

ANTI- BULLYING

POLICIES AND GUIDELINES FOR TEACHERS

This is a short guideline for teachers in NLIS regarding bullying. It is important that this guideline is read together with the Anti-Bullying section in the parent/student handbook.

WHAT MAKES THE STUDENTS BULLY OTHERS, AND WHAT ARE THE RESULTS?

The main motives for a student bullying is that he or she is experiencing power and sometimes believe that this is the right way to get attention.

Students who are bullied are rather in a difficult situation. They can quickly get a low esteemed quality of life, and bullying can prevent development opportunities. Whoever is being bullied, risks serious damage in both short and long term development in life. A bullying situation tends to last a long time, and can cause serious injuries if it is not prevented.

YOU AS EMPLOYEES HAVE RESPONSIBILITY TO PREVENT AND STOP BULLYING!

There is no doubt that those who are employees and managers in school, have a responsibility to prevent and stop bullying. To do this you must build up an active action plan against bullying. You need to set aside time to discuss the topic, and prepare written plans regarding how you should act. The plan must be followed in your daily work, and it must be evaluated.

In efforts to prevent bullying:

- you must build up a good learning environment throughout the school
- pay close attention to what happens in the school environment to uncover bullying and resolving cases of bullying quickly
- having continuity in the work against bullying and prioritize it highly

It is important that you involve the whole school environment. You must engage students and parents in this work, and all must gain an understanding of how important the work against bullying is. If all parties have ownership of this work and actively participate, chances of success are greater. It is especially important that parents participate. Without them it is difficult to put an end to bullying.

Everyone must be able to become actively involved in the prevention work. Staff shall support each other and demand each other's participation. Authoritative leadership must be practiced by the employees. That is, all will meet each other with respect, one must show concern for students and demand established norms of behavior. The school must be characterized by a common good practice among the employees in the meeting with students and parents. Students must receive

praise for positive behavior, but must be rebuked when they go over the limit of acceptable behavior.

1. Preventive work

A good psychosocial environment and a good learning environment prevent bullying. A prerequisite for you to be able to create a good environment, are systematically preventive work. Remember that all teachers must act instantly when seeing bullying.

The following factors are essential for developing and maintaining a good learning environment at school. These factors emerge in research on students' learning environment.

The school has good governance, organization and a culture of learning; We must have an indirect effect on the pupil's learning environment and learning, through culture of learning. A solid management and organization is necessary for a good teaching environment in a systematically and continuously way, and for the school to adopt more research-based knowledge.

Teacher's ability to lead classes and groups: Is one of the key factors in the fight against bullying and to create a good learning environment. Good class management is characterized by a clear structure in the teaching process and formulation of clear goals for student learning and teaching environment. You as a teacher must have high expectations for students and give them constructive feedback both academically and socially. In order to provide feedback on student behavior, it is essential that school regulations/rules are incorporated into the class.

Positive relation between teacher and student: The authoritative teacher has large relational competence. He or she deliberately builds up a positive relationship to each student, and students feel that the teacher cares, shows kindness and supports them so they feel safe, trusted and are seen by the teacher. The teacher has righteous demands towards the students, gives positive and constructive feedback on fixed norms. The teacher creates commitment and motivation for learning and contributes to good self-esteem among the students.

Students, who are seen and recognized by the teacher, are safe also in relation to other students. The culture of the student group is important for both learning and behavior. A class with a collective "we-feeling" and good cooperation will protect each other and do not tolerate anyone being bothered or offended. Students are trained to resolve conflicts and disagreements are perceived not as a threat. They will experience it as positive to be active and interested, and they will accept inequalities.

Good relationship between school and home: If the parents and teachers convey the same positive expectations of students, it becomes easier for all parties. School and home must approach each other and speak the same language. When students feel that the adults set the same limits to bullying and antisocial behavior, this will itself act as a preventive tool.



YOU as employees must:

- Provide good information when meeting with new students and parents.
- Pay particular attention during the transition between kindergarten and school and between the different classes.
- Have inspection and supervision in the schoolyard, and observe detailed regarding each student's behavior.
- Bring up the subject of bullying in class meetings and engage students in work. The requirements you have towards attitudes and behavior must confirm to the general standards in school and in the classroom.
- Making students aware of how bullying occurs, about the different roles students may have, that it is not allowed to bully, how it is perceived to be bullied, and that the bully also gets harmed by bullying.
- Capturing spectator role - passive students can amplify the bully situation and students should learn how spectators can help put an end to bullying.

2. How can we uncover bullying?

Most bullying occurs without adults present. It can be difficult to detect, and many of the students who are bullied, says nothing about what takes place. You must be active in many ways in order to identify bullying. Here are some activities you should undertake to uncover bullying.

- You should conduct an annual anonymous survey.
- You must focus on the quality of the interaction between students. To do this you should train on direct observation.
- You must prioritize to be present and supervise during recess. Students need to know how you respond to problem behavior, and you must be predictable.
- You must address bullying in the individual conversations you have with your students in weekly community class/morning meetings, parental talks and at parent meetings.
- Reports of bullying from students and parents are always taken seriously.
- On suspicion of bullying you must intensify the observation, research and information collection.
- In order to uncover "hidden bullying" you must work intensively and systematically over time. Among other things, you must observe the students and have conversations with students, parents and possibly others. In addition, you can use mapping materials to get an overview of the "game" that takes place.

NEW TECHNOLOGY AND BULLYING

Bullying using mobile phones and the Internet takes place most of the time outside the school. You must nevertheless mention this form of bullying at school.

Since bullying of this kind occurs outside the school, it may be necessary to work with parents, police and others to solve digital bullying. Many students, who are exposed to traditional bullying at school, are also vulnerable to cyber-bullying.

3. How do we resolve cases of bullying?

The school shall be a place where bullying never takes place. To achieve this, it is important that issues that arise are solved quickly. You, who are employees, must be able to constructively solve cases of bullying. You also have a duty under the Education of Act to help combat bullying. Many are uncertain on how to handle a case of bullying. Therefore, it is important that all school staff is trained on how to solve a case of bullying. This is the principal's responsibility. If you as school staff face a case of bullying, you should notify the principal. We recommend that the principal joins the staff to resolve the matter.

It is important that both the principal and staff meets the involved with respect. Those who are bullied should experience staff that look after them, are safe and clear. Those who bully meet the staff who clearly distance themselves from what is done, but that show students respect and expectations of changed behavior. All involved parents should find employees who show them and their children respect.

MONITORING OF THE BULLIED, THE BULLIES AND THEIR OWN WORK

Cases of bullying can take place for a long time at school. This is not acceptable.

The longer bullying lasts, the more damage takes the person being bullied. It is important to reassure those who are exposed to bullying, that you who are adults are included and will intervene if bullying continues.

Bullies need help to develop a socially acceptable behavior manner. You must therefore follow developments; assess the individual's upbringing situation. Research shows that bullies find it difficult to get along in life if they are not stopped at an early stage and getting appropriate help.

You must assess your own work after cases of bullying to learn from what happened, practice more to be better prepared to meet the next matter and freshen up the continual work with the learning environment.

Guide for solving bullying

The following template for resolving cases of bullying have showed good results. Principals and staff should implement these points.

1. Surveys and observation to acquire information.
2. Conversations with the person who has been troubled, to obtain information and provide support.
3. Conversation with the parents of the afflicted.
4. Conversation with the bullies. Although there are several bullies, you must speak with one at a time. The purpose of the conversation is to let them know that bullying is unacceptable and



must stop immediately. You invite to such cooperation to put an end to bullying, make agreements on what should happen, and set up a new meeting.

5. Conversation with the bullies' parents individually. If the parents wish, you can talk with several people at once. Do not let the parents themselves sort out the student situation.
6. Individual resolution. Principal decides whether it should be made an individual resolution when you have discovered bullying. Parents have the right to request that the school takes action.
7. Sanctions and documentation. Implement sanctions against bullies if necessary. You should document the sanctions and everything else, such as summaries etc.
8. Follow-up. Bully situations are being monitored until it ceases completely. Everyone should be able to go to school together and experience social belonging and security. After sometime it may be beneficial to have a conversation between the person who was afflicted, and bullies. Do not do this too early. Remember that it takes time to get over serious violations.
9. Seek advice and help if needed from the principal.

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