BCIS
BEIJING CITY INTERNATIONAL SCHOOL
北 京 乐 成 国 际 学 校

文行
忠信 Empowering and
Inspiring through Challenge
and Compassion

BEIJING CITY INTERNATIONAL SCHOOL POSITIVE RELATIONSHIP & WELL-BEING POLICY

May 2022

TABLE OF CONTENTS

THE BCIS POSITIVE RELATIONSHIPS AND WELL-BEING POLICY

As part of our overall educational programs and specific to our shared responsibility to educate children, to protect them, and to learn and grow in a safe environment, BCIS will:

- Provide age appropriate lessons for all grade levels to help students develop healthy and respectful relationships
- Provide materials and information sessions to help parents better understand our program and policy
- Train faculty in strategies to support positive relationships, restorative practices and well being.

PREFACE

The BCIS Positive Relationship and Well-being Policy is based upon the law of the People's Republic of China on the Protection of Minors(2021) and on the UN convention on the Rights of the Child, which China is a signatory.

Article 17

"Ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well being and physical and mental health."

The BCIS Positive Relationship and Well-being Policy is guided by the school mission and commitment to building a positive school culture.

MISSION: BCIS mission is to challenge and empower students to be compassionate and inspired people, who act for the good of all and for the sustainable development of the world.

POSITIVE SCHOOL CULTURE, WELL-BEING & RESTORATIVE PRACTICES

At BCIS we believe everyone has the right to learn in a safe, caring and supportive environment. We understand that our school is a place where young people develop social skills and build relationships, as well as learn how to problem solve and resolve conflicts. Through restorative practices we seek to enhance relationships among students, between students, teachers, and parents so as to nurture our sense of community at BCIS.

BCIS is committed to a whole-school approach that recognises that all members of the school community play a role in promoting and maintaining positive relationships and wellbeing. We are guided in our understanding that a safe, positive and healthy learning environment is intricately linked to student learning and fundamental to student wellbeing and school success.

BCIS promotes a positive school culture, in which young people feel connected and student voice is heard and respected. As a community we encourage student help-seeking and support students in their communication when faced with challenges and conflict, so that they can develop skills and strategies to 'bounce back' and build resiliency.

AIM & OBJECTIVES OF THE POSITIVE RELATIONSHIPS AND WELL-BEING POLICY

The Positive Relationships and Well Being Policy incorporates the school mission and philosophy.

The main aim of this policy is to develop a shared understanding and responsibility towards educating young people and the BCIS community, and allowing us to work in partnership to:

- develop strategies for improving wellbeing and building resilience

- support the development of healthy and respectful relationships

- develop a better understanding of empathy

- process conflict resolution and repair relationships

- challenge harmful and hurtful behaviour

- build a safe, compassionate and thriving school community

- building confidence to speak up against harmful actions

STATEMENT OF CONSEQUENCES FOR VIOLATIONS OF THE POSITIVE RELATIONSHIP & WELL-BEING POLICY

Understanding everyone has the right to learn in a safe, caring and supportive environment is clearly communicated in the policy. Inappropriate violations that breach the safety and wellbeing of our school community will be determined according to seriousness of the violation following restorative conversations and an investigative process. The process and consequences may include conflict resolution, loss of privileges, limited access to digital devices and the school network, suspension and/or, in extreme cases, expulsion as guided by other relevant policies and procedures.

APPENDIX 1:

BCIS BEHAVIORAL EXPECTATIONS

The BCIS community has identified the following expectations to guide teaching and learning, and the promotion of responsible student behavior:

- Be Safe
- Be Responsible
- Be Respectful
- Be Compassionate

COMMON UNDERSTANDING OF PRACTICES & LEARNING ENGAGEMENTS

BCIS is committed to a positive school culture through educating all members of the community about positive relationships and wellbeing in the following ways. As a community we are informed and guided by a variety of well-being practices and learning engagements:

- IB Learner Profiles
- Keeping Safe Curriculum
- Restorative Practices: Building Positive Relationships
- Social Emotional Learning (self-social awareness, relationship skills, self- management & responsible decision-making)
- Well-being research & Character Strengths
- Digital Citizenship
- Chinese National Curriculum Standards on Moral and Law
- **Staff Culture:** Modelling respectful relationships in all interactions.
- **Parents and Community:** Supporting parents and the wider school community in the understanding of restorative practices and supporting positive behavior and relationships.

BCIS POSITIVE RELATIONSHIP & WELL-BEING MODEL
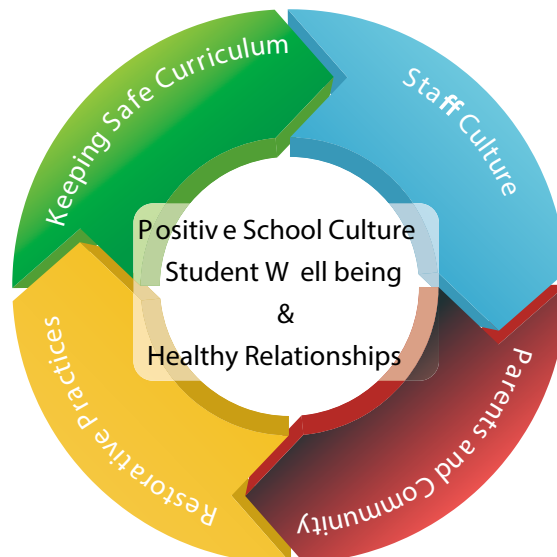
WHAT IS BULLYING? BULLYING BEHAVIOR DEFINED

Bullying behavior remains a complex and critical issue within schools. BCIS is guided by evidence-based research and has adopted a whole school approach to understand and prevent bullying behavior and promote respectful relationships.

Bullying behaviour occurs when words or actions are repeatedly used to harm someone's wellbeing. Bullying is an on-going and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm.

Bullying is:

- a repeated, unjustifiable behaviour
- a behavior that may be physical, verbal or relational
- intended to cause fear, distress, or harm to another
- conducted by a more powerful individual or group
- against a less powerful individual who is unable to effectively resist
- in person or online, via various digital platforms and devices
- repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)

UNDERSTANDING BULLYING TERMINOLOGY AND CONTEXT

Bullying behaviour is often labelled by where it occurs or by what type of harm is done.

SETTING – IN PERSON AND ONLINE

Bullying can happen in person or online settings. Online bullying is sometimes called cyberbullying.

- Verbal, physical and social bullying can happen in person.
- Verbal and social bullying can happen online, as can threats of physical bullying.

Specific features of online settings create additional concern for students, parents and guardians, and teachers. For example, bullying someone online can potentially have an enormous audience.

Research shows that children who are bullied online are often also bullied in person. Effectively dealing with online bullying requires looking at the surrounding situation as well.

MEANS – DIRECT AND INDIRECT

- Direct bullying occurs between the people involved, whereas indirect actions involve others, for example passing on insults or spreading rumours.
- Indirect bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.

VISIBILITY – OVERT AND COVERT

Bullying can be overt, easy to see, or covert, hidden from those not directly involved.

- Overt bullying involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying. (This is sometimes called 'traditional bullying').
- Covert bullying can be almost impossible for people outside the interpersonal interaction to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting

where a person can sit and who they can talk with.

Covert social and verbal bullying can be subtle and even sometimes denied by a person who may claim they were joking or 'just having fun'.

Some bullying is both covert and indirect, for example subtle social bullying, is usually intentionally hidden, and challengingfor others to notice. This type of bullying is often unacknowledged at school and can include spreading rumors, threatening, blackmailing, stealing friends, breaking secrets, gossiping, criticizing physical appearance, values and or personality.

Indirect covert bullying mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem, that is, through psychological harm rather than physical harm.

HARM – PHYSICAL AND PSYCHOLOGICAL

Bullying has the potential to cause harm (although not all unwanted actions necessarily cause physical harm).

The physical harm caused by some types of bullying is well recognized. More recently, research has confirmed that short and long term psychological harm can result from bullying. This includes the harm to a person's social standing or reducing a person's willingness to socialize through bullying (particularly covert social bullying). As well as having long-lasting effects on their self-esteem, during social situations and when facing personal challenges.

In fact, just the <u>fear of bullying</u> happening can create distress and harm. The ongoing nature of bullying can lead to the victim feeling powerless and unable to stop it from happening.

FORMS OF BULLYING BEHAVIOUR

PHYSICAL Physical bullying includes hitting, kicking and taking or damaging a person's property. It is easy to identify and, in most cases, will quickly come to the attention of the school.	CYBER-BULLYING Cyber-bullying is bullying carried out through the internet or mobile devices. Cyber-bullying is also sometimes called online bullying.
VERBAL Verbal bullying behavior involves the use of words to hurt or humiliate another person. Verbal bullying includes name-calling, insults, making racist comments and constant teasing. This type of bullying is the easiest and quickest to inflict. Its effects can be more devastating than physical bullying in some ways because there are no visible 'scars'.	RELATIONAL Relational or relationship bullying usually involves leaving out or convincing peers to exclude or reject a certain person or people from their social connections. This type of bullying is linked to verbal bullying and usually occurs when children spread nasty rumors about others or exclude someone deliberately from the peer group. The most serious effect of this type of bullying is the rejection by the peer group at a time when children most need their social connections.

COMMON EXAMPLES OF BULLYING BEHAVIOUR:

- excluding someone from a group (online or offline)
- giving someone nasty looks, making rude gestures, calling them names, giving them unwated nicknames, being impolite or constantly teasing them
- repeatedly saying nasty things about someone behind their back
- spreading rumors or lies, or misrepresenting someone (e.g., using a person's social media account to post messages as if it were them)
- harassing someone based on their race, sex, religion, gender, family dynamic or disability
- repeatedly hurting someone physically, this includes but is not limited to: pushing, hitting, slapping, punching or by ganging up on or restraining them which can lead to physical injuries.
- stalking someone
- taking personal possessions without consent.

COMMON EXAMPLES OF CYBERBULLYING BEHAVIORS:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social networking sites
- excluding others from online chats or other communication
- inappropriate image tagging
- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images, including naked or sexual images
- assuming the identity of another person online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking players in online gaming

HOW ONLINE BULLYING IS DIFFERENT FROM BULLYING IN PERSON

While online bullying involves similar behaviors to bullying in person, it also differs in the following ways:

- it can be invasive and difficult to escape — it can happen at all hours and while at home
- it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumors and images can be posted on public forums or sent to many people at once
- it can provide the person doing the bullying with a sense of distance from the other person, so there is a lack of immediate feedback or consequences

It can often be harder to detect when cyberbully is occurring, especially if it is between a small group of individuals. These important differences should not distract schools, parents and guardians from the fact that online bullying is essentially the same as bullying in person.

UNDERSTANDING BULLYING BEHAVIOUR: WHAT IS AND IS NOT BULLYING?

IS FIGHTING BULLYING?

While fighting between two students of equal power is of concern, it is not bullying. It is the presence of a power imbalance that distinguishes bullying from fighting, conflict, violence and disagreement. It is this imbalance that makes mistreatment of the person who has experienced the bullying behavior possible. In this situation, both parties involved will be acting as the aggravator as well as the victim.

However, if one of the students establishes power over the other and continues to threaten or fight that student and that student can't make it stop, this would then become a bullying situation. As the dynamic has changed and the threats will be one sided.

IS TEASING BULLYING?

Teasing, done in mutual fun and jest, where all individuals are involved and feel capable of responding, is not bullying. However, teasing that is done in a mean and hurtful way, and that involves a power imbalance whereby one individual feels powerless to respond or to stop what is happening, is bullying.

Bullying of any form or for any reason can have immediate, medium and long-term ef-fects on those involved, including bystanders. Single incidents and conflict or fights be-tween equals, whether in person or online, are not defined as bullying. Although it is important to note that a single incident may still have immediate, medium and long-term effects on those involved.

WHY PEOPLE MAY USE BULLYING BEHAVIORS?	SOME SIGNS THAT MAY POINT TO A BULLYING PROBLEM ARE :
Reasons that people exhibit bullying behavior include the following: • to get what they want • to be popular and admired • fear of being the one left out • jealousy of others • it seems like fun, or they are bored • it has worked for them before • they enjoy the power • they see it as their role at school • their significant role models bully	• Unexplainable injuries • Lost or destroyed clothing, books, electronics, or jewellery • Frequent headaches or stomach aches, feeling sick or faking illness • Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch. • Difficulty sleeping or frequent nightmares • Declining grades, loss of interest in schoolwork, or not wanting to go to school • Sudden loss of friends or avoidance of social situations • Feelings of helplessness or decreased self esteem • Self-destructive Behaviors such as running away from home, harming themselves, or talking about suicide

WHO IS AT RISK?

No single factor puts a child at risk of being bullied or bullying others. Bullying can happen anywhere—cities, suburbs, or rural towns. Depending on the environment, some groups—such as lesbian, gay, bisexual, transgender or questioning (LGBTQ+) youth, youth with disabilities, and socially isolated youth—may be at an increased risk of being bullied.

CHILDREN AT RISK OF BEING BULLIED

Generally, children who are bullied have one or more of the following risk factors:

- Are perceived as different from their peers, such as being overweight or underweight, wearing glasses or different clothing, being new to a school, or being unable to afford what kids consider "cool"

- Are perceived as weak or unable to defend themselves

- Are depressed, anxious, or have low self esteem

- Are less popular than others and have few friends

- Do not get along well with others, seen as annoying or provoking, or antagonize others for attention

- However, even if a child has these risk factors, it doesn't mean that they will be bullied.

CHILDREN MORE LIKELY TO BULLY OTHERS

There are two types of kids who are more likely to bully others:

- Some are well-connected to their peers, have social power, are overly concerned about their popularity, and like to dominate or be in charge of others.

- Others are more isolated from their peers and may be depressed or anxious, have low self-esteem, be less involved in school, be easily pressured by peers, or not identify with the emotions or feelings of others.

Children who have these factors are also more likely to bully others:

- Are aggressive or easily frustrated

- Have less parental involvement or having issues at home

- Think badly of others

- Have difficulty following rules

- View violence in a positive way

- Have friends who bully others

Remember, those who bully others do not need to be stronger or bigger than those they bully. The power imbalance can come from a number of sources—popularity, strength, cognitive ability—and children who bully may have more than one of these characteristics.

RESPONDING TO BULLYING BEHAVIORS

When talking to students about bullying, it is important to focus on the bullying behaviour and its impacts, rather than on the individuals. Avoiding labels such as 'the bully' and 'the victim' and instead use language such as 'the person exhibiting the bullying behaviour' or 'the person experiencing the bullying behaviour' which ensures the focus is on the behaviour, rather than the person. Furthermore, it is important to explain to the students what they can do if faced with any of these situations. Reassuring them that by confiding in someone they trust, such as a teacher or parent can help resolve the situation.

APPENDIX 2:

RESTORATIVE PRACTICE

Restorative Practice is an approach which focuses on restoring relationships, repairing harm and learning perspective-taking and social responsibility.

The aim is:

- to educate students towards self-directed positive behavior

- to promote, nurture and protect healthy relationships among members of the community

- to enable individuals to be accountable for their actions and real consequence when harm is caused.

At BCIS we use Restorative Practices to guide and support student behavior with the intention of resolving issues through a no blame approach. There are variety of Restorative Practice used:

- Restorative Conversations

- Class or Group Meetings

- Individual & Peer Support

- Family Conferences

Restorative Practice means that for any situation requiring intervention by BCIS staff, a process is used where we work to ensure that all parties:

1. Acknowledge their role in the incident

2. Take responsibility for their actions

3. Understand the impact of their actions

4. Be part of the solution (where possible)

RESTORATIVE PRACTICE CONVERSATIONS: UNDERSTANDING THE PROCESS

Restorative Practice conversations or "chats" may be formal or informal discussions that use restorative dialogue and questions and empathetic listening to guide people through reflection, problem solving, and repairing harm. As opposed to traditional methods of conflict resolution which focus on laying blame for rules broken and administering consequences, restorative conversations help identify the impact of the behavior and support the mistake-maker to take steps to make things better. They also create space for the person harmed to be central to the process.

Before you begin:

- Ensure all participants are emotionally & physically ready to engage in the chat (i.e. not visibly angry/distressed, not hungry, needing first aid)
- Ensure everyone knows each other's name
- Create the space (clear the area of bystanders, friends, move the chat to an appropriate space)
- Think about whether a participant has any special needs that require you to modify the chat

These types of questions guide the process - For one-one conversations you can ask:

We're here to talk about...

What happened? Or what did you hope would happen when you...?

What are you thinking about that now that we are chatting?

Who gets affected by this kind of behavior?

How does this affect people?

What will fix this?

Would you like my help to do that?

What's a fair way to deal with it if this happens again?

Thank the student for the chat, offer positive feedback where appropriate

For conversations involving more than one person, try this:

1. Ask the mistake-maker:

- What happened?

2. Ask the harmed:

- Does that sound right? Was there anything different from your perspective?

3. Ask the mistake-maker:

- What were you thinking/feeling when you?
- What do you think/feel about your choice now?
- Who here has been affected/harmed/upset by what's happened?
- How do think ...has been affected?

4. Ask the harmed:

- What did you think when this happened?
- How was it? Has it been for you?
- What's been the worst thing? (optional)
- What needs to be done to make things better?

RESTORATIVE PRACTICE CONVERSATIONS: UNDERSTANDING THE PROCESS (CONTINUED)

5. Ask the mistake-maker:

- What do you think of the (harmed person's) idea?

- Does that sound fair?

6. Ask both:

- What is a fair way to deal with it if (mistake-maker) doesn't do what they have agreed to here?

- We have an agreement. Is this ok to be verbal or should it be written down/ documented?

7. Closing (ask both):

- Is there anything else someone needs to say before we finish?

- Well done on handling this so maturely

- I'll catch up with you both to see how things are (give a time)

A TEAM APPROACH: SUPPORTING STUDENT BEHAVIOR & POSITIVE CHANGE

At BCIS student and families are supported through by a range of support services including:

- Parents

- Advisors, Teachers, Teaching Assistants

- Principals & Head of School

- Student Support Services: Counsellors and Learning Support

- Referral to Behavioural Support Providers
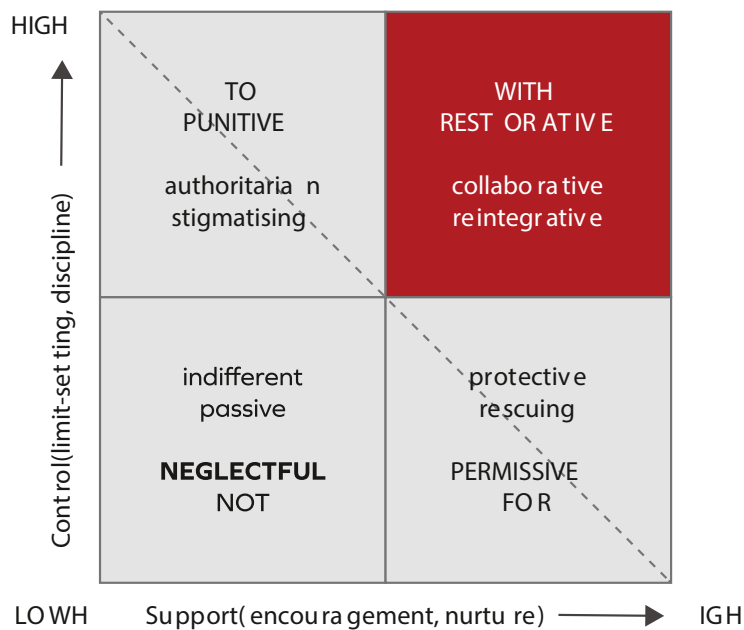
APPENDIX 3:

RESTORATIVE PRACTICES: THE SOCIAL CAPITAL MODEL

At the heart of Restorative Practices is an understanding of the Social Capital Model, which depicts the possible ways in which teachers or parents could respond to behavior from young people.

In a primarily punitive response, the wrongdoer is held to high standards, but without the support necessary for him/her to reach them. Such a response can be alienating and stigmatizing. It can also fail to effect any real change in behavior. In a more permissive response, the wrongdoer may find the support they need without being held to account for their actions.

It is the aim of Restorative Practices to be operating in the top right quadrant of this model - holding students to high standards of behavior while at the same time providing the support and encouragement necessary for them to meet these expectations.

The Restorative approach emphasizes working with students to educate them about their behaviour. In this way, a Restorative approach is perceived as being authoritative, rather than authoritarian.

A matrix diagram with vertical axis "Control (limit-setting, discipline)" from LOW to HIGH, and horizontal axis "Support (encouragement, nurture)" from LOW to HIGH.

- TO / PUNITIVE — authoritarian, stigmatising
- WITH / RESTORATIVE — collaborative, reintegrative
- NEGLECTFUL / NOT — indifferent, passive
- PERMISSIVE / FOR — protective, rescuing

DEFINITIONS FROM KEEPING SAFE CURRICULUM

Bullying behaviour that occurs when words or actions are repeatedly used to harm someone's wellbeing. Bullying is an on-going and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm.

Discrimination occurs when people are treated less favorably than others because of their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital parenting all economic status; age; and /or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Harassment is behavior that offends, humiliates, intimidates all creates a hostile environment and talk it's an individual or group do today at identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and /or ability or disability. Harassment may be an ongoing pattern of behavior, or it may be a single act.

Sexual harassment is unwelcome sexual conduct which makes a person feel offended humiliated and or intimidated with that reaction to the conduct is reasonable in circumstances sexual harassment can be a single incident all continuous direct or indirect and takes various forms.

Violence is the intentional use of physical force or power, threatened or actual, against an individual or group that results in psychological harm, injury or, in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act, or can occur over time.

Cyberbullying is the use of technology to bully a person or group with the intent or threat to help them socially, psychologically, or even physically.

Cyberbullying occur in many ways including:

- Abuse texts and emails
- Hurtful messages, images or videos
- Imitating others online

- Excluding others online

- Humiliating others online

- Unkind on the online gossip and chat

Self-awareness
Recognising and understanding our feelings, while valuing our strengths and abilities

Self-management
Controlling and directing our emotions in appropriate ways

Social awareness
Being aware and respectful of the feeling and perspectives of others

Social and emotional learning skills

Relationship skills
Dealing positively with relationshil problems and social conflicts

Social decision-making
Considering consequences and making thoughtful, sensible decisions

WHAT IS SOCIAL EMOTIONAL LEARNING

Social and emotional learning is the process of developing and practicing important social and emotional understandings and skills. These understandings and skills can be grouped into five key areas.

- Self-awareness skills help us to recognize and understand our feelings and value our strengths and abilities.

- Self-management skills enable us to handle and direct our emotions in appropriate ways.

- Social awareness skills help us to be aware and respectful of the feelings and perspectives of others.

- Relationship skills aid us in dealing positively with relationship problems and other social conflicts.

- Social decision-making skills allow us to consider the consequences of our actions for ourselves and others and make thoughtful, effective decisions.

BIBLIOGRAPHY

"Are You a Wellbeing Champion?" *Restorative Pathways,* www.restorativepathways. com.au/.

"Bullying. No Way!" *Bullying No Way!,* bullyingnoway.gov.au/.

"Bullying." T*ypes | How to Stop Bullying | ReachOut Australia,* au.reachout.com/ everyday-issues/bullying.

Education, Department for. "The Use and Effectiveness of Anti-Bullying Strategies in Schools." *GOV.UK, GOV.UK,* 28 Apr. 2011, www.gov.uk/government/publications/the-use-and-effectiveness-of-anti-bullying-strategies-in-schools.

"Friendly Schools PLUS." *Friendly Schools PLUS,* friendlyschools.com.au/.

"Keeping Safe: Child Protection Curriculum." Keeping Safe: Child Protection Curriculum | Department for Education, Department for Education, 9 Feb. 2016, www.education.sa.gov.au/teaching/curriculum-and-teaching/keeping-safe-child-protection-curriculum.

VibeThemes. "Visible Wellbeing – Visible Wellbeing." *Visible Wellbeing,* www. visiblewellbeing.org/.

"Welcome to ReachOut.com." Welcome to ReachOut.com, au.reachout.com/.

"What Is SEL?" *Casel,* casel.org/what-is-sel/.

Follow BCIS

北京乐成国际学校BCIS

北京乐成国际学校

Beijing City International School

Beijing City International School

@BCISonline

Main Campus
T +86 10 8771 7171
No.77 Baiziwan Nan Er Road, Chaoyang District, Beijing 100022, PR China

ECC Campus
T +86 10 6770 0766
No.11 Dongbai Street, Chaoyang District, Beijing 100022, PR China

E admissions@bcis.cn
W www.bcis.cn