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Varese, September/2025

Ref.: 20250911_SAC-03e_ESVA-

ANTI-BULLYING POLICY

School Advisory Council (SAC)
Meeting of 11th September 2025 – European School of VARESE





Siamo belli,
non bulli!

Be a buddy,
not a bully!

Anti-Bullying Policy

European School of Varese

Updated: September 2025

Validation: Approved: Management Meeting (09/09/2025) - SAC (11/09/2025)

Diffusion: September 2025



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1. Introduction

The European School of Varese is committed to providing a secure and positive environment where every member of the school community feels safe and free to study and work. This anti-bullying policy outlines, in writing, the framework within which the whole school community addresses issues related to bullying and details the school's strategy to prevent bullying behaviour.

Parents and pupils have a particularly important role and responsibility in helping the school prevent and address school-based bullying behaviour, as well as in managing any negative impact within the school of bullying behaviour that occurs elsewhere. We take a zero-tolerance approach towards bullying behaviour.

In accordance with the Wellbeing Policy of the European Schools, the General Rules of the European School, and the ICT charter of the ES, ESV has adopted the following anti-bullying policy within the framework of the school's code of behaviour. This policy fully complies with the requirements of the [Anti-Bullying Procedures for European Schools](#).

Scope of the Policy

This policy addresses bullying behaviour, harassment and sexual harassment. It applies to all members of the school community, including teaching staff, support staff and assistants, students, parents, guardians, ancillary staff and visitors.

This policy will apply to various time periods and activities, including:

- During school hours (including break times) throughout all school premises
- Travelling to and from school
- School excursions and trips
- Extracurricular activities
- Social networking/media and cyber technology platforms used for educational or non-educational purposes.

Furthermore, this policy extends beyond school grounds to include behaviours that impact any individual's participation within our school community. It addresses negative behaviours and attitudes that arise or occur within the school environment, affecting students' progress and emotional well-being. The policy outlines the necessary procedures to follow upon reporting a bullying incident.

Bullying behaviour, such as cyber bullying, that violate the law, will be reported to the relevant authorities for further action in full compliance with Italian law.



Objectives

The objectives of this policy are:

- To create a school ethos that encourages all individuals to confidentially disclose and discuss incidents of bullying behaviour.
- To affirm the right of all members of the school community to a bullying-free environment.
- To raise awareness among school management, teachers, students, and parents/guardians that bullying is unacceptable behaviour.
- To cultivate a school ethos that recognises, accommodates, and respects the diversity of individuals within the school community, in accordance with the nine grounds covered by the equality legislation of the Treaty of the Functioning of the EU.
- To ensure that the school's syllabi raise awareness of the factors associated with bullying behaviour and foster the development of appropriate knowledge, skills, and behaviours.
- To implement practical measures to prevent incidents of bullying behaviour, e.g. to ensure comprehensive supervision and monitoring across all areas of school activity.
- To put into effect procedures for reporting and recording incidents of bullying behaviour.
- To put into effect procedures for investigating and addressing incidents of bullying behaviour.
- To develop a program of support for those affected by bullying behaviour, as well as for individuals involved in such behaviour.
- To collaborate with the various local agencies in countering all forms of bullying and antisocial behaviour effectively.

2. Definition and Types of Bullying

Definition of Bullying

Bullying behaviour is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying may manifest in various forms.

Verbal bullying	Personal or sexual attacks targeting a student's family, culture, race, or religion, or the spreading of malicious rumours.
Physical bullying	Pushing, poking, kicking, hitting, biting, pinching, ...
Gesture bullying	Non-verbal threatening gestures conveying intimidating or frightening messages.
Emotional bullying	Isolation, exclusion, intentional belittlement, ...
Extortion	Demanding money, possessions, or equipment, or coercing a student to steal.
Cyberbullying	Using web pages, emails, or text messages to abuse, intimidate, or attack a student

Isolated or one-time incidents of deliberate negative behaviour, including a single offensive or hurtful text message or other private messaging, do not meet the definition of bullying and should be addressed, as appropriate, in accordance with the school's Internal Rules (Secondary Cycle)/ Good Behaviour Policy (in the N/P Cycles).

However, within the scope of this policy, posting a single offensive or hurtful public message, image or statement on a social networking site or other public forum where it can be viewed and/or shared by others will be considered bullying behaviour. Communication between any school stakeholders should be respectful, fair and delivered with dignity.

The following situations are not considered bullying:

- Occasional quarrels or conflicts between students of similar age and strength.
- Constructive or fair criticism of a student's behaviour or academic performance by a staff member.

For the purposes of this policy, the term bullying encompasses harassment and sexual harassment, defined as follows:

- **Harassment:** Unwanted behaviour related to any of the nine grounds specified in the equality legislation, which aims to violate a person's dignity and creates an intimidating, hostile, degrading, or offensive environment for the victim.
- **Sexual harassment:** Any form of unwanted verbal, non-verbal, or physical conduct of a sexual nature that aims to violate a person's dignity and creates an intimidating, hostile, degrading, or offensive environment for the victim.

Types of Bullying

The following are examples of unacceptable behaviour. This list is not exhaustive, and similar behaviours may also be considered as bullying.

General	<ul style="list-style-type: none"> • Harassment based on any protected characteristic, including but not limited to sexual harassment, homophobic bullying, and racist bullying. • Physical aggression, damage to property. • Name-calling, jealousy and derogatory remarks. • Production, display, or circulation of written words, pictures, gestures, or other materials intended to intimidate and belittle. • Graffiti, sniggering, sarcastic remarks, and extortion. • Intimidation. • “The look”, staring, and derogatory remarks regarding body shape. • Disparaging a student for performing well and achieving. • Speaking loudly enough about someone for the bullied person to hear. • Invasion of personal space. • Misusing social network sites including Facebook, Twitter, Edmodo, Instagram, Viber, Snapchat, Instagram, YouTube, Kik, Ask.fm, Tumblr, Mufy/media sites, and any other sites developed subsequently to this policy during, and outside of school hours, including all school trips and events. • A combination of any of the aforementioned types.
Homophobic	<ul style="list-style-type: none"> • Anti-LGBTQ+ name calling /graffiti, including, but not limited to “gay”, “queer” and “lesbian”. • Spreading rumours about a person’s sexual orientation. • Taunting a person because of their sexual orientation.
Relational	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> • Whispering in company to deliberately exclude others. • Spreading malicious gossip. • Isolation and exclusion. • Ignoring or turning others against a student. • Excluding someone from the group. • Attempting to alienate someone from their friends.
Racial	<ul style="list-style-type: none"> • Discrimination based on skin colour, nationality, culture, social class, religious beliefs or ethnic background. • Prejudice, comments or insults regarding colour, nationality, culture, social class, religious beliefs, or ethnic background.

Cyberbullying	<ul style="list-style-type: none"> • Silent telephone/mobile phone calls. • Abusive telephone/mobile phone calls, text messages, or emails. • Abusive comments, blogs, or pictures on websites such as Facebook, X, Instagram and other social media sites. • Any misuse of Information and Communication Technology (ICT). • Video recording without the person's permission. • Taking or sending photographs using electronic devices. • Creating websites or webpages about a particular person. • Spreading rumours, breaking confidence and privacy online.
Sexual	<ul style="list-style-type: none"> • Unwelcome sexual comments or touching. • Unwelcome sexual texts or emails.
Religious	<ul style="list-style-type: none"> • Insults or exclusion based on religious beliefs or practices. • Making fun of religious symbols or rituals in a harmful way. • Threats or acts of violence motivated by religious differences. • Making offensive or hateful comments about someone's religion.

3. Reporting a Bullying Incident

When incidents occur, the first step is to determine whether the incident qualifies as bullying. This assessment is carried out by internal school professionals, as outlined in the following sections of this policy.

In confirmed bullying cases, the school will direct the matter to the Care Team, which will intervene immediately. Upon being informed, a member of the Team will speak with the bullied student and complete the initial screening form (see Annex II). This form serves as a crucial record of the information provided to the school.

Bullying can be reported to a member of the Care Team by the bullied student, a classmate, a teacher, or parents. The members of the Care Team can be found in Annex VII.

4. Procedures for Addressing Identified Bullying Incidents

4A: In the N/P Cycles

In the Nursery and Primary cycle, we are committed to ensuring that every child feels safe, valued, and respected. At this age, children are still learning how to build relationships, manage emotions, and resolve conflicts. Our role is to guide them with care while making clear that bullying behaviour is not acceptable. When a situation of (alleged) bullying arises, it will be addressed promptly and thoughtfully. Staff will first listen to the child who feels hurt or worried, giving them space to explain what has happened. The children involved will then be spoken to individually, in a calm and supportive way.

During these conversations, it will be made clear that unkind or hurtful behaviour must stop immediately. The child who has engaged in the behaviour will be encouraged to think about its impact, and with support, to suggest how they can act kinder and more respectfully in the future. These commitments will be acknowledged and, when appropriate, shared with parents. *The Good Behaviour Policy* is a valuable initial tool in this approach.

All measures taken will be carefully recorded to ensure accountability and consistency. Teachers will continue to monitor the situation and provide follow-up support to ensure that positive behaviour is maintained, and relationships are restored. Our goal is not only to stop bullying quickly, but also to teach children important skills such as empathy, respect, and responsibility for their actions.

4B: In the Secondary Cycle:

Each case of bullying is different and personal. However, the secondary cycle will typically deal with cases of (alleged) bullying using the following procedure:

After speaking with the bullied student and identifying the bully or bullies, the Pedagogical Adviser will meet with each student that is involved individually. Parents and class teacher will be informed. Through a restorative approach, students who took part in bullying will develop a plan, with the guidance of the Care Team, to ensure the bullying stops. These commitments will be agreed upon and documented.

Follow-up meetings with the bullied individual and identified bullies will verify this has happened and consolidate the changed behaviour. In rare cases where problems persist, further steps are taken, and a new action plan is developed.

Detailed Procedure

Cases of alleged bullying will be tackled using the following procedure.

1) Reporting Bullying

A bullying incident may be reported by the bullied student, another pupil, a trusted member of staff (the person who has been trusted by the child and received the disclosure of the alleged bullying incident), or a parent/legal representative. The reporter is encouraged to share the information with a trusted staff member, such as the Class Teacher/Prof Principale, a Subject Teacher, a Support Teacher, an Assistant, a member of the Care Team, the school psychologist, a member of the School Management, or (in the secondary) a Pedagogical Adviser.

2) Initial Response by Staff

The trusted member of staff who receives the report or witnesses the suspected bullying will try to address the issue immediately. Many non-bullying incidents can be resolved at this level. If the staff member feels uncertain about managing a particular situation, or feels bullying is taking place, it is crucial that they refer it to the Wellbeing Coordinator in the N/P Cycles or to the relevant Pedagogical Adviser in the Secondary Cycle.

3) Involvement of the Wellbeing Coordinator/Care Team (N/P Cycles) – Involvement of the Pedagogical Adviser (Secondary Cycle)

If the trusted staff member requires additional support or suspects bullying, they should inform the Wellbeing Coordinator (for the N/P Cycles) or the relevant Pedagogical Adviser (for the Secondary Cycle). The report form for suspected bullying (Annex III) may be used at this stage.

- The Wellbeing Coordinator, in collaboration with the Care Team, will assess whether the case involves bullying. The Assistant Deputy Director (ADD) may also be consulted if deemed appropriate. For the assessment, a bullying screening form may be used (Annex II). If bullying is confirmed, an action plan will be drafted. The Deputy Director shall be informed of the follow-up.
- The Pedagogical Adviser will assess whether the case involves bullying, possibly consulting other professionals, such as the Assistant Deputy Director (ADD), the school psychologist, or the Prof. Principale (if not the initial reporter). The screening form (Annex II) may be used during this assessment.

4) Parental Involvement

Once bullying is established, the school will inform the parents as early as possible in the process of addressing the problem.

- In the N/P Cycles, Parents are encouraged to report any suspected cases of bullying in the first instance to the class teacher. The class teacher is responsible for documenting the concern and initiating appropriate measures in accordance with the school's *Good Behaviour Policy*.

- Should parents consider the response inadequate, or perceive a lack of effective collaboration, they may escalate the matter by contacting the School Psychologist who can be contacted directly at VAR-PSYCHOLOGIST@eursc.eu or by phone on 0332/806281.
- The School Psychologist will review the case and, where appropriate, involve the Wellbeing Coordinator and the Care Team to ensure that a coordinated and comprehensive response is implemented.
- This procedure is designed to ensure that all concerns are addressed promptly, consistently, and with the highest regard for the child's wellbeing.
- In the Secondary Cycle, parents may also report alleged bullying cases directly to the relevant Pedagogical Adviser or the school management.

5) Further Steps

5.a Further Steps for the N/P Cycles:

1. Actions for individual cases

For cases in which bullying behaviour persists despite interventions by the Class Teacher, including the application of the Good Behaviour Policy, further action will be taken by members of the Care Team.

- The Care Team will act according to a shared intervention plan, with each professional contributing according to their expertise and role.
- Parents will be informed and involved in the process to support behaviour change and ensure consistency between home and school.
- If the bullying behaviour continues despite these measures, the Disciplinary Council might be involved for further action, in line with school regulations.

2. Actions for cases involving multiple pupils in the same class

When a situation affects several pupils or the overall class environment, a wider approach is applied to restore a positive and respectful atmosphere.

- ProDAS sessions (meant to promote respect, openness, dialogue, and awareness) or a similar class-based activity may be organised to address group dynamics, foster empathy, and encourage inclusive behaviour.
- These sessions allow pupils to discuss feelings, understand the impact of their actions, and agree on ways to contribute to a safer and kinder classroom community.
- Staff will continue to observe class interactions and provide ongoing support to ensure that positive behaviours are maintained.
- Parents are informed when group-level interventions are implemented, fostering collaboration between home and school.

These further steps ensure that all cases of bullying are addressed thoroughly, that children learn from their experiences, and that the Nursery/Primary community remains a safe, caring, and respectful environment.

5.b Further Steps for the Secondary Cycle:

If the Pedagogical Adviser, after consultation, concludes that this is not a case of bullying, the situation might still need to be referred either back to the Prof. Principale or the ADD (Mr Jens Steinbach VAR-ASSISTANT-DEPUTY-DIRECTOR-SECONDARY-CYCLE@eursc.eu). The Pedagogical Adviser can choose to resolve the situation by themselves.

If the Pedagogical Adviser determines that bullying has occurred, the following steps must be taken:

1. The Pedagogical Adviser (and possibly another staff member) meets with the bullied student(s) to verify the facts.
2. The Pedagogical Adviser (and possibly another staff member) meets with the alleged bully or each of the alleged bullies individually. The Pedagogical Adviser may also meet witnesses. One Care Team member will speak with the student, while the other completes the screening form. (Restorative Justice Form, Annex VI may also be used). During these conversations, the individual(s) will be clearly informed that their behaviour is unacceptable and violates school regulations; the bullying must cease immediately. The individual(s) will be asked to outline how they plan to change their behaviour. These commitments will be agreed upon and documented.
3. Follow-up meetings will be held individually with the bullied student and those involved in bullying to verify that the behaviour has changed.

6) Documentation and Communication

6.a Documentation and Communication for the N/P Cycles:

The Wellbeing Coordinator will keep clear and precise records of the meetings, reported incidents and any evidence (e.g., SMS, emails, screenshots). Reports will be filed according to school procedures. This will include recording appropriate details regarding decisions and action taken in the relevant student files.

The members of the Care Team, the Deputy Director and the Assistant DD shall be informed and have access to the files.

The pupil's teachers are to be informed to ensure broader awareness and involvement in resolving the issue.

6.b Documentation and Communication for the Secondary Cycle:

The Pedagogical Adviser will keep clear and precise records of the meetings, reported incidents (see Annex II) and any evidence (e.g., SMS, emails, screenshots). Reports will be filed according to school procedures. This will include recording appropriate details regarding decisions and action taken in the relevant student files.

The Pedagogical Adviser may also inform the pupil's teachers to ensure broader awareness and involvement in resolving the issue.

7) Follow-Up and Escalation for the Secondary Cycle

There will be a follow-up discussion organised at a prescheduled time (e.g. in 1-2 weeks) between the Care Team members who dealt with the matter and the individuals concerned. The time and date of the follow up is set in the initial meetings. First the team member(s) meet(s) with the bullied student(s). It needs to be verified that the situation has changed for the better. It will be verified that the action plan was followed and that the bullying does not start again. If the situation does not improve, several options will be considered:

- A meeting with the parents
- Informing the Deputy Director (DD)
- Convening a Disciplinary Council
- Involving additional support services (psychological, social work).
- Further support through other initiatives (e.g. ProDAS, Team Building, etc.)

8) Ongoing Monitoring for the Secondary Cycle

The Pedagogical Adviser keeps the ADD informed, who updates the DD regularly. The ADD and DD become directly involved when the situation requires further intervention beyond what can be managed by the Pedagogical Adviser and other school professionals.

9) End-of-Year Documentation for the Secondary Cycle

At the end of each school year, the Pedagogical Adviser passes all bullying-related documentation to the ADD, unless they are to continue working with the same pupil in the following year. This documentation is not included in the pupil's personal file.

Repeat Offenders

In exceptional cases, a child or group of children may persist in bullying behaviour into the following school year. As documentation is maintained by the Wellbeing Coordinator (for the Nursery and Primary Cycles) or by the Assistant Deputy Director (for the Secondary Cycle), any recurrence of such behaviour will trigger immediate intervention by the Care Team.

An individualised action plan will be established, which may include targeted support measures (such as counselling or restorative practices), clearly defined behavioural expectations, and, where necessary, disciplinary steps. The plan may also involve the introduction of new strategies and the participation of additional staff members or external professionals to provide further expertise and support.

Parents will be directly informed and formally invited to a meeting with the Deputy Director of the relevant cycle to review the situation, contribute to the agreed measures, and ensure close collaboration between home and school.



Confidentiality

Confidentiality must be maintained whenever possible. Information will be kept confidential except in three specific circumstances:

1. If the pupil indicates self-harm.
2. If the pupil indicates intent to harm others.
3. If the pupil alleges that harm is being done to them.

In such cases, the school must seek the appropriate help to aid the pupil(s) concerned. Parents or legal representatives will always be informed in situations related to points 1 and 2. Cases related to point 3, often involving allegations of child abuse, must be carefully evaluated before parents are contacted.

These confidentiality parameters do not apply in cases where there is a police investigation. In such cases, the school will fully cooperate and comply with all legal obligations regarding information sharing with all information possessed.

Apart from these situations, confidentiality will be safeguarded. Whenever possible, actions will be taken after consultation with the pupil(s) concerned. The person who is being bullied will be assured of discretion (in line with the confidentiality procedure explained above) in the handling of this content by the school team.

School management will provide statistics on bullying incidents to the School Administration Board and, if possible, the Education Council. These statistics will not disclose the identity of any individuals involved, but will include information on the number of cases, year groups affected, and types of bullying reported.

5. Education and Prevention Strategies

Preventing bullying is crucial for maintaining a safe and supportive school environment where all students can thrive. By addressing bullying proactively, we protect students' mental and emotional well-being and promote a culture of respect and inclusion.

Research shows that efforts to reduce school violence are most effective when implemented consistently across the entire school community—a strategy known as the "whole-school approach."

Through the following measures, we aim to prevent bullying in all its forms effectively.

- Our school's Anti-Bullying Programme is being implemented. Students receive lessons on the issue of bullying and the importance of taking action when witnessing bullying during different phases of their school life. These lessons are delivered by class teachers or trained members of the Care Team.

- The creation of confidential communication networks in the school, for example the presence of a mailbox (e.g. in the Primary classes and/or outside the Support/Psychologists' Office in Primary building; outside the educational advisor's office) to collect information.
- The development of a prevention programme through reading and writing workshops aimed at enhancing empathy, building self-esteem and a positive self-image, fostering cooperative social skills, and promoting non-violent conflict resolution, while supporting overall life and social skills development.
- The establishment of an annual Anti-Bullying Day/Kindness Week at school, centred around a yearly theme. For Nursery and Primary cycles, it is integrated into school projects linked to the Golden Rules. Activities involve active pupil participation, such as creating cartoons, role-playing, composing songs, participating in video contests, and other student-led initiatives.
- Activities coincide with or compliment those held in recognition of the International Day against Violence and Harassment in Schools (UNESCO), during the first week of November.
- Classroom discussions on the theme of bullying and awareness raising by the teacher throughout the school year, but intensively at the beginning of the school year.
- Anti-Bullying posters are displayed on the door of Pedagogical Advisers' offices.
- Facilitating access to associations and their information through posters/visuals in the school.
- Communicating anti-bullying slogans on screens in the halls.
- Raising awareness with parents/guardians (e.g. an information session).
- The construction and sharing of a toolbox for teachers.

School Level	Class Level	At home
In the N/P Cycles implementation of projects as foreseen in the Golden Rules Policy.	Implementation of the projects as planned per level according to the Wellbeing Calendar for the school year 2025-26. Reading and class discussion of the school day rules as outlined in the school diary.	Home-based reinforcement activities designed to promote the development of positive behaviours, in alignment with the school's Golden Rules.
Questionnaires survey, cyberbullying in the school year 2025/2026.	Class rules against violence Sharing/Discussing the results of survey with the pupils.	N/P Cycles: Read and explain the school rules with your child before signing the page in the Diary (translated into the languages of the 5 sections); Discuss with your child the class rules and the meaning of each Golden Rule which is part of the Good Behaviour in the school.

		Secondary Cycle: Read, discuss and explain internal school rules.
Improved supervision at break times/throughout the school day.	Praise non-hostile interactions.	Speak with the child about break-time.
More attractive play areas in the school. Improvement of student spaces.	Role plays and literature.	Parents ask the child to report.
Contacts/complaints handled.	Active teaching methodologies, cooperative learning methodologies.	Joint consideration of the new methods.
Meetings of parents and teachers.	Cooperation between parents, students, and teachers.	Parents inform their children.
Teacher groups to develop a good school climate.	Valuing cooperation between parents & teachers.	Joint consultation on a better school climate.
Extracurricular activities.	Organised activities with local associations and initiatives such as the yellow bench project.	Watching movies and discussing the behaviour with your child.

6. Training and Raising Awareness

The school provides training for staff members on recognising and preventing bullying. The training enables teaching staff to address bullying in a cross-curricular manner.

In addition, a School Charter/Mission on Anti Bullying for the school will be developed by a working group comprising students and staff. Once agreed upon, the charter will be prominently displayed throughout the school, including in all classrooms and studio. This approach ensures continuous awareness of the school's stance on anti-bullying.

To further raise awareness, in addition to the actions and projects mentioned in the table above, dedicated days and thematic weeks will be scheduled over the course of the academic year, as outlined in the planning of each educational level or cycle, such as:

- Kindness Day and World Children Day in November.
- Anti Bullying / Respect / Good Friend Week in November.
- Respect Day in January.
- Internet Safety Day and Odd Socks Day in February.



- International day of living together in peace/World laughter Day in May.

A resource bank will be made available to teachers in a number of languages, providing ready access to anti-bullying materials. Annex IV gives an overview of some examples.

7. Bystanders

When dealing with a bullying incident, it rarely involves only the bully and the victim. More often than not, other individuals are involved. A bystander is someone who observes a conflict or unacceptable behaviour. This could range from something serious to minor, one-time or repeated, but the bystander knows that the behaviour is harmful or likely to make a bad situation worse.

The bystander effect occurs when the presence of others discourages an individual from intervening in an emergency, against a bully or during an assault or other crime. Typically, the greater the number of people present, the less likely it is that one of them will provide help to a person in distress.

Those who witness behaviour without reporting it, implicitly condone bullying and may therefore face consequences for their inaction. Bystanders who do nothing in a bullying situation contribute to the ongoing problem. Peers are often afraid to intervene to defend their friends for fear of becoming the next victim. Sometimes, they might even join in the bullying to gain acceptance, which rewards the bully and perpetuates the behaviour. From the bullied person's perspective, this increases their sense of isolation.

Involving bystanders in the process to end a bullying situation is a powerful tool to increase empathy for the bullied person and to demonstrate to the bully that this behaviour is unacceptable. It is crucial to emphasise in all preventive measures with pupils, staff and parents that dealing with a bullying incident extends beyond the bully and the victim. Bystanders are a key element in bullying incidents, as supported by comprehensive research.

Those who take action against bullying are called upstanders. Upstanders are confident, empathetic, and believe their actions can make a difference. The intervention of bystanders is often the only reason why bullying and other crimes cease. The school raises awareness to students and staff to become active bystanders by providing training that helps them understand the impact of their intervention, encourages them to act, cultivates empathy for the bullied person, and focuses on the positive impact of their actions rather than the potential other consequences.

8. Disciplinary Measures

A pupil found to have bullied another pupil/other pupils may face disciplinary procedures in accordance with the school regulations of the European Schools in force.

In the Secondary Cycle, sanctions, in line with the school's behaviour and discipline policy, may include official warnings, detentions, removal of privileges, and fixed-term or permanent exclusions. See articles [40-44 of the General Rules of the European Schools](#).

9. Support for People Who Have Been Bullied

People who are being bullied are often targeted for reasons beyond their control, such as physical appearance, disability, sexual orientation, perceived sexual orientation, actual or perceived expression, or jealousy. The repercussions of bullying include adverse effects on academic performance, increased anxiety, depression, and suicidal thoughts.

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.
- Offering an immediate opportunity to discuss the experience:
 - a) For N/P pupils: one of the members of the Care Team.
 - b) For Secondary pupils: with their Pedagogical Adviser, the Assistant Deputy Director and/or the school psychologist.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Analysing the pupil's situation at school and considering any changes that may need to be made if the bullying situation is ongoing and/or has had severe effects on the bullied person.
- Working towards restoring the self-esteem and confidence.

The members of staff involved in bullying cases may propose additional measures – as they see fit – to the Director/Deputy Director/Assistant Deputy Director (as appropriate), as means of further improving bullying situations, on a case-by-case basis.

Therapy for People Who Have Been Bullied

Being bullied can provoke challenging emotions such as anger, shame, anxiety, and isolation. Therapy provides a safe space for victims to acknowledge, express, and undergo these feelings, preventing potential negative impacts on their personal well-being. Some individuals who have experienced bullying may internalise their experience, posing challenges to their relationships and self-perception.

A trained therapist can assist individuals in understanding how these experiences affect their lives and offer strategies to move forward, such as assertive communication and setting boundaries. Support groups or group therapy sessions can also be beneficial, allowing people to connect with others who have shared similar experiences and support each other in their healing journey.

For school-aged children who are being bullied, speaking with a school counsellor can be beneficial. The counsellor can serve as an advocate, monitor their mental well-being, and help bolster their self-esteem within the school environment.

Support as a Teacher / Parent

As a teacher / parent, the following steps should be kept in mind when talking about bullying.

Know the signs	<p>Goes home with damaged clothing, accessories or books.</p> <p>Begins to regularly “lose” their belongings.</p> <p>Does not want to go to school.</p> <p>Is more often absent.</p> <p>Is withdrawn, anxious, no longer confident.</p> <p>Has restless sleep – insomnia.</p> <p>Feels sick in the morning.</p> <p>Decline in academic performances.</p> <p>Starts stuttering.</p> <p>Asks for more money regularly without visibility or explanation of its use.</p> <p>Has unexplained cuts, bruises or other injuries.</p> <p>Becomes aggressive, disruptive or unreasonable.</p> <p>Begins to bully other children or siblings.</p> <p>Sadness and tearfulness when leaving for or coming from school.</p> <p>Has no appetite.</p> <p>Is afraid to use the phone or the Internet: is anxious every time a message or email is received.</p>
Talk to the students	<p>Talk about different topics and make sure that nothing is taboo. The more students are used to talking about topics, the more likely they are to tell you if something happens. Topics to discuss include bullying, sexuality and emotions.</p>
Continued support	<p>Be attentive to students’ behaviour/moods. Continue to provide support and help them maintain a positive mindset.</p>
Encourage counselling	<p>For many teens, the shame surrounding bullying makes it extremely difficult to reach out for help. Isolation can worsen the anxiety, depression and poor self-</p>

	esteem. A trained professional can provide a safe environment for teens to talk and can help alleviate the psychological effects of bullying.
Find/be a mentor	Make sure the student has a person they trust and with whom they dare to speak openly about their feelings and the situation.
Encourage social interaction	Encourage screen time limits, try to focus on social interactions without the internet, spend more time in the real world.

10. Support for People Who Have Manifested Bullying Behaviour

Pupils who have perpetrated bullying will be helped by:

- Discussing what has happened, establishing the concern and the need to change.
- Informing parents/guardians to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- A bully may be going through their own emotional difficulties, and the act of bullying may be an acting out of more serious situations. In these cases, the school will take action to support the bully to deal with any issues that are causing harm and pain.
- If the bullying took place online, requesting that content be removed and reporting accounts/content to service providers.

The members of staff involved in bullying cases may propose additional measures – as they see fit – to the Director/Deputy Director/Assistant Deputy Director (as appropriate), as means of further improving bullying situations, on a case-by-case basis.

Therapy for People Who Bully

Individuals who engage in bullying behaviour can also benefit from therapy, although they may initially be hesitant to acknowledge their actions. In therapy, bullies can develop an understanding of the harmful impact of their behaviour on others, explore the underlying reasons for their actions, and acquire new skills for positive communication and conflict resolution.

Bullies often carry unresolved personal issues that contribute to their behaviour. Addressing these emotional wounds and exploring identity and social issues with a qualified therapist (e.g. the school psychologist) can play a crucial role in halting bullying behaviour. Therapy provides a supportive environment for bullies to confront and change their harmful patterns, fostering personal growth and healthier interactions with others.

11. Duty to Refer

All school staff have an important role in contributing to the harmonious atmosphere of our school. Therefore, if a member of staff witnesses or possesses information about an alleged bullying situation, they are obliged to follow the procedures stipulated in this policy.

Our school community includes pupils, school staff, and parents, each with defined roles and responsibilities in addressing bullying:

Pupils	School staff:
<p>For the Secondary Cycle: The <u>pupil</u> is required to comply with the established Anti-Bullying Policy. The pupils also have a responsibility to report incidents of intimidation to which they are subjected or have witnessed.</p>	<p>Whenever possible, cases are handled by the person closest to the incident.</p> <p><u>Teachers</u> are required to promote the Anti-Bullying Policy and to be constantly vigilant for any bullying behaviour. They must record all incidents. Teachers are encouraged to discuss and include the policy in their teaching where possible.</p>
Parents/Guardians:	
<p>For the N/P Cycles: Parents/Guardians are expected to be familiar with the school's <i>Good Behaviour Policy</i>, which serves as an essential tool for prevention. They are also asked to actively support the school's <i>Anti-Bullying Policy</i> by:</p> <ul style="list-style-type: none"> • Discussing it with their child in an age-appropriate way. • Encouraging positive behaviour and respect for others. • Cooperating with the school in following the policy's recommendations and supporting any actions agreed upon by the Care Team. <p>If Parents/Guardians become aware of bullying incidents involving their child, they should promptly inform the class teacher or a member of the Care Team. This can be done through the school psychologist, whose contact details are available on the school website.</p>	<p>The <u>Prof. Principale (class teacher)</u>: The teacher has an overview of the class while keeping in touch with the teachers specialised in the different subjects. Class teachers are informed of Care Team interventions and are involved in monitoring implementation.</p> <p>For the N/P Cycles: The Wellbeing Coordinator is responsible for managing and dealing with bullying incidents. She participates in the investigation of incidents, especially when the case exceeds the responsibility of the classroom or subject teacher. The Care Team is responsible for the implementation of the Anti-Bullying Policy, with regard to both prevention and intervention. The Wellbeing Coordinator, as Care Team leader, must also ensure regular liaison with staff members related to bullying behaviour.</p> <p>The <u>Deputy Director and the Assistant Deputy Director</u> need to be informed of cases of bullying and given a report if one is drafted.</p> <p>The Deputy Director will be involved in serious cases of bullying.</p>

For the Secondary Cycle:

The Parents / guardians are required to sign the Anti-Bullying Policy on behalf of their child and therefore agree to be adhere by it. They are required to comply with the recommendations of the Anti-Bullying Policy and to accept the sanctions. When incidents of bullying occur against their child, they must report them to the appropriate teacher or Pedagogical Adviser.

AGSEV is responsible for organising school transport and canteen services (i.e. COMSEV & School Bus Cooperative). However, for cases of (suspected) bullying on buses or during canteen time, AGSEV can be supported by the school team. The procedures and sanctions applicable within the school are also applicable during school transport and during canteen time.

For the Secondary Cycle:

The Pedagogical Adviser is responsible for managing and dealing with bullying incidents. He/she participates in the investigation of incidents, ensures pupil discipline and contact with parents, especially when the case exceeds the responsibility of the classroom or subject teacher. The same applies for the Assistant Deputy Director.

School Psychologists: They are responsible for the attention given to both the bullied person and the bully, and for follow-up with parents/guardians. They follow up cases with the Care Team.

For the Secondary Cycle: The Assistant Deputy Director is responsible for the implementation of the Anti-Bullying Policy, with regard to both prevention and intervention. The ADD must also ensure regular liaison with staff members related to bullying behaviour. The ADD follows up on cases with the psychological unit.

The Deputy Director needs to be informed of cases of bullying by the Assistant Deputy Director and given a report if one is drafted. The Deputy Director will be involved in serious cases of bullying.

The Director: Must have overall control and responsibility for the implementation of the Anti-Bullying Policy. The Director will only intervene in cases beyond the responsibility of the Deputy Directors.

12. Care Paths that One Must Follow to Overcome/Deal with Bullying Violence Inside and Outside the School Context

To effectively counteract bullying, a multi-dimensional approach is required, including awareness-raising and education in a primary prevention phase, psychological counselling, and possible legal action in a later phase, where victim and bully have already been delineated as actors in the process.

The key words are: prevention, help, education.

Victims of offline and online bullying can find support and an opportunity for change through psychological intervention (psychological support or psychotherapy), usually individual but with the involvement of family and school (especially the class group).

The aim is to help them build a positive outlook on the future, promote the resumption of pleasant activities, improve self-esteem, reduce anxiety, improve, and stabilise mood, and develop social skills.

The (cyber)bully should also receive psychological help, to increase emotional competence, individual empowerment, and pro-social behaviour.

Our school promotes a restorative justice process in interventions (see Annex VI).

According to restorative (or relational) justice, the priority objective to which any intervention should aim is to recover the relationships in which the harm occurred. It comprises a set of practices that put the bullied person at the centre and, at the same time, holding the perpetrator accountable for the effects of his or her actions.

This model of justice has as its main tool mediation between victim and offender and includes taking on the whole community in the management and repair of the harm. The restorative paradigm extended to the school context has these potential advantages:

- increase the sense of personal and collective self-efficacy;
- have safer, more supportive and relationship-friendly places;
- improve learning;
- reduce bullying and all forms of interpersonal conflict;
- make the children more aware of the importance of relationships and gratified by the appreciation of peers and significant adults (school staff and families);
- develop a sense of belonging;
- emphasise responses to inappropriate conduct;
- increase the ability to take responsibility.

Restorative Practice bases its intervention on the fundamental assumption that to resolve a conflict, the people involved in the conflict must play an active role because solutions imposed from above, not shared and not acted upon directly, are less effective. These strategies can provide valuable support to help schools manage bullying behaviours.



The restorative approach applied to the school context can be effective in the face of various types of difficulties: interpersonal conflicts, offences (vandalism, hooliganism, crime or other deviant behaviour), difficulties or lack of communication between school and family, demotivation of school staff, excessive number of staff removals and/or absences. Before interventions take place, training centred on the reparative approach will be provided to staff.

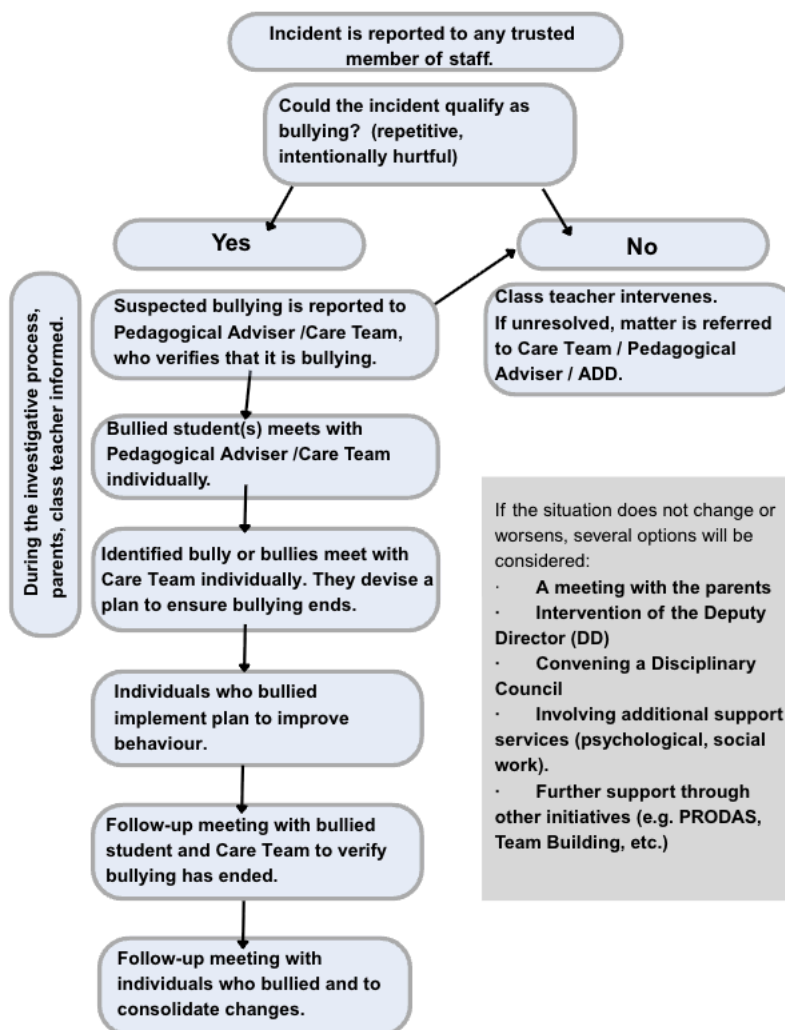
Based on these operational guidelines the intervention is built, which is composed of different types of actions and operational moments:

- Restorative enquiry: any restorative process starts from an active non-judgmental listening and can take the form of face-to-face interviews (before, during and after the intervention) to understand and reflect on the highlighted problem.
- Restorative discussion: it aims at stimulating change through the promotion of resources and skills such as listening to the other, expressing and managing needs and emotions.
- Mediation: this is useful both when someone believes that another (unconscious) person is the cause of a problem and when both are aware of the harm and agree to find solutions to resolve the conflict. Mediation can be done between the victim and the perpetrator of the harm.
- Circles/groups (circles): useful in dealing with issues affecting one or more class groups, can involve school staff and/or students.
- Restorative conference (restorative conference): can involve all those who are aware of the problem (school staff) together with those who have suffered harm directly (victim) indirectly (family members, bystanders, supporters, etc.): the school managers, peer facilitators and teachers, the coordinator of the intervention project (psychologist).
- Group conference with the family (Family Group Conference): this is useful when the aim is to offer support to a young person (regardless of whether he/she has suffered or acted out a harm) and his/her family to find the necessary tools and make positive changes.

13. Annexes

Annex I: Overview of the Procedure of the Care Team

Overview of Procedure



Annex II: Care Team Screening Form
FORM FOR STUDENT 2025./2026.

Date:	
Pedagogical Adviser(S): Care Team(N/P):	

1. PERSONAL DATA OF STUDENT

Student(name and surname)	
Class	
Professore Principale(S): Class Teacher (N/P):	

2. REPORT – DESCRIPTION OF THE PROBLEM

Time/period	Place	Class	Teacher		
Student's statement					
Pedagogical Adviser's conclusion/ Care Team member conclusion					
Report to parents	YES NO	Report to school management	YES NO	Report to professore principale	YES NO

Signature of student (S):_____

Annex III:

Report Form for Suspected Bullying

Date and time of report:
Date of event:
Reported by:
Reported to:
Description of the event:
Names and classes of the person(s) involved:
Number of occurrences:
Names of the person(s) involved:
Date/time of last occurrence:
Further steps:
Form completed by:

Annex IV: Resource Bank Anti-Bullying Materials

Alliance against Bullying	https://www.ncb.org.uk/about-us/who-we-are/our-ncb-family/anti-bullying-alliance
Anti-bullying Alliance	https://www.ghll.org.uk/partnership-projects/anti-bullying-alliance/
Anti Bullying	https://bulliesout.com/
Against Bullying	https://actagainstbullying.org/
Stop Bullying	https://www.stompoutbullying.org/
Anti Bullying Week	https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying
Safer Internet Day 2024	https://saferinternet.org.uk/safer-internet-day/safer-internet-day-2023

Annex V: Tips

TIPS FOR PEOPLE WHO ARE BEING BULLIED

Being bullied can be a stressful, or even traumatising, experience. There is no one right way to respond to bullying, and how to respond often depends on details about the situation at hand. Here are some general tips for what to do if you are experiencing bullying:

- If you are being cyberbullied, do not respond to the attacks. Take screenshots of the conversations as evidence of their behaviour.
- Tell a trusted authority figure such as a parent, teacher, or community leader about what is happening.
- If a bully threatens to be physical, try to leave the situation as soon as possible, but defend yourself if necessary.
- Keep trusted friends who know about the situation with you to deter bullies.
- If you are being bullied at work, try contacting your human resources representative, a trusted manager, or other trusted senior level individual.
- Work on showing assertiveness and confidence. People may bully others if they seem easy to take advantage of, so it can help to show you are not afraid of them.
- Bring in humour. Sometimes, using humour toward someone who is bullying you may throw them off—it may also help you feel better in the process.

Remember that not all these tips will work for everyone and that there is no single solution to dealing with bullying. Talking to a licensed and compassionate therapist can also teach people about their options and help inform victims of bullying about what they might do to deal with their unique situation.

Annex VI: Restorative Justice Practice Single

1. What happened?	
2. What were you thinking?	
3. What were you feeling?	
4. Had anything happened before?	
5. What were you thinking then?	
6. What were you feeling then?	
7. Has anything happened since?	
8. Has anyone else been affected?	
9. How are you left feeling now?	

What do you need now?

Life state	Position Opinion	
"I need to feel safe"	<u>Question</u> "I need to know why he/she said that" <ul style="list-style-type: none"> • That's an important question. • How would an answer help you? • Who would be able to answer that? 	<u>Statement</u> "He/she needs to realise what he/she has done to me" <ul style="list-style-type: none"> • That's an important statement. • How would having your statement heard help you? • Who needs to hear that?

Is there anything else
that needs to be
understood?

So, you have these important questions/statements, things you need others to know.

<ul style="list-style-type: none"> I wonder what do you need to know? I wonder what you need others to know? 	
<ul style="list-style-type: none"> What's life like if you get this sorted? Your statements heard, and your questions answered? What's life if you don't? 	
<ul style="list-style-type: none"> Sounds like an important conversation waiting to happen. I wonder how that might be arranged? Who would you have there? 	

Annex VII: Well-being Team

Nursery – Primary

CONCERNS ?
YOUR TEACHERS ARE THERE FOR YOU!

OR CONTACT THE

CARE TEAM

ESV N/P
2025-26

VESNA HASAN
WELLBEING K-COORDINATOR

MARK DE JONGE
SUPPORT TEACHER

ALESSIA D'AMATO
SCHOOL PSYCHOLOGIST

ILDIKO MATYAS
L1 HU TEACHER

GRACE SHEEHAN
SUPPORT COORDINATOR

CLAUDIA BRANDSTAETER
DE CLASS TEACHER

WE ARE IN ROOM 20 A

31-08-2025

Secondary Care Team

- Zdravka Gradan
- Elena Böttcher
- Ann Gysemans
- Alessia D'amato
- Jens Steinbach
- Francesca Di Pietro
- Kennedy Philip
- Roberta Radice
- Annik Bratun
- Robert Cooke
- Kirsty Warburton
- Monique Kuijpers
- Stefania Poverino
- Axelle Van Huffel
- Ester Bortels
- Caroline Lebiedinsky
- Mairéad Young



WELL-BEING TEAM SECONDARY

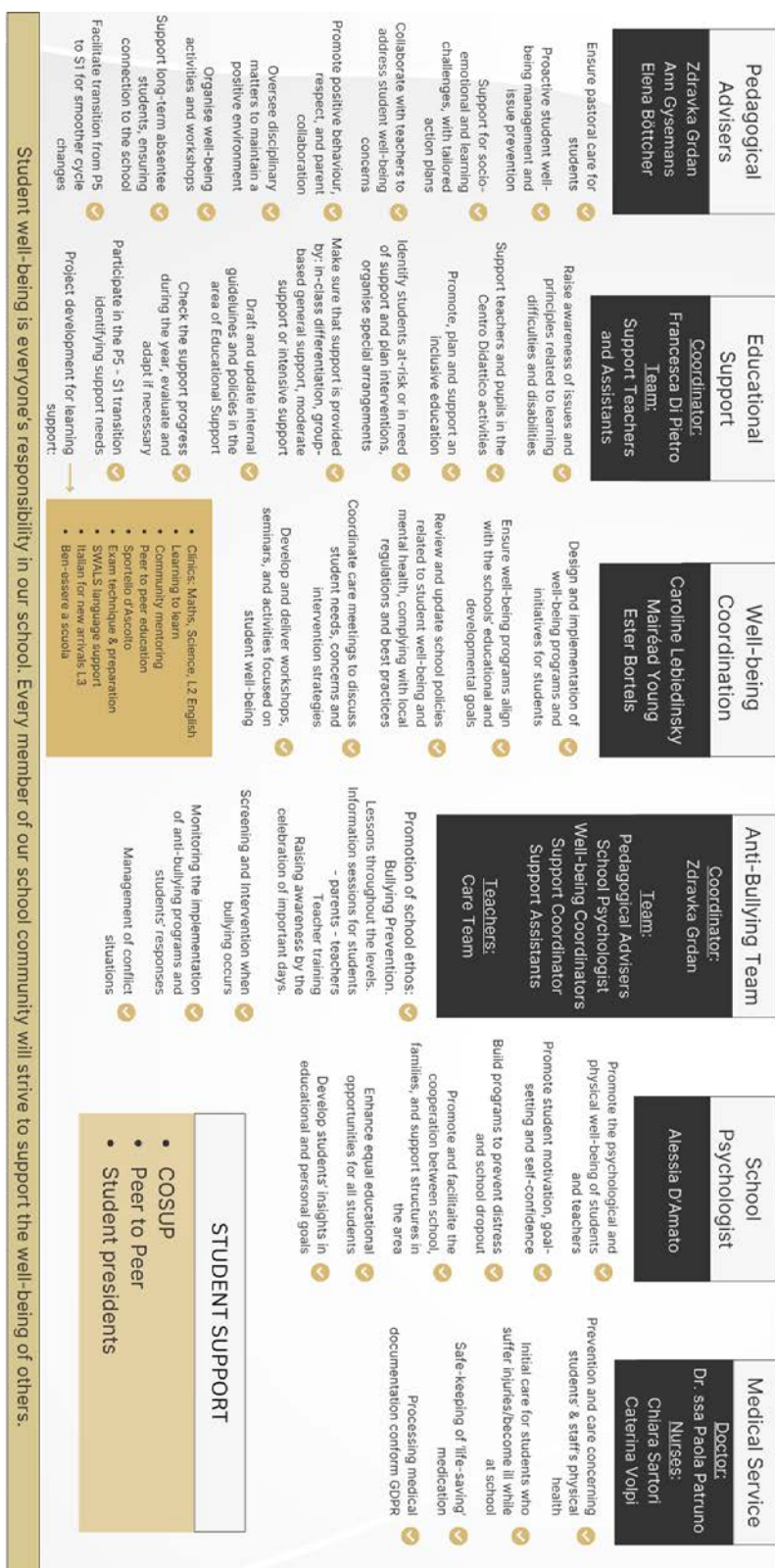
Management

Director - Deputy Director - Assistant Deputy Director
Ariane Fairnello - Elizabeth McDonald - Jens Steinbach

School management provides guidance and advice to members of staff. They promote a European spirit and cooperation between all parties in school life. They are responsible for safety and security on the school premise. They collaborate closely with the relevant services within the school community in order to ensure the safety and well-being of the school community's members. They ensure that appropriate procedures are followed.

EUROPEAN SCHOOL VARESE

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WELL-BEING TEAM NURSERY/PRIMARY

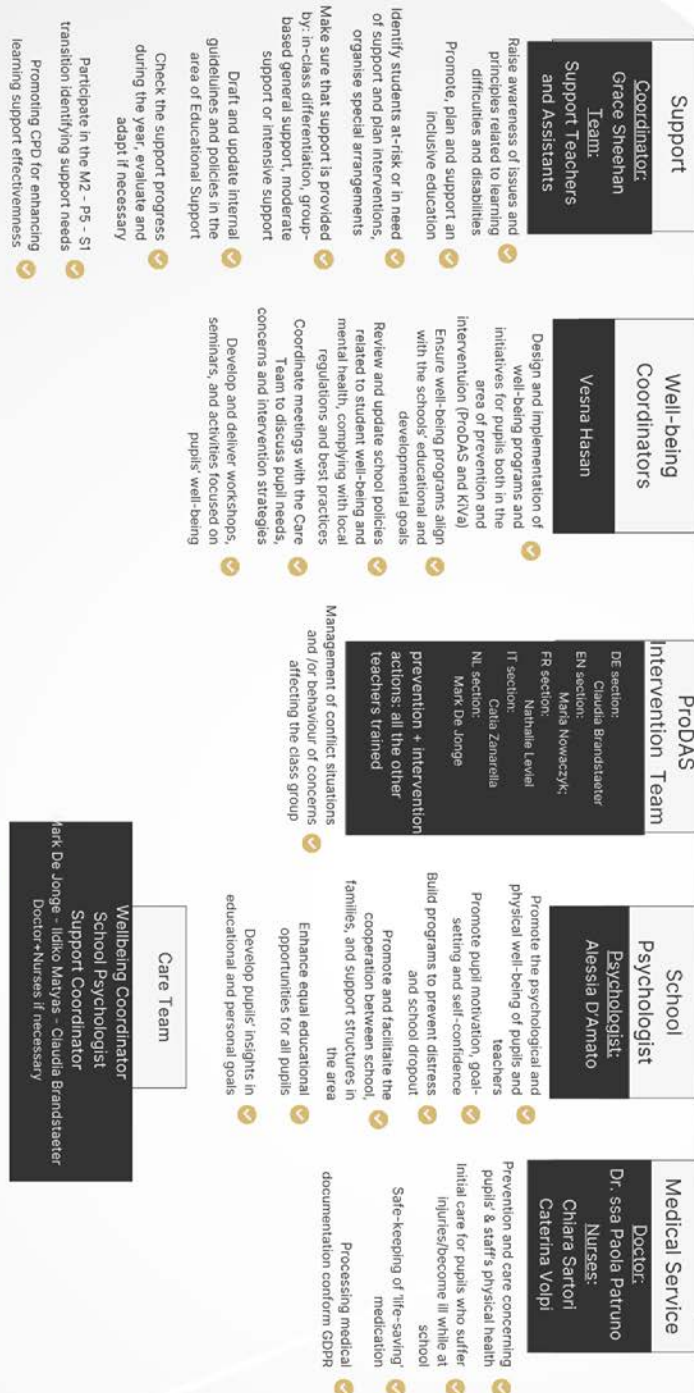
Management

Director - Deputy Director - Assistant Deputy Director
Ariane Farinelle - Antonella Salvaggio - Neilly Gastineau

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Student well-being is everyone's responsibility in our school. Every member of our school community will strive to support the well-being of others.