



# Anti-Bullying Protocol

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# 1. Introduction

At DENISE we treat each other respectfully; with (fellow) students, with parent(s)/caregiver(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 **three core values** of DENISE: **connectedness, responsibility and open-mindedness**. There will be less bullying in a climate where there is clarity about dealing with each other, where differences are accepted and where quarrels are expressed. Clear agreements about our manners are outlined in the [DENISE Community Code](#). In addition, we have the [10 school rules described in the school guide](#) (page 7), which provide clear frameworks for what is or is not allowed at DENISE. In this protocol, we explain who and how we act when bullying does occur.

## 2. What do we do preventively from DENISE?

Any report and/or observation of bullying behavior will be taken seriously. The steps then taken can be found in section 7. Approach (p.5). This approach aims to stop the bullying behavior as soon as possible. This also applies to a report of bullying by someone other than the students involved, for example fellow students or parents. They make a report of bullying behavior to the mentor/group teacher.

We approach bullying as a systematic problem, which can no longer 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\*.

- The school works to create the best possible school culture and atmosphere in which the safety of all students and staff is paramount
- Throughout the school, the 3 core values of DENISE and the [DENISE Community Code](#) that evolved from them apply. Staff, students and parent(s)/guardian(s) are aware of these and live by them both offline and online.
- The school actively works to collaborate with parent(s)/guardian(s)
- The school ensures that all staff involved - school administration, department leaders, mentors, group teachers and subject teachers - have sufficient information about bullying in general and addressing bullying in one's own group and school in particular.
- All staff members have an important duty to identify within school and pass this on to a student's group teacher/mentor.
- In all groups, in the first week of the school year, agreements are made/rules are drawn up on how to treat each other in the group. In the following "golden weeks", these agreements and those already in place such as the school rules and the DENISE community code take center stage. In the "silver weeks" (each week after a vacation), the agreements are brought to the attention again.
- Group teachers and tutors organize activities and collaborative assignments that work to create a friendly and safe classroom atmosphere, improve interpersonal relationships among students and increase student awareness.
- We cover social-emotional topics in PO during drama classes and with the method KWINK, in VO we cover these topics times during mentoring classes.
- Students in grades 7, 8, 9 and 10 receive education from the police through EPJO. This includes discussion of online bullying and its consequences.
- In every PO group, at least once a year, students' well-being is mapped using the Child Understanding instrument so that teachers can support this.
- In VO and group 6, 7 and 8 of PO, the satisfaction survey is administered to students

every year. In it, students are asked about their feelings of safety and bullying, among other things.

### **3. What role does the learner have?**

Students first try to work things out together and make arrangements. If pupils do not succeed, they go to the mentor/group teacher or confidential advisor to present the situation. Students who see that another student is in trouble should also report this to the mentor/group teacher.

### **4. What role do parent(s)/caregiver(s) have?**

Parent(s)/guardian(s) of a bullied child are taken seriously; they can tell their story to school staff such as the group teacher/mentor, department 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 collaboration between school and parent(s)/guardian(s) to address the bullying problem. You may want help outside of DENISE for your child. You can contact your family doctor or the Parent and Child Team in your district. See Appendix III for tips and advice.

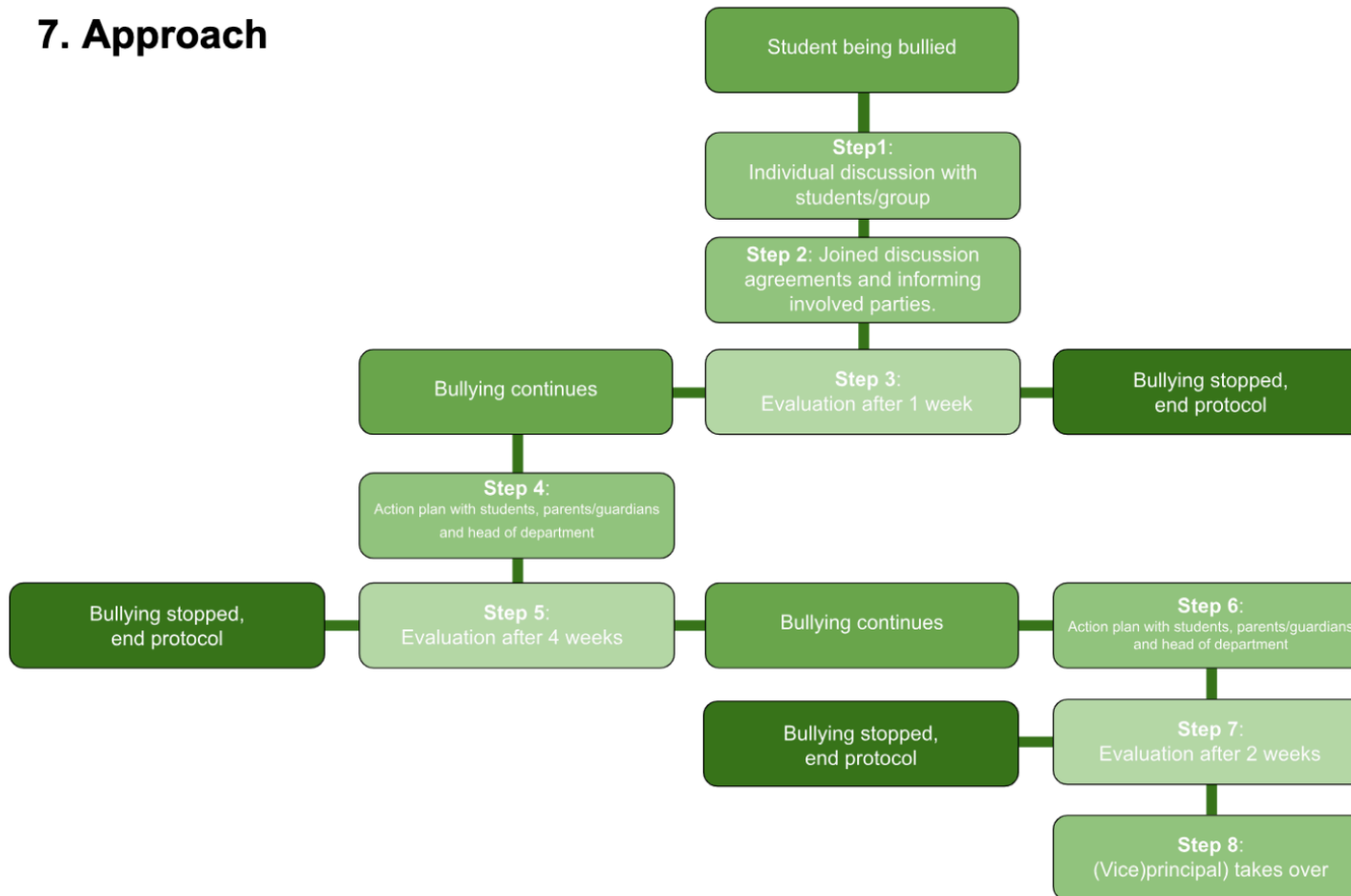
### **5. What is the role of the confidant?**

Pupils and parent(s)/caregiver(s) can, to the confidential advisor with problems of a confidential nature, for example in the field of bullying, (sexual) harassment, discrimination or aggression. The confidant at school can discuss complaints or refer them on if necessary. The confidants at DENISE are Mrs. Franke ([p.franke@denise.espritscholen.nl](mailto:p.franke@denise.espritscholen.nl)) and Mr. van Schie ([m.vanschie@denise.espritscholen.nl](mailto:m.vanschie@denise.espritscholen.nl)).

### **6. What is bullying?**

Bullying is a form of verbal, physical and/or psychological violence and therefore transgressive and highly 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 "clicking. 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 pupils 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 pupils in the group. They make agreements with the class and ensure that these agreements are kept. This becomes clear in the overview below.

## 7. Approach



- **Pupil is being bullied** (identified and reported)

**Step 1: Individual discussion with student(s) (and/or group discussion if necessary)**

- The mentor/group teacher speaks to the students involved individually to clarify the origins of the bullying behavior and how it is expressed. Using as specific as possible incidents from the recent past, an analysis is made and the severity of the situation is assessed.
- If warranted, the mentor/group teacher explicitly addresses bullying behavior in his/her class during a group discussion. The different perspectives are heard. The mentor/group teacher discusses the approach from this anti-bullying protocol.

**Step 2: Joint discussion with agreements and informing stakeholders**

- The mentor/group teacher brings the students involved together for a clarification discussion. The mentor/group teacher tries to work with them to resolve the argument or bullying.
- (New) appointments are made and noted in Parnasys (po) or Magister (vo) and the department leader is informed by the group teacher/mentor.
- Parent(s)/caregiver(s) will be involved or at least informed to support the process. For mentor/group teacher more information on conflict resolution can be found at [this link](#)
- If necessary, the class is involved and discussed together about possible solutions and how the group/class can contribute to improving the situation. This is important in connection with restoring group spirit and to emphasize the responsibility each group member has.

**Step 3: Evaluation after 1 week**

Through follow-up conversations with all those involved, the agreements made are evaluated by the mentor/group teacher. It is examined what is going well, what can be improved/different and what is (still) needed for improvement.

If it appears that there is **sufficient improvement** and **the bullying has stopped**, then the protocol is jointly closed and this is communicated to all involved from step 2.

- **Bullying persists** (identified, reported or established)

**Step 4: Plan of action (action plan in po) with students, inform parent(s)/guardian(s) and department leader**

The group teacher/mentor makes clear agreements with those involved on how to stop the bullying. He/she may use input from the support team and the department leader. The plan is communicated to those involved.

### **Step 5: Evaluation after 4 weeks**

After 4 weeks, the action plan is evaluated. The plan of action is evaluated with the mentor/group teacher, students, department leader and parents.

If it appears that there is **sufficient improvement** and the **bullying has stopped**, then the protocol is jointly closed.

If it appears that the bullying **has not stopped**, step 6 follows.

### **Step 6: Plan of action (action plan in po) with student, parent(s)/guardian(s) by department leader**

When goals are not met, the department leader takes over mentor/group teacher duties and repeats Step 4 with an evaluation after 2 weeks (Step 7).

Even when the bullying transcends the class context.

- If necessary, the department leader will have a conversation with the bullied and the bully separately or organize a conversation between the two directly.
- In contacting the bully, the goal is threefold, namely:
  - confront;
  - get possible underlying issues on the table;
  - Provide clarity on the follow-up process in case of repeat bullying.
- If necessary, the department leader recommends, to both the bully and the bullied, help on a voluntary basis by the support team. Hereby, for the individual student, a developmental perspective plan (OPP) is initiated.
- The department leader will invite parent(s)/guardian(s) with the individual student to school to discuss the agreements made and inform them of the follow-up process: if bullying does not stop, this is a violation of school rules and may result in suspension of the student.
- The department leader will discuss assistance options with the parent(s)/guardian(s).
- The department leader provides feedback on all information to the mentor/group teacher.

### **Step 7: Evaluation after 2 weeks**

After 2 weeks, the action plan is evaluated. The plan of action is evaluated with the mentor/group teacher, students, department leader and parent(s)/guardian(s).

If it appears that there is **sufficient improvement** and the **bullying has stopped**, then the protocol is jointly closed.

If it appears that the bullying **has not stopped**, step 8 follows.

### **Step 8: (Con)rector takes over**

If the goals are again not met and the bullying persists, the (con)rector becomes involved.

Possible consequences of incessant bullying is a suspension and eventually expulsion from school of the bully.

## 7. Appendix 1 - Guidelines for conversation with bullied student

### Facts

- Is it true that you are being bullied?
- (H)recognition of the problem
- Who are you being bullied by (ask through: 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 next; what do you want to achieve?

Discuss with the student what he/she can do about the bullying and see where the student wants to work on to improve the situation. In doing so, note 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 towards the bully? If not, what can you as 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 interview 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.



## 8. Appendix 2 - Guidelines for conversation with bully

The purpose of this conversation is threefold:

- Confront the student with his behavior and its painful consequences;
- Trying to uncover underlying causes;
- Outlining the steps that follow when 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?'); confrontation is not the same as criticism.
- Be relationship-oriented: you make the bully face the facts, but do not destroy him! You are very clear on the content, in what you want and don't 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 start taking stock of how things can be done differently.

Underlying causes

After the problem is named, focus on the "why": why is it that 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 apparent in this behavior. What are you going to do about it? If necessary, offer help from the support team.

Bullying behavior must stop

Be clear about the steps that follow if the bullying behavior does not stop (see roadmap).

## 8. Appendix 3 - Advice for parent(s)/caregiver(s).

### Parent(s)/guardian(s) of the victim

- Keep open communication with your child, stay in conversation with your child.
- If bullying occurs not 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 pat on the back, self-esteem can be increased or regained.
- Encourage your child to play a sport.
- Support your child in the idea of ending bullying.

### Parent(s)/guardian(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 offender's parent(s)/caregiver(s) 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 himself.
- If you have questions or concerns, consult the teacher or principal.