credence
high school

# CREDENCE HIGH SCHOOL

## ANTI-BULLYING & CYBER SAFETY POLICY

SAFEGUARDING THE RIGHTS
OFEACH CHILD

# CREDENCE HIGH SCHOOL

## ANTI-BULLYING & CYBER SAFETY POLICY

| | |
|---|---|
| FUNCTION | Prevent onsite & online bullying and raise awareness |
| STATUS | Implemented |
| REVIEW SCHEDULE | Annual |
| REVIEWED BY | • School & Career Counsellor Dr. Subhadra<br>• Head of Physical Education Mr. Vijesh<br>• HOD Computer Science/STEM Ms. Dolly |
| LAST REVIEWED ON | April 2026 |

## OUR VISION

To be an institution that nurtures free and happy minds thereby empowering students to excel and contribute to society in the field of their choice.

## OUR MISSION

**T**ailor is an inclusive and supportive campus that offers a sense of belonging, happiness, physical safety, and intellectual freedom to all of our students.

**H**arvest the innate talent of each child to build a school community of individual achievement and collective excellence.

**I**nstill an acute sense of values and ethics in each of our students so they may be always known for their integrity and probity.

**N**urture an international cross-section of students so they may learn to live in a globalized world and contribute to building a united, tolerant, caring society.

**K**indle and keep alive the spark of curiosity in our students through the provision of ICT facilities and resources that support research-oriented, independent and inquiry-based learning.

## PURPOSE

The purpose of this policy is to give direction and guidance to school authorities and school personnel in preventing and tackling cyber-based bullying behaviour amongst its students and in dealing with any negative impact of bullying behaviour that occurs elsewhere.

## RESPONSIBILITY

i. Principal: Mrs. Deepika Thapar Singh
ii. Vice Principal: Mr. Shivender Kumar
iii. Co-ordinators: Ms. Dolly Khade, Mr.Sharath BS
iv. Counselors: Dr. Subhadra Prabhu, Ms. Anagha
v. HOD of Physical Education: Mr. Vijesh
vi. Teachers

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## WHAT IS BULLYING?

Bullying is the deliberate intention to harm someone who does not have the power to stop it. Bullying, harassment or any form of discrimination, is immoral and can be unlawful because it interferes with the right of a person to feel safe and valued as a member of a community.

The key features of bullying are that it:

- causes hurt and distress,
- is repeated
- involves the use of power in an unfair way.

Bullying need not always be done by the older or stronger. "Bullying up" is bullying done by the smaller, the younger, and the weaker, who either use anonymous means to bully, such as cyberbullying, or overt means to bully, knowing that any retaliation would make the provoked person look like they are the bully.

## SYMPTOMS OF BULLYING

For behaviors to be classified as bullying, it needs to involve repeated actions that are designed to cause hurt. Not having friends or not being popular isn't necessarily a sign that a person is being bullied. It may simply mean a person lacks interpersonal skills.

**How can you identify if a child is bullied?**

**Physical signs:** Unjustified bruises, scratches or cuts, torn clothes or damaged belongings

**School-related behaviours:** Lack of desire or fear of going to school

**Changes in social behaviour:** Getting close to a few friends and not wanting to go out

**Psychosomatic disorder:** uncertain pain, headache, abdominal pain, mouth ulcers

**Emotional indicators:** Signs of unhappiness, loneliness, depression

**Disturbing behaviours:** Nervousness and bad mood, not eating, inability to sleep

**Health indicators:** General stress, low academic performance, poor resistance to infection.

## TYPES OF BULLYING:

| | |
|---|---|
| **EMOTIONAL** | being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures) |
| **PHYSICAL** | pushing, kicking, biting, hitting, punching or any use of violence |
| **RACIAL** | racial taunts, graffiti, gestures |
| **CYBERBULLYING** | All areas of the internet, such as email and internet chat, Twitter, and Facebook misuse. Mobile threats by text messaging and calls, Misuse of associated technology, i.e. camera and video facilities, iPads, games consoles. |
| **HOMOPHOBIC** | Because of or focusing on the issue of sexuality and gender |

**If you see/know of any student/s being bullied in school, immediately report it to school authorities.**

**You can contact the personnel below immediately.**

| **School Counselors:** | **Cyber Safety Incharges:** |
|---|---|
| Dr. Subhadra Prabhu - 0504874284 | Ms.Dolly Khade - 0554507094 |
| Ms. Anagha - 0582949274 | Mr.Sharath- 0586519794 |

**Vice – Principal**

**Mr. Shivender Kumar Bhardwaj**

**0527992026**

**vp@credencehighschool.com**

If you know anyone being bullied, you are encouraged to do the **RITE** thing:

**R = RECOGNISE** We all have the right to feel safe and to operate in an environment free of bullying.

**I = INFORM** the bullies that you want them to stop. Do this in a polite but firm way.

**T = TELL** a responsible adult about the bullying.

**E = EVALUATE** the situation. If it does not improve, seek further help.

**Report bullying:**

As a school, we will endeavor to take all bullying problems seriously, to deal with each incident individually and to address the needs of each student separately, regarding all incidents as potentially serious and investigate them thoroughly, ensuring that bullies and victims are interviewed separately and keep a written record of the incident, investigation, and outcomes which ensures that action is taken to prevent further incidents. As a school, we will:

- Encourage victims and witnesses to speak up;
- Treat incidents seriously, however trivial they might seem at first;
- Be alert, as a whole staff, to changes in behavior, attitude, and well-being,
- reporting these immediately to the appropriate members of staff.

## WHERE DOES BULLYING HAPPEN?

Bullying can happen anywhere at any time, but there are certain times and places that mainly facilitate bullying.

- **Areas of unstructured activity:** Bullying in schools frequently takes place in the playground. It is relatively easy to single out and bully another pupil. The noise level masks much of what is going on. Toilets, corridors, changing rooms and assembly halls may be the scene of verbal, psychological, and physical bullying. The behavior of students in those areas needs careful monitoring.

- **Bullying in the classroom:** Bullying may also take place in class. It may occur subtly through glances, looks, and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby

Students are allowed to make derogatory comments about their classmates or other teachers.

- **Coming to and from school:** Bullying can take place at the bus stop or on the journey to and from school, whether the individuals are walking, cycling, or on school buses.

## WHAT IS CYBER BULLYING?

- Cyberbullying includes sending or posting harmful or upsetting text, images, or other messages, using the internet, mobile phones, or other communication technology.
- It can take many forms, but can go even further than face-to-face bullying by invading home and personal space, and can target one or more people.
- It can take place across age groups and target students, staff, and others.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation, and unauthorized publication of private information or images.
- It can include messages intended as jokes, but which have a harmful or upsetting effect.

## Cyberbullying may be carried out in many ways, including:

- Threatening, intimidating, or upsetting text messages.
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible.
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat room;
- Unpleasant messages sent during instant messaging.
- Unpleasant or defamatory information posted to blogs, personal websites, and social networking sites (e.g., Facebook)

## SIGNS AND SYMPTOMS FOR PARENTS AND STAFF

A child may indicate by signs or behavior that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is afraid to use the internet or mobile phone.
- Is nervous and jumpy when a cyber-message is received.
- Is frightened of walking to or from school.
- Begs to be driven to school.
- Changes usual routine.
- Is unwilling to go to school (school phobic).
- Lacks eye contact.
- Becomes short-tempered.
- There is a change in attitude towards people at home.
- Changes their usual routine.
- Is unwilling to participate and be part of school (school phobic).
- Begins to truant.
- Feels ill in the morning.
- Begins to make less effort with schoolwork than previously.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Cries themselves to sleep at night or have nightmares.
- Feels ill in the morning.
- Begins to make less effort with schoolwork than previously.
- Has dinner continually "lost"
- Becomes aggressive, disruptive, or unreasonable.
- Is bullying other children or siblings?
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Comes home with clothes torn or books damaged.
- Has possessions that are damaged or "go missing."
- Attempts or threatens suicide or runs away.

These signs and behaviors could indicate other social, emotional, and/or mental health problems, but bullying should be considered a possibility and should be investigated.

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## PARENTS' RESPONSIBILITY

As the parent of a child whom you suspect is being bullied,

- Report bullying incidents to the Class teacher, the school counsellor, the principal, and the vice-principal.
- In cases of serious bullying, the incidents will be recorded by staff, and the Principal will be notified.
- In serious cases, parents should be informed and will be asked to join in a meeting to discuss the problem.
- Support their children to become responsible citizens and develop responsible online behaviors.
- Be aware of the school's Anti-bullying Policy and assist their children in understanding bullying behaviors.
- Support their children in developing positive responses to bullying incidents consistent with the school's Anti-bullying Plan.
- Work collaboratively with the school to resolve incidents of bullying when they occur.

## TEACHERS/STAFF RESPONSIBILITY

- Respect and support students.
- Model and promote appropriate behavior.
- Be aware of school and departmental policies related to bullying behavior.
- Respond promptly to incidents of bullying according to the school's Anti-Bullying Plan.
- Implement the behavior policy.
- Implement the school code of conduct.
- In addition, teachers have a responsibility to:
  Provide a curriculum (Value Education and Life Skills) that supports students to develop an understanding of bullying and its impact on individuals and the broader community.

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## GUIDELINES FOR STUDENTS

If you believe you or someone else is the victim of cyberbullying, you must speak to an adult as soon as possible. This person could be a parent/guardian, principal, vice principal, counselor, or teacher.

- Do not answer abusive messages, but report them.
- Do not delete anything until it has been shown to the adult you have confided in (even if it is upsetting, the material is important evidence that may need to be used later as proof of cyberbullying).
- Do not give out personal details to anyone online.
- Never reply to abusive e-mails.
- Never reply to abusive messages or calls.
- Never reply to someone you do not know.
- Please secure your email IDs and passwords for Facebook, Google, Instagram, etc.

## GUIDELINES FOR STAFF

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

**If you spot cyberbullying**

- Ask the pupil to get up on-screen the material in question.
- Explain to the student the consequences of this behavior and why it is inappropriate in a non-threatening manner.
- Save the offending material.
- Print the offending material straight away.
- Inform the counselor and vice-principal.
- Parents will be contacted for a meeting.

## GUIDANCE FOR PARENTS

Parents and the school must work together to ensure that all students are aware of the serious consequences of getting involved in anything that might be seen as cyberbullying.

- Parents can help by making sure their child understands the school's policy.
- Parents should explain to their wards the legal issues relating to cyberbullying.
- If parents believe their child is the victim of cyber-bullying, they should save the offending material (if need be, by saving an offensive text on their own or their child's mobile phone) and make sure they have all relevant information before deleting it

- anything.
- Parents should contact the principal as soon as possible.

## DISCIPLINARY STEPS

Steps are taken in line with the behavioral policy for disciplining students as the bullying cases are high-level violations. Accordingly, the school applies the following behavior modification methods based on the behavioral policy:

| If violation of the above expectation happened, the following sanction will be given |
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### E-Safety School Actions & Sanctions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner and that members of the school community are aware that incidents have been dealt with.

**E-Safety Behaviour Ladder:**

| | Incident Description | Action and Reporting |
|---|---|---|
| **1st Degree Offences** | Not attending classes or being on time | As per the Behavior Policy |
| | Using the microphone feature, camera, or chat without prior permission from the teacher. Playing games (except with the express permission of the teacher, because it is an educational necessity linked to the lesson)<br><br>Misusing rights and tools available through Zoom/Google Classroom. | |
| | Misuse of emojis in the chat | |
| | Unkind/ disrespectful comments towards the teacher or others | |
| | Not muting their microphones when asked to do so<br><br>Failure to follow the rules of positive behaviour inside and outside the class, such as remaining calm and maintaining discipline during the period, and making inappropriate sounds inside and outside the class. | |
| **2nd Degree Offences** | Use of inappropriate language | As per the behaviou policy |

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| | Absence from a single school day (via distance learning) without an acceptable excuse. | |
| | Misusing any means of communication. | |

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| | Engaging in audio and video communication (Zoom) with the rest of the students for noneducational purposes after the end of the official period time, be it on or off school premises. | |
| | Removing the teacher or students from the group blocks the course of the lesson, the teacher's work, and other students' rights. | |
| | Using profanity, racial slurs, or other language (text, sound, or hint) that may be offensive to any other user. Abusing or insulting official visitors during periods during the live broadcast. | |
| | Verbal abuse or insulting students, staff or school guests. | |
| | Incitement to fight, threaten, or intimidate classmates. | |
| | Cyberbullying | |
| **3rd Degree Offences** | Attempting to defame or abuse schoolmates and/or personnel on social media. | As per the behavior policy |
| | Racist language towards others | |
| | Divulging other students' personal information, including home addresses and phone numbers. | |
| | Searching for information, obtaining specific copies, or modifying files and other data, or passwords belonging to other users on the network.<br><br>Entering and using the account of another teacher or student with or without his/her knowledge and/or consent. | |

| | | |
|---|---|---|
| | Destroying, modifying, or misusing devices or software in any way. Tampering, removing, requesting the removal of, or intentionally causing damage to any device, software, or hardware. Installing or downloading software or products that might harm the device or the network. | |
| | Using any camera (available as part of or as an add-on to certain devices) for personal use | |
| | use, and/or sharing photos or any information about any of the students' parents, employees, or any other person without their explicit consent.<br>Using educational content to photograph and record conversations between students, and posting them without prior permission. | |
| | Forging school documents/impersonating others. | |
| | Photocopying, possessing, publishing, and circulating images of school personnel and students without their permission. | |
| **4th Degree Offences** | Using any means of communication or social media for illegal or immoral purposes, or to harm an educational institution, its employees, or others. | As per the behavior policy |
| | Publishing, creating, exchanging, or promoting malicious or suspicious software. | |
| | Cheating in an official internal/external assessment. | |

## Cyber Safety during blended and distance learning:

The school ensures:

- **Student safety and well-being** in all virtual learning environments
- Promote **responsible digital behaviour and ethical technology use**
- Prevent and address **cyberbullying, misuse, and online risks**
- Foster **student voice, respect, and accountability** in online interactions

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## Expectations for Students

Students are expected to demonstrate:

- **Respectful and responsible behaviour** in all online interactions
- **Awareness of digital risks** and proactive steps to stay safe
- **Integrity and accountability** while using school platforms
- **Positive engagement** in learning, reflecting ownership of behaviour

Students should:

- Use **school-approved platforms** appropriately
- Maintain **confidentiality of personal information and login credentials**
- Refrain from **recording, sharing, or misusing digital content**
- Report concerns related to **safety, bullying, or misuse**

## Roles and Responsibilities

### Students

- Act as **responsible digital citizens**
- Contribute to a **safe and inclusive online environment**

### Teachers

- Model **safe and ethical digital practices**
- Monitor, guide, and intervene to ensure **positive online behaviour**
- Integrate **cyber safety awareness** into teaching and learning

### Parents

- Support **safe technology use at home**
- Reinforce school expectations and **monitor online engagement**

### School Leadership

- Ensure **robust safeguarding systems**
- Provide **training, awareness, and timely intervention mechanisms**

## Prohibited Behaviours

- Cyberbullying, harassment, or intimidation
- Sharing inappropriate, harmful, or offensive content
- Unauthorized recording or distribution of lessons
- Misuse of login credentials or impersonation
- Disruption of online learning environments

## Safeguarding and Reporting

- All concerns are addressed in line with the school's **Safeguarding and Child Protection Policy**
- Students are encouraged to **report concerns without fear.**
- The school network is protected using firewall systems to avoid external unauthorised access.
- The school ensures **confidentiality, timely response, and appropriate intervention**

## Monitoring and Review

- Regular review of digital practices to ensure **compliance with KHDA expectations**
- Ongoing staff training on **cyber safety and safeguarding**
- Student and parent feedback to strengthen policy implementation

## Tiered Behaviour Management Framework (Cyber Safety)

### Tier 1: Preventive & Proactive (Universal Support)

*(Aligned with KHDA focus on positive relationships and wellbeing)*

- Clear communication of cyber safety expectations.
- Digital citizenship education integrated into the curriculum
- Regular awareness sessions on **cyber safety and wellbeing**
- Positive reinforcement of appropriate online behaviour

### Tier 2: Targeted Intervention (At-Risk Behaviour)

*(Early identification and support, as per KHDA inclusion and wellbeing standards)*

- Verbal warnings and reflective conversations
- Temporary restriction of chat/online privileges
- Parent notification and involvement
- Counsellor support for behaviour reflection and guidance

### Tier 3: Intensive Intervention (Serious/Repeated Violations)

*(Safeguarding and child protection priority)*

- Formal disciplinary action as per school policy
- Suspension of access to digital platforms
- Escalation to senior leadership and the safeguarding team
- Mandatory parent meetings
- Counselling and restorative practices
- In severe cases, referral in line with UAE cyber laws and KHDA safeguarding expectations

In line with the **KHDA Wellbeing Framework** and safeguarding expectations, the school is committed to promoting a **safe, inclusive, and respectful digital learning environment**. Cyber safety is embedded within the school's culture of **student wellbeing, positive relationships, and responsible digital citizenship**.