone from a group, activity or conversation
- Encouraging others to dislike or ignore someone
- Embarrassing someone in public or sharing humiliating information
- Manipulating friendships as a weapon
- Giving someone the silent treatment as a form of punishment

- Using peer pressure to isolate someone

## **Cyberbullying**

Bullying that takes place through digital technology — mobile phones, social media, messaging apps, gaming platforms, email or any online space:

- Sending hurtful, abusive or threatening messages
- Sharing embarrassing, private or manipulated photos or videos without consent
- Spreading rumours or lies online
- Creating fake profiles, impersonating someone or hacking accounts
- Excluding someone from online groups or conversations
- Tagging someone in humiliating posts or comments
- Online stalking, trolling or harassment
- "Doxing" — sharing someone's personal information without consent
- Encouraging others to join in bullying someone online

Cyberbullying is particularly harmful because:

- It can happen 24/7, invading the victim's home and personal space
- It can be anonymous
- Content can be shared widely and quickly
- Content can be permanent — it's hard to remove once posted
- The audience can be very large, increasing humiliation

## **Prejudice-Based Bullying**

Bullying motivated by prejudice against a person's real or perceived identity:

- Race, ethnicity, culture or nationality
- Religion or belief (or lack thereof)
- Gender or gender identity
- Sexual orientation
- Caste or socioeconomic background
- Physical appearance, body shape or size
- Disability, learning difficulty or mental health condition
- Family circumstances (single-parent, adopted, foster care, etc.)
- Language or accent
- Immigration status

Prejudice-based bullying is especially damaging because it attacks not just the individual, but their identity and sense of belonging. It undermines a person's fundamental sense of who they are.

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### 3. Signs That a Child May Be Experiencing Bullying

Students who are being bullied may not always tell someone. They may feel ashamed, frightened, or believe that nothing will change. Adults — both at school and at home — need to be alert to the following signs:

#### Physical Signs:

- Unexplained bruises, cuts, scratches or torn clothing
- Frequent complaints of headaches, stomach aches or feeling unwell
- Lost or damaged belongings
- Changes in eating or sleeping patterns

#### Behavioural Signs:

- Reluctance to go to school or frequent requests to stay home
- Change in route to school or wanting to be dropped off/picked up
- Withdrawal from friends, activities or social situations
- Decline in academic performance or concentration
- Irritability, mood swings, anger outbursts or tearfulness
- Avoiding certain places or people at school
- Starting to bully siblings or younger children at home
- Talking about running away or harming themselves

#### Social Signs:

- Fewer friends than usual or no longer invited to social events
- Frequently alone at break times or isolated in group settings
- Name-calling or derogatory descriptions from peers

#### Digital Signs:

- Being upset, angry or withdrawn after using a phone or computer
- Reluctance to discuss online activity
- Sudden change in social media use (excessive or stopped)
- Deleting social media accounts or creating new ones frequently

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### 4. Prevention: Building a Positive School Culture

Prevention is our first and most important line of defence. We work throughout the year to build a school culture where bullying is less likely to occur and where every student knows they belong.

#### 4.1 School-Wide Prevention Strategies

- **Assemblies:** Regular assemblies focused on kindness, empathy, respect, inclusion, digital responsibility and standing up for others
- **Classroom discussions:** Age-appropriate conversations about bullying, peer pressure, courage, bystander responsibility and being an upstander
- **Life skills curriculum:** Lessons on assertiveness, conflict resolution, emotional regulation, empathy and healthy relationships
- **Relationship-building:** Emphasis on positive teacher-student relationships — every child should feel there is at least one trusted adult in the school they can turn to
- **Positive recognition:** We celebrate kindness, inclusion, courage and speaking up — through assembly shout-outs, the "Kindness Corner" notice board, and recognition in class meetings
- **Student voice:** Class meetings, student council and suggestion boxes give students meaningful opportunities to share concerns and shape school culture
- **Inclusive practices:** Cooperative learning, mixed friendship groups, buddy systems and inclusive classroom strategies reduce social isolation
- **Awareness campaigns:** Anti-bullying week (observed annually), poster campaigns, student-led initiatives and guest speakers

#### **4.2 Classroom-Level Prevention**

- Teachers establish clear expectations for respectful behaviour at the beginning of the academic year
- Classrooms display visible posters of expected behaviours and consequences
- Class meetings provide a regular, structured space for students to discuss class climate and resolve issues
- Teachers actively monitor social dynamics in their classrooms and intervene early when they notice exclusionary behaviour
- Group work is structured to encourage positive interdependence and cross-group friendships

#### **4.3 Peer-Led Prevention**

##### **Peer Mentors (Senior Students):**

- Trained peer mentors serve as approachable, non-judgmental listeners for younger students
- They help to build a positive, inclusive culture by modelling kindness and standing up against bullying
- They are trained to recognise bullying and refer concerns to an adult

##### **Anti-Bullying Ambassadors:**

- Student volunteers from Classes IX–XII are designated as Anti-Bullying Ambassadors
- They receive training in recognising bullying, supporting peers and promoting positive behaviour

- They help organise awareness campaigns and act as peer educators

#### 4.4 Bystander Education

We teach every student that witnessing bullying and doing nothing is not acceptable. Bystanders have more power than they realise:

##### What bystanders can do:

- Refuse to join in, laugh, clap, or cheer — even silence communicates disapproval
- If it feels safe, say something — "That's not cool," "Leave them alone," "That's not funny"
- Support the person being bullied afterwards — a kind word, sitting with them, walking with them — makes a huge difference
- Tell a trusted adult — reporting is not "snitching," it is protecting someone
- Be an upstander, not a bystander — courage is contagious

We also teach students when NOT to intervene directly (when physical violence is involved, when the bully is older or stronger, when weapons are involved) — in those cases, the safest thing to do is get an adult immediately.

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## 5. Reporting Bullying

### 5.1 How Students Can Report

Students who experience or witness bullying are encouraged to report it using any of the following channels:

- **Tell any trusted adult:** A class teacher, subject teacher, grade coordinator, school counsellor, Principal or any staff member they feel comfortable with
- **Tell a parent/guardian:** Who can then report the matter to the school
- **Use the suggestion box:** Located near the school office. Notes can be anonymous or signed
- **Ask a friend to report:** If a student is too scared to report themselves, they can ask a friend to tell an adult on their behalf
- **Contact the Anti-Bullying Ambassador:** Peer ambassadors can report to a teacher while keeping the student's identity confidential

### 5.2 How Parents Can Report

Parents who believe their child is being bullied should:

1. **Listen to your child calmly and non-judgmentally.** Let them know they did the right thing by telling you. Do not minimise their experience or blame them
2. **Contact the school.** Speak to your child's class teacher or grade coordinator first. If the matter is serious or not resolved, contact the Principal

3. **Provide specific information.** What happened? When? Where? Who was involved? Are there witnesses? Has it happened before? Has your child told anyone at school?
4. **Follow up.** If the situation does not improve after reporting, contact the school again. Persistent bullying requires persistent attention

Parents can contact the school by:

- Phone: 011-2768 2469
- Email: info@jyotimodelschool.com
- In person: Schedule a meeting with the class teacher or Principal through the school office

### 5.3 Anonymous Reporting

We recognise that some students may be too frightened to report bullying openly. Anonymous reports can be made through:

- The suggestion box in the school corridor
- A note slipped under a teacher's door
- A friend or sibling reporting on their behalf
- A parent reporting without the child's name (though the school will need the child's name to investigate effectively)

We encourage students to identify themselves if they can, as this allows us to investigate more effectively and provide support. However, anonymous reports are still taken seriously and investigated to the extent possible.

### 5.4 What We Promise to Students Who Report

- **You will be taken seriously.** No report of bullying is dismissed as an overreaction
- **You will be protected.** We will take steps to ensure you are not targeted further for reporting
- **You will be supported.** You will have a trusted adult you can check in with regularly
- **You will be informed.** We will let you know what is being done, within the bounds of privacy
- **You will not be in trouble.** No student who reports bullying in good faith will be punished, even if the investigation does not confirm bullying

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## 6. Investigation Procedure

When a report of bullying is received, the school follows a structured, fair and timely investigation process.

### 6.1 Initial Response (Within 24 Hours)

1. The report is documented in writing: date, time, names, description
2. The class teacher or grade coordinator is notified

3. The safety and well-being of the affected student is assessed. If immediate danger exists, protective measures are put in place (separation, supervision, parent notification)
4. Parents of the affected student are informed that a report has been received and an investigation is underway

## 6.2 Investigation (Within 5 Working Days)

1. The class teacher or a designated senior teacher conducts individual, private conversations with:
  - The student who reported being bullied
  - The student accused of bullying
  - Any witnesses identified
1. Each conversation is documented: what was said, tone, body language, any admissions or denials
2. Where relevant, documentary evidence is collected: messages, screenshots, photos, social media posts, medical reports, teacher observations
3. The investigator assesses whether the behaviour meets the definition of bullying (repetition, power imbalance, intent, harm)

## 6.3 Determination

Based on the investigation, one of the following determinations is made:

- **Confirmed bullying:** The behaviour meets the criteria for bullying. Consequences and support measures are applied (see Section 7)
- **Conflict, not bullying:** The behaviour was a one-time conflict, disagreement or fight without power imbalance. It is addressed through mediation, conflict resolution and/or consequences as appropriate, but not through the anti-bullying framework
- **Unsubstantiated:** There is insufficient evidence to confirm or deny the report. The situation is monitored closely. Both students and their parents are informed that the matter remains on file
- **False allegation:** The report was found to be deliberately false or malicious. The student who made the false report faces consequences under the Code of Conduct. The falsely accused student receives support

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## 7. Consequences and Intervention

When bullying is confirmed, consequences are applied proportionately, taking into account:

- The nature, severity and frequency of the bullying
- The age and developmental stage of the students involved
- The impact on the student who was bullied
- Whether the behaviour was prejudice-based

- Whether the student who bullied has previously been involved in bullying incidents
- Whether the student who bullied shows genuine understanding and remorse
- Whether the bullying involved illegal activity

## **7.1 Range of Consequences**

### **For Minor or First-Time Incidents (Low Harm):**

- A serious conversation with the class teacher about why the behaviour is unacceptable and the impact it has on others
- A written or verbal apology (genuine, not coerced)
- Restorative work: a reflective worksheet, a letter, or a project on kindness/bullying
- Monitoring by the class teacher for a specified period
- A letter to parents informing them of the incident and the school's response
- Loss of specific privileges (playground time, computer lab, participation in special events)

### **For Moderate or Repeated Incidents (Moderate Harm):**

- All of the above, plus:
- Referral to the school counsellor for behavioural support or anger management
- Parent meeting with the class teacher and/or Principal
- Formal written warning placed in the student's file
- In-school suspension (student attends school but is separated from regular classes for a defined period, completing work under supervision)
- Community service within the school
- Restricted participation in extracurricular activities, field trips or special events

### **For Severe Incidents (High Harm):**

- All of the above, plus:
- Suspension from school for a defined period (1–10 days)
- A re-admission meeting with parents and the student before return
- A behaviour contract signed by the student, parents and Principal, with clear expectations and consequences for further incidents
- Referral to external professional support (counsellor, psychologist)
- Where the bullying involved illegal activity (physical assault, extortion, hate speech, sharing intimate images, etc.): reporting to law enforcement

### **For Persistent, Severe or Unrepentant Bullying:**

- All of the above, plus:

- Expulsion (permanent removal from the school). This is the last resort, used only when all other interventions have failed or when the severity of the incident leaves no other option
- Expulsion is decided by the Principal in consultation with the school leadership and is documented with detailed rationale

## 7.2 Restorative Approach

Wherever possible, and where both students are willing, we use restorative practices alongside consequences:

- **Restorative conversation:** A facilitated meeting between the students involved, where the person who bullied hears the impact of their actions and has an opportunity to make things right
- **Restorative circle:** When bullying has affected a wider group (a class, a friend group), a facilitated circle allows everyone to express their feelings and work towards repair
- **Restorative action:** The person who bullied takes concrete action to repair the harm — writing a letter, creating a resource, doing a service project, or making a positive contribution to the class or school community

Restorative practices are not a replacement for consequences — they are an addition. Consequences hold the student accountable; restorative practices help them understand and repair.

## 7.3 What About the Student Who Was Bullied?

Throughout the process, the student who experienced bullying receives:

- **Immediate protection:** Separation from the bully, increased supervision, safe spaces
- **Ongoing support:** Regular check-ins with the class teacher or counsellor
- **A trusted adult:** A designated staff member they can turn to at any time
- **Academic support:** If bullying has affected their schoolwork, accommodations may be made
- **Empowerment:** Support in rebuilding confidence, friendships and a sense of safety at school
- **Communication:** They and their parents are kept informed of what is being done to address the situation

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## 8. Cyberbullying — Specific Provisions

### 8.1 Jurisdiction

While the school cannot control what students do on their personal devices outside school hours, we recognise that cyberbullying that originates outside the school gates often has a direct and serious impact on students' experience inside the school. The school reserves the right to investigate and take action in cases of cyberbullying where:

- The bullying involves students of this school

- The bullying affects the school environment — the victim feels unsafe at school, their academic performance suffers, or the bullying spills into the school day
- The bullying involves the school's name, reputation, staff or students
- The bullying involves threats of violence, hate speech, or illegal content

## **8.2 What the School Can Do**

When cyberbullying is brought to the school's attention:

1. We offer support to the affected student and their family
2. We educate the student responsible about the impact of their actions, the seriousness of cyberbullying and the legal consequences (including under India's IT Act)
3. We inform parents on both sides
4. We take disciplinary action within the school's jurisdiction — which may include suspension even if the cyberbullying occurred outside school hours
5. Where the content is illegal (threats, hate speech, non-consensual intimate images, child sexual abuse material), we report the matter to law enforcement

## **8.3 Encouraging Responsible Digital Citizenship**

We teach students that:

- There is no such thing as "anonymous" online — everything can be traced
- Sending, forwarding or saving inappropriate content can be as harmful as creating it
- Once something is posted online, you lose control of it — it can be screenshotted, shared and kept forever
- If you wouldn't say it to someone's face, don't say it online
- If you see cyberbullying, don't participate — and don't just scroll past. You can report the content, support the person being targeted, and tell a trusted adult

## **9. Support and Counselling**

Bullying affects everyone — the student who was bullied, the student who bullied, and bystanders. Support is available for all.

### **For Students Who Experienced Bullying:**

- Individual counselling sessions with the school counsellor
- Building confidence, social skills and assertiveness
- Processing feelings of shame, anger, fear or sadness
- Rebuilding trust in peers and adults
- A safe, gradual reintegration into social situations

### **For Students Who Bullied:**

- Counselling to understand the root causes of their behaviour
- Developing empathy and perspective-taking
- Learning alternative ways to handle conflict, frustration and social dynamics
- Support in changing behaviour and making amends

### **For Bystanders:**

- Support in processing what they witnessed
  - Building courage to intervene safely in future
  - Understanding their role and responsibility in preventing bullying
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## **10. False Allegations**

While false allegations are rare, we recognise that they can occur and cause harm. If an investigation finds that a report of bullying was deliberately false or made with malicious intent:

- The person who made the false report faces consequences under the Code of Conduct
- The person falsely accused receives support and a formal written acknowledgment that the allegation was unfounded
- Efforts are made to repair any damage to the falsely accused student's reputation and social standing

We distinguish between a false allegation (deliberately malicious) and an unsubstantiated report (we simply could not gather enough evidence). An unsubstantiated report is not treated as a false allegation, and the student who reported is not punished.

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## **11. Monitoring and Record-Keeping**

- All reports of bullying — confirmed, unsubstantiated and false — are documented and maintained in a confidential file
  - The file includes: the report, investigation notes, determination, consequences applied, and follow-up actions
  - Records are retained for the duration of the affected students' enrolment and for three years after they leave the school
  - Anonymised, aggregate data on bullying reports is reviewed annually by the school leadership to identify patterns, assess the effectiveness of prevention strategies and make improvements
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## **12. Roles and Responsibilities**

**The School Leadership** (Principal / Chairperson) is responsible for:

- Ensuring this policy is implemented, communicated and reviewed annually
- Allocating resources for prevention, training and support
- Making final decisions on serious consequences including suspension and expulsion
- Ensuring that staff are trained in recognising and responding to bullying

**The Anti-Bullying Coordinator** (designated senior teacher) is responsible for:

- Overseeing the implementation of this policy
- Coordinating investigations of reported incidents
- Maintaining records of bullying incidents
- Training staff on prevention and intervention
- Liaising with parents and external agencies as needed

**All Teachers and Staff** are responsible for:

- Creating a positive, inclusive classroom environment
- Being alert to signs of bullying and responding promptly
- Reporting any incidents or concerns to the Anti-Bullying Coordinator or class teacher
- Participating in training on bullying prevention and intervention
- Modelling respectful behaviour at all times

**Students** are responsible for:

- Treating all members of the school community with respect and kindness
- Reporting bullying when they see it or experience it
- Not participating in bullying in any form — including as a bystander who does nothing
- Being an upstander, not a bystander

**Parents** are responsible for:

- Talking to their children about kindness, respect and standing up against bullying
- Encouraging their children to report bullying to a trusted adult at school or at home
- Working with the school in good faith when a bullying concern is raised
- Modelling respectful behaviour in their interactions with the school community
- Not confronting other students or parents directly — always go through the school

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## **13. Policy Review**

This policy is reviewed annually by the school leadership team in consultation with the Anti-Bullying Coordinator, teachers, students, parents and, where relevant, external experts. The review considers:

- Incident data and patterns
- Feedback from students, parents and staff
- Effectiveness of prevention strategies
- Emerging research and best practices
- Changes in law or CBSE guidelines

| Version | Date      | Summary of Changes | Reviewed By       |
|---------|-----------|--------------------|-------------------|
| 1.0     | July 2026 | Initial policy     | School Leadership |

## 14. Related Documents

- Safety & Security Policy
- Mental Health & Wellness Policy
- Equity & Inclusion Policy
- ICT & Digital Safety Policy
- Student Code of Conduct
- POCSO Compliance Framework

*To report a bullying concern or seek support, please contact the school office at [info@jyotimodelschool.com](mailto:info@jyotimodelschool.com) or call 011-2768 2469. In an emergency, call 1098 (Child Helpline).*