Anti-bullying protocol

May 2023

Introduction

At DENISE we treat each other respectfully; with (fellow) students, with parent(s)/guardian(s) and everyone who is our guest. We treat each other as we would like to be treated ourselves. We do not judge each other, engage in conversation with each other. We ask each other questions and listen. We speak to each other and help each other. Together we are responsible for the atmosphere in the school and shaping the eight core values of DENISE. There will be less bullying in a climate where there is clarity about how to deal with each other, where differences are accepted and where arguments are expressed. In this protocol we explain who and how we act when bullying does occur.

Inhoudsopgave

1. Bullying

1.1 What is bullying?

Bullying is a form of verbal, physical and/or psychological violence and is therefore cross-border and very threatening. A climate in which bullying occurs is unpleasant for everyone. In a class where bullying occurs, all students can become victims. Bullying behavior must therefore be taken seriously by everyone. Trouble is that many bullying behaviors cannot always be seen by others, making it difficult to get a handle on them. Students who are bullied are sometimes ashamed; fellow students sometimes see spotting bullying behavior as "snitching". Students need to know that they can get help from adults in the school and dare to ask for it. School staff should be attentive to the signs of bullying and being bullied in students. They should show interest and listen to what the students have to say. For group teachers and mentors it means that they hold individual and group discussions, pay attention to the group atmosphere and the functioning of individual students in the group. They make appointments with the class and ensure that these appointments are kept.

1.2 Teasing and bullying

Sometimes the question is asked: is it teasing or bullying? The answer to this can be: the receiver decides whether it is teasing or bullying. The sender may have meant or said it in such a nice way, the receiver decides. Bullying involves a power differential, the victim is unable to defend himself against the stronger party (bully with followers). Bullying usually cannot be stopped without help.
The difference between teasing and bullying

Teasing	Bullying
● In teasing, everyone is equal. ● Teasing happens occasionally. ● Teasing happens back and forth. ● In teasing, everyone has fun. ● In teasing, you can say stop when it no longer fun and then people listen. listened to.	Bullying happens often and for a long time. ● One or more children play the boss and/or are in charge. ● Bullying goes one way and is often directed at the same person. ● The other person feels hurt. ● Bullying involves not listening when you indicates that it's not nice. ● Bullying is not something you can solve on your own.

There are many forms of bullying behavior. The common thread is often the systematic and repetitive nature of the behavior. See Appendix I for examples of bullying.

Cyberbullying
Cyberbullying is a form of bullying in which the victim is hurt through social media and apps. In cyberbullying, this bullying behavior takes a different form, but with the same purpose as offline bullying. The biggest difference from offline bullying is that online bullying continues, 7 days a week, 24 hours a day making victims feel there is nowhere safe. Online bullying is not always visible (can also be done more easily anonymously), it often involves blackening

or denigrating someone through hurtful comments, blackmailing them with photos and videos. In addition, an entire group may deliberately ignore one person, send offensive mail, post hate comments, or create fake profiles. However, naming, cancel culture, doxing, shaming, exposing, sexting, shame sexting and sextortion are also increasingly common.

Different roles
Bullying is a group process, involving children in a group in different roles. As different as the situations involving bullying are, they often follow a set pattern among the victim, the bully and the middle group. Appendix II describes the possible characteristics of the different roles.

2. Action Plan

In combating bullying, DENISE uses the so-called five-track approach. This method involves as many parties as possible in finding a solution.

2.1 Five-track approach

In this approach, bullying is seen as a systematic problem that cannot be solved with a single intervention at one level. Therefore, in the school-wide approach, interventions at different levels (at individual and classroom/school level) are used in combination*.

1. The school assumes its overall responsibility:
   ● The school works to create the best possible school culture and atmosphere in which safety of all students, teachers and staff is paramount
   ● The 8 core values of DENISE apply throughout the school. Staff, students and parent(s)/guardian(s) are aware of these and live by them both offline and online.
   ● The school works actively to cooperate with parent(s)/guardian(s)
   ● The school takes a stand against bullying
   ● The school ensures that all staff involved - school management, team leaders, mentor/group teachers, group teachers and subject teachers - have sufficient information about bullying in general and addressing bullying in their own group and school in particular
   ● In all groups, in the first week of the school year, agreements are made/rules drawn up on how to deal with each other in the group.
   ● We work in all PO groups with the method KWINK for social-emotional learning.
   ● We deal with social-emotional subjects in the PO during drama lessons and in the VO during mentoring lessons.
   ● Students in grades 7, 8, 9 and 10 receive information from the police through EPJO. This includes discussion of online bullying and its consequences.
   ● In each Primary group, at least once a year, the well-being of students is mapped using an instrument, so that teachers can support this.
   ● In secondary education and groups 6, 7 and 8 in primary education, students are asked to complete an annual satisfaction survey. In this survey, students are asked about their feelings of safety and bullying, among other things.

2. The school offers support to the bullied:
   ● The problem is taken seriously; the student can tell the story to school staff such as the group teacher/mentor, team leader, confidential advisor, etc.
   ● It is figured out exactly what is happening;
   ● Possible solutions are discussed;
   ● Help is sought from the group teacher/mentor or support team mentor if necessary. Members of the support team can refer to external help/support.

3. The school offers support to the bully:
   ● The student is confronted about their behavior and its consequences for the bully
   ● An attempt is made to uncover the underlying causes of the bullying behavior
   ● Assistance is sought from the support team or outside assistance/support as needed

4. The school involves the group/rest of the class in solving the bullying problem:
- If necessary, the mentor/group teacher discusses the bullying with a group/rest of class and names the role of all students in it
- Possible solutions are discussed and how the group/class can contribute to improving the situation
- The mentor/group teacher comes back to this with the class after some time (follow-up conversations)
- The mentor/group teacher undertakes preventive activities to counteract bullying in a group/class, for example by organizing activities and cooperative assignments that work to create a friendly and safe atmosphere in the classroom, improve interrelationships between students, and increase student awareness.
- Assistance is sought from the support team or external help/support when necessary

5. The school offers support to the parent(s)/guardian(s) of the bullied and the bully:
- Parent(s)/caregiver(s) of a bullied child are taken seriously; they can tell their story to school staff such as the group teacher/mentor, team leader, confidential advisor, etc.
- Parent(s)/caregiver(s) who request it can receive information and advice on bullying and ways to address it
- There is cooperation between school and parent(s)/guardian(s) to address the bullying problem
- The school's first priority is to provide a safe climate. In addition, the goal is also to increase students' resilience. Students (bully and bullied) want to be accepted and desire to feel comfortable and more confident. Guidance/training can support this. This guidance or training can be given internally, but parent(s)/caregiver(s) can also be referred to external support.

3. The roadmap and roles

Any report and/or observation of bullying behavior is taken seriously. When students bully each other, they first try to work it out themselves (and together). If students do not succeed, they go to the mentor/group teacher or confidential advisor to present the situation. The next steps are then taken. These steps are aimed at stopping the bullying behavior as soon as possible. This also applies to a report of bullying by someone other than the students involved, such as fellow students or parents. They make a report of bullying behavior to the mentor/group teacher.

Step 1 Individual conversation
The mentor/group teacher has an individual conversation with the students involved. Using as specific as possible incidents from the recent past, an analysis is made and the seriousness of the situation is estimated. The group teacher/mentor notifies the team leader.

Step 2 Joint discussion
The mentor/group teacher brings the students involved together for a clarification discussion. The mentor/group teacher tries to resolve the argument or bullying with them. (New) agreements are made. Parent(s)/guardian(s) are involved or informed to support the process. If there is reason to do so, the mentor/group teacher pays explicit attention to bullying behavior in his/her class during a group discussion. Here the role of the bully, the victim, the followers and the silent witnesses are named. The mentor/group teacher discusses this bullying protocol.After a week there is an evaluation of the agreements. If the bullying has stopped, involved parents and team leader are informed and this step-by-step plan stops. If the bullying has not stopped, step 3 follows.
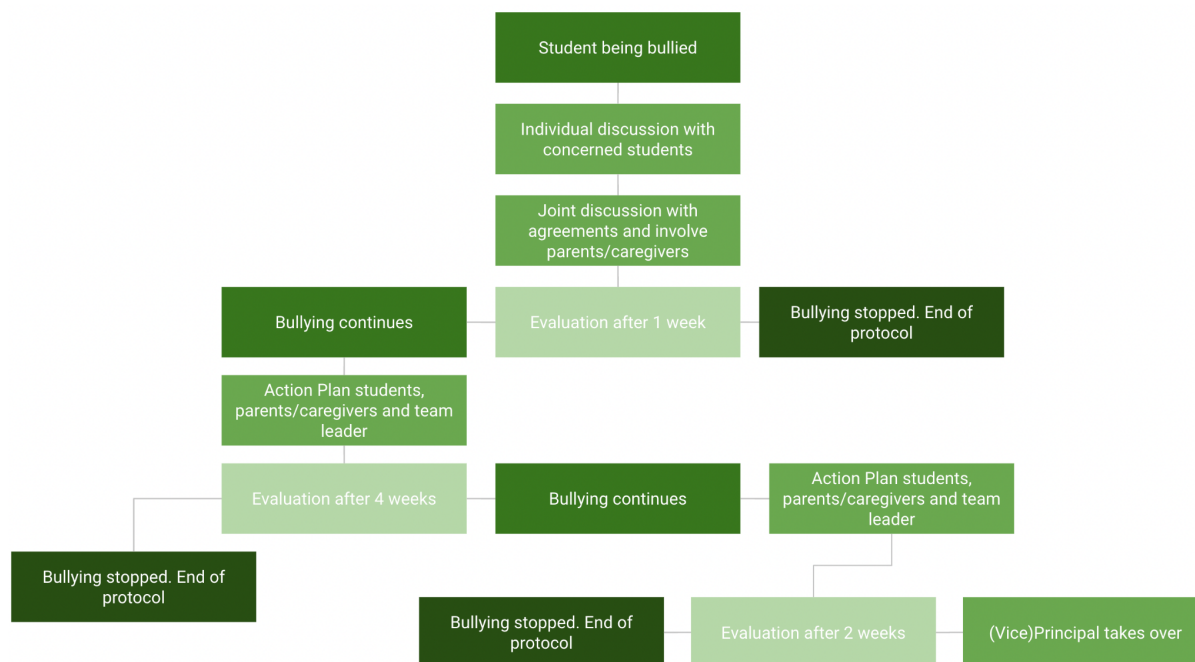
Step 3 When the bullying behavior does not stop
When it appears that the bullying has not stopped, a plan of action (see Appendix III; for VO the LVS Handelingsplan in Magister is used; for PO Parnassys is used) is made to resolve the situation. The plan is made by the mentor/group teacher together with students, parents and team leader. Part of the plan can be support from the support team. After 4 weeks, this plan is evaluated. The action plan is evaluated with the mentor/group teacher, students, team leader and parents. When goals are achieved, the action plan is closed. When goals are not achieved, step 4 follows.

Step 4 When goals are not achieved
Team leader takes over the tasks of mentor/group teacher and repeats step 3 with an evaluation after 2 weeks. When goals are again not achieved and bullying persists, the (vice)principal is involved. Possible consequences of incessant bullying is a suspension and eventually removal from school of the bully.

The above steps are shown schematically below:

Flowchart:
- Student being bullied
- Individual discussion with concerned students
- Joint discussion with agreements and involve parents/caregivers
- Evaluation after 1 week → Bullying stopped. End of protocol / Bullying continues
- Bullying continues → Action Plan students, parents/caregivers and team leader → Evaluation after 4 weeks → Bullying stopped. End of protocol / Bullying continues
- Bullying continues → Action Plan students, parents/caregivers and team leader → Evaluation after 2 weeks → Bullying stopped. End of protocol / (Vice)Principal takes over

Below are the roles discussed along with an explanation of what is expected of them in a situation of bullying and being bullied.

A- The students:
Students first try to come out and make agreements together.
If students do not succeed, they go to the mentor/group teacher or confidant to present the situation. Students who see that another student is in trouble should also report this to the mentor/group teacher.

B - The teachers
The subject teachers have primarily a signaling role. When they observe bullying behavior or have reason to suspect bullying, they are expected to respond appropriately and make a report to mentor/group teacher and team leader.

C - The mentor VO/group teacher PO
The mentor/group teacher brings the students involved together for a clarification discussion. The mentor/group teacher tries to resolve the argument or bullying with them. (New) agreements are made and the team leader is informed. Here parent(s)/caregiver(s) are involved or at least informed to support the process. A guideline for these conversations can be found in appendices IV and V. For mentor/group teacher more information on conflict resolution can be found via this link
The mentor/group teacher monitors whether things are now improving. If this is not the case, a plan of action (for PO see Appendix III; for VO the LVS handling plan in magister is used) bullying is made to resolve the situation.
If there is reason to do so, the mentor/group teacher pays explicit attention to bullying behavior in his/her class during a group discussion. Here the role of the bully, the victim, the followers and the silent witnesses are named. The mentor/group teacher discusses this bullying protocol.

he/she/they immediately discusses the follow-up process if the bullying recurs.
he/she/they talks to the class. This is important in connection with restoring the group atmosphere and to emphasize the responsibility each group member has.
The file containing the events and the agreements made is in the log of the students involved.

D - The team leader
The team leader takes over the role of the mentor/group teacher, in the event of repeated bullying behavior and when bullying transcends the class context.
If necessary, the team leader has a conversation with the bullied and the bully separately or organizes a conversation between the two directly.
In the contact with the bully, the goal is threefold, viz:
confront;
getting possible underlying problems on the table;
provide clarity about the follow-up in case of repetition of bullying.
In the contact with the bullied, it is examined whether he shows behavior on the basis of which he is an easy target for bullies.
If necessary, the team leader recommends, to both the bully and the bullied, help on a voluntary basis by the lower

Appendix 1 - Examples of bullying

Verbal:
- humiliating, ridiculing, making fun of
- gossiping, spreading slander
- jeering when the student wants/needs to speak up in class (think speaking engagements, turns in class, group discussions, etc.)
- swearing, discriminating
- threatening
- (constantly) addressing students with epithets

Written:
- insulting texts
- writing unpleasant or threatening bills
- sending unpleasant or threatening (digital) messages,writing emails, spreading such language via social media (e.g. via WhatsappWhats-app or Instagram)
- using photos without permission

Physical:
- pulling clothes, pushing and lashing
- kicking and hitting
- scratching and pulling hair
- using weapons

Pursuing:
- chasing and being chased
- ambushing, trapping trapping or driving
- imprison

Exclude:
- silencing and ignoring
- exclusion from parties and other class activities outside school
- excluding at group assignments, gyms/sports, tournaments, etc.
- excluding via social media or digital messaging services (e.g. excluding children from a class WhatsApp group)

Stealing and vandalism:
- taking away items of clothing, school bag, school supplies, etc.
- Cheating on someone's notebooks, calendar, school books, etc.
- letting (school) items and bags "get lost," putting them in the trash or hiding them outside
- puncturing tires,puncturing, damaging bike

Extortion:
- forcing them to hand over money or belongings

- forcing them to do something for the bully

Appendix 2 - Characteristics of roles in bullying

Possible characteristics passive victim:
- Nervous and insecure
- Thoughtful
- Sensitive
- Silent
- When attacked, they cry or withdraw
- Negative self-image
- Lonely
- Physically weak

Possible characteristics provoking victim:
- Combination of nervous and aggressive reaction pattern
- Concentration problems
- Causes irritation and tension
- Sometimes hyperactive
- Provocative behavior
- Adrift

Possible characteristics bully:
- May be aggressive (physical, verbal and nonverbal) toward others
- Positive attitude toward violence
- Impulsive
- Need to dominate
- Hostility toward the environment
- Little empathy
- Physically strong
- Can be popular

Possible characteristics middle group:
Most children in the middle group are not directly involved in bullying. This middle group consists of defenders, outsiders and followers. They can make the bullying child feel empowered. The middle group contributes to the continuation of the bullying. When the middle group comes to the aid of the bullied child or tells the bully to stop, the situation changes significantly. The bullying then becomes less obvious. It can also help when children who are less involved in bullying inform the teacher/teacher/mentor.

Possible characteristics defenders:

- Occasionally stand up for the victim
- Are usually popular in the group
- Are liked
- Have influence in the classroom
- Can help stop the bullying

Possible characteristics outsiders:
- Do not bully, but also do nothing to stop bullying
- Often do not notice bullying or do not want to be involved
- Often dare not do anything against bullying because they themselves are afraid of being bullied

Possible characteristics of followers:
- Actively participate in bullying, but do not start bullying
- Are often afraid of becoming a victim of bullying themselves
- They may also find the tough behavior interesting and think this will make them popular in the group
- Reinforce the success of the bullying children by watching from a distance and laughing at what is happening

Appendix 3 - Bullying treatment plan

The phases in using the treatment plan

Phase 1: Identifying and mapping the problem
The group teacher/mentor uses observations, conversations with students, conversations with parent(s)/guardian(s), peer consultation, drawing up a sociogram, et cetera.

Phase 2: Drawing up a treatment plan for the bully, the bullied and the group
The group teacher/mentor considers what is needed to achieve the goal. In doing so, he/she/they considers that it is important to:

- Have a class discussion about bullying. Following this, the class together draws up rules to help stop bullying.
- increase children's involvement and empathy. This can be done through drama lessons, watching a movie, reading a book aloud, et cetera. See here for materials that can be used
- teach students skills to stand up for themselves and others. One way to do this is through drama classes.
- involve the parent(s)/caregiver(s) in the situation.
- involve the teachers and others in the school in the situation.

Phase 3: Implementing the treatment plan.

Phase 4: Finalizing and evaluating the treatment plan.
The treatment plan is evaluated after six weeks.

Appendix 4 - Guidance on interviewing bullied student

Facts
- Is it true that you are being bullied?
- (Recognition of the problem
- By whom are you being bullied (ask: are there others?)?
- Where are you being bullied (ask through: are there other places?)?
- How often are you bullied?
- How long has the bullying been going on?
- Do your parent(s)/guardian(s) or others know you are being bullied?
- What have you yourself tried to do about the bullying so far?
- Are there any students who do try to help you?
- What do you want to happen now; what do you want to achieve?

Discuss with the student what can be done about the bullying and see what
the student wants to work on improving the situation. In doing so, pay attention to the following
aspects:
- How does the student communicate with others? Also pay attention to body language.
- How does the student handle his feelings and make them known to
- others? Does the student have enough skills to demonstrate more resilient behavior
- toward the bully? If not, what can you as a mentor/group teacher do here? Is more guidance or training needed? If yes, discuss the student with the team leader and Internal Counselor.
- Make an appointment with the student for feedback. Make sure there is not too much time between the discussion and the feedback.

Bullied students often walk around feeling that something is wrong with them. As a result, they have difficulty standing up for themselves. Pay attention to this.

Appendix 5 - Guide to conversation with bully

The purpose of this conversation is threefold:
- To confront the student with his behavior and its painful consequences;
- To try to uncover underlying causes;
- To outline the steps that will follow if the bullying behavior does not stop.

Confront
- Be objective and problem-oriented: describe the facts, check them (are they correct) and avoid interpretations ("You spilled Coke in Pete's bag. Surely you do that because you like to be the funniest?'); confronting is not the same as criticizing.
- Be relationship-oriented: you press the bully on the facts, but do not destroy him! You are very clear on the content, in what you want and do not want, but while maintaining the relationship. For example, "I think you are being very mean to her and I want you to stop doing that. Never say, "You are very mean.
- Be specific: name the situation at hand and avoid words like, "always," "often," and "most of the time. Criticism risks becoming too general as a result.
- Be change-oriented: you identify issues and then take stock of how things can be done differently.

Underlying causes
After naming the problem, focus on the 'why': why do you need this behavior? What does it get you? What are you reacting to the other person, etc.? Make it clear that a lack of empathy is evident in this behavior. What are you going to do about it? If necessary, offer help from the support team.

The bullying behavior must stop
Be clear about the steps that follow if the bullying behavior does not stop (see step-by-step plan).

Appendix 6 - Advice for parent(s)/caregiver(s).

Parent(s)/caregiver(s) of the victim
- Keep open communication with your child, keep talking to your child.
- If bullying doesn't happen at school, but on the street, try to contact the parent(s)/guardian(s) of the perpetrator to discuss the problem.
- Advise / encourage your child to report / discuss the bullying with the teacher and in doing so, inform the teacher yourself as well.
- Through positive encouragement and so-called pats on the back, self-respect can be increased or regained.
- Encourage your child to play a sport.
- Support your child in the idea of ending bullying.

Parent(s)/caregiver(s) of the bully
- Take your child's problem seriously.
- Don't panic: every child is at risk of becoming a perpetrator.
- Try to find out the possible cause.
- Sensitize your child to what they are doing to others.
- Pay extra attention to your child.
- Encourage your child to play a sport.
- Correct unwanted behavior and name your child's good behavior.
- Make it clear to your child that you support the school's decision.

All other parent(s)/caregiver(s).
- Take the victim's parent(s)/caregiver(s) seriously.
- Also take the parent(s)/caregiver(s) of the perpetrator seriously.
- Encourage your child to interact appropriately with other children.
- Correct your child for unwanted behavior and name the good behavior.
- Set a good example yourself.
- Teach your child to stand up for others.
- Teach your child to stand up for themselves.
- If you have questions or concerns, consult the teacher or principal.