



## Dynamics International School Pte Ltd

583 Orchard Road #13-03 Forum The Shopping Mall Singapore 238884

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# DIS Anti-bullying Policy

## 1. Policy Statement

At Dynamics International School (DIS), we are committed to creating a safe, inclusive, and respectful environment for all members of our community. Bullying of any kind – including harassment, intimidation, or social exclusion – is not tolerated. This policy applies to all students, staff, parents, guardians, service providers, and visitors.

Our school has a special commitment to protecting the wellbeing of students with special educational needs and disabilities (SEND), who may be more vulnerable to bullying and social exclusion.

## 2. Purpose of the Policy

This policy aims to:

- Ensure the entire DIS community understands what constitutes bullying and its harmful impact.
- Equip staff and students with clear procedures to report and respond to bullying.
- Promote an inclusive, empathetic school culture where diversity is celebrated.
- Provide tailored support to neurodiverse or special needs students who may experience or witness bullying.
- Collaborate with families to address patterns of behaviour and support students in conflict resolution.

## 3. Definition of Bullying

Bullying is a repeated, intentional act of aggression or exclusion involving a real or perceived power imbalance. It may be physical, verbal, social, psychological, or digital. Bullying causes physical or emotional harm, and can significantly impact a student's learning and wellbeing.

Types of bullying include (non-exhaustive):

- *Verbal*: Name-calling, insults, teasing, threats, sexual harassment, or offensive remarks.
- *Physical*: Hitting, pushing, tripping, damaging property, unwanted physical contact.
- *Social/Relational*: Exclusion, spreading rumours, humiliation, manipulation of friendships.



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- **Cyber:** Online harassment, harmful posts or messages, impersonation, or exclusion from digital platforms.
- **Psychological:** Intimidation, stalking, coercion, or isolating behaviour.

⚠ **Note:** A single serious incident may be addressed as bullying, especially where students with SEND are involved and may not recognise patterns or articulate distress clearly.

### 4. Prevention and Whole-School Responsibility

DIS believes in proactive education and culture-building to prevent bullying. All community members share responsibility for creating a safe and respectful school climate.

#### Staff Commitments:

- Model respectful, inclusive language and behaviour.
- Embed empathy and anti-bullying education in the curriculum as appropriate.
- Intervene immediately when witnessing unkindness or exclusion.
- Monitor environments such as playgrounds, corridors, and transitions carefully.

#### Student Expectations:

- Treat all peers with respect, regardless of differences in learning, behaviour, or background.
- Refrain from any form of bullying (e.g., physical, verbal, social, or online) whether during school hours or outside of school, including on digital platforms and in social settings involving classmates.
- While incidents may be reported regardless of where they occur, DIS may only act on those within its formal jurisdiction.
- Support peers who are being excluded, harmed, isolated, or targeted, and foster inclusive peer relationships.
- Understand the impact of online behaviour and uphold respectful conduct in all digital communications, including outside school hours.

#### Parent/Guardian Roles:

- Talk with the student regularly about their friendships, peer dynamics, and experiences at and beyond school.
- Monitor digital behaviour and online and social media interactions encouraging empathy, accountability, and responsible online interactions.
- Report concerns to the school promptly and work collaboratively with staff to address bullying or exclusion.



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- Reinforce expectations around respectful behaviour toward peers both during and outside of school hours, including in after-school programs, online platforms, and social gatherings.
- Work in partnership with staff to support healthy peer relationships.
- Model respectful, inclusive communication and support the development of a safe, compassionate peer environment.

### **5. Reporting and Responding to Bullying**

All bullying concerns will be taken seriously and acted upon promptly, with sensitivity and discretion. While the school strongly encourages respectful conduct beyond school hours and off-campus, DIS does not have the jurisdiction to formally investigate or discipline students for incidents that occur outside school grounds or outside school-supervised activities.

#### **Reporting Procedures:**

- Any student, staff member, or parent may report concerns to a Homeroom Teacher, or the Head of School.
- Staff who receive reports must log them using the Safeguarding Concern and Incident Reporting Form (Appendix A).
- The DSL will lead the response process and coordinate follow-up actions.

#### **Response Steps:**

1. Interview all involved parties sensitively and separately.
2. Assess whether the behaviour meets the threshold for bullying.
3. Notify parents of all students involved.
4. Apply appropriate disciplinary or restorative measures based on the context and needs of the students.
5. Provide support to the targeted student (e.g., counselling, social skills support, peer buddy).
6. Where applicable, involve the broader Support Team (e.g., therapists, psychologist/counsellor).

#### **Documentation:**

- All incidents and actions will be documented in the student's confidential file.
- Patterns of behaviour will be tracked and monitored over time.

### **6. Additional Considerations for SEND and Neurodiverse Students**



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- Students with SEND may have limited social awareness or communication skills, making them more vulnerable to misinterpretation or peer rejection.
- Staff must be especially alert to non-verbal indicators of distress such as withdrawal, aggression, or changes in routine behaviour.
- Restorative conversations should be adapted to the child's communication needs, using visuals, role-play, or scripting if necessary.
- Additional social-emotional coaching may be provided to both the targeted and involved students.

### 7. Policy Review and Governance

This policy will be reviewed annually by the Safeguarding Committee. Student and parent feedback will be included in the review process to ensure the policy remains relevant, effective, and inclusive.

*V1 Approved 13 June 2025 by Yael Sasson, Board Director*