# Anti-bullying strategy for NIS

Approved on: June 2021
To be revised: Sept 2022

## Purpose of the NIS Anti – Bulling Strategy

The purpose of the strategy is to provide staff, parents and students with an understanding of their responsibility in preventing, addressing and intervening to incidents of bullying, including digital bullying or alleged bullying in practice.

The strategy is based upon the values of the school outlined above. It aims to provide for children and young people with sensitivity, raising awareness to potential inequalities related to disability, ethnicity, race, gender, age, religious belief or sexual orientation.

## Goals of the NIS Anti-Bullying strategy

1. To create a safe, tolerant and strong learning community
2. To develop learning engagements and play activities that support building community
3. To work together with parents, other departments and SFO to support the building of community
4. To prevent and manage bullying and digital bullying
5. To manage conflicts when they arise, involving all parties

## NIS Definition of Bullying

**Bullying** is systematic persecution or exclusion of an individual in a context that this person is unable to avoid. A person is bullied when they are repeatedly, over a period of time, subjected to negative actions from one or more people. Bullying is not always a conscious act.

*Teasing is more spontaneous, and the purpose of teasing is not exclusion from the larger group.*
*Conflicts are disagreements about a specific issue between two people who both play a role.*

## NIS Definition of Cyberbullying

Cyberbullying is *"wilful and repeated harm inflicted through the use of computers, phones, and other electronic devices"* (The Cyber Research Centre)
Such behaviours include nasty or threatening messages sent via the internet or mobile phones, sharing other persons' images and messages without permission, deliberate exclusion online and pretending to be others to hurt or embarrass the target.

**Daily Preventative work.**

To prevent bullying at the school, the following groups will

Leadership
- ✓ Ensure members of the community are aware of and support the school's vision and values
- ✓ Create a culture where members of the community are encouraged to live the school's values
- ✓ Ensure the school's values – personal goals/learner profile are embedded in the day to day life of the school community
- ✓ Leadership is responsible for routinely review general and specific staff induction and continuing professional development and identify how to ensure staff training reflects the anti-bullying policy and practice.
- ✓ Where specific training needs have been identified for particular members of staff, the leadership must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.
- ✓ Ensure class culture is developed and supported through regularly updated PSHE curriculum
- ✓ Ensure expectations of behaviour and conduct are clearly communicated to the school community
- ✓ Allocates persons educated in this field will be responsible for developing and updating the antibullying policy. The policy must be shared with the staff, students and parents of the school.
- ✓ Keep abreast of recommendations /research
- ✓ Ensure there are systems in place to regularly check in with students regarding their wellbeing

Staff
- ✓ To keep updated with national, local and school-wide requirements
- ✓ Actively involved in the preventative work in order to strengthen the classroom atmosphere through learning engagements and playtime activities
- ✓ Be observant of sign of bullying
- ✓ Responsible of reporting an incident to the leadership / head teacher / counsellor
- ✓ Class teacher is responsible for empowering students to take action if they see or hear bullying taking place
- ✓ Discuss the policy with the students and refer to it regularly in relation to setting boundaries and expectations within the classroom
- ✓ Treat each case with confidentiality for the protection of the students involved and ensure students feel safe bringing their concerns forward.

Students
- ✓ Take an active role in creating and contributing to a positive atmosphere amongst their peers by showing empathy, compassion and respect for others
- ✓ Communicate any concerns or incidents of bullying to an adult
- ✓ Be aware of their role in finding solutions rather than escalating possible conflict situations – avoid gossip.
- ✓ Be an upstander and show assertive behaviour - be principled
- ✓ Be good role models for others, in line with core values
- ✓ Be open-minded and respect the perspectives of others
- ✓ Take responsibility for their actions

Parents
- ✓ Actively support the social wellbeing in class and positive classroom climate by supporting inclusive arrangements.
- ✓ Be familiar with and support the school anti-bullying policy
- ✓ Take an active role in their child's social life to ensure good behaviours are happening
- ✓ Respond if their child shows disinterest in attending school or social gatherings
- ✓ listen to the child, gather information and inform the school if an incident occurs

We use the following tools to support our preventive work

- Early Years and Years 1-6: 'Better Friends programme' and 'Free of Bullying' and IPC Personal Goals
- Years 7 – 11 – 'PSHE Citizenship program' and IB Learner Profile
- Digital Citizenship program - Early Years to Year 11: 'Common Sense Media.'
- After School care: 'Better Friends programme'

## Prevention of Cyberbullying

It is crucial that children acquire appropriate digital competences when they interact online. To prevent cyber bullying (bullying online, on social media etc), the following groups will, in addition to the general measures above;

| Leadership |
| --- |
| ✓ Ensure development of a digital citizenship curriculum for the whole school takes place<br>✓ Ensure staff are trained and equipped to guide students in positive digital communications<br>✓ Ensure regular digital citizenship lessons are a part of the PSHE programme<br>✓ Keep abreast of recommendations /research<br>✓ Ensure transparency for teachers and students in expectations for online communications |
| Staff |
| ✓ Class teachers will implement the preventative digital citizenship program throughout the school year<br>✓ Ensure all students are aware of the steps to take when they see or hear negative online behaviours<br>✓ Guide and have dialogue with students about appropriate online communications, as well as ensure all students are aware of consequences of negative online behaviours. This may include facilitating the creation of class rules or agreements.<br>✓ Be alert and interested in student's online behaviour, including new trends or behaviours<br>✓ Be a good digital role model<br>✓ Uphold school's policy for use of digital devices<br>✓ Ensure all parties are heard in conflict situations |
| Students |
| ✓ To be respectful of self and others on all social media platforms<br>✓ Follow class agreements made<br>✓ Be thoughtful in digital communications. Understand that they can be more easily misinterpreted than in face-to-face interactions. |
| Parents |
| ✓ Set boundaries and rules for social media communication platforms at home<br>✓ To get involved in child's digital life – be aware of which platforms the child is using and how they are using them.<br>✓ Be a good digital role model |

## In cases of bullying, the following groups take action as follows:

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| **Leadership**<br>  ✓ Respond to reporter of incident<br>  ✓ Allocate an appropriate member (or members) of staff to fully investigate the incident, ensuring all parties are heard.<br>  ✓ Coordinate meetings with required members of staff to organise plan of action and ensure separate meetings are set up with parents/ students involved.<br>  ✓ Ensure findings and meetings are documented.<br>  ✓ Inform parents of class if appropriate<br>  ✓ Monitor situation and follow up to ensure improvement.<br>  ✓ To take further action if necessary. Depending on the incident the leader could be required to report it to the authorities. This could be the police, student services or other |
| **Staff**<br>  ✓ Attend all meetings set up by leader/case holder; be involved in investigation if required and carry out action plan<br>  ✓ If appropriate, the class teacher will inform the class of the incident and a plan of action is being put into place<br>  ✓ To not discuss the incident with others not directly involved<br>  ✓ To keep a record of the information shared |
| **Students**<br>  ✓ To be open and honest of the situation<br>  ✓ To not engage in any conversations with others that could escalate the situation<br>  ✓ To be mindful of others involved and avoid gossip<br>  ✓ Screen shot any information that can be used<br>  ✓ Inform teachers, counsellors or the leadership at the merest suspicion of bullying or inappropriate online behaviour. |
| **Parents**<br>  ✓ Screen shot any information that can be used<br>  ✓ Inform teachers, counsellors or the leadership at the merest suspicion of bullying or inappropriate online behaviour. |

How does leadership actively work to prevent bulling or digital bullying?

- Ensure members of the community are aware of and support the school's vision and values
- Create a culture where members of the community are encouraged to live the school's values
- Ensure the school's values – personal goals/learner profile are embedded in the day to day life of the school community
- Leadership is responsible for routinely review general and specific staff induction and continuing professional development and identify how to ensure staff training reflects the anti-bullying policy and practice.
- Where specific training needs have been identified for particular members of staff, the leadership must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.
- Ensure class culture is developed and supported through regularly updated PSHE curriculum
- Ensure expectations of behaviour and conduct are clearly communicated to the school community

- Allocates persons educated in this field will be responsible for developing and updating the antibullying policy. The policy must be shared with the staff, students and parents of the school.
- Keep abreast of recommendations /research
- Ensure there are systems in place to regularly check in with students regarding their wellbeing

How do we ensure that the anti-bulling strategy is visible and known by the school community?

- On school website – ensure community (including parents) understand policy and their role within it
- Referred to in staff meetings – ensure all staff understand policy and their role within it
- Referred to in classrooms – ensure all students understand policy and their role within it

What action is taken if the anti-bullying strategy is not complied with?

- The situation is evaluated by leadership or designated member of staff.
- Relevant action is taken in line with school's behaviour policy

Resources:

- https://freeofbullying.com/
- https://cyberbullying.org/
- 'Common Sense Media' www.commonsensemedia.org
- The Smart Talk www.thesmarttalk.com
- IPC Personal Goals  https://ngg.dk/international/primary-school
- IB Learner Profile https://www.ibo.org/benefits/learner-profile/

KBO MAB  April 2021

## Appendix 1 – What is bullying and things to look out for

A positive classroom culture is an essential factor, among several, that influences the level of tolerance amongst the students. A 'high tolerance' atmosphere leads to an inclusive, non-judgemental environment.

Bullying often occurs when there is a breakdown within the classroom culture. A malfunctioning class easily becomes one of 'low tolerance' therefore blame, ridiculing and exclusion become a pattern.

**Bullying is complex and can take place in many forms:**
- Verbal: e.g. Calling of names or hurtful remarks.
- Social: e.g. Exclusion from the group.
- Material: e.g. A person's belongings being destroyed.
- Psychological: e.g. Acts that undermine another person's self-esteem or mental welfare.
- Physical: e.g. Being hit or kicked.
- Cyber bullying: e.g. Cyber bullying has the same definition but is more complex as it has three extra important characteristics (Ongoing – Anonymity – Open and endless public)

**Some signs that a student is being bullied:**

A student who is being bullied can show one or more of these behaviours;

- ✓ Grow quiet, withdrawn or aggressive. They may begin to withdraw from social event
- ✓ Try to avoid notice in class or reluctant to attend school
- ✓ Lack of self-esteem and or confidence
- ✓ Shows lack of interest in sharing daily school stories
- ✓ In case of cyberbullying a student could be secretive about their device and try and hide or shut down it down in presence of others.

# Appendix 2 – Restorative Practice

> Our job at NIS is to teach the students we have,
>
> Not those we would like to have,
>
> Not those we used to have,
>
> But those we have right now
>
> All of them

The purpose of good behaviour

- To ensure that all students and teachers learn in a safe and positive academic and social environment.
- To create well rounded global citizens by ensuring students develop good social skills and show respect towards themselves and each other at all times.

When a school becomes aware of possible bullying situation or a similar behaviour takes place it is obliged to prepare an action plan for the specific situation. The school has 10 working days.

NIS follows the practices of the Restorative Principles and language. The intention of this approach is to provide an opportunity for those in conflict to able to talk through their differences in a peaceful and fair manner in which all parties are heard and respected.
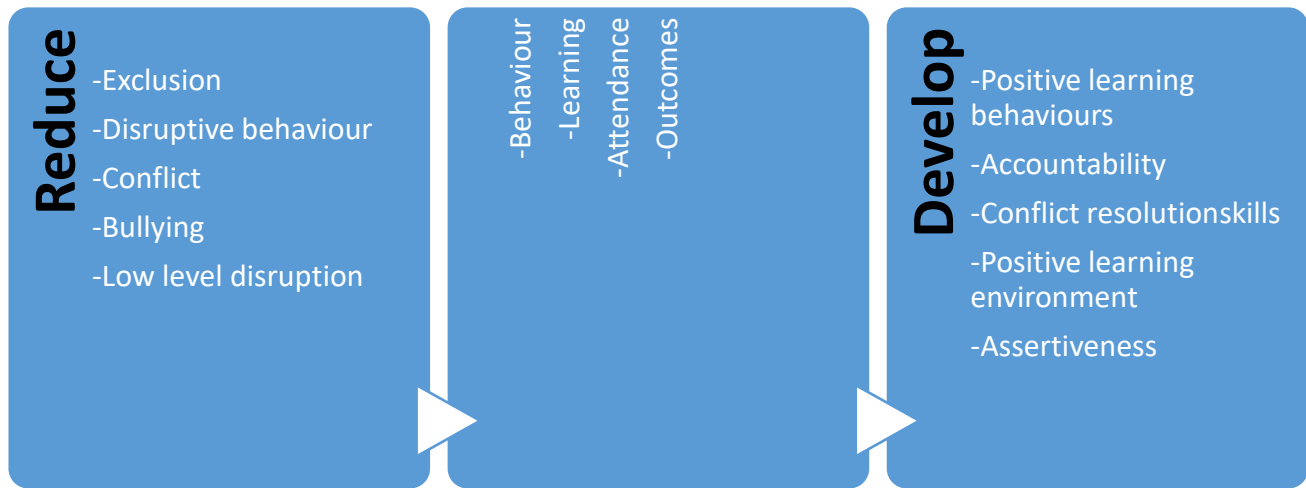
- We believe that by using the restorative approach we are giving the students the skills to independently take responsibility for their behaviour and make more informed choices in the future
- The restorative approaches encourage the students to think about how their behaviour affects others, both students and staff. It helps the student develop the IB learner attributes.
- If a student / or teacher in our school has been negatively affected by a student's behaviour, adults will ensure that each child's right to be heard and the situation is resolved fairly.

About Restorative Language:

When our students find themselves in conflict or upset, we ask them:

What happened?

- ✓ https://www.belllaneprimaryschool.co.uk/assets/Documents/Attachments/Behaviour-Policy-Restorative-Practice-.pdf

**Reduce**

- Exclusion
- Disruptive behaviour
- Conflict
- Bullying
- Low level disruption

- Behaviour
- Learning
- Attendance
- Outcomes

**Develop**

- Positive learning behaviours
- Accountability
- Conflict resolutionskills
- Positive learning environment
- Assertiveness

The action plan has four phases;

1. Preliminary deliberations
2. Identification of situation
3. Goals and actions
4. Follow up

# Attributes and Core Values NIS

## Vision
We have a clear understanding of the qualities and attributes a NIS student will develop. We are preparing students for the workplaces of the future and to be responsible and engaged global citizens. As such, our students will need a range of transferable qualities and attributes.

*'NIS students are active in shaping their own learning, strive to reach their potential and aim to be respectful, responsible global citizens of tomorrow.' This is supported by the IPC Personal Goals in the Primary School and the Cambridge Learner Attributes in the Secondary School.*

NIS practices the principles of 'Restorative Practices'

✓ Build healthy relationships within the school community
✓ Promote good global citizens
✓ Resolve conflicts together with individuals and groups to restore and repair relationships
✓ To have a non-judgemental approach

The school will ensure the anti-bulling strategy is visible and known by everyone at the school by 1 August 2020

**In line with this shared vision, our mission is as follows:**

*'North Zealand International School enables each learner to actively shape their learning and deepen their understanding through developing inquiring minds in an engaging environment. Through making connections to the wider world, we endeavour to develop responsible global citizens for a sustainable future.'*


Students should live up to the core values of the school, as described in our mission statement.
It is expected that students at the school shall join in the school community and behave with both respect and tolerance towards others. The wellbeing of students is a prerequisite for learning, and everybody should feel happy and safe about coming to school.

The purpose of this anti-bullying strategy is to ensure a good learning environment and to prevent bullying in all its forms both inside and out of school. The school does not tolerate bullying in any form. Bullying is a community problem that everybody at school and at home has a responsibility to prevent, respond to and follow up on. Our goal is that all will follow these value related processes and rules going forward.

## Core Values and definitions
Principled
*We act with integrity, honesty and courage, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*
Open Minded
*We critically appreciate our own cultures and personal histories as well as the values and traditions of others. We seek and evaluate a range of points of view and we are willing to grow from the experience.*
Caring
*We show empathy, compassion and respect. We have a commitment to service, and we act to make positive difference in the lives of others.*
Balanced
*We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional to achieve wellbeing for ourselves and others. We recognise our inter- and intra- personal skills.*
Reflective

*We thoughtfully consider the world and our own ideas and experience. We work to understand our own strengths and weaknesses as well as in order to support our learning and personal development.*

Communicators

*We collaborate effectively, listening carefully to the perspectives of other individuals and groups.*

Core Values in Practice

| Describe specially how you will implement your core values in practice | Determine who is responsible for what under each core value |
|---|---|
| **Principled** | |
| *Data and information will be gathered from all involved persons. A case holder will be assigned.*<br>*All involved will be part of meetings which will be led in a fair and just manner.*<br>*Taking responsibility for actions and consequences will be actively encouraged in the school community*<br>*The strategy guidelines will be transparent to the school community* | Leadership<br>Ensure all relevant parties are heard and coordinate process<br>Ensure transparency of these strategy guidelines<br>Ensure paperwork in connection with incident report, meeting record and response plan is kept according to the timeline given |
| | Staff<br>Ensure communication between school and home<br>Actively encourage students to take responsibility for their actions |
| | Students<br>Ensure all information of their involvement/part is shared with the adults involved<br>Aware of their actions and behaviours, and to work together towards repairing / restoring good relationships |
| | Parents<br>Ensure to have a good understanding of the strategy guidelines and the school's policy<br>To encourage their child to take responsibility for their actions, their rights and the rights of others.<br>To practice confidentiality with sensitive situations |
| **Open Minded** | |
| *We respect the cultures and traditions of others by listening to the persons point of view. Once we have gathered the information, we are able to look at the situation from the perspectives of those involved* | Leadership<br>Ensure that there is fair representation for all parties and that all parties are heard. |
| | Staff<br>Ensure information gathered from individuals is taken from the perspective of all students involved and different viewpoints are respected. |
| | Students<br>To be open minded by listening to and respecting the perspectives of others involved |
| | Parents<br>To take an active role in listening to and respecting the perspectives of others |
| **Balanced** | |
| | Leadership |

| | |
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| *We aim to treat all persons' opinions equally to create balance. Restorative practice methods are used as the goal is balancing inter and intra social, emotional and academic needs for the individuals involved and the school and classroom environment* | Ensure that meetings and communications are balanced and are coherent with the strategy guidelines and policy of the school<br>Ensure systems and structures are in place to develop and maintain positive school and classroom climate |
| | Staff<br>Responsible for maintaining and restoring a positive climate amongst the students by implementing lessons/ activities connected to school core values |
| | Students<br>Ensure to keep confidentiality of conversations within the persons involved to hinder gossip, rumours and further damage to the classroom environment |
| | Parents<br>Ensure their cooperation and support for understanding the situation.<br>To work with the school in developing and maintaining a positive classroom climate. |
| **Reflective** | |
| *To encourage the persons involved to reflect on the situation by looking at the strengths, and weakness of themselves and others and how to contribute to the repair of the classroom environment* | Leadership<br>Ensure all parties have an opportunity to reflect on the situation and give input to possible solutions<br>Ensure all parties involved are aware of the aim and purpose of developing, maintaining and repairing positive school and classroom culture |
| | Staff<br>Ensure the core values and vision of the school are implemented and revisited to strengthen the class environment<br>To guide students with strategies to manage future situations |
| | Students<br>To understand and take responsibility for their part in the incident.<br>To reflect on what they could do to avoid reoccurrence<br>To aim to use strategies given<br>To understand the importance of focusing on their strengths and the strengths of others |
| | Parents are encouraged to support their child's reflections; in order to see the situation from the perspective of their child, and the others involved |
| **Communicators** | |
| *The persons involved will be asked to use a respectful tone, to listen carefully and to respect the perspectives of others. An appointed staff member will mediate any meetings* | Leadership<br>Ensure that all communications are clear, timely and relevant<br>Incident information is communicated to students/parents where necessary |

| | |
|---|---|
| | Ensure note taking is clear and unbiased and centrally stored |
| | Staff<br>Ensure to communicate with the students involved (and those possibly affected) are neutral and positive.<br>To intervene when communications about the incident is being talked amongst others in a negative manner<br>To clear up any rumours with useful responses to questions |
| | Students<br>To be thoughtful of their communications with others not involved to avoid gossip and speculation |
| | Parents<br>Ensure to be respectful with a good tone when communicating with the school whether it is through a digital platform or in a physical meeting.<br>Ensure to gather as much information from your child before communicating with the school |
| *Caring* | |
| *The persons involved will be encouraged to show empathy, compassion and respect.  They will act to make things right.* | Leadership<br>Ensure that all parties are aware that we prioritise the wellbeing of all members of the school community<br>To approach management of incidents with understanding and respect for those involved. |
| | Staff<br>Ensure the students always feel heard and cared for, when in school, even in a conflict situation.<br>To approach management of incidents with understanding and respect for those involved |
| | Students<br>Ensure they take care of themselves by stepping away from potential development of a conflict. To also take care of the others involved by not engaging in gossip which could damage the situation further.<br>To show empathy and respect for themselves and others |
| | Parents<br>The parents should support their child in developing and showing empathy, compassion and respect for others by being positive role models. |

Compliance

These value-based rules will be made visible and known by everyone at the school through.....

- Code of conduct
- Assemblies
- Information meetings
- Class homeroom sessions
- Firefly communications and newsletters

- Classroom and aula displays
- Modeling of the values by members of the school community
- Recognition of the values in action

Ownership of these value-based rules, the school community will:

Involve Students Council, Parents Association, staff team and leadership team in developing, articulating these rules and putting them into practice.

If the above value-based rules are not followed, the school will follow up in line with the relevant behaviour policy.