



The mission of the International School of Monterey is to educate all children toward becoming conscientious, compassionate, and responsible citizens of the world.

Anti-Bullying Policy

1. Purpose

- 1.1. ISM is committed to a safe and inclusive educational environment for all students, family members, employees, and volunteers, free from harassment, intimidation, or bullying.
- 1.2. For this reason, ISM has adopted this anti-bullying policy within the framework of the school's overall code of conduct outlined in the [Positive Behavior Expectations](#), the [ISM Discipline Plan](#), ISM Discipline Policy, and the [IB Learner Profile](#).
- 1.3. All ISM administrators, instructors, and support staff recognize the serious nature of bullying and the negative impact it can have on students and families, and ISM expects the same recognition by all students and parents/guardians. As a whole school community, ISM is committed to the following commitments to address and prevent bullying behavior.
 - 1.3.1. A positive school culture and climate that will:
 - 1.3.1.1. Foster and encourage empathy, international-mindedness, and the IB Learner Profile.
 - 1.3.1.2. Promote inclusivity.
 - 1.3.1.3. Encourage students to identify trusted adults in the school in order to disclose and discuss incidents of bullying in a non-threatening environment.
 - 1.3.2. A shared knowledge of what bullying looks like and its negative impact
 - 1.3.3. Implementation of bullying prevention lessons built into the curriculum that will:
 - 1.3.3.1. Build empathy, kindness, and respect.
 - 1.3.3.2. Explicitly address digital citizenship and cyberbullying.
 - 1.3.3.3. Teach strategies for being an upstander, not a bystander.
 - 1.3.4. Effective supervision and monitoring of students by staff at school and by parents/guardians at home
 - 1.3.5. Consistent documentation and investigation of bullying behavior

2. Definitions

- 2.1. Bullying is characterized by intentional and **repeated** unwanted acts, unwanted language, or acts of aggression targeted at an individual, causing physical or emotional harm repeated over time. It often involves a real or perceived imbalance of power (physical, social, or otherwise).

- 2.2. Types of bullying behavior include, but are not limited to, the following:
- 2.2.1. **Physical aggression:** This behavior includes pushing, shoving, punching, kicking, poking, and tripping. It may also take the form of severe physical assault.
 - 2.2.2. **Intimidation:** Some bullying takes the form of intimidation. It may be based on the use of very aggressive body language along with voice or facial expression.
 - 2.2.3. **Non-physical bullying/name-calling:** Non-physical bullying/name-calling can be in the form of rumors, slurs, jokes, innuendos, demeaning comments, drawings, pranks, gestures, threats, or other communication. Persistent name-calling directed at the same individual which insults or humiliates should be regarded as a form of bullying behavior. Often name-calling of this type refers to physical appearance (e.g. size or clothes), accent, distinctive voice characteristics, academic ability (e.g. low or high achieving), etc.
 - 2.2.4. **Exclusion/isolation and other relational aggression:** This occurs when a person is deliberately isolated, excluded, or ignored by a group of students. This practice is usually initiated by the person engaged in bullying behavior and can be difficult to detect. It may be accompanied by writing insulting remarks about the pupil in public places, by passing around notes or drawings of a student or whispering insults about them loud enough to be heard. Relational aggression occurs when a student's attempts to socialize and form relationships with peers are repeatedly rejected or undermined. Common forms include control, non-verbal gesturing, malicious gossip, spreading rumors about a person, or giving them the "silent treatment."
 - 2.2.5. **Cyberbullying:** This type of bullying is increasingly common and continuously evolving. Cyberbullying can take the form of offensive messages or images carried out through the use of communication technology such as text, social network sites, email, instant messaging, gaming sites, chat rooms, and other online technologies. Being the target of inappropriate or hurtful messages is the most common form of online bullying.
 - 2.2.6. **Identity-based bullying:** Harassment is any form of unwanted conduct related to any discriminatory grounds (gender including transgender, family status, sexual orientation, religion, age, disability, and race).
 - 2.2.7. **Damage to property:** Personal property can be the focus of attention for bullying behavior. This may result in damage to clothing, computers or other devices, school books, and other materials. The student's personal property may be defaced, broken, stolen, or hidden.
 - 2.2.8. **Extortion:** Demands for money or other materials may be made, often accompanied by threats, sometimes carried out if the student does not deliver what is demanded. A student may also be forced to steal property for the one engaged in bullying.
 - 2.2.9. **Sexual harassment:** Sexual harassment is defined by unwelcome advances, requests for sexual favors, and other verbal, nonverbal gesturing, written, or physical conduct of sexual nature by anyone.

3. School Requirements

- 3.1. ISM takes all reports of bullying seriously and investigates them as such. The assigned administrator (typically the Assistant Principal) will question all involved students and witnesses, giving them the opportunity to speak about the incidents.
- 3.2. When the statements of involved students and witnesses lead the assigned administrator to determine there is credible evidence of bullying, the administrator follows a tiered approach to discipline and restorative practices, with the tier determined by the past history of the bullying student.
 - 3.2.1. **Tier I:** The first step for students engaged in bullying is for an administrator to reteach expectations of respect. The administrator trains students in empathy in the form of readings, videos, and research, and may require involved students to reteach others in the form of creating a lesson or giving a presentation. Students must also seek reconciliation with those they have harmed. These activities will take place during recesses or in the form of in-school suspensions.
 - 3.2.2. **Tier II:** If the student is found to have repeated bullying behavior, an administrator will respond with additional reteaching during in-school suspensions, or assign out-of-school suspensions.
 - 3.2.3. **Tier III:** Further incidents of bullying by the same student will result in additional suspensions and possible expulsion.
- 3.3. If any case involves sexual assault, weapons, drugs, or other serious threat as determined by the assigned administrator, ISM will contact law enforcement for assistance.
- 3.4. The assigned administrator will inform all employees regularly interacting with any student involved in any of the types of bullying listed above, whether bullying or bullied, so that they can help to ensure student safety.
- 3.5. If the assigned administrator determines that there is credible evidence of any of the types of bullying listed above, the administrator will immediately inform the parents/guardians of all students directly involved, whether bullying or bullied, so that the parents/guardians can help to ensure student safety.
 - 3.5.1. ISM expects all parents/guardians to actively support the efforts of the school staff to prevent bullying behavior and to ensure a safe school environment for their own children and all other students.
 - 3.5.2. ISM expects all parents/guardians to ensure a safe environment for their children when not in school, whether at home or elsewhere.
 - 3.5.2.1. Creating a safe environment outside of school may require active monitoring and control of a child's online communications and activities.
- 3.6. The assigned administrator may contact the parents/guardians of student witnesses if the administrator believes that parental knowledge and input will help ensure student safety, or to reinforce the positive role of the student as a witness.

4. Confidentiality

- 4.1. All information acquired as a result of this policy, including names of offenders and victims, shall be kept secure and handled as confidential by ISM.
- 4.2. ISM shall ensure that any person given access to this information has signed a confidentiality agreement.
- 4.3. ISM shall use the information for the sole purpose of student and staff safety.
- 4.4. In no event will ISM release this information to anyone not involved in the restorative or disciplinary processes. Nor will anyone involved be permitted to discuss the information outside the restorative or disciplinary process. Employees responsible for the students involved are considered as involved in the processes.

5. Adoption and renewal

- 5.1. This policy was written by the ISM administration and adopted by the ISM Board of Trustees.
- 5.2. This policy initially became effective: August 1, 2018.
- 5.3. This policy was last updated November 6, 2018.
- 5.4. This policy should be assessed every 3 years to determine its effectiveness and appropriateness. This policy may be assessed before that time as necessary.