



ECOLE EUROPEENNE DE BRUXELLES III  
EUROPEAN SCHOOL BRUSSELS III  
EUROPÄISCHE SCHULE BRÜSSEL III

# Anti-Bullying Policy

## European School Brussels III A Whole School Approach



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ENGLISH VERSION

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## PART I

### 1. Mission Statement

Our school aims at continuing to have a pleasant and respectful environment where every member of the school community feels safe, free to study and work. The school management and the educational team encourage the establishment and maintenance of cordial, respectful and easy communication between all stakeholders that form part of our school community. In general, most of the pupils in our school community behave well and respectfully towards each other.

However, we are aware that a few pupils may resort to unpleasant behaviour towards others. While bullying is a reality in many schools, bullying, in all its forms, is **never acceptable**. EEB3 has a **zero-tolerance** approach towards bullying. The EEB3 school community will do its utmost to teach all stakeholders about bullying and how to prevent such situations. As a school who cares about each and every pupil, we will also fight incidents of bullying as efficiently and effectively as possible, always attempting to minimise the negative effects a bullying experience may have on a pupil. We will strive to support and protect victims of bullying and will also try to help those pupils who engage in bullying behaviour. EEB3 is committed to continue developing an **anti-bullying culture** where bullying is not tolerated in any form.

Once it has been established that a bullying situation has occurred, the school will do its utmost to activate its actions as quickly as possible so as to protect the victim and put an end to the bullying situation. Victims of bullying are to be supported and when possible empowered so that such situations do not persist. School staff are committed to working with the pupil who is bullied and their parents/legal representatives to find the best way to stop the bullying. The protection of victims is of paramount concern. The school is also committed to working with the pupils who bully and bystanders so that a holistic approach is applied.

For the purposes of this policy and procedural document, we will focus on how to manage situations of bullying amongst pupils. However, as part of our well-being strategy, we will need to also develop an anti-harassment policy for staff.

EEB3 has selected the KiVa programme as a suitable programme to teach about how to prevent bullying and the school will also use the KiVa techniques to combat cases of bullying. This is applicable in the nursery and primary cycle. In the secondary cycle, the KiVa programme will be used in the first cycle, that is S1 to S3. This is still in its initial stages and we are currently investing in the training of Educational Advisors. This does not mean that no action is taken in cases of bullying with other year groups, and we have our own internal procedures and services to deal with these situations when they arise and these will be explained in this document.



## 2. Policy Objectives

This policy outlines what EEB3 will do to prevent and tackle all forms of bullying which occur in the nursery, primary or secondary cycle. This policy applies a whole school approach to tackling any bullying incident that occurs between pupils.

This policy will form part of the overarching Well-Being Strategy for EEB 3 which will include amongst others:

- Educational Support Guidelines
- Good Behaviour Policy
- Child Protection Policy
- Use of Mobile Devices in School Policy
- Anti-Harassment Policy for Staff
- Anti-Substance Abuse Policy

## 3. Principles

Our Anti-Bullying Policy is based on the principles that:

- ⇒ Each individual must be treated with respect
- ⇒ Bullying is never an individual problem, as it degrades the atmosphere at school.
- ⇒ Bullying is a problem that can be addressed.
- ⇒ All members of the school community (school staff, parents and pupils) are called upon to prevent and react against all forms of bullying.
- ⇒ All members of the school community must have the opportunity to be listened to, respected and supported.

## 4. Definition

In order to take effective action, we need to have a clear definition of what bullying is as often it can be confused with incidents of bad behaviour or child abuse.

### What is Bullying?

The Anti-Bullying Alliance (ABA) defines bullying as: **“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”**

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying is recognised by the school as occurring from peer to peer. It can be emotionally harmful and can cause severe and adverse effects on children’s emotional and psychological development. Bullying is defined as violence that is repeated regularly over time and can manifest itself in various formats. Other unfortunate incidents such as people occasionally hurting each other by what they say, a conflict or a fight, can unfortunately sometimes happen. However, this does not necessarily constitute bullying. Such incidents need to be dealt with from a behavioural aspect (see the EEB III Good Behaviour Policy).

In order to deal with bullying incidents effectively, we need to clearly distinguish between what constitutes bullying and what constitutes bad behaviour. There is a difference between bullying, teasing, being mean and just plain rudeness. None of them are acceptable or justifiable, however, for this policy to be effective, we need to be very clear about its aim, which is eradicating bullying in our school. For a situation to be defined as a bullying situation, it needs to have specific characteristics, that is:

1. bullying intends to cause harm.
2. Bullying happens repeatedly and is not a one off incident
3. Bullying shifts power. The bully wants to take away power from the victim.
4. Bullying generally has a harmful effect on the victim.

### Signs and Symptoms of Bullying

There can be many different categories of bullying. Bullying manifests itself in different ways. This list below does not intend to be exhaustive, but to give an indication of what types of bullying can take place. The different types of bullying include:

Verbal	Use of nicknames, name calling, taunting, mocking, making offensive comments, sarcastic remarks, spreading rumours, torment, making comments aimed at destroying self-confidence, mock because of physical appearance or health condition, tormenting, threatening. This category also includes making racist (based on ethnic origin or skin colour) or LGBTphobic comments, inappropriate gestures, dubious jokes that incite others to racism or making fun of one's sexual orientation, and wearing badges and other accessories related to racism. Use of LGBTphobic language and inappropriate comments about one's sexual orientation form part of verbal bullying. Antisemitic <sup>1</sup> comments and/or actions constitute abuse.
Physical	Use any form of violence: pushing, kicking, hitting, punching, etc., as well as any kind or form of unwanted physical contact.
Sexual	Initiate unwanted sexual contact or passing sexual comments, possession of pornographic material, sexual graffiti or sexting.
Social Exclusion	Being hostile, purposely ignoring and keeping away, preventing from integrating into school life, excluding purposely to hurt. Damaging personal belongings also falls under this category, as does discrimination.
Cyberbullying	Sending threats or disturbing messages, telephone or internet harassment (chat room, e-mail, online social network or blogs) or by any other technological means (photographs or videos), sending inappropriate messages (text or other applications) or e-mails, identity theft, publication of private images. Sending offensive or degrading photos or videos. Any individual who shares messages of a discriminatory, ostracising, hateful nature towards another person on social networks will be considered as an author in the same way as the initiator of the messages. (The school will deal with situations where cyberbullying either took place during the school day or took place outside the school day but visibly and clearly manifesting a problematic situation during the school day. For those situation, where the cyberbullying took place outside school hours and has not manifested evident difficulty in school, the parents of the child/children concerned will need to take responsibility and manage the situation). The school's ICT charter for pupils offer clear instructions with regard to the use of ICT in our school ( <a href="https://www.eeb3.eu/app/uploads/2021/02/B3-IT-Charter-FR.pdf">https://www.eeb3.eu/app/uploads/2021/02/B3-IT-Charter-FR.pdf</a> and <a href="https://www.eeb3.eu/app/uploads/2021/02/B3-IT-Charter-FR-Pupils.pdf">https://www.eeb3.eu/app/uploads/2021/02/B3-IT-Charter-FR-Pupils.pdf</a> )

<sup>1</sup> [https://www.holocaustremembrance.com/sites/default/files/press\\_release\\_document\\_antisemitism.pdf](https://www.holocaustremembrance.com/sites/default/files/press_release_document_antisemitism.pdf) or refer to the EU handbook <https://op.europa.eu/en/publication-detail/-/publication/d3006107-519b-11eb-b59f-01aa75ed71a1/language-en>

## 5. Identifying signs of bullying situations

Several signs of the child's behaviour may indicate that he or she is being bullied at school. These can include (but are not exclusive):

- Does not want to go to school/take the school bus.
- Requests to be accompanied to school.
- Changes his daily habits.
- Begins to be absent often.
- Is withdrawn, anxious, no longer confident.
- Presents psychosomatic signs, starts stuttering.
- Has a restless sleep, wakes up crying.
- Feels sick in the morning.
- His academic performance is beginning to decline.
- Go home with damaged clothing, accessories or books.
- Begins to regularly "lose" his belongings (objects, books, clothes).
- Is aggressive towards other family members or with other children.
- Has no appetite.
- Is afraid to use the phone or the Internet.
- Is anxious every time an SMS or email is received.
- Requires much larger snacks.
- Requests money regularly without visibility and/or explanation of its use.
- Presents bruises/others signs of physical abuse

## 6. Negative Consequences of Bullying

Victims of bullying can experience very negative consequences that effect their lives for a number of years. Victims can become anxious, depressed and lonely. Some effects can carry on through adulthood and can effect one's self-esteem. This is the reason why as a school we need to act effectively and efficiently to try and reduce experiences of bullying on our pupils.

## 7. General Approach of EEB3

Our School Community:

- Monitors and reviews our Anti-Bullying Policy and practice on a regular basis. This policy will be reviewed every two years. Other surveys amongst pupils may be considered and implemented.
- Supports pupils to promote positive relationships and to strengthen their social skills to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with additional educational needs. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the Anti-Bullying Policy.
- Requires all members of the community to work with the school to uphold the Anti-Bullying Policy.
- Necessitates that all members of staff, who witness or are informed of an alleged bullying incident, follow the procedures established in this policy.

- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Implements the KiVa programme in the N/P to prevent and tackle bullying instances of bullying.

## 8. Prevention and Positive Measures

The school has a responsibility to help pupils by doing its best to prevent bullying and create a secure learning environment. Various methods exist and can include:

### The prevention is based on 3 pillars and different actors:

- ⇒ **engaging with the parents** through various channels (newsletter, Back to school meeting with the class teacher, parents' KiVa guide <https://www.KiVaprogram.net/parents-guide/>, the signature and respect of the code of conduct of the European School of Brussels III. The school will organise parental meetings to speak about good behaviour and anti-bullying approach. Parents who are involved in a bullying situation will be emotionally affected and this is understandable. However, parents must show a civil, respectful and polite attitude to school staff and also any other parents or pupils involved.
- ⇒ **cooperating with the school staff:** the exemplarity of staff who must show a civil, respectful and polite attitude towards each other and towards children, communication in a visible and regular way through the school year
- ⇒ **engaging with pupils** through the KiVa lessons and various other projects. The purpose of the KiVa programme is to influence group norms positively, to teach all children to behave constructively and positively and to refrain from encouraging bullying and to help potential victims. For example, The kick-off event held in the N/P is an important symbolic moment to secure the pupils' commitment at the beginning of the school year. The kick-off event also serves to engage the whole cycle in the project. In the secondary cycle, the buddy system is another way of engaging with pupils. This helps younger pupils get their bearings in the school. Older pupils are taught by trained teachers to be a contact person in case the young pupil needs help. They can also help with bullying and may be the first contact a pupil opens up with. It is important that the Big Buddy knows exactly who to refer to in such cases.

### Implementation of educational actions

- ⇒ The vigilance of teachers to ensure that no pupil is excluded from group activities or subjected to hostile comments
- ⇒ The teacher creates moments with the classroom group to strengthen social and teamwork competences throughout the school year.
- ⇒ Vigilance in welcoming new pupils by the class teacher, the educational advisor, the subject teachers through, for example, activities that promote integration into the classroom group.
- ⇒ Surveillance during recreation areas. Staff are identified with luminous vests. The school's in-depth knowledge of the premises ensures that we can identify areas which need surveillance the most and place staff at this points.
- ⇒ The involvement of class representatives in their role as observers of violence and intimidation in the classroom and as interfaces between pupils/counsellor/teacher/psychologist in such situations.



### Preventive communication measures (not exhaustive)

- ⇒ In the nursery/primary cycle, the KiVa programme is being implemented. This consists of a number of lessons concerning the issue of bullying that can be given by the class teachers or trained KiVa members of staff.
- ⇒ The creation of confidential communication networks in the school, for example the presence of a mailbox (eg outside the educational advisor's office in the secondary cycle) to collect information.
- ⇒ The development of a prevention programme
- ⇒ The establishment of an annual anti-bullying day/week at school, around an annual theme and the development of actions carried out with or by pupils (e. g. cartoons, video contests, etc.)
- ⇒ According to UNESCO, the International Day against Violence and Harassment in Schools is held during the first week of November. This could correspond with the annual launch of the KIVA program.
- ⇒ Classroom discussions on the theme of bullying and awareness raising by the teacher throughout the school year, but intensively in the beginning of the school year.
- ⇒ In the primary cycle, each week the class teacher holds a discussion meeting with his/her pupils.
- ⇒ Information visuals posted on the door of educational advisors' offices
- ⇒ Facilitating access to associations and their information through posters/visuals in the school.
- ⇒ Communicating anti-bullying slogan on screens in the halls.
- ⇒ Awareness raising session with parents/guardians (for example information sessions).

### Training of Teachers

The school provides training for members of staff in the area of bullying, how to recognise it and how to prevent it. In the nursery/primary cycle this training is part of the KiVa programme and creates awareness and provides information about what bullying is, how to recognise it and what action to take in such cases. In the secondary cycle, the educational advisors will be trained in the KiVa method too. We also have training for staff which is organised by Child Focus. Training of staff will be provided by the school so that this will enable teaching staff to address the issue of bullying in a cross-curricular manner.

### Awareness raising sessions for Parents/Legal Representatives

The school will also provide an annual awareness raising session for parents on the issue of bullying to define the phenomenon, share information about what signs to look out for and where to look for help. This is an opportunity for the school to inform parents/legal representatives about the Anti-Bullying Policy, how to prevent bullying and how to tackle bullying incidents in school. Parents/legal representatives can also find useful information on the following KiVa link <https://www.KiVaprogram.net/parents-guide/>



## PART II

### 9. Intervention

Each case of bullying is different and personal. However, the school will consider taking the following steps when an incident of alleged bullying is reported.

#### Nursery/Primary Cycle

In the nursery and primary cycle, the school has opted to employ the KiVa Programme to reduce bullying in our school. More information about the KiVa programme can be found on <https://www.KiVaprogram.net/> and on the website of the school.

- Normally, a bullying incident will be reported by a victim, another pupil, a trusted member of staff (this refers to the person who has been trusted by the child and received the disclosure of the alleged bullying incident) or a parent/legal representative.
- A victim of bullying or a pupil who is concerned about another pupil is encouraged to share this information with a trusted member of staff (eg class teacher and/or a member of the KiVaTeam).
- The trusted member of staff who has received the allegation of bullying, or has witnessed a bullying incident, will normally try to deal with the situation themselves and address the issue immediately. A number of incidents can be solved at this level.
- If the trusted member of staff believes that they need further help in dealing with the situation or if they have tried several interventions but the issue is not resolved, then this trusted member of staff should inform the KiVa Team on email address:  
[IXL-KIVA@eursc.eu](mailto:IXL-KIVA@eursc.eu)
- The KiVa Team in the N/P Cycle consists of the Assistant Deputy Director of the N/P Cycle, (ADDNP) the school psychologist for the N/P cycle, the KiVa Coordinator/s and the KiVa Members (teachers who have received training in implementing KiVa). The Assistant Deputy Director of the N/P Cycle is the Chairperson of the KiVa Team.
- Parents may also refer cases to the KiVa team on the same email address. However, firstly they should discuss the situation with the class teacher. If they believe that the situation is not solved, then they are invited to write to the KiVa Team. The KiVa Team will look into each and every case referred and will give feedback once an investigation into the matter has taken place.
- The KiVa Team meets on a weekly basis and discusses the cases that have been referred. Screening takes place at this point to decide if this is a case of bullying or not (see Annex 1 for Screening Form). If it is not a case of bullying, the situation may still need to be referred either back to the class teacher or to another professional working in the school (currently this role is fulfilled by the Assistant Deputy Director for the N/P cycle). The main objective of this meeting is to decide if the case presented is a bullying case or not. If it is, the following steps are taken.
- An action plan is designed as to who is going to be involved in the case and what action to take. Focused surveillance will be one of the measures considered to do everything possible not to allow the bullying to take place again.
- The KiVa Team will also decide as to the most appropriate and effective time to inform the parents. This will be done as early as possible in the process of dealing with the situation. Each case is treated individually. Some parents/ legal representatives will need to be informed immediately. In other situations, the school may need to implement certain actions and see the result before informing the



parents. The class teacher is involved and consulted through the process. (See Annex 2, Procedure in case of serious suspicions of harassment).

- For younger pupils, the school will do its best to try to offer help to pupils in their mother tongue as it will be easier for them to talk about such incidents.

### **Information about KiVa in the Nursery/Primary Cycle: TACKLING BULLYING**

The KiVa team organizes up to 6 the discussions until a resolution is found. In the following section, we will describe step by step the process which is initiated when a suspected case of bullying comes to the attention of the school.

Cases of bullying are tackled by the members of the school KiVa team together with the classroom teachers. The work in dealing with these cases is divided as follows: the KiVa team members (preferably two team members in each case) carry out individual and group discussions with the bullies and the victimized child whereas the classroom teacher meets with several of the victim's classmates and encourages and empowers them to think about and brainstorm how they could support their bullied classmate. The non-confrontation method is preferable.

We use an approach which strongly disapproves of bullying and requests its immediate ending. The KiVa team tackles cases which fulfill the criteria for systematic bullying.

#### **Discussion together with the bullied pupil**

The victim describes the course of the events. All the important information about the bullying experience that has taken place as well as the people involved are recorded. The purpose of this discussion is to shed light on what has happened, for how long, which pupils are involved and which pupils could possibly support the victim in the future. The adult(s) show(s) that/s/he is on the victim's side and s/he will do all they can to put an end to the bullying. The time for the next meeting is scheduled (for example 1-2 weeks). The school must also ensure focused surveillance in the span between one meeting and another and do its very best to avoid a repeated incident of bullying. In serious cases, the time span between one meeting and another may be shortened.

#### **Individual discussions with the pupils who have taken part in bullying**

After the discussion with the victim, separate individual discussions are conducted with the children whose names came out either as the incident was reported or during the discussion with the victim. The most important goal of the individual discussion is to let the pupil know the teachers are aware of the case, that bullying is not tolerated and that it must end immediately. Ways in which the pupil plans to change his/her behavior are agreed to and noted.

#### **Group discussions with the pupils who have taken part in bullying**

Right after the individual discussions, the pupils who have taken part in bullying meet together as a group with the KiVa Team. The goal of this short meeting is for pupils together as a group, to strengthen the decisions they have already made individually. The common problem is acknowledged in the group once more, and each pupil's answer to how the matter should be dealt with is reviewed. Time for a follow-up meeting which is held 1 or 2 weeks later.



### Discussion between the classroom teacher and several classmates

For each case addressed by the KiVa Team, the classroom teacher organizes a time (talk during the recess) during whichs/he and some pupils of his/her choice can discuss in private what the pupils who are socially skilled, prosocial who preferably have a good social status in the group. The KiVa teams informs the class teacher about the discussion with the victim and whether the victim has mentioned any classmates, who have been friendly towardshim/her, supported him/her in the past or who could continue supporting him/her in the future. The theme of the discussion could be summarized as “your help is needed”.

### Follow up discussions with the victim and with the group

The follow up discussions will be organized at a prescheduled time. Questions that will be addressed are:

Has the bullying stopped?

Has the situation changed for the better?

How could the victim, on his /her part help the situation and stay positive?

If the situation does not change and gets worse, then several options will be considered which include:

- Meeting with parents
- Informing the Deputy Director of the N/P cycle
- Disciplinary consequences
- Individual pupil welfare methods if necessary.
- The ADDNP keeps the DDNP regularly updated about cases presented to the KiVa Team.
- The DDNP is involved when the KiVa Teams work does not reach the required end.

### Repeat Offenders

There may be exceptional cases where a child bullies another child/children the following school year too. Since the documentation is going to be kept by the Assistant Deputy Director of the Nursery/Primary cycle, when there is a repeated incident of bullying, the KiVa team will enter immediately so as to set up an action plan.

### Secondary Cycle

Cases of alleged bullying in the secondary cycle shall be tackled using the followign procedure.

- Normally, a bullying incident will be reported by a victim, another pupil, a trusted member of staff (this refers to the person who has been trusted by the child and received the disclosure of the alleged bullying incident) or a parent/legal representative.
- A victim of bullying or a pupil who is concerned about another pupil is encouraged to share this information with a trusted member of staff (eg class teacher in the nursery/primary, or class teacher in the secondary, or subject teacher in the secondary, or educational advisor in the secondary cycle).
- The trusted member of staff who has received the allegation of bullying, or has witnessed a bullying incident, will normally try to deal with the situation themselves and address the issue immediately. A number of incidents can be solved at this level. Staff will receive generic training on how to handle such cases. However, if a member of staff believes that they do not know how to handle a particular case, it is crucial that they refer to the Educational Advisor.
- If the trusted member of staff believes that they need further help in dealing with the situation or if they have tried several interventions but the issue is not resolved, then this trusted member of staff should inform the Educational Advisor of the year concerned.
- The Educational Advisor needs to assess if this is a case of bullying or not. For this screening to take place, the Educational Advisor may need to consult with other professionals working in the school, such

as, the Assistant Deputy Director of the Secondary cycle (ADDS), the school psychologist, the class teacher (if they were not the trusted member of staff). The KiVa screening form (Annex 1) can also be used to assess the situation. After reflection and consultation an action plan is drafted.

- It is important to assess the facts thoroughly prior to identifying if the situation is a bullying case or not.
- Once an assessment of the situation has been carried out and bullying has been established, the school will inform the parents. This will be done as early as possible in the process of dealing with the situation.
- Parents may also refer cases of alleged bullying to the Educational Advisor of the year group of the child concerned. All contact details can be found on the school website (<https://www.eeb3.eu/en/>)
- If the Educational Advisor, after consultation, does not believe it is a case of bullying, the situation may still need to be referred either back to the pupil's class teacher or the ADD (Ms Vanessa Verdonckt, [IXL-ASSISTANT-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu](mailto:IXL-ASSISTANT-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu)) or dealt with by the Educational Advisor himself/herself.
- However, if the Educational Advisor believes that there is evidence of this being a case of bullying, then the following steps are taken:
  - The Educational Advisor (and/or possibly another member of staff) speaks again with the victim to verify the facts.
  - The Educational Advisor (and/or possibly another member of staff) speaks with the bully. Witnesses of the bullying may also be involved in this meeting.
- There are two ways of dealing with pupils who have taken part in bullying. Confronting or Non-confronting ways. When using the confronting method the bullying is condemned as such. In the non-confronting approach, a feeling of concern is evoked in the bully, which is followed by a discussion on how he/she could change the situation in the future. Whichever approach is used a plan is agreed upon for the bullying to stop.
- A report of both meetings are kept by the Educational Advisor (see Annex 2 for template). These reports are kept by the Educational Advisor. If there is any evidence, it needs to be collected and safeguarded. Any evidence (SMS, e-mails, screenshots, etc.) is kept. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Following these meetings, the Educational Advisor may communicate with the pupil's teachers or class teacher to alert them to the situation. In class discussions may be held if appropriate to discuss ways of how to help the situation.
- Follow up discussions are held with the victim to see if the situation has changed for the better.
- Discussion with the pupil/s who took part in the bullying takes place to see if the action plan was kept to and to ensure that the bullying does not start again.
- If the situation does not change and worsens, then several options will be considered which include:
  - Meeting with parents
  - Informing the Deputy Director of the Secondary cycle (DDS)
  - Disciplinary Council
  - Individual pupil welfare methods if necessary (eg psychological, social work intervention).
- The Educational Advisor keeps the ADDS informed, who in turn keeps the DDS regularly updated about cases.
- The ADDS and the DDS is involved when the work carried out by the Educational Advisor and other professionals working in the schools does not reach the required end.
- At the end of each school year, the Educational Advisor passes all documentation about bullying cases to the ADDS, unless the Educational Advisor is going to move up with the same pupil. This documentation is not placed in the pupil's personal file.



## Repeat Offenders

There may be exceptional cases where a child bullies another child/children the following school year too. Since the documentation is going to be kept by the Educational Advisor or the Assistant Deputy Director of the Secondary cycle, when there is a repeated incident of bullying, the team working on bullying cases will enter immediately so as to set up an action plan.

## 10. Confidentiality

Confidentiality needs to be contracted. Information will be kept confidential except in three circumstances:

1. If the pupil alleges harm to self
2. If the pupil alleges that he or she will harm others
3. If the pupil alleges that harm is being done to him or her.

If the information divulged includes one of the above, then the school has to seek the appropriate help to aid the pupil/s concerned. Parents/legal representatives are always informed in situations related to points 1 and 2. Cases related to point 3 have to be evaluated before parents are contacted (these cases often refer to allegations of child abuse).

These parameters of confidentiality do not apply if there is a police investigation. In such cases, the school will fully cooperate and fulfil its legal obligations with all information possessed.

Apart from these situations, confidentiality will be safeguarded and as far as possible, all actions will be taken after consultation with the pupil concerned. The victim is assured of discretion (in line with the confidentiality procedure explained above) in the handling of this content by the school team.

The school management presents statistics related to bullying incidents to the school Administration Board. These statistics do not divulge the identity of any person involved, but relates to numbers of cases, which year groups and what type of bullying has taken place.

## 11. Disciplinary Procedures

### Secondary Cycle

In the secondary cycle, a pupil found to have bullied another pupil/other pupils may face disciplinary procedures, in accordance with the school regulations of the European Schools in force. Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges and fixed-term or permanent exclusions.

- If the measures taken are insufficient or ineffective and, in addition, in the event of a repeat offence, more serious sanctions may be adopted, in accordance with the application of the school disciplinary procedures in force for the European Schools. Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

The school is required to comply with Chapter VI of the General Rules of the European Schools, which sets out the disciplinary measures applicable, depending on the seriousness of the existing facts:



### Disciplinary measures in the secondary cycle shall be as follows:

1. Reprimand.
2. Extra work.
3. Detention.
4. Warning and/or sanction by the Director.
5. Warning and/or sanction by the Director on a proposal from the Discipline Council.
6. Temporary exclusion from the school - by the Director, for a maximum of three working days - by the Director, on a proposal from the Discipline Council, for a maximum of 15 working days.
7. Exclusion from one or more school trips organised during the current school year.
8. Expulsion from the school decided by the Director on a proposal from the Discipline Council.”

Disciplinary measures are taken at different levels, in accordance with Article 43 of Chapter VI of the General Regulation of the European Schools. This list of disciplinary measures does not mean that they can only be given in the order presented above.

If necessary and appropriate, the intervention of the police or (other authorities) social services may be requested.

The pupil's legal representatives shall be informed of all disciplinary measures, with the exception of reprimands and extra work.

### Primary Cycle

Disciplinary measures in the primary cycle shall be of the same nature, except that expulsion for disciplinary reasons shall not be possible.

## 12. Bystanders

Moreover, anyone who witnesses such behaviour without reporting it implicitly accepts bullying and may therefore have to face consequences for this action. **Bystanders who do nothing in a bullying situation are contributing to the ongoing problem that bullying poses.** Peers are often scared to take action to defend their friends for fear that they could be the next victim. At times, they may even join in in bullying the victim so as to be accepted. This rewards the bully and encourages bullying acts to continue. From the victims perspective, they feel even more isolated. Involving bystanders in the process to end a bullying situation is a powerful tool to increase empathy for the victim and to show the bully that such behaviour is not acceptable. It is important to point out in all preventive actions with pupils, staff and parents, that tackling a case of bullying is not just about the bully and the victim. The bystander is a key elements in bullying incidents.

## 13. Support for Victims of Bullying

### Pupils who have been bullied will be supported by:

- ⇒ Reassuring the pupil and providing continuous support.
- ⇒ Offering an immediate opportunity to discuss the experience with their Educational Advisor or Assistant Deputy Director (Nursery and Primary Cycle) and/or the school psychologist (as applicable).
- ⇒ Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- ⇒ Analysing the pupil's situation at school and considering any changes that may need to be made if the bullying situation is ongoing and/or has had severe effects on the victim.
- ⇒ Working towards restoring self-esteem and confidence.



The members of staff involved in bullying cases shall be also able to propose additional measures – as they see fit – to the attention of the Director, as means of further improving bullying situations, on a case-by-case basis.

#### 14. Support for Pupils who have manifested bullying behaviour

##### **Pupils who have perpetrated bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/guardians to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- A bully may be going through their own emotional difficulties and the act of bullying may be an acting out of more serious situations. In these cases, the school will do its best to help also the bully deal with any issues that are causing harm and pain.
- If the bullying took place online, requesting that content be removed and reporting accounts/content to service provider.

The members of staff involved in bullying cases shall be also able to propose additional measures – as they see fit – to the attention of the Director, as means of further improving bullying situations, on a case-by-case basis.

#### 15. Duty to Refer

All school staff have an important role in contributing to the harmonious atmosphere of our school. Therefore, if a member of staff has witnessed or possesses information about an alleged bullying situation, they are obliged to followed the procedures stipulated in this policy.

Definition of the roles and responsibilities of the various actors involved. Our school community includes pupils, school staff and parents:

##### **Pupils:**

- The **pupil** is required to comply with the established Anti-Bullying Policy. He or she also has a responsibility to report incidents of intimidation to which he or she is subjected or has witnessed.

##### **Parents/Guardians:**

- **The Parents / guardians** are required to sign the Anti-Bullying Policy on behalf of their child and therefore agree to be bound by it. They are required to comply with the recommendations of the Anti-Bullying Policy and to accept the sanctions contained therein. When incidents of bullying occur against their child, they must report them to the appropriate teacher or educational advisor.
- **The APEEE** is responsible for organising school transport and canteen services. However, for cases of bullying on buses or during canteen time, the APEEE can use the support of the school team. The procedures and sanctions applicable within the school are also applicable during school transport and during canteen time.



### School staff:

Whenever possible, cases are handled by the person closest to the incident.

- **Teachers** are required to promote the Anti-Bullying Policy and to be constantly vigilant for any bullying behaviour. They must record all incidents.
- The **class teacher**: the teacher has an overview of the class while keeping in touch with the teachers specialized in the different subjects.
- Subject teachers are encouraged to discuss and include the Anti-Bullying Policy in their teaching where possible.
- The **Educational Advisor** is responsible for managing and dealing with bullying incidents. He/she participates in the investigation of incidents, ensures pupil discipline and contact with parents, especially when the case exceeds the responsibility of the classroom or subject teacher. The same applies for the Assistant Deputy Director, Nursery and Primary.
- **School psychologist**: He/she is responsible for the attention given to both the victim and the bully, and for follow-up with parents/guardians. He/she also follows up cases with the care team.
- The **Assistant Deputy Directors in Nursery/Primary and also Secondary cycles** are responsible for the implementation of the Anti-Bullying Policy, both as regard prevention and intervention. He/she must also ensure regular liaison with staff members related to bullying behaviour. He/she also follows up cases with the psychological unit.
- The **Deputy Directors** need to be informed of cases of bullying by the Assistant Deputy Director of the cycle and given a report if one is drafted. The Deputy Directors will be involved in serious cases of bullying.
- The **Director**: he/she must have overall control and responsibility for the implementation of the Anti-Bullying Policy. He/she will only intervene in cases beyond the responsibility of the Deputy Director.

## 16. External Services

Parents/guardians may also consider using external professional support if they believe that the child, who has been bullied, needs additional or alternative help to what the school has offered.

## 17. Bibliography

This policy is based on the following related documents/websites:

- [General Rules of the European Schools](#)
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.childline.org.uk](http://www.childline.org.uk)
- <https://www.KiVaprogram.net/>
- [http://www.ac-grenoble.fr/ecole/74/brassilly\\_poisy/IMG/pdf/quelles-sont-les-differentes-formes-de-harcelement.pdf](http://www.ac-grenoble.fr/ecole/74/brassilly_poisy/IMG/pdf/quelles-sont-les-differentes-formes-de-harcelement.pdf)



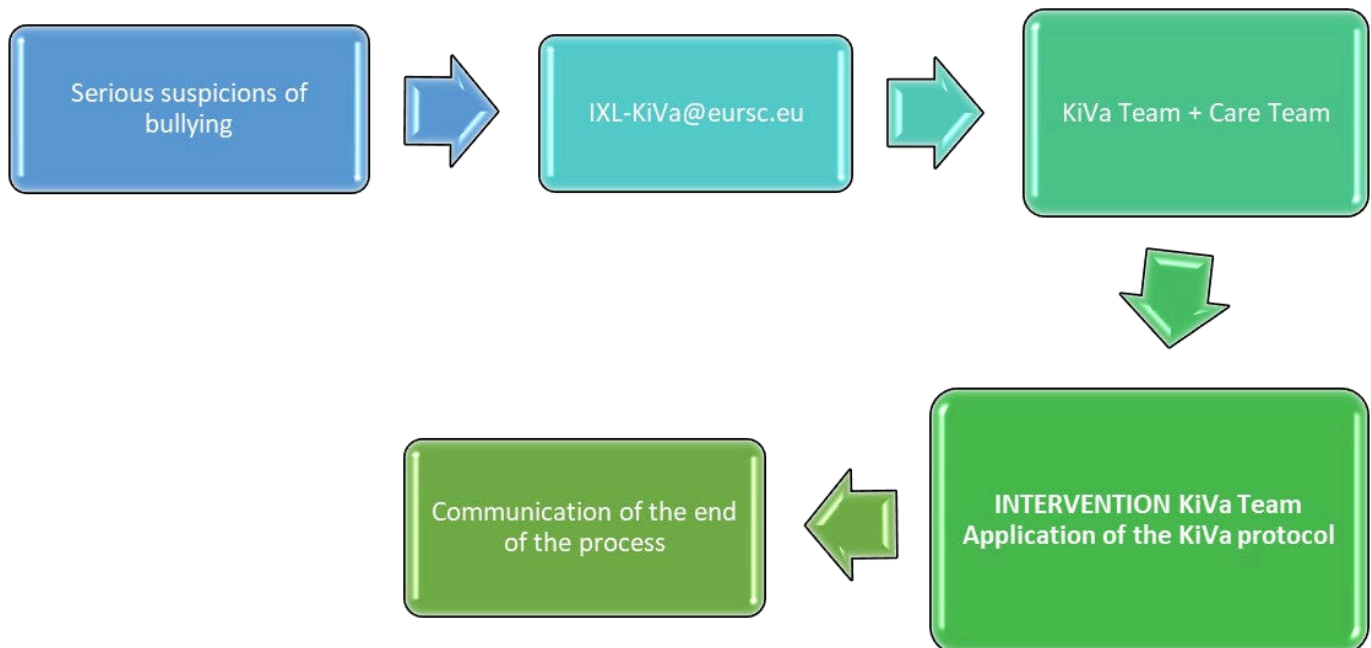
Annex 1

**SCREENING FORM FOR BULLYING CASES TO BE DIRECTED TO THE KIVA TEAM IN THE N/P CYCLE OR THE EDUCATIONAL ADVISOR/ADDS IN THE SECONDARY CYCLE**

1	Date when bullying was reported:
2	Person who was contacted first
3	<p>The person who was reported bullying was</p> <ul style="list-style-type: none"> <li><input type="radio"/> the Victim</li> <li><input type="radio"/> peer of the cvictim</li> <li><input type="radio"/> victim'smom/Dad, name</li> <li><input type="radio"/> teacher, name</li> <li><input type="radio"/> someone else, name</li> </ul>
4	<p>Bullied Pupil: _____ Class: _____</p>
5	<p>5.What type of bullying has occurred? Concrete examples about bullying situations</p> <p>-</p> <p>-</p> <p>-</p>
6	How many times has bullying occurred?
7	When was the last time bullying occurred?
8	How long has bullying been going on?
9	<p>Pupils who have actively taken part in bullying:</p> <p>Name: _____ Class: _____</p> <p>Name: _____ Class: _____</p>
10	<p>On the basis of the information acquired this is</p> <ul style="list-style-type: none"> <li><input type="radio"/> a conflict or a fight between children</li> <li><input type="radio"/> hurt feelings due to misunderstandings</li> <li><input type="radio"/> an isolated incident of</li> <li><input type="radio"/> continuous bullying</li> </ul> <p>Only the cases of continuous bullying are further directed to the KiVa team to tackle</p>
11	<p>Decision regarding the case:</p> <ul style="list-style-type: none"> <li><input type="radio"/> classroom teacher discusses with the pupils who have taken part incident/s, and if necessary, informs their parents</li> <li><input type="radio"/> to be forwarded to the team</li> </ul>

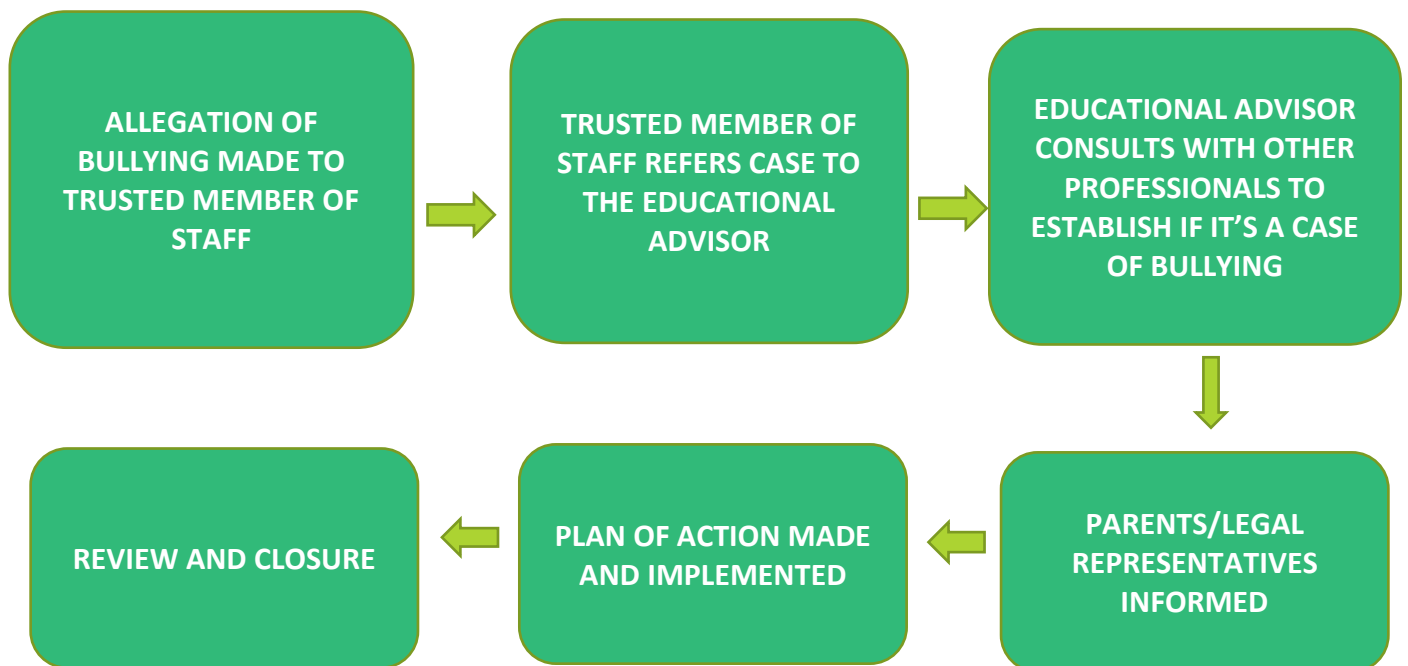
INTERNAL PROCEDURE IN CASE OF BULLYING IN THE N/P CYCLE

INTERNAL PROCEDURE IN CASE OF  
BULLYING IN N/P




INTERNAL PROCEDURE IN CASE OF BULLYING IN THE SECONDARY CYCLE

INTERNAL PROCEDURE IN CASE OF BULLYING IN THE  
SECONDARY CYCLE



Annex 4

 <b>Template for recording Bullying behaviour</b>		
1.	Name of Pupil allegedly being bullied:	
2.	Class: <input type="checkbox"/> Nursery <input type="checkbox"/> Primary <input type="checkbox"/> Secondary	
3.	Section : <input type="checkbox"/> CS <input type="checkbox"/> DE <input type="checkbox"/> EL <input type="checkbox"/> EN <input type="checkbox"/> ES <input type="checkbox"/> FR <input type="checkbox"/> NL	
4.	Name and class of pupil/s allegedly engaged in bullying behaviour.	
5.	Source of bullying report (tick and write name and surname)	<input type="checkbox"/> Pupil themselves
		<input type="checkbox"/> Other Pupil/s
		<input type="checkbox"/> Parent/s
		<input type="checkbox"/> Teacher
		<input type="checkbox"/> Other member of staff
6.	Location of alleged bullying incident	<input type="checkbox"/> Classroom
		<input type="checkbox"/> Corridor
		<input type="checkbox"/> Playground
		<input type="checkbox"/> Bus
		<input type="checkbox"/> Toilets
		<input type="checkbox"/> Other (please specify)
7.	Type of Bullying (can tick more than one type if this is the case)	<input type="checkbox"/> Online
		<input type="checkbox"/> Emotional
		<input type="checkbox"/> Silent
		<input type="checkbox"/> Verbal
		<input type="checkbox"/> Physical
		<input type="checkbox"/> Racist
		<input type="checkbox"/> Homophobic
		<input type="checkbox"/> Sexual
		<input type="checkbox"/> Antisemitism
<input type="checkbox"/> Cyberbullying		
<input type="checkbox"/> Other (please specify)		
8.	Brief Description of bullying behaviour and its impact	<input type="checkbox"/>
9.	Details of Action/s taken	<input type="checkbox"/>
10.	Name of Member of Staff writing the report	<input type="checkbox"/>
11.	Signature	<input type="checkbox"/>
12.	Date of Report	<input type="checkbox"/>