

Eerde Anti-Bullying Policy



Coordinator:	Boarding and Pastoral Manager - Dan Furness
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Introduction:

At Eerde International Boarding School, we want our students to feel comfortable, confident and safe so that they may learn and truly enjoy becoming lifelong learners. Eerde International Boarding School has a zero-tolerance attitude towards bullying as we value each member of our community and where we work together to foster a culture where everyone can be an individual and be accepted for who they are.



One of the principles of Eerde International Boarding School (Eerde) is that our students can feel safe, confident and enjoy their journey of becoming lifelong learners. As such, Eerde has a zero-tolerance attitude to bullying and we make it clear that the school is a place where the students are important and respected, seen, challenged and heard. It is a school where students can 'Learn, Live and Develop' whilst discovering and developing their passions and talents. It is also a school where there is space to get to know each other and deal with differences between people and their cultures – a place where tough questions are not side-stepped or avoided.

All of our community – our teachers, support staff, boarding parents, management and the school supervisory board foster this development by creating a pleasant and open working atmosphere in the classroom and beyond. By creating an overview and making this visible, Eerde contributes to the feeling of security and safety. At Eerde, there genuinely is room for everyone to be true to themselves as long as it does not come into conflict with the expectations of the school or exceeds personal boundaries. As such, it should be possible for every student to feel accepted and appreciated.

The Eerde anti-bullying policy is written for students, parents/guardians and school staff and represents Eerde's view with regard to bullying.

The policy describes bullying, prevention of bullying and how to approach the situation when bullying is evident. The main purpose of this policy is to confront and prevent bullying, by giving all stakeholders clarity on their role. A further purpose is to provide information and it also has a referral function.



Roles and Responsibilities:

Role of the Supervisory Board

The Supervisory Board will not condone any bullying and has:

- agreed a member of staff will be responsible for promoting positive student behaviour;
- delegated powers and responsibilities to the School Director and Academic Director to eliminate all forms of bullying and to keep records of all incidents of bullying;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- nominated a Link Governor to visit the school regularly, to liaise with the coordinator and to report back to the Supervisory Board;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the School Director

The School Director will:

- implement this policy;
- appoint the Academic Director and Pastoral and Boarding Manager as the coordinators of this policy;
- ensure that all school and boarding personnel are aware of the policy;
- ensure school and boarding personnel have a clear understanding of the extent and nature of bullying that may take place in the school or residential accommodation;
- work to create a safe, secure, caring and friendly school and boarding environment for all the students;
- ensure that all students understand that bullying is wrong through a preventative education programme and the Code of CONduct;
- ensure that bullying is a topic of discussion and debate for all students;
- ensure that all parents are aware of this policy and that we do not tolerate bullying;
- respond and deal with all incidents of bullying;
- contact parents or their representatives (where appropriate) to advise them of an incident involving their child;



- help counsel students who have been bullied and those who use bullying behaviour;
- keep records of all incidents of bullying;
- use records of incidents effectively to track pupils through school;
- keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- discuss with the student council/forum:
 - A definition for bullying.
 - Are pupils aware of this policy?
 - How can bullying be effectively dealt with?
 - How good are school and boarding personnel in dealing with incidents of bullying?
 - How good are school and boarding personnel in identifying the symptoms of bullying amongst pupils?
- regularly meet the Academic Director , Boarding and Pastoral Manager and Committee for Student Support and Safeguarding to ensure the policy is implemented effectively;
- monitor the effectiveness of this policy by monitoring:
 - the number of recorded incidents in an academic year;
 - the types of bullying that occur in an academic year;
 - how swiftly incidents of bullying are dealt with
- request feedback from the students on the policy using student consultation

Role of the Pastoral and Boarding Manager as Anti-Bullying Coordinator

The Pastoral and Boarding Manager - as Anti-Bullying Coordinator will:

- provide guidance and support to staff to understand the signs or behaviour of someone being bullied;
- keep up-to-date with new developments and resources;
- be aware of the work and practices of outside agencies and organisations - see section below on External Organisations;
- receive training, as appropriate on how to prevent bullying and deal with bullies and those who are bullied;
- increase awareness of these outside agencies within the school and boarding;
- offer support to victims of bullying;
- organise courses for all school and boarding personnel;
- organise an anti-bullying week;
- plan age-appropriate opportunities in the curriculum to discuss issues related to equality and tolerance;
- build pupils' resilience to bullying;



- display posters of national and local helplines and where help is available in school and boarding;
- make effective use of relevant research and information to improve this policy;
- help counsel children who have been bullied and those who use bullying behaviour;
- record and report all incidents of bullying;
- review and monitor the implementation of the policy in school;
- survey the students on their attitudes to bullying as part of student consultation;
- along with the School Director , discuss with the student council/forum:
 - A definition for bullying.
 - Are pupils aware of this policy?
 - How can bullying be effectively dealt with?
 - How good are school and residence personnel in dealing with incidents of bullying?
 - How good are school and residence personnel in identifying the symptoms of bullying amongst pupils?
- monitor the effectiveness of this policy by monitoring:
 - the number of recorded incidents in an academic year;
 - the types of bullying that occur in an academic year;
 - how swiftly incidents of bullying are dealt with
- regularly report to the School Director and Link Governor on the success of this policy

Role of the Committee for Student Support and Safeguarding (CSS)

The Committee for Student Support and Safeguarding will:

- assist in the monitoring and tackling of bullying, considering student wellbeing and concerning patterns that may appear;
- consider student behaviour holistically, taking into consideration academic achievement, relationships with other students, relationships outside the school community, emotional wellbeing, physical wellbeing, special educational needs (SEN) and any additional external contributing factors;
- offer support to students whose behavioural choices are affecting their academic progression or general wellbeing;
- ensure that behavioural issues, even those which are low level, are recorded on Managebac, to allow for monitoring;



Role of Tutors

Tutors will:

- act as a point of contact for students in their tutor group;
- liaise with other staff, Course Coordinators and the Academic Director regarding the well-being, academic development and behaviour of their students;
- promote good behaviour and challenge poor behaviour;
- apply all rewards and sanctions fairly and consistently;
- deal appropriately with any unacceptable behaviour;
- log behavioural concerns, even those which are low level, in the appropriate manner;
- deliver the tutor programme to their students and promote autonomy and personal responsibility.

Role of School Personnel

School personnel will:

- be aware of the signs of bullying in order to prevent bullying taking place;
- be aware of the outside agencies and organisations that offer support to victims of bullying;
- take all forms of bullying seriously;
- make sure that all pupils know what to do if they are bullied;
- encourage pupils to report any incidents of bullying to any member of the school or boarding personnel;
- support any pupil who has been bullied;
- undertake the appropriate training, when required;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report all incidents of bullying to the appropriate member of staff;
- raise awareness of the wrongs of bullying through the tutor Programme and other forums;
- use preventative strategies, such as 'buddy systems'

Role of Students

Students will:

- tell a member of staff if they are being bullied;
- tell a member of staff if they see someone being bullied;



- discuss ways of preventing bullying through student consultation opportunities;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the Eerde Code of Honour and School and Boarding Guide and any guidance necessary to ensure the smooth running of the school;
- take part in questionnaires and surveys, as part of the regular feedback system;

Role of Parents/Carers

Parents/carers will:

- be aware of and support this policy;
- report to the school any concerns they have of their child being bullied;
- be assured that the school will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions

Role of the Data Protection Officer (if necessary)

The Data Protection Officer will:

- have expert knowledge of data protection law and practices;
- inform the school and school personnel about their obligations to comply with the GDPR and other data protection laws;
- ensure data management is strengthened and unified;
- monitor compliance with the GDPR and other data protection laws, in line with the Eerde IBS Data Protection Policy.



Procedure:

Definitions

Teasing

When the effects of one's behaviour is not pleasant for others, then it is considered teasing. This can still be seen as a game that is not necessarily experienced as threatening by any of the parties involved.

Teasing is a more playful way of dealing with a 'conflict' and has no extreme consequences for the person undergoing it. As a result, pupils develop a skill that could indeed be seen as useful in life when managing conflict.

Bullying

Bullying is defined as the repeated use by one or more students or by a member of the school staff of a written, verbal or electronic expression, or a physical act or gesture, or any combination of these, directed at a target (this could be a student, parent or member of staff) that does one of more of the following:

- Causes emotional or physical harm to the target or damage to the target's property
- Places the target in reasonable fear of harm to him/herself or of damage to his/her property
- Creates a negative and hostile environment at school for said target
- Infringes on the rights of the target at school
- Substantially disrupts the education process or the orderly operation of school

Eerde strongly believes that everyone has the right to be themselves and we operate on the rule that you can act at your own will, unless that behaviour affects anyone negatively. If that happens, the students (and possible third parties involved) are obligated to find a solution to deal with that negative impact. The person who is targeted determines, in collaboration with a third party such as their Tutor, whether the action is seen as bullying or teasing.

People and perspectives are different and as such, what one person regards as a form of harassment, others may interpret as harmless actions. What is a bit of teasing or a joke for one person, can be experienced as annoying or hurtful by



others. Actions that may not be meant personally against one person, can actually hurt someone. When this occurs, it is necessary to sit down with each other, with a third person, to work on a solution.

Forms of Bullying

Bullying can take the similar forms as teasing and as such there is a fine line that separates these two.

The following five categories are examples of bullying and at Eerde, we take measures against ALL forms of bullying.

Verbal bullying

Includes: threatening, verbal abuse, ridiculing, sending unsolicited messages via email or chat, using an app or website (digital technology) with the intention of making someone look bad by sending comments, photos and/or videos, deriding or giving nicknames based on physical characteristics, (ethnic) origin, religion, sexual preference or even giving a wrong answer in class.

Physical bullying

Includes: punching, pulling, pushing, spitting, kicking, hitting, tripping, scratching, biting, or pulling one's hair.

Intimidation

Examples: following/stalking a student or awaiting someone, setting up a trap, sexual harassment, obstructing passage or forcing someone to give them money or other properties, being overpowering physically or too much 'in someone's face.

Isolation

Example: constantly excluding a classmate by making it clear that he or she is not wanted or welcome, or silencing that student when they are participating in a discussion.

Stealing or destruction of property

Example: stealing, damaging and destroying another's property.



Cyber bullying

Example: targeting students online via social media or otherwise.

Parties involved in Bullying

When bullying takes place, different parties are involved:

- the bullied student(s)
- the bullying student(s)
- the silent middle class, the staff and the parents/guardians.

To truly tackle bullying, both in terms of prevention and in curative form, it is necessary that all parties are involved in the implementation of the policy.

At Eerde, we employ a five-pronged/five-element approach.

1. The bullied pupil:

Students who have different interests than most of their peers, or they do things differently, tend to be more at risk of being bullied. This also applies to students who may learn in different ways or who may need some extra learning support. Many students who are bullied have a limited resilience.

They may be unable to actually take action against bullying and emit this.

They are often anxious and insecure in a group and may be afraid to say anything because they may be afraid of being rejected.

This fear and uncertainty are further enhanced by the experienced bullying, causing the student to enter a vicious circle, which can only be broken with external help.

Please note that bullied students often feel lonely, don't or may not have many friends to fall back on in the environment in which they are being bullied and may sometimes get along better with adults than with their peers.

2. The bullying pupil:

Students who bully are often physically and/or verbally stronger than the bullied student. Girls mostly (75%) bully through psychological violence (exclusion, gossip) and by means of physical violence (25%). For boys it's the opposite: 75% uses



physical violence, while the remainder is being done through psychological violence.

Bullying students may position themselves in an aggressive manner and react with threats of violence or indirect use of force. There may also be tendencies to passive-aggressive bullying and these students often seem to be popular in a classroom. It may be that they force their popularity on the group by showing how strong and daring they are/can be.

Pupils who bully in an aggressive manner may not only be physically stronger than their peers, but they also often have a poorly developed sense of empathy, are impulsive and prefer to dominate other children.

Usually, a bullying student has not learned how to express his or her aggression/anger in any other way and may therefore bully. Sometimes, they have been bullied themselves in the past. Bullying students often experience a sense of guilt in the long term, which can be a burden to them.

Because of their limited social skills, they may often struggle to build and maintain friendships based on other grounds than those of power and sharing that power. Often, bullying students lack social development, which has consequences for themselves and others.

3. The silent middle group:

The so-called 'silent middle' group involves the students that do not actively participate in nor do they resist bullying. They keep some distance.

The 'followers' do participate in bullying, either out of fear or out of fear of reckoning at a later stage. Generally a follower's greatest fear is to become a victim him/herself. Sometimes the followers think that bullying can make them look tough and that this could possibly contribute to his or her popularity. Bullying is also often supported by the followers, because this behaviour increases the attention they are getting. Without followers, bullying would probably quickly diminish or stop altogether.



Very occasionally, a student or a small group of students might dare to stand up against the bully(s). The middle group plays an important role in solving bullying problems.

4. The employees/staff:

Often, bullying happens in a closely-guarded secret group(s): students know or suspect that others are being bullied; yet nobody dares to tell a teacher or parent. The employees/staff are therefore often unaware that students are being bullied. When seeing inappropriate behaviour, they do not always interpret it as bullying. Employees should (if in doubt) always address students' behavior and challenge students. If needed, this address should be followed through by an e-mail to the tutor and copying the Course Coordinator or Academic Director in so that they are aware and can keep an eye.

5. The parents/guardians:

When students are bullied, they tend not to tell their parents/guardians. They may also fear involving parents/guardians and Tutors will lead to the problem being addressed in the wrong way, escalating or making things worse. They often feel ashamed or believe that they have provoked the bullying somehow and deserve it.

A Preventative Approach

The Tutor

From the beginning of the school year, the tutor has a big responsibility in helping to create a safe environment, starting from the introduction/administration day in August. There is also an extensive program throughout the year with a strong emphasis on learning how to properly interact, with the introductory day as a basis in which the students get to know each other and the tutor as a pivotal activity. On this day there will also be time to set goals, set boundaries and discuss what expectations are at Eerde – including those related to student behavior with and around one another.



By formulating questions about awareness/reflection, groups will get clarity on how to interact with each other. Questions like "What are the rules of engagement that we all agree to?"

These rules will be written down, signed by all the students and made visible in the classroom on the tutor board.

In addition, the rules for interaction, as discussed, will be discussed again at a later stage, so these are clear for everyone.

Examples of rules on interaction are:

- We listen to each other, not just hear them
- We let each other speak without interrupting and without judgement
- We respect each other's personal boundaries
- We do not touch each other's stuff
- We exclude no one
- We solve issues by talking to each other about what is important to us
- We notify a teacher, boarding parent or tutor when someone is being bullied
- Be yourself and give others the room to stay true to themselves
- When something is unpleasant we will tell someone in a correct, constructive way
- We do not name call, threaten or make others feel ashamed, uncomfortable or scared

By brainstorming as a group, students can also realise the difference between teasing and bullying. This can be clarified by the paragraphs "Teasing" and "Bullying".

After this introduction to bullying, there will be more time spent on the social climate and bullying in all its forms during the tutor sessions. This will be delivered as part of the well-being program and will also gauge the social climate by including class discussions and joint assignments. During the tutor sessions, there is also space for individual conversations with the tutor, for example, if a student wants to talk about bullying or wants to express his concerns about a classmate. In this capacity, the tutor will also act as a mentor to the student and will be required to pass the information on to be recorded and so that a suitable



plan of action may be taken, which falls in line with Eerde's Safeguarding and Child Protection policy.

Teachers and support staff:

Eerde adults set the example!

The exemplary behaviour of teachers and support staff is very important. If there is a climate with clear rules about how to communicate and interact, where differences are accepted and where arguments can be settled in a calm manner then bullying is less likely to occur. This exemplary behaviour is founded in upholding the rules of conduct and school policies. All staff should have a joint approach and agreement regarding the code of conduct as all are expected to intervene if they notice any poor/untoward behaviour in and around the school premises.

Policy published:

The anti-bullying policy should be available to pupils, parents and staff, by referring to it in the school- and boarding guide, and making it available on request. It is yearly reviewed, evaluated and adjusted, when necessary and is a live, working document to best reflect the climate and conduct of Eerde. Staff will get training opportunities regarding bullying and the anti-bullying school policy, as part of their professional development.

Curative Approach

It is important to always take the student who is being bullied seriously, to stay calm and to listen to them. The tutor is always the first point of contact for students and parents/guardians. A report will be written, sent to the necessary parties and kept on file in Google docs. If needed, the issue or incident will be escalated to the Academic Director or Boarding and Pastoral Manager.

The tutor:

Eerde tutors, as all staff, take a clear stand against bullying and advises on how to react and respond. It is the tutor's role to give the student who is bullied a clear indication, making sure the student knows, that the problem is taken seriously and will involve people from inside (and outside) the school/boarding if necessary (tutors, teachers, Academic Director or Boarding and Pastoral Manager etc). The



tutor should not lead but rather engage the student who is being bullied in the process to the extent that the bullied student actively gets involved in solving the issue with the help of the tutor.

The following steps may be followed here:

1. Report/statement of the problem with colleagues (Academic Director or Boarding and Pastoral Manager) and other coordinators (if needed) by the tutor
2. Talking to the bullied student
3. Talking to the bullying pupil
4. If necessary, start a conversation with classmates
5. Tutor informs parents involved about the situation
6. Draw up a plan (see possible steps below), if necessary with Academic Director or Boarding and Pastoral Manager
7. Tutor informs parents involved about teachers and teaching plan
8. Plan implementation and evaluation moments
9. Evaluate the plan with all the stakeholders
10. Sanctions by Head of Pastoral Care and/or Head of Boarding, should the bullying persist
11. Aftercare, close monitoring and registration of the situation

Possible steps in preparing a plan:

- Arrange for a discussion/conversation between the bully and the target
- Arrange a class or tutor discussion and other activities with the aim of restoring what safety in the classroom, boarding house and around school looks like and mobilising the silent majority. This should be a general discussion, so that the bullied student won't get the blame. The subject of safety in the school can be discussed as a social item or be the focus of an assembly.
- Arrange for an interview with the bullied student and his or her parents.
- A conversation between the parents of the student who is bullied and those who engage in bullying.
- The student who bullies should be provided with the opportunity to atone and the right to learn and make amends for his/her behaviour.



Sanctions

Cases of bullying are dealt with in line with Eerde's Behaviour and Conduct Policy. Though we seek to resolve incidents of bullying through support and discussion, we also recognise that sanctions must be imposed on those students who bully others to demonstrate that we have a zero tolerance policy towards bullying behaviour. Sanctions will depend on the severity of the bullying and range from after school reflection to suspension or even expulsion in very serious or repeated cases.

Criminal offences will be reported to the police.

Reporting Bullying

All incidents of bullying should be reported through the Safeguarding and Behaviour Reporting structure outlined in the Behaviour and Conduct Policy and Safeguarding and Child Protection Policy.

Parents should be involved, wherever possible, in addressing behaviour and bullying concerns.

External Organisations

School & Safety Foundation, website link:

<https://www.schoolenveiligheid.nl/english/>

The School & Safety Foundation is a Dutch centre of expertise for 'safe social learning environment'. Our aim is to create a healthy social wellbeing in schools by actively sharing knowledge and experiences and by advising and supporting schools. We provide up-to-date information and expert advice. Our goal is for every school in the Netherlands to have a safe social learning environment.

E-mail: info@schoolenveiligheid.nl

Phone: +31 30 285 65 31

Address

Zwarte Woud 2

3524 SJ Utrecht

The Netherlands



Jongeren team Gemeente Ommen (Youth team Commune Ommen)

The Youth Team is established to support young people aged 18 to 27 from the municipalities Hardenberg and Ommen. The team works from the town hall of Hardenberg. The youth team is also present at the Ommen town hall. The Youth Team only works by appointment. You can go on Monday to Thursday between 8.30 am and 5 pm and make an appointment by phone on Friday between 8.30 a.m. and 12.30 p.m. the number 14 0523 (without prefix) or 0523 788 874.

You can also reach the youth team by e-mail at the address

jongerenloket@ommen-hardenberg.nl

<https://www.ommen.nl/inwoners/zorg-en-welzijn/werk-en-inkomen/jongerenteam.html>

Netherlands Youth institute

The Netherlands Youth institute is the knowledge centre committed to collecting, enriching, interpreting and sharing topical knowledge on youth, professionalism and the youth services infrastructure. This is our contribution to safer, healthier and more favourable lives of children, young people and their parents/guardians.

<http://www.youthpolicy.nl/en/About-Netherlands-Youth-Institute>

Student Consultation

We wish to consult our students and to hear their views and opinions as we acknowledge and support [Article 12 of the United Nations Convention on the Rights of the Child](#) that children should be encouraged to form and to express their views.

Student consultation is integral to our process of regular self-evaluation and continuous improvement and will take place in a variety of ways.

The methods will include:

- A Student Council (which will meet regularly and also be consulted by the Academic Director)
- An appointment system and means of contact with the Academic Director and key staff members
- Operating an 'open door' policy in school whenever possible
- Student Questionnaires (on a variety of matters relating to the school and/or and social issues)



- Open Class discussion (on a variety of matters relating to the school and/or and social issues)

Every effort is made to provide a variety and range of consultation methods to all students. Every student who attends Eerde International Boarding School will be encouraged and given the opportunity to provide feedback on every aspect of school life during their time with us.

A separate policy exists for student consultation which explains these processes in more detail.

Associated Policies and Publications

This policy has been written with reference to and in accordance with the following policies and publications:

- Eerde IBS Behaviour and Conduct Policy
- Eerde IBS Safeguarding and Child Protection Policy
- Eerde IBS E-Safety Policy
- Eerde IBS Personal Development and Enrichment Policy
- Eerde Code of Honour
- Eerde School and Boarding Guide



Equality Impact Assessment

We are also committed to [Articles 2 and 14 of the United Nations Convention on the Rights of the Child](#) and therefore, have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Therefore, this policy has been equality impact assessed to ensure that it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

This policy affects or is likely to affect the following members of the school community (✓)		Students	School Personnel	Parents/ carers	Board	School Visitors	Wider School Community				
		✓	✓	✓							
Question	Protected Characteristics							Conclusion			
Does or could this policy have a negative impact on any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'yes' or 'not sure'		
	YES									Yes	No
	NO	✓	✓	✓	✓	✓	✓	✓			✓
	UNSURE										
Does or could this policy help promote equality for any of the following?	Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation	Undertake a full EIA if the answer is 'no' or 'not sure'		
	YES	✓	✓	✓	✓	✓	✓	✓		Yes	No
	NO										
	UNSURE									✓	
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.										

Policy Review

Annual Policy Review Sheet - Appendix A:

Review Date	Primary Reviewer Name (Policy Coordinator)

This Appendix A should be completed **annually** by the Policy Coordinator. The contents of this review will be monitored on a termly basis through Termly Review meetings.

Is this policy being implemented fully, with all outlined procedures followed as prescribed?	YES/NO
If this policy is not being implemented fully, as prescribed, please outline what you have put in place instead and the reasons behind the change...	
How are staff made aware of this policy?	
Does this policy require any specific/specialised training for staff, if yes please specify what it is and whether it has been done?	
Monitoring the Effectiveness of the Policy	
Please comment on the overall effectiveness of this policy – giving any suggestions or recommendations for improvement...	



Appendix 1: Information for parents of bullied students.

Possible due to bullying:

- Does not want to go to school
- Does not want to talk about school
- Does not bring other children home/is not invited by others
- Underachieving - poorer results in school than before
- Lost or broken materials
- Headaches or stomach aches are common
- Bruising in unusual places
- Not wanting to go to sleep; frequent waking up or having nightmares; bedwetting
- Does not want to celebrate birthday
- Does not want to play outside
- Does not dare to get something from the store
- Does not want / dare to go to a club
- Does not want to wear certain clothes
- Is irritable, angry or sad at home
- Self-created injuries/self-harm to avoid having to go to school

What parents / guardians can do themselves:

- Take your child seriously and tell them that you are going to talk to others to stop the bullying
- Contact the tutor to discuss the bullying
- Discuss what happened with your child and ask them to write it down
- Guarantee your child that you will handle this carefully and in a sensitive manner
- Explain why children bully to your child
- Talking together about bullying, possibly with the help from a book/film on the subject
- Explain that adults don't interfere, because they do not notice that bullying is taking place
- Tell your child that there is a possibility that the bullying will not stop immediately when the situation has been addressed. The problems of a bullied student can be difficult to resolve in the short term



- Ensure that the topic is being discussed
- If you are not allowed to speak to anyone else about the bullying, then support your child, give background information and make it clear that the school will deal with it carefully. Before you promise anything, ask what Eerde can do
- Reward your child and help to restore self-respect
- Encourage your child to take part in and practice a (team) sport
- Keep communication lines open; keep talking to your child. Do this in a positive way; give suggestions to end the bullying. A negative way of asking questions might be: "What bad things happened today?"
- Keep in regular contact with your child's tutor
- If your child really suffers from bullying, at the expense of self-confidence, help from an expert may be required. Contact the school for suggestions
- Do not keep quiet about the bullying, but take action by sharing it with someone



Appendix 2: Information for parents of bullying students

- Take the problem seriously as it is serious
- Do not panic: every child can be tempted to start bullying
- Do your best to try get to the bottom of what causes the bullying
- Make your child sensitive to what the behaviour does to others
- Pay attention to your child by letting her or him see that you value him/her
- Encourage your child to practice a sport
- Watch a film about bullying together
- Keep the communication open; keep talking to your child. Give advice on other ways to deal with each other/acceptable social interaction
- Keep in regular contact with the tutor of your child and the Course Coordinator, Academic Director or Pastoral and Boarding Manager



Appendix 3: Cyber bullying

What can students do to prevent cyber bullying?

- Remember that not everything is true that you encounter on the internet
- Use a separate email address to register yourself on websites. Choose an email address that does not contain your own first and last name
- If you feel embarrassed by something you've seen, tell someone you trust immediately
- Always be friendly and honest and not abusive
- Remove unknown people from your contact list and do not communicate with unknown people
- Leave a chat when something bad happens and report it
- Do not call or email with others you know from the Internet, and do not speak to them without your parents knowing
- Do not send jokes, threatening mail, or hate mail – ever!
- Do not give personal information to people you only know from chatting or in general

Remember, the internet is like a digital tattoo and what you do on it could potentially be there forever!

In conclusion:

- Do not give email addresses, common addresses, names (not from school), phone numbers, passwords, etc. especially to people you do not know. Pay specific attention to photos of yourself: if you put a picture on the Internet, it can be easily copied and posted on another website. The picture can be on the internet for years, even if you have taken the time to removed it. Photos can be edited without your knowledge or permission. Keep that in mind!
- Be careful when using your webcam. Do not use a webcam with people you do not know or trust. Your images can be stored and used to show them to other people. They can also be used for purposes other than those for which you made them.

What can you do against cyber bullying?

- Realize that this is done by someone who has personal difficulties and no one to help him/her.
- Do not ever take it personally.



- If the bullying is being done by people you do not know, do not take name-calling or insults personally. Often people make negative comments out of boredom. The anonymity of the Internet makes people curse easily.
- Ignore hate mails – messages, do not retaliate or reply.
- It's best not to respond to hate mails or other digital harassment. Ignoring is effective in the early stages of bullying, as long as the bully has not been bullying for a long time. Bullies often want attention. If you do not respond, bullies will look for someone else to annoy.
- If you get hate emails or messages, block the sender.
- Talk about it/report it immediately.

Talking about it with your friends, your parents or a teacher you trust is important, especially when the bullying has been taking place for a while and you feel threatened by it. You could also talk with someone who knows a lot about computers and the Internet.

Things to consider:

- Keep the evidence
- If the bullying is already in an advanced stage and the threats are expressed via e-mail or posts on social media, keep it. No matter how annoying the e-mails can be, do not throw them away, but print out the hate mail or save the messages. It is evidence that can be used against the bully. The IP address of the e-mail can sometimes be used to find out from which computer the email was sent. A provider often has a helpdesk that handles complaints about nasty mail, messages, etc. They often have the technical ability to check who sent it, so make sure you contact the help desk.
- You can go to your tutor or one of the contacts at school that are specially appointed to assist you with forms of undesirable behaviour. They can tell you what you can do to stop the disturbing behaviour or help you if the annoying behaviour has already stopped, but you still feel that you suffer from it.
- Bullying can be so persistent that the bullying will be referred to as "stalking". This is an offense. Report it.
- Sometimes it might be necessary or advisable to file a police report. Talk to a parent or teacher.
- Do not feel guilty when something terrible happens. It is not your fault.

