Bjørn's
International School

1967

BJØRN'S INTERNATIONAL SCHOOL

Anti-bullying Policy & Procedures

INTRODUCTION & AIMS

The Board of Governors and staff at Bjørn's International School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

AIMS OF THE POLICY

Respond

- Respond quickly and effectively to uphold a zero-tolerance culture towards bullying.

Prevent, de-escalate, and stop

- Prevent, de-escalate, and stop harmful behaviour.

Safeguard

- Safeguard the victim and provide necessary support.

Apply

- Apply disciplinary measures and restorative solutions.

DEFINITION OF BULLYING

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. *Safe to Learn: embedding anti bullying work in schools (2007).*

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility will be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Although bullying sometimes occurs between two individuals in isolation, it quite often takes place in the presence of others, within a social context. The emphasis of investigations of incidents should move away from the notion of a 'victim' or a 'bully' but should explore the role of all parties involved in the bullying. The same student may adopt different roles at different times. Other roles frequently identified are those of ring-leaders, assistants/associates, reinforcers, bystanders or defenders

PREVENTION PROGRAMME

School Level:

- Participation in staff meetings
- Participation in the Pædagogisk Psykologisk Rådgivning (PPR), SSP (collaboration group between School, Social Services & Police)
- Well-being surveys
- Encourage parents to follow the 10 guidelines against bullying (biscopenhagen.com + printed letter)
- Participation in adult supervision during recess
- Development of the holistic strategy and routines

PREVENTION PROGRAMME

Classroom Level:

- General class rules against bullying
- Classroom management
- Organization of class meetings (pastoral care)
- Implementing specific anti-bullying measures
- Collaboration with parents and the Parents' Representative Council (PRC)
- Circle Time Sessions

PREVENTION PROGRAMME

Individual Level:

- Incident reports
- Intervention
- Organization of confrontational conversations
- Follow-up on bullying cases

ANTI-BULLYING FLOW CHART



Student and/or parent/caregiver reports bullying to the school.

Staff member gathers information from students, parents/caregivers and staff and assesses if the issue meets bullying criteria.

Focus on repairing harm and restoring relationships. May include mediation, method of shared concern, parent meeting and/or appropriate consequences.

If required, staff will refer students for additional support from external services.

Staff will document the details of the events through school electronic systems.

Staff will monitor the outcome of interventions and follow up as required to ensure safety is restored and relationships are repaired.



STUDENTS/STAFF MEMBERS WHO EXPERIENCE OR WITNESS BULLYING WILL FEEL/KNOW THAT:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to make them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.
- they can prevent bullying by reporting it

STUDENTS/PEOPLE WHO ENGAGE IN BULLYING BEHAVIOUR WILL:

- receive sanctions and other restorative strategies which hold them to account for their behaviour and help them face up to the harm which they have caused
- learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- learn how they can take steps to repair the harm which they have caused



PARENTS WILL:

- be clear that the school does not tolerate bullying
- be aware of procedures to use if they are concerned about bullying through the Anti-bullying Flow Chart.
- they have confidence that the school will take any complaint about bullying seriously and will
- investigate/resolve as necessary and the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can feedback to the school regarding anti-bullying procedures by, for example, belonging to a Parents' Forum.





STAFF MEMBERS WILL:

- know that Bjørn's International School believes in reinforcing a zero tolerance of bullying, including the bullying of students by students, school staff by students, parents or others
- be aware of the importance of modelling positive relationships by their behaviour towards students and parents
- follow the Anti-Bullying Flow Chart. It is the responsibility of all Bjørn's International School staff to act immediately upon information given to them about any incident of bullying.
- Receive training in Restorative Justice Approaches which may be used, as appropriate, to agree actions to be taken in order to mend relationships and end bullying.

MORE INFO

https://www.biscopenhagen.com/antibullyingpolicy