

Latest review: February 2026
Next review planned for: December 2027

ANTI-BULLYING POLICY

At ISB, bullying is treated seriously and addressed collaboratively, reinforcing our commitment to a safe, inclusive, and respectful school environment. As a general rule, our policies are reviewed every two years. The review process involves the Student Council, staff, parents, the Leadership Team, the Kindergarten Parent Committee, and finally the Board.

Definition of Bullying

School bullying is a damaging social process that is characterized by an imbalance of power driven by social (societal) and institutional norms. It is often repeated and manifests as unwanted interpersonal behaviour among students or school personnel that causes physical, social, and emotional harm to the targeted individuals or groups, and the wider school community.

**Definition by UNESCO Chair on Bullying and Cyberbullying,
in collaboration with the World Anti-Bullying Forum (WABF) 2023.*

In line with UNESCO, bullying is understood as **repeated** and **unwanted** behaviour that involves an imbalance of power and causes physical, emotional, social or psychological harm. Bullying can take place in person or online and may be carried out by individuals or groups. It affects not only the targeted individual but also the wider school community.

Bullying can include, but is not limited to:

- **Physical bullying** (e.g. hitting, pushing, damaging belongings)
- **Verbal bullying** (e.g. name-calling, threats, teasing)
- **Social or relational bullying** (e.g. exclusion, spreading rumours)
- **Cyberbullying** (e.g. harmful messages, images or exclusion via digital platforms)

Bullying is not seen as an individual issue alone but as a social process shaped by relationships, group dynamics and the school environment. Preventing and addressing bullying is therefore a shared responsibility across the school community.

This UNESCO/WABF definition of bullying reflects our approach and work to ensure that ISB is a safe and supportive learning environment. This means that to end all forms of school violence,

including bullying, we must understand that these behaviours do not happen in isolation and that a whole-education, whole-community, approach is needed.

In a multicultural community, we often express emotions in different ways and with different vocabularies.

At ISB we are aware of the importance of a constructive approach to help us all expand our emotional vocabulary. When our ability to describe our feelings is limited, the intensity of our experiences—especially negative ones—can feel heightened. By learning to name our emotions more clearly, we engage our rational mind, reduce emotional intensity, and open the door to healthier dialogue and stronger connections across cultures. We do this at an age/developmentally appropriate level with visuals to support the conversation.

In addition, we work with students to build strong communities and to understand the importance of being fair and responsible in their interactions. While emotions are real and valid, it is equally important to respond in ways that are appropriate and constructive. We encourage students to reflect on their feelings, consider the perspectives of others, and take initiative to resolve conflicts respectfully.

By combining emotional awareness with fairness and dialogue, students learn to engage thoughtfully, make responsible choices, and contribute positively to our multicultural community. This approach not only supports personal well-being but also strengthens collaboration, empathy, and mutual respect across diverse backgrounds.

Responding to Bullying

(Aligned with ISB, IB values and UNESCO principles)

If a case of bullying is identified, ISB takes immediate and structured action to ensure the safety and well-being of all students involved.

The process typically includes:

- Immediate Support: The targeted student(s) receive care, reassurance, and a safe space to discuss the incident.
- Fact Finding: Teachers and/or leadership gather information from all parties involved to understand the context and severity.
- Collaboration: Parents/guardians are informed, and dialogue between home and school is established to coordinate support.
- Support Plan: A plan to support the individual student's well-being.

- Action Plan: A targeted plan is developed to address the behavior, support the student(s) affected, and prevent recurrence. This may include counseling, restorative practices, or skill-building sessions.
- Restorative Conversations: Facilitated by ISB Leadership/ Well-Being Specialists.
- Follow-Up: Ongoing monitoring ensures that the situation is resolved and that all students feel safe. Lessons may also be reinforced with the broader class or community to promote empathy, respect, and positive behavior.

What happens if bullying is suspected?

If a student is experiencing repeated and unwanted behaviour, the student must tell an adult. The adult has a responsibility to support the student by opening the dialogue with parents/guardians and the respective ISB Homeroom teacher.

Step 1 – Report (Day 0)

Any concern about bullying should be reported to a **teacher, pedagogical staff member or school leader** by a student, parent/guardian or staff member.

Step 2 – Initial Review (Within 3 school days)

ISB gathers information through conversations and observations with the students involved and relevant adults to understand the situation, relationships and group dynamics.

A meeting with respective parents/guardians, individual students and ISB staff will be called to agree on next steps. If bullying is identified, the next step is an **Action Plan**, and ISB Leadership must be informed and involved.

Step 3 – Action Plan (Within 5 school days)

If bullying is identified, ISB Leadership in collaboration with teachers and student(s) involved, develops a **clear action plan**, outlining:

- agreed interventions
- responsible staff
- parent/guardian involvement and responsibility
- a timeline for follow-up

Focus is on stopping the behaviour and restoring a safe, inclusive learning environment.

A meeting with respective parents/guardians, student and ISB staff will be called to agree on the

Action Plan.

Step 4 – Follow-up and Evaluation (After 2–4 weeks)

Regular check-ins with the student and the parent/guardian involved will take place as per the plan. ISB Leadership reviews the situation with parents/guardians and student(s) involved. The action plan is adjusted if needed.

Should a student not respond to interventions to change their behaviour and to repair relationships in the school community, this may result in exclusion.

If needed formal complaint procedures may be followed in line with applicable legislation and school governance.

End of policy.

Action Plan (Framework)



STUDENT NAME	CLASS	DATE

STATUS	<i>Description of the situation</i>
AGREED INTERVENTIONS	<p><i>What agreed actions will take place?</i></p> <p><i>Agreed documentation on the process</i></p>
RESPONSIBLE STAFF	<i>Who will carry out each action? E.g. Homeroom, Well-Being, ISB Leadership</i>
PARENT INVOLVEMENT & RESPONSIBILITY	<p><i>How can parents support?</i></p> <p><i>What do parents need in order to support the situation in school and at home?</i></p>
TIMELINE	<i>Next meetings to follow up on agreed actions and planned check-ins with students and parents – this also includes phone calls.</i>