



École européenne de Bruxelles IV (Laeken)  
*European School of Brussels IV (Laeken)*

NURSERY, PRIMARY AND SECONDARY CYCLES

# ANTI-BULLYING POLICY

**Creation:** 14/09/2020

**Last update:** 05/11/2024

**Validation:** School Advisory Council (SAC)

**Distribution:** External



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# 1. RATIONALE

We believe that involving all members of the school community in the development, formulation and review of a school policy promotes a sense of partnership, ownership and shared responsibility for implementation.

# 2. INTRODUCTORY STATEMENT

EEB4 is a KiVa school. KiVa Anti-Bullying programme is an innovative school-based Anti-Bullying programme which has been developed by the University of Turku in Finland using cutting-edge research on bullying and its mechanisms, prevention, intervention, and monitoring. KiVa is an evidence-based programme to prevent bullying and to tackle the cases of bullying effectively. See more here about KiVa: <https://www.KiVaprogramme.net/>

Our school community believes that each pupil has a right to an education free from fear and intimidation. We regard bullying as a serious infringement of individual rights and a serious threat to the well-being of our pupils. Bullying of any kind is not tolerated at EEB4.

All pupils are expected to contribute to the creation and maintenance of a safe and bully-free environment in the school. They are encouraged to engage in prevention strategies and to intervene responsibly where bullying instances may occur.

# 3. DEFINITION OF BULLYING

Bullying can be defined as behaviour that intentionally and repeatedly causes distress or harm to the same individual, generally involving an imbalance of power. Bullying results in pain, distress and fear in the bullied person/people.

Bullying can take many forms including:

<b>Emotional</b>	Being unfriendly, excluding, tormenting (hiding books, damaging personal belongings, threatening and rude gestures, etc.).
<b>Exclusionary</b>	Saying nothing, ignoring someone, preventing someone from participating in school life.
<b>Verbal</b>	Name-calling, sarcasm, spreading rumours, teasing, personal remarks aimed at undermining confidence, debasing someone on account of affiliation to a certain linguistic or national group.
<b>Physical</b>	Any use of violence, pushing, kicking, punching etc. and other unwanted forms of physical contact.
<b>Against disability</b>	Name-calling, comments on appearance, ability, achievement levels
<b>Racial</b>	Racial taunts, graffiti, gestures, jokes, inciting others to be racist, wearing provocative clothing or badges
<b>Homophobic</b>	Use of homophobic language, making comments about sexuality, orientation or appearance.
<b>Sexual</b>	Unwanted sexual contact or comments, sexually abusive comments, pornographic material, graffiti with sexual content, distribution, publication or sharing of intimate photos.

<b>Cyber</b>	Sending threatening or disturbing messages or images, misusing the telephone, the Internet (chat room, social network, mail, sexting) or associated technology such as camera and videos.
<b>Linguistic</b>	Making taunts or abusive comments based on spoken language or linguistic section affiliation.

## ACTIONS NOT CONSIDERED AS BULLYING

People can occasionally hurt each other, whether meaning to or not. To define it as bullying, the hurtful behaviour must be repeated.

These individual hurtful actions are undesirable as well and they also require an intervention. E.g.: Discussion/intervention from teachers/advisors/management.

While a specific conduct might not constitute bullying, it might still be hurtful, reprehensible and subject to disciplinary consequences, as foreseen in the General Rules of the European schools.

## 4. SCOPE

This policy concerns any form of bullying among pupils at all times during the school day and in all places in the school. It also concerns incidents during school activities outside school such as outings, trips, excursions..., incidents on the way from home to school and back and it also extends to the use of social networks involving pupils in our school community.

In any case, we expect our pupils to behave correctly in all circumstances inside and outside the school.

Other incidents in which other members of the school community are concerned or involved are regulated by the General Rules of the European schools and other applicable European Schools' regulations.

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## 5. OBJECTIVES

### 5.1. LINK WITH THE EUROPEAN SCHOOLS PRINCIPLES AND EEB4'S MULTIANNUAL PLAN

All our policy documents stem from the European Schools principles. This policy document relates to the development of at least three of the eight key competences for lifelong learning, which are at the core of all European Schools syllabuses.

It is also in closely connected with the School's Multiannual Plan and it should be read in conjunction with other school policies: Good Behaviour Policy, Child Protection Policy, Mental Health Policy, Health, Safe and Security Policy, Diversity Charter, ICT Policy, TEAMS Charter.

### 5.2. WHAT WE WANT TO ACHIEVE

- To stand out as a school with a strong community spirit, where all pupils find themselves in a welcoming environment and friendly atmosphere, unhindered by any form of bullying.
- To raise awareness of bullying as an unacceptable form of behaviour.

- To ensure that pupils can learn in a supportive, caring and safe environment, without fear or stress.
- To create a school ethos which encourages pupils to disclose and discuss incidents of bullying behaviour.
- To create a school ethos that acknowledges, accommodates and respects a diversity of people with regard to issues of nationality, ethnicity, colour, disability, gender and sexual orientation.
- To take practical actions to prevent incidents of bullying behaviour.
- To develop procedures for investigating and dealing with incidents of bullying behaviour.
- To develop support structures for those affected by or involved in bullying behaviour.

## 6. THE KIVA APPROACH

This programme is being gradually introduced in our school. We would like it to become imbedded in the culture of the whole school with the purpose of improving the school's social and learning climate.

These are the KiVa golden rules of behaviour:

1. We treat everyone with respect
2. Together we will make the class a group which everyone enjoys being a part of.
3. We do not bully others.
4. We will fight hidden bullying.
5. We will not join in on bullying or reinforce the bully.
6. We will support and defend the person being bullied.
7. We will tell somebody (teachers, parents, classmates...) when we suffer or witness bullying.

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## 7. SCHOOL STRATEGIES

The school's "KiVa Team" oversees the implementation of Anti-Bullying pro-active (prevention) strategies along with re-active (intervention) strategies, having due regard for the well-being of all the pupils. The involvement of all staff members (Supervisors, Special Needs Assistants, Classroom Teachers, Educational Advisors, School Psychologists, Management) is crucial. Any suspected case of bullying will be looked into with diligence and in the shortest possible time.

### 7.1. PRO-ACTIVE STRATEGIES (PREVENTION)

- Pupils from Nursery to Secondary until s3 will be regularly taught specific KiVa lessons throughout the year to foster an inclusive and bully-free culture in the school.
- Aspects of certain subjects in our curriculum, for example Physical Education and Ethics/Religion deal with issues such as "Human Dignity" and "Rights and Responsibilities" and will encourage positive behaviour between pupils.
- The informal curriculum such as lunchtime activities will aim to create communication between the language sections and offer isolated pupils supportive spaces to spend their lunch breaks where they can make new friends. This will be done where circumstances allow.
- A Whole-school "Well-being week": The topic of bullying could be explored in varying ways across all year groups in a variety of different subjects and through activity.
- Pedagogical connections will be established with other existing well-being school programmes such as Respect Week, Mental health Week, Transition p5-s1 programme, workshops EVRAS, anti-drug prevention programme, club "Butterfly collective", A bit of Respect School Club,

Somerfest, European Day, Language Day, Unia anti-discrimination action plan, "Diversity Cell".

## 7.2. RE-ACTIVE STRATEGIES (INTERVENTION)

### 7.2.1. NURSERY/PRIMARY/SECONDARY CYCLES

When a case of harassment is detected, the KiVa team is informed and takes the necessary actions.

1. The staff member (or a parent/ pupil) should inform the pupil's class teacher (nursery/ primary)/ the advisor (secondary) in case of suspicion of a bullying case.
2. The class teacher (nursery/ primary/ secondary)/ the advisor (secondary) must check if it is indeed bullying by investigating the case, filling in the screening form and compiling a file (see [Annex 1](#)).
3. If it is not a bullying case, the case will be managed by the class teacher (nursery/ primary/ secondary)/advisors (secondary) and Assistant Deputy Director.
4. If it is a bullying case the KiVa Team will intervene (see [Annex 2](#)).

## 8. ROLES AND RESPONSIBILITIES

**The Pupils** will have the responsibility of complying with the Anti-Bullying policy. They will also have the responsibility of reporting incidents of bullying that they are subject to or have witnessed. The Pupils' Committee (CdE) should designate pupils' representatives to the Anti-Bullying team.

**The Parents/ Guardians** will have the responsibility of upholding the recommendations within the policy and accepting the measures held within it. Where incidents of bullying are occurring to their child, they will have the responsibility of reporting this to the relevant class teacher/ advisor.

**The APEEE** will be responsible for following-up bullying issues that happen in the services run by them, especially when they happen outside the school site or before/after school hours. They will inform the school about the cases that they managed. The APEEE will designate parent representatives or members of their staff to the Anti-Bullying team.

*All staff must be aware of this school policy and intervene accordingly.  
Where possible, all bullying incidents should be dealt with swiftly by the adult closest to it.  
All staff members have the responsibility of reporting immediately any bullying incident or behaviour that they have witnessed or are aware of.*

**Teachers** will promote the Anti-Bullying policy and be constantly vigilant for any bullying behaviour. They must record all incidents in the Screening form (see [Annex 1](#)). This written report shall be submitted to the KiVa Team, to the relevant advisor and to the Assistant Deputy Director who will investigate the incident, take actions and follow up. The subject teacher should inform the class teacher and seek his/her support if necessary.

**(Class) teachers** are responsible for delivering the agreed preventative Anti-Bullying lessons to the pupils. Such lessons should be planned and included in the timetable. The class teacher will maintain an overview of the situation in each class by staying in contact with the subject teachers. If s/he so wishes, they may assist the subject teacher/advisor where necessary in the investigation and resolution of issues.

**Supervisors** will report any situation/incident that could be considered as bullying to the advisors / Assistant Deputy Director.

**The KiVa Anti-Bullying Team** is responsible for monitoring the implementation and development of the schools' Anti-Bullying policy. They will follow all prevention and reaction strategies in the school. They will intervene in the cases escalated to them. They will also participate in the delivery of the Anti-Bullying programme to pupils.

**The Educational Advisors (Secondary)** will be responsible for the copying, distribution and filing of information regarding all reported incidents. They are involved in the investigation of incidents and in resolving issues that are not deemed as bullying.

**The School Psychologists** shall be responsible for the specialist care of both the injured party and the accused if required and shall be invited to meetings of the Anti-Bullying Team. They will also follow-up cases with the KiVa team.

**The Assistant Deputy Director** under the guidance of **the Deputy Directors** shall have responsibility for the implementation of the policy in the nursery, primary and secondary school including its publicity at staff meetings, parent teacher meetings and assemblies. They shall also liaise with staff on a regular basis regarding bullying behaviour. They will only become involved in cases that need to be brought to a Disciplinary Council.

**The Director** shall have the overall responsibility for the implementation and development of the policy. S/he will also be responsible for its ratification and will only become involved in cases which have exceeded the responsibility of the Deputy Director.

## 9. COMMUNICATION

### 9.1. PUBLISHING AND PUBLICISING THE ANTI-BULLYING POLICY

- Excerpts from the Anti-Bullying Policy should be visible throughout the school in corridors and classrooms in as many languages used in the school as possible.
- Staff will be reminded at regular intervals about the policy and in any case whenever it is updated. New staff must also be made familiar with the policy during their induction.
- The policy is published on the school website, in the student diary (extract). Reference is made to this policy in various school documents and policies: Good Conduct Policy, ICT Charter, Multi-Annual Plan.
- A class session will be held with each class group to get them familiar with the policy at the beginning of each year.
- The Anti-Bullying Policy will be promoted at various occasions. E.g.: Parents' nights, first year enrolment, pupil-run-events and open nights.
- The APEEE, which has supported, including financially, KiVa programme, is committed to continue its efforts to raise the awareness of parents on the issue of bullying. This includes encouraging parents to report incidents of alleged bullying early on to school staff.
- The Pupils' Committee (CdE) is committed to bringing attention to the students about the Anti-Bullying Policy and its implications in the general scope of student wellbeing. They should therefore be active participants in all relevant activities that relate to its implementation, promotion, and revision.
- Information sheets for parents, pupils and teachers on the Anti-Bullying policy of EEB4 will be provided. (See [Annex 3](#))

## 9.2. SUPERVISION AND MONITORING

- Bullying “black spots” within the school will be identified and monitored during break times.
- Staff will be vigilant and follow the procedures as incidents arise. Certain staff members will identify themselves with a fluorescent ‘KiVa jacket’ during supervision.
- An exceptional ‘whole class survey’ on bullying may be administered if needed.
- Every year, P2, P4, S1, S2, S3 pupils will take an online anonymous survey to review the implementation of KiVa programme.
- Some social networking sites will continue to be blocked. The Anti-Bullying Policy will operate in conjunction with the school’s ICT Charter.

## 9.3. PUPIL INVOLVEMENT

- Pupils could assist newcomers to the school through a “mentor” programme.
- The Pupils’ Committee (CdE) should play an important role in both the organisation and implementation of the “well-being week”.
- A pupils anti-bullying council could be set up to support the implementation of the KiVa programme, help maintain a bullying-free culture at school and promote responsible use of social networks.

## 9.4. SCHOOL ADVISORY COUNCIL (SAC)

The SAC ratifies the school's anti-bullying policy. Updates the policy will be presented to the Education Council.

## 10. ADVICE TO PUPILS

- Remember that what one pupil sees as fun, may be hurtful to another.
- Ask yourself: "Would I like to be treated that way?"
- Do not stand by when bullying occurs.
- Speak up on behalf of the bullied pupil who may be too scared to speak and/or report the incident to an adult.
- If you feel you are being bullied, or are a witness to bullying, talk to someone you can trust, like a parent/guardian, teacher, friend, a supervisor, a KiVa Team member or educational counsellor/advisor.
- Remember that it is not your fault if you are being bullied.
- Encourage and support the bullied pupil to stand up for him / herself and to be assertive and encourage your classmates to do the same.

## 11. ADVICE TO PARENTS/GUARDIANS

- Watch for signs of distress in your child, e.g. irrational and changeable behaviour; reluctance to go to school; change in appetite and/or sleeping habits; frequently feels unwell; torn, damaged or missing clothes or belongings.
- If you notice behavioural changes in other children and / or bullying, report it to the Educational advisor/class teacher.
- Listen to your child's concerns, remembering you do not have to have immediate answers.



- If you suspect bullying is going on, discuss it as soon as possible with the class teacher and / or educational counsellor/advisor in the first instance. **Do not attempt to deal with it yourself, do not confront other parents. Let the school take care of it.**
- Remember that your child may also be involved in the bullying.

## **12. REVIEWING AND EVALUATING THE POLICY**

The policy will be reviewed and evaluated every two years to ensure it is being adhered to and that it continues to meet the needs of the school. On-going review should be in line with any changing information or regulations and feedback from parents/guardians, pupils, staff members and others. The policy will be revised as necessary in the light of such review and evaluation and within the framework of school planning.



NURSERY, PRIMARY AND SECONDARY CYCLES

## ANNEX 1

# KIVA FORM 1: SCREENING

*To be filled out by the adult who is the first to know about the hurtful behaviour.*

## SCREENING: IS THIS BULLYING?

Hurtful behaviour was reported on ...../...../ 20... (date)

The person who has been contacted first was .....

The person who reported hurtful behaviour was:

- The pupil targeted by hurtful behaviour
- A peer of the targeted pupil; name: .....
- The pupil's mother, father, guardian; name:.....
- A teacher; name: .....
- Someone else; name: .....

The pupil who was targeted, <b>name</b> : .....	<b>Class</b> : .....
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What has happened? Provide concrete examples of behaviours that were perceived hurtful.

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How many times hurtful behaviour has occurred? .....

When was the last time it occurred? .....

For how long has the situation been going on? .....

Pupils who have taken part in the hurtful behaviour: .....

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On the basis of the information acquired this is

- A conflict or a fight between pupils.
- A case of hurt feelings due to misunderstandings.
- A single case of an aggressive or a hurtful act.
- Continuous bullying → to be directed to the KiVa team.

**Any unacceptable behaviour towards a pupil requires intervention even if it is not necessary to refer it to the KiVa team.**

**For example, a teacher tackles the situation discussing with the pupils involved, or the dispute is solved by mediation. In some cases, it will be necessary to be very assertive about the hurtful behaviour of the pupil. When in doubt, consult the KiVa team or the Assistant Deputy Director.**



NURSERY, PRIMARY AND SECONDARY CYCLES

## ANNEX 2

# KIVA FORMS 2-5: INTERVIEWS

All the discussion forms are to be filled out by the KiVa team.

## FORM 2: DISCUSSIONS WITH THE BULLIED PUPIL

<b>Bullied pupil:</b> .....	<b>Class:</b> .....
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When was the KiVa team informed about the bullying case? ...../...../ 20... (date)

Names of the KiVa team members tackling this case:

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## DISCUSSION WITH THE BULLIED PUPIL

...../...../ 20... (date)

What type of bullying has occurred?

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How many times has bullying occurred? Select the best answer:

- Once or twice
- Three times or more

When was the last time that bullying occurred? ...../...../ 20... (date)

For how long has the bullying been going on?

- For a week or two
- For a month
- For 2 to 6 months
- For 6 to 12 months
- For \_\_\_\_\_ years (number)

The pupils who have actively taken part in the bullying:

<b>Name:</b> .....	<b>Class:</b> .....
<b>Name:</b> .....	<b>Class:</b> .....
<b>Name:</b> .....	<b>Class:</b> .....
<b>Name:</b> .....	<b>Class:</b> .....

The pupils who have not taken part in the bullying or who have been friendly towards the targeted pupil.  
(The aim is to find pupils for the class teacher to talk with and come up with some ideas to support and encourage the bullied pupil.)

<b>Name:</b> .....	<b>Class:</b> .....
<b>Name:</b> .....	<b>Class:</b> .....
<b>Name:</b> .....	<b>Class:</b> .....
<b>Name:</b> .....	<b>Class:</b> .....

Further information:

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The class teacher has been informed about this on ...../...../ 20... (date)

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Parents or guardians have been contacted on ...../...../ 20... (date)

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# FORM 3: INDIVIDUAL DISCUSSIONS WITH THE PUPILS INVOLVED IN THE BULLYING

The discussions are to be held with all the pupils (individually) during the same lesson.

<b>Name:</b> .....	<b>Class:</b> .....
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Matters noted or agreed on during the discussion:

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<b>Name:</b> .....	<b>Class:</b> .....
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Matters noted or agreed on during the discussion:

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<b>Name:</b> .....	<b>Class:</b> .....
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Matters noted or agreed on during the discussion:

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<b>Name:</b> .....	<b>Class:</b> .....
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Matters noted or agreed on during the discussion:

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# FORM 4: GROUP DISCUSSIONS WITH THE PUPILS INVOLVED IN THE BULLYING

*To be held immediately after the individual discussions.*

.../...../ 20... (date)

Notes:

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Parents or guardians have been contacted on .../...../ 20... (date)

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# FORM 5: FOLLOW-UP DISCUSSIONS

Check whether the (class) teacher has met with a few classmates of the bullied pupil.

The (class) teacher has met with classmates on .../...../ 20... (date)

## FOLLOW-UP DISCUSSION WITH THE BULLIED PUPIL

.../...../ 20... (date)

According to the bullied pupil, the bullying has

- Stopped
- Decreased
- Remained the same
- Increased

Notes:

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# FOLLOW-UP GROUP DISCUSSION WITH THE PUPILS INVOLVED IN THE BULLYING

.../...../ 20... (date)

Is the bullied pupil present at the discussion? (This is not required, but is possible if s/he wants to).

No

Yes

Notes:

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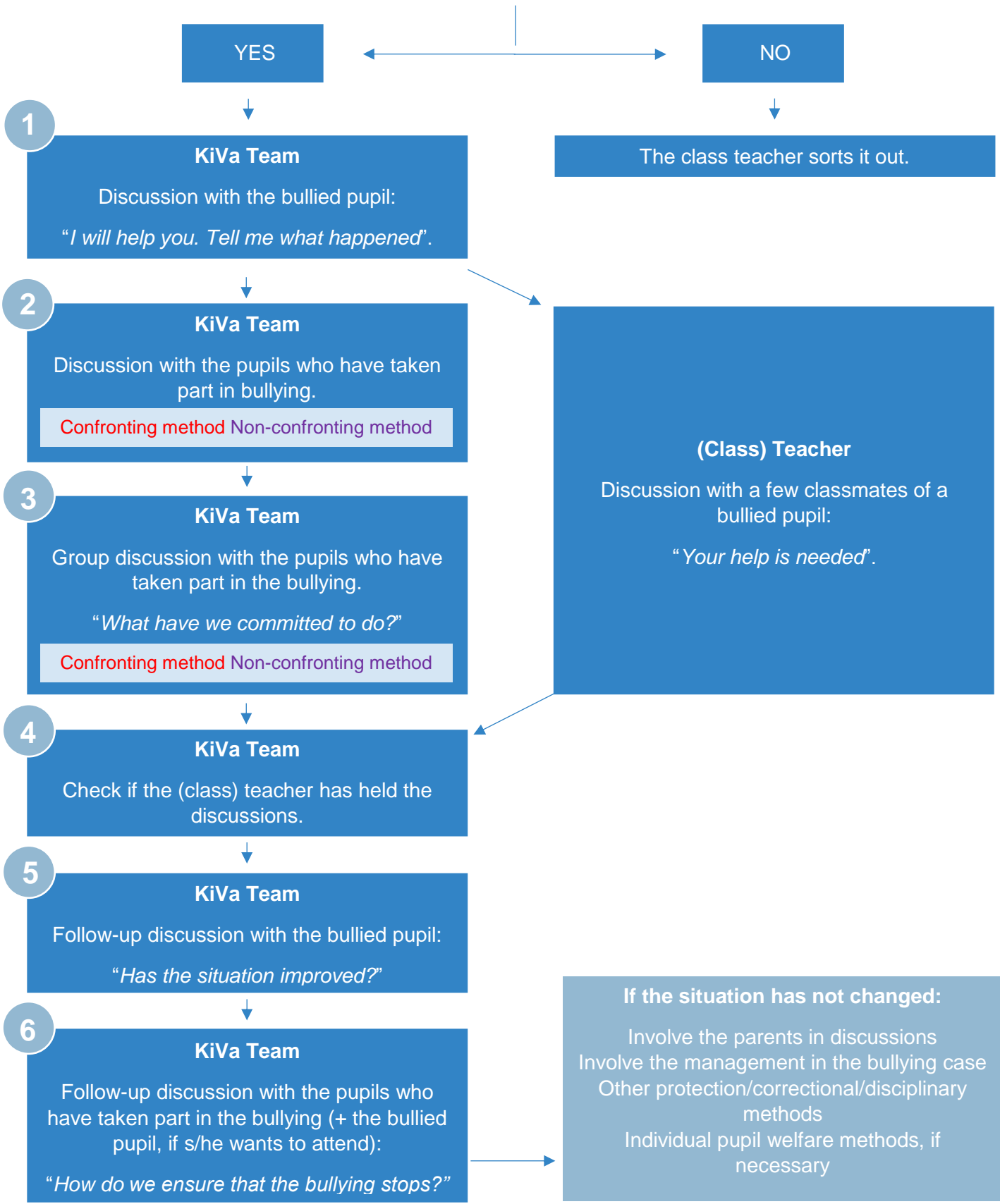
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# SUMMARY: HANDLING OF THE BULLYING CASES

## SCREENING: IS IT SYSTEMATIC BULLYING?



NURSERY, PRIMARY AND SECONDARY CYCLES

## ANNEX 3

# INFORMATION LEAFLET FOR TEACHERS, PUPILS AND PARENTS /GUARDIANS

## TEACHERS

All teachers have a role and responsibility to make EEB4 a bully-free school. Please do not stand by when you see instances of negative behaviour. Take positive actions as follows:

**Step 1:** If you see negative behaviour, intervene in the situation to stop the behaviour. Report this behaviour to the class teacher/educational advisor (through the screening form) giving as much detail as possible.

**Step 2:** The (class) teacher/educational advisor will aim to decipher if this behaviour is bullying or not. They may ask you to provide additional information.

**Step 3:** If bullying is occurring, it will be passed to the KiVa team where they will initiate the steps necessary to tackle such. (Interviews, etc.)

**Step 4:** If bullying is not occurring, but rather negative behaviour, the (class) teacher/educational advisor will deal with it.

Most importantly. **Lead others by example.** We all have the right to work in a bully-free environment so let us strive for it! Thank you all for your consideration.

## PUPILS

We do not accept any forms of bullying in EEB4!

We operate a 'no blame' policy for bullying. Therefore, if you report any bullying behaviour to an adult, you will not get anybody into trouble. The adults will investigate the behaviour, talk to the pupils involved and put a stop to it. Nobody will be in trouble with their parents or teachers once they change their ways. If the bullying continues, other measures, including disciplinary ones, will be taken.

Remember these important rules so that we can keep EEB4 bully-free!

1. Remember that what one pupil sees as fun, may be hurtful to another.
2. Ask yourself: "**Would I like to be treated that way?**"
3. Do not stand by when bullying occurs.
4. Speak up on behalf of the bullied pupil who may be too scared to speak and/or report the incident to an adult.

5. If you feel you are being bullied, or are a witness to bullying, talk to someone you can trust, like a parent/guardian, teacher, friend, a supervisor, a KiVa Team member or educational counsellor/advisor.
6. Remember that it is not your fault if you are being bullied.
7. Encourage and support the bullied pupil to stand up for him / herself and to be assertive and encourage your classmates to do the same.

## PARENTS/GUARDIANS

EEB4 does not accept any form of bullying.

We, as a school community, will do our utmost to deal with bullying behaviour in our school, ensuring that any negative behaviour does not affect the wellbeing of our pupils and staff.

If you suspect any type of bullying, please follow these steps:

**Step 1:** Firstly, contact your child's class teacher (Nursery/Primary/Secondary) or Educational Advisor (Secondary) to report any bullying behaviour.

**Step 2:** The class teacher/advisor will investigate any concerns, and if it is deemed to be bullying behaviour, they will refer the case to the KiVa team. If not, they will deal with the negative behaviour at this point as they see fit.

**Step 3:** The KiVa team (in pairs) will meet individually with the pupil(s) accused of bullying and those being bullied. They will discuss the behaviour and actions and will aim to reassure the child being bullied as well as explain to the perpetrators why their actions cannot continue.

**Step 4:** The class teacher may be asked to have a discussion with other members of the class who could show support for the pupil being bullied.

**Step 5:** Follow-up discussion with the pupil who was being bullied. – Has the situation improved?

**Step 6:** Follow-up discussion with the pupil(s) who have taken part in the bullying, along with the pupil who was bullied if they so wish. – How do we ensure that the bullying stops?

If the bullying behaviour does not stop, parents will be involved, as well as management if necessary. Pupils could be subject to sanctions at this point.

### In general:

- Watch for signs of distress in your child. E.g.: irrational and changeable behaviour; reluctance to go to school; change in appetite and/or sleeping habits; frequently feels unwell; torn, damaged or missing clothes or belongings.
- If you notice behavioural changes in other children and / or bullying, report it to the Educational advisor/class teacher.
- Listen to your child's concerns, remembering you do not have to have immediate answers.
- Remember that your child may also be involved in the bullying.
- Never confront other parents. Let the school handle it.

Thank you for your understanding and cooperation.