

Anti-Bullying Guidelines

Mission: *Learning to build community*

Copenhagen International School will develop the potential of each student by offering educational excellence in a stimulating environment of cultural diversity and mutual respect.

Vision and Values:

EDUCATING CHAMPIONS OF A JUST AND SUSTAINABLE WORLD

Learning to build community. Copenhagen International School will develop the potential of each learner by offering educational excellence in a stimulating environment of cultural diversity and mutual respect.

Compassion

We understand another's feelings and respond supportively.

Integrity

We are honest and do the right thing even when no one is looking.

Creativity

We perceive the world in new ways to generate solutions to complex problems.

Inclusion

We create a welcoming environment where everyone feels a sense of belonging and has equitable opportunities every day.

Growth

We make progress every day, and persevere through difficult circumstances.

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Bullying Guidelines

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1. Definition of Bullying

Bullying is an attempt to harm another person and exclude that person from the community. Bullying occurs as a symptom of the state of the community as a result of unhealthy group dynamics. It is a complex issue that involves the whole community.

As such, CIS is adopting a combined definition from Bullying Norway and GLSEN

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that results in physical, social and/or psychological harm. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion or any other distinguishing characteristics that may be included by the state or local educational agency. This also includes association with a person or group with one or more of the abovementioned characteristics, whether actual or perceived. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Power is used in a negative way.

Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behavior is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).

1.1 Exploring the Definition Further

Bullying is not only an issue about individuals, it is about community culture.

Behaviors that do not constitute bullying include:

- single incidents and conflicts or fights between equals, whether online or in person
- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

However, these conflicts still need to be addressed and resolved.

Bullying has three main features:

- It involves a misuse of power in a relationship which might not be obvious to adults
- It is ongoing and repeated
- It involves behaviors that can cause harm

There are four main types of bullying:

- **Verbal bullying** which includes teasing or taunting, name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion,

- **Physical bullying** which includes physical violence or violation of personal property. Examples include hitting or otherwise hurting someone, shoving or intimidating another person, unwanted touching of a sexual nature, or damaging or stealing their belongings
- **Social bullying** which includes an imbalance of power in which the victim usually loses status and self-esteem. It can include social isolation or being excluded from a group.
- **Online (Cyber-bullying)** which includes the use of technology by an individual or a group with an intent to cause harm. Examples include sharing of information and/or images through social media sites, phones, text messages, photographs, videos and emails, unwanted sexting or non-consensual sharing of personal photos, ignoring someone completely online

2. Reporting an Incident

If you, as a member of the CIS community, are aware of a bullying incident or feel you are a victim of a bullying incident, immediately contact the division counselor or administrator in the appropriate section of the school.

3. Response to Reports of Bullying

Danish law requires these steps when a report of bullying is made:

1. Investigation by school staff
2. Creation of temporary action steps (to ensure safety)
3. A process of writing a specific action plan which includes these steps:
 - a) preliminary deliberations to assemble a team and assign tasks to responsible parties
 - b) identification of bullying
 - c) goals and actions steps identified and documented
 - d) on-going follow up
4. Communication to all affected parties

When the parents are involved it is important to remember that the effort to fight bullying is a joint responsibility between the school, the students and the parents. The school is responsible for creating a sound educational environment free from bullying while the students and/or parents have a joint responsibility for ensuring well-being in the classroom by supporting the school's work.

<https://dcum.dk/>

4. Preventing Bullying

The Danish Ministry of Education requires that all schools meets the following requirements:

1. Conducts a teaching environment survey
2. Provides an annual student well-being survey
3. Create school values and anti-bullying strategies

All three of these tasks are required components to ensure a learning environment that provides equal possibilities that fosters an environment whereby all students can thrive, develop and learn at their own pace.

2020 - 2021 CIS Action Steps taken to prevent bullying (preventative actions)

Early Years and Primary

- Primary school morning meetings to build a strong sense of community
- Primary school classroom lessons with the counselor (Social/emotional curriculum, bullying prevention, and personal safety)

Middle School

- Advisory program in middle school
- Beginning and End of Year Social days

High School

- Counselors conduct screenings with individual high school students
- Beginning and End of Year Social days
- Grade 10 Advisory (Bullying Policy Feedback)

School-Wide

- Training for staff, students, and parents (Child-protection; Red Barnet)
- Buddy program for newcomers
- Team building activities for students
- Teaching environment student feedback survey (pilot)
- Annual pulse surveys with staff

2021 - 2022 CIS Planned Action Steps to prevent bullying (preventative actions)

Early Years and Primary:

- Primary school classroom lessons with the counselor (Social/emotional curriculum, bullying prevention, and personal safety)
- Primary school morning meetings to build a strong sense of community

Secondary:

- Counselors conduct screenings with individual secondary students
- Buddy program for newcomers
- Child Safeguarding program including students as peer to peer support
- Creation and Implementation of Secondary School Advisory Program

School-Wide:

- Training for staff, students, and parents in the CIS Bullying Policy
- Specific training on being an supportive bystander/ upstander
- Kindness challenge
- Neurodiversity Awareness Week
- Teaching environment student feedback survey
- Beginning and end of school year student survey on well-being in school
- Annual pulse surveys with staff

- Modeling school values per the Strategic Plan (2020-2025)

5. Roles that Students Play

Bullying occurs within interpersonal relationships, usually within a peer group. Like all relationships, these can be complex and variable.

Within a group, individual students may take on different roles in bullying on different days, in different circumstances or with different peers.

The roles within bullying are:

- as the person being bullied
- as the person bullying someone else
- as a person who witnesses bullying happening or knows about someone being bullied

5.1 Dynamics and Bystanders

Bullying can happen directly or indirectly. The dynamics that play into the bullying behaviors could be:

- because of an “us against them mentality”
- fear of being bullied yourself
- suppression as a tool to maintain group structure

People who witness bullying are called bystanders. Bystanders can play a number of roles:

- assisting the students who are bullying and actively join in
- encouraging or showing approval to the students who are bullying
- doing nothing or being passive
- defending or supporting the student who is being bullied by intervening, getting teacher support, providing comfort, or presenting an alternative behavior (being a supportive bystander/upstander)

Bystanders who are passive (take no action) or behave in ways that give silent approval (watching, nodding, walking away) encourage the behaviour to continue.

When talking to students about ways to be a supportive bystander/upstander, parents and teachers need to be aware of (and respect) the reasons that students may not step in. They may:

- fear for their own safety (now and later) or position in the group
- think that someone else will help
- be worried about making things worse
- not know what to do
- think their actions won't make a difference
- think it's none of their business
- think the student being bullied deserved it
- think it's fun to watch.

Promoting safe and supportive bystander/upstander responses is a key aspect to preventing bullying. (Refer to *Section 4. Preventing Bullying*)

5.2 Avoid Labeling Students

Using the terms 'bully' and 'victim' to label students is not recommended for schools.

Instead, clearly identifying and labelling the inappropriate behavior is more constructive, achieving positive and lasting solutions for everyone involved.

6. Responsibilities of Students, Staff and Parents

All members of CIS community have a responsibility to support the school wide values and report bullying behaviors when observed.

6.1 Responsibilities of Students

- Foster positive relationships with students, staff, and members of the school community
- Report the incident immediately
- Support peers to report incidents
- Be proactive, so that bullying and harassment are discouraged through peer influence
- Adhere to *Responsible Use Agreement* regarding technology use in school

6.2 Responsibilities of Staff

- Foster positive relationships with students, staff, and members of the school community
- Mindfully build community in groups
- Establish, maintain, make explicit and model the school's expectations related to bullying
- Teaching students to be supportive bystander/upstander
- Provide developmentally appropriate programs or training to prevent harassment, intimidation and bullying
- Provide a clear channel for students to report incidents of bullying
- Respond to reported incidents immediately

6.3 Responsibilities of Parents

- Foster positive relationships with students, staff, and members of the school community
- Provide support for their child to report incidences as soon as possible
- Communicate in a respectful manner with school staff regarding their concerns

7. Resources

<https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>

<https://dcum.dk/temaer/mobning>

<https://www.uvm.dk/folkeskolen/elevplaner-nationale-test--trivselsmaaling-og-sprogproever/trivselsmaaling>

<https://www.glsen.org/activity/model-school-anti-bullying-and-harassment-policy>