

AICS Social Safety Policy and Procedures (Anti-Bullying Policy)



Learning is at the **heart** of everything we do!

Table of Contents

<i>Introduction</i>	2
<i>Dutch Context</i>	2
<i>Definitions</i>	5
<i>Roles and Responsibilities</i>	8
<i>Approach</i>	10
<i>Implementation of KiVa Social Safety Programme</i>	11
<i>The KiVa Team</i>	13
<i>Cyberbullying</i>	17
<i>Confidentiality Person (Vertrouwenspersoon)</i>	22

Every bullying situation is different and there is no one-size-fits-all solution (KiVa) Bullying is everyone's concern and wellbeing is a responsibility we all share. Having your friends and peers stand by and watch without doing anything can actually feel worse than the bullying itself. In most cases, the Social Safety Policy and Procedures (Anti-Bullying policy). In most cases, the bullying stops when the silent witnesses act (kiVa)

Introduction

Amsterdam International Community School (AICS) is a Dutch international school providing education to a mobile, multi-cultural community. Our students, families, and staff come from a wide range of backgrounds, cultures and experiences.

At AICS, we recognise that this diversity is one of the strengths of our school community. Our school values of diversity, integrity, inquiry, and community are central to how we learn and live together.

We understand that for students to flourish and thrive academically, socially and emotionally, they must experience school as a safe, welcoming, supportive and inclusive learning and social environment. Students need to feel comfortable in an environment where they are acknowledged for who they are, when they feel supported in their learning and social relationships and when all members of the school community take responsibility for contributing to a socially safe environment.

Dutch Context

As a Dutch International School, AICS operates within the context of the Dutch legal framework. In line with Article 1 of the Dutch Constitution ([Wetten](#)), all individuals must be treated equally and discrimination on any grounds is not permitted. This means that all members of the school community must be treated equally and with respect. Discrimination based on, but not limited to race or ethnicity, religion or belief, gender or gender identity, sexual orientation, disability, or nationality, is not tolerated at AICS. Any behaviour that excludes, harms or disadvantages others on these grounds is considered unsafe behaviour and will be addressed through the processes outlined in this policy.

These principles underpin our approach to social safety and are reflected in our Community Safety Agreement (CSA).

The Social Safety Plan

It is a legal requirement in the Netherlands that each school has a School Safety plan. One part of that plan is the Social Safety Policy (sociale veiligheid). In line with Dutch legislation on social safety (sociale veiligheid),

AICS is committed to actively promoting and safeguarding the social, psychological and physical safety of all students. AICS has a duty of care to actively promote and safeguard a socially safe school climate for all students. This means preventing and addressing bullying, discrimination, harassment and other forms of unsafe behaviour. We have a responsibility to ensure that students feel respected, protected and able to participate fully in school life. In this policy, safety refers to the social, psychological and physical safety of students ([Staatsblad 2015, 238 | Overheid.nl > Officiële bekendmakingen](#))

The Social Safety Policy

This policy explains how we

- Promote a safe and inclusive school environment
- Prevent Bullying and unsafe behaviour
- Respond when concerns arise

The policy applies to all members of the AICS school community, including students, staff, parents/caregivers and visitors to the school. It covers behaviour and interactions during school-related activities and events, and in online environments where there is a clear connection with school life.

The Social Safety Policy forms part of the school's [Safety Plan](#)

It operates in conjunction with the following AICS policies

- [The Community Safety Agreement](#)
- The Child Protection and Safeguarding Policy [The Reporting Code](#)
- [The Inclusion Policy](#)
- [The Student Charter](#)

It is guided by the key principles that every person is unique, every person is free to be who they are, and at AICS, we accept each other's differences.

We have a shared responsibility for the wellbeing of the groups we are part of. We understand that bullying is a group process. We address bullying within the group in which it is taking place. For more detailed agreements on how we interact with each other please see the Community Safety Agreement. The Community Safety Agreement sets out our shared expectations about how the members of the AICS community interact and treat one another. It defines what respectful, safe and inclusive behaviour looks like in the school. The CSA applies to students, staff, parents, caregivers and visitors to the school. It provides the basis for how behaviour is understood and addressed at AICS.

The CSA is used across the school to:

- guide conversations about behaviour

- support students to reflect on their actions
- guide conversations with parents and caregivers
- guide professional conversations between colleagues.

Social safety is supported through the whole school wellbeing programme.

The school wellbeing programme supports us in nurturing a caring, empathetic and open-minded student community. The four pillars of the programme are the Community Safety Agreement, Digital Citizenship, Comprehensive Sexuality and the KiVa Social Safety programme.

Definitions

Social Safety refers to the social, psychological and physical safety of students and members of our school community. ([Staatsblad 2015, 238 | Overheid.nl > Officiële bekendmakingen](#))

Unsafe behaviour refers to any behaviour that undermines or threatens the social, psychological or physical safety of students or other members of the school community. This includes actions or patterns of behaviour that cause harm, fear, distress, exclusion or discrimination or that creates an environment where individuals or groups feel unsafe or unable to take part in school.

Unsafe behaviour may take physical, verbal, psychological, relational or on-line forms. It includes but is not limited to bullying, discrimination, harassment, aggression and other forms of violence or intimidation.

Bullying

“School bullying is a damaging social process that is characterised 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.” [UNESCO](#)

Intentionally and repeatedly causing distress or harming somebody who is not in a position to defend themselves. Bullying involves an imbalance of power. Bullies are stronger (physically, mentally or both) than the targets. This imbalance makes it difficult for people being targeted to defend themselves.

Repeated means that a student is consistently targeted with mean and hurtful remarks and/or actions.

Intentional means that someone deliberately hurts the person.

There are different forms of bullying. We distinguish the following:

Physical: hitting, pushing, kicking;

Material: damaging, hiding or taking someone's belongings Verbal: name-calling, being unpleasant, mocking, laughing

Relational: systematic exclusion, discrimination, spreading lies or rumours

Cyberbullying: all forms of bullying that occur online, including but not restricted to social media platforms, messaging apps, including, sending unkind and or threatening messages.

We recognise that the target may be bullied in a number of different ways.

Roles in bullying

Every student in a group has a specific role in a bullying situation. The role indicates how the students behave at that moment and does not define who they are. The roles may vary from situation to situation.

We distinguish the following roles in bullying:

- Bully: the initiator of the bullying;
- Assistant: actively participates with the bully, does not play a central role in the bullying
- Reinforcer: does not directly participate in bullying but gives positive feedback to the bully by watching or laughing at the bullying;
- Target: the person being bullied
- Defender: supports and defends the person being targeted; Bystander: aware of the bullying but does not intervene.

Detecting Bullying

Research repeatedly indicates that detecting early stages of bullying is extremely difficult. The following signs may indicate that a student is either bullying or being bullied. It is important to note that this is not always the case. If we notice one of the behavioural changes below, we need to remain vigilant.

We also request parents to be aware of the following signs, as many of the signs are most noticeable at home.

Signs that a student may be bullied. The student:

- is afraid to go to school or takes a different route to school than usual;
 - frequently asks to be driven to school;
- wants to stay home for unclear reasons;
- Complains frequently in the mornings, and claims not to be feeling well if they have to go to school;
- comes home from school with dirty or torn clothes or a damaged backpack;
- often loses things;
- frequently loses pocket money, often asks for money, or steals it (to give to the bully);
- withdraws, becomes quiet, and seems to have lost confidence;
 - appears anxious and tense;
- loses their appetite saying they don't like the food;
- has nightmares or cries themselves to sleep;
- has unexplained bruises or injuries;
- is grumpy, angry, or difficult;
- is often alone and no longer brings friends home;
- refuses to talk about what's going on or gives unconvincing explanations for their behavioural changes.

Signs that a student or your child may be bullying:

- acts excessively tough or arrogant;
- is oppositional and rebellious;
- cannot empathise with the feelings of others;
- gossips or spreads unpleasant rumours;
- is physically or verbally aggressive;
- has poor academic performance.

Roles and Responsibilities

Creating and maintaining social safety is the shared responsibility of the whole community. The table below outlines the roles of key individuals and teams in responding to and preventing unsafe behaviour.

Role	Responsibilities
Class teachers/ subject teachers/mentors	First point of contact for students and parents/caregivers. Responsible for creating a safe classroom environment, delivering the wellbeing and KiVa curriculum, monitoring student wellbeing and group dynamics, recording concerns in the Wellbeing Manager, and initiating early support and communication. Provide supervision during lunchtime and breaks.
KiVa team	Leads the investigation and response to bullying incidents. Determines whether behaviour meets the definition of bullying, facilitates the support group and restorative approaches, monitors progress, and ensures follow-up. Works closely with teachers/mentors and communicates with parents/caregivers as appropriate.
Wellbeing Team	Provides additional support when there are wider or ongoing social, emotional, or behavioural needs. Supports both students who are targeted and students displaying harmful behaviour, advises staff, contributes to support planning, and coordinates with external professionals where needed.
Support Coordinator: primary/secondary	Oversees the coordination of student support. Ensures that concerns are tracked and followed up, supports staff in implementing interventions, and coordinates additional or external support where required. Escalates cases when concerns persist or are complex. Liaises with external support partners.

Role	Responsibilities
School Leadership Team	Ensures the implementation of this policy and a safe school environment. Becomes involved in serious or ongoing cases, supports decision-making, and may apply formal measures, including suspension or expulsion, in line with Dutch legal requirements.
Confidentiality Person (Vertrowenspersoon)	Provides a safe and confidential space for students, parents/caregivers, and staff to discuss concerns related to social safety. Offers guidance on options and next steps but does not investigate incidents or take direct action.
Parents/caregivers	Work in partnership and collaboration with the school. Share concerns promptly, support agreed actions and reinforce expectations for safe and respectful behaviour at home.
Students	Contribute to a safe and respectful school community by following the Community Safety Agreement, seeking support when needed, and supporting others by reporting concerns or unsafe situations.
Caretaking team	Supports the physical safety and supervision of the school environment. Maintains a visible presence in shared spaces, (entrances, corridors, playgrounds) and helps ensure that the school environment is safe, orderly, and well maintained. Reports concerns about student behaviour, safety, or wellbeing to the appropriate staff member (e.g. teacher, mentor, or leadership). Assists in implementing practical safety measures when required, such as supporting supervision, managing access to spaces, and responding to immediate safety issues.
Non-Teaching Staff	Help maintain a safe and respectful environment, remain alert to student wellbeing, and report any concerns to teaching staff or leadership. Support agreed safety measures when needed

Role	Responsibilities
	Address inappropriate behaviour.

Approach

At the AICS, we strive to create a safe social climate at school by preventing bullying (preventive) and taking action when bullying occurs (curative).

Prevention

KiVa Social Safety Programme

We use the KiVa programme, which is a research -based whole school approach to preventing and addressing bullying.

KiVa focuses on group behaviour and dynamics. It recognises that bullying is a group process.

The aim of the KiVa programme is to prevent bullying by strengthening positive group norms and encouraging students to take responsibility for the wellbeing of others. The central KiVa message is that “we are all responsible for our shared wellbeing”. [KiVa](#)

Students learn about positive group formation and development. They are actively empowered to contribute to the positive development of a group. Through the programme, students gain more insight into what bullying is and what they, themselves can do about it.

The KiVa whole school programme includes

- an international curriculum with structured lessons to develop social and emotional skills
- regular group conversations to reflect on behaviour and relationships
- targeted interventions when bullying occurs
- On going monitoring of social safety
- Staff training every year
- KiVa information evening for parents/caregivers
- Whole school KiVa team to investigate and address bullying incidents
- Yearly social safety monitoring through the KiVa social safety questionnaire.

Implementation of KiVa Social Safety Programme

KiVa Programme

Students receive the KiVa programme regularly throughout their time at AICS. Lessons are aimed at providing a safe learning environment through positive group formation. The lessons encourage the development of social skills that students need to create a group norm against bullying.

The lessons in the programme are divided into themes such as

- Me and others
- Emotions
- Forms and mechanisms of bullying

The themes contribute to a positive pedagogical climate.

The content and delivery of the KiVa programme is adapted to the age and stage of development of the students.

Primary:

In primary, the KiVa programme is delivered by the classroom teacher through structured lessons as part of the whole school wellbeing programme. The themes are chosen based on the needs of the students. The themes are connected to CommonSense Digital Citizenship programme and the Comprehensive Relationships and Sexuality

The programme is taught in Groups 1 to 7 and in the Fireflies programme.

The lessons in the KiVa program are divided into themes

For the early years, the students work with 'Rick the Peacock'. They explore the themes through stories. The KiVa lessons provide a basis for interactions in the classroom and outside throughout the week.

Secondary:

In secondary, the KiVa programme is delivered by the class mentor through structured lessons as part of the mentor programme, which is part of the whole school wellbeing programme

The KiVa programme is taught in MYP1FYP1, MYP2, FYP2 and in MYP5. The themes of the chosen units are relevant to the age groups and are connected to themes in the mentor curriculum from the Commonsense Digital Citizenship programme and the Comprehensive Relationships and Sexuality

MYP1: Roles in a group, the Power of the group, managing feelings

MYP2: Etiquette online, Cyberbullying, Responsibility online, Forms and Mechanisms of Bullying

MYP5: Group Dynamics, Forms and Mechanisms of Bullying

Agreements

At the beginning of each school year, each class makes agreements that align with the principles of KiVa and the Community Safety Agreement.

In primary school, these are the class Essential Agreements. The agreements are displayed in every primary classroom.

In secondary school, the students start the year by making agreements in their mentor class.

We refer to the agreements regularly and use them when discussing behaviour.

Group Conversations

At the AICS, preventative group conversations take place regularly in groups 6 and 7 with the classroom teacher and with the class mentor in MYP 1 and MYP 2. These conversations also take place in different year groups across primary and secondary.

The atmosphere in the class is discussed, and agreements are adjusted when necessary. We aim to empower students to take responsibility for the atmosphere in their group. During group conversations, we encourage our students to come up with their own solutions and ideas.

Student Monitoring

We have two surveys that provide us with information regarding social safety.

The KiVa monitor is a survey conducted from Group 3 to DP1, in May each school year. The KiVa team is responsible for conducting the survey and sharing the results with the leadership team, class teachers and mentors. The KiVa monitor generates a report that gives us insight into the social climate in the group/class and year level.

The Council of International Schools community survey is conducted annually with students in Group 7 to DP2s and with parents/caregivers. This survey provides insight into the social safety experienced by all stakeholders in the school.

We analyse the results from both surveys and develop an action plan to address any concerns that arise.

The KiVa Team

AICS has a designated KiVa team of trained staff members who are responsible for supporting and addressing bullying situations in the school. This is a required part of the KiVa programme and the KiVa whole school approach.

There is a KiVa team at each campus. The team works closely with class teachers and mentors to investigate concerns, guide the response, and follow up to ensure that bullying has stopped. They may lead or support meetings with students and, where appropriate, involve parents/caregivers in the process.

Students, parents and staff can contact the KiVa team if they have concerns about bullying or social safety. The team also supports teachers in applying the KiVa approach consistently across the school.

Staff training

All staff at AICS receive KiVa training as part of their induction within their first year at AICS. This is a requirement of the KiVa programme. This ensures a shared and consistent approach to recognising, preventing and responding to bullying.

Members of the KiVa team receive additional training to lead interventions and support colleagues.

Parents/Caregivers

We value our contact with parents/caregivers. Early in the new school year, we host a KiVa information evening for parents/caregivers.

We provide regular updates about the social wellbeing in the class through the dashboard, the sounding boards, and Parent/ caregiver information evenings.

We periodically provide parents/caregivers with tips on how to talk with their children about how things are going at school.

The online KiVa parent/caregiver guide provides additional information about bullying and useful tips for home.

We expect parents/caregivers to contact the classroom teacher in primary or the class mentor in secondary if they have concerns about their child.

We expect that parents/caregivers abide by the principles and approach set out in the Community Safety Agreement during these processes.

The Curative Approach

The curative approach starts with determining that bullying is taking place. Problematic or difficult behaviour is not limited to bullying. Students also

have disagreements, arguments and conflicts that do not constitute bullying. Students may also provoke each other, and misunderstandings between students, occur. We determine whether bullying is taking place by working from the definition of bullying. We assess each situation from the following perspective:

- Is the harm or distress caused intentional?
- Is the person being targeted able to defend themselves, is there an imbalance of power?
- How does the student experience the situation?
- Is the harm caused systematic, does it occur repeatedly?

Support Group Approach

The teacher may set up a support group to help resolve a bullying issue. The support group consists of several students from the class. These students are asked to help solve the problem. Without being labelled as the bully, the person bullying is always included in the support group. The focus of the support group approach is that bullying is a group process that needs to be solved together. Before setting up a support group, this is discussed with the person being bullied.

Restorative Approach

Should the bullying continue despite the agreements made, the restorative approach will be implemented. Two members of the KiVa team will have a conversation with the student who is bullying. Additionally, a restorative plan is developed. The restorative plan is always agreed to by the student being bullied and the student's parents/caregivers.

Informing Parents

We keep the parents/caregivers of students being targeted informed of the processes at school. Other parents/caregivers will be informed as necessary. As soon as the school decides to use the support group approach, the parents of the bullied student are informed. As described earlier, no one is labelled as guilty or as a bully in the support group approach. Therefore, parents are only informed that their child is bullying once the restorative approach is applied. If the students do not comply with the agreements made, parents will be invited to a meeting at school. The curative and restorative process takes two to three weeks on average.

The KiVa team, together with the class teacher or mentor, are responsible for investigating and working to resolve bullying situations. Members of the KiVa team are trained to manage bullying situations skillfully.

A KiVa team member is usually involved when targeted actions are required to address bullying. If the class atmosphere is unsafe and issues related to bullying arise, the KiVa team is always contacted. Consultation takes place between the teacher and the KiVa team member. Depending on the situation, a KiVa team member may be consulted and/or invited to either curative sessions or to lead these sessions.

Group Conversations (Classroom intervention)

In the first instance, issues including bullying are discussed in the group. The teacher may set up a support group to help resolve a bullying issue. The support group consists of several students from the class. These students are asked to help solve the problem.

Not all problems should be discussed in the group. A conversation in the group about bullying only takes place if the person targeted agrees to it.

Support Group Process

The teacher may set up a support group to help resolve a bullying issue. The support group consists of several students from the class. These students are asked to help solve the problem. Without being labelled as the bully, the person bullying is always included in the support group.

The focus of the support group approach is that bullying is a group process that needs to be solved together. Before setting up a support group, this is discussed with the person being targeted. With the student's agreement, the teacher may set up a support group to help resolve a bullying issue.

As soon as the school decides to use the support group approach, the parents/caregivers of the targeted student are informed. The teacher facilitates the students to make concrete agreements about how they will change their behaviour and what concrete actions they will take to support the student being targeted. The teacher makes agreements with the students to check in with the support group within two weeks.

The teacher monitors the behaviour and actions of the group of students and checks in with the targeted student.

Restorative Approach

Should the bullying continue despite the agreements made, the teacher/mentor contacts the KiVa team to implement the restorative approach.

Two members of the KiVa team have a conversation with the student who is bullying. A restorative plan is developed. The restorative plan is always agreed to by the student being bullied and the student's parents/caregivers.

Informing Parents

We keep parents/caregivers of students being targeted informed of the processes at school. Other parents/caregivers are informed as necessary. When the school decides to use the restorative approach, the parents/caregivers of the student being targeted are informed. If the students do not comply with the agreements made, parents will be invited to a meeting at school. As described earlier, no one is labelled as guilty or as a bully in the support group approach. Therefore, parents are only informed that their child is bullying once the restorative approach is applied. If it becomes clear that following the curative and/or restorative approaches are not leading to improvement, then the school will consider that additional factors are contributing to the situation. In these cases, the school opts for a broader approach and further support is put in place.

This support is organised by the support coordinator.

The support coordinator may involve external professionals and /or organisations such as

- The Parent-Child team
- Behavioural specialist
- Group coaches

This support may also include professional support for parents/caregivers. Parents/caregivers and the student are always informed when these processes are started.

As soon as the school decides to use the support group approach, the parents of the student being targeted are informed. As described earlier, no one is labelled as guilty or as a bully in the support group approach. Therefore, parents/caregivers are only informed that their child is bullying once the restorative approach is applied. If the students do not comply with the agreements made, parents/caregivers will be invited to a meeting at school.

Cyberbullying

This also includes incidents that take place online. Cyberbullying and harmful online behaviour, including the sharing of images or messages intended to harm, intimidate or pressure others, will be addressed through this policy. We use the Dutch government process for investigating and addressing online incidents. In cases where online behaviour may involve serious harm or potential criminal activity, the school will follow the Child Protection and Safeguarding policy and Dutch legal requirements, and may involve external authorities, including the police, where appropriate. Examples of criminal activity include students sharing inappropriate images of other students. In these cases we always advise parents to contact the police.

Process

What happens if bullying is reported?

All concerns about bullying are taken seriously and recorded by the teacher or mentor in Isams Wellbeing Manager. The class teacher from primary and the class mentor in secondary and the support coordinator track the concerns in Wellbeing Manager. Where concerns are flagged about potential bullying, the support coordinator contacts the teacher or mentor. They also contact the KiVA team as necessary.

The KiVa team leads the response to bullying incidents, while the wellbeing team provides additional support where there are wider social, emotional or behavioural needs. The two teams work closely together to ensure a coordinated and consistent approach and to support the student/s who is being targeted and the student/s who are bullying. The Wellbeing team provides additional support for the class mentor and when needed for the class group.

Step 1: Understanding the situation

When concerns about bullying are raised, we first check whether the situation meets the definition of bullying (repeated behaviour that causes harm or distress). Not all conflicts or disagreements are bullying.

If it is identified as bullying, the following steps are taken using the KiVa approach.

Screening: Is this bullying? (repetition, causing harm or distress). Not all disputes constitute bullying. If the answer is yes, then One or two of the KiVa team speaks with the student to understand what has been happening, who is involved, and how long the student has been targeted.

The student is supported and reassured. The possibility of the formation of a support group is discussed with the student. If the student agrees, the KiVa team member/s agrees to a date and time to meet again to set up a support group. The student who has been targeted is asked if they want to join the discussion. They are not placed under any pressure to attend. A follow-up check-in is planned with the student. The KiVa team members inform the class teacher or mentor. Together, they decide which students can be supportive. The class teacher/mentor meets the classmates. When the curative and/or restorative processes are started, the KiVa team member involved, records in iSAMS Wellbeing Manager.

Step 2 Meeting Students involved

Separate individual discussions take place with the students who have taken part in the bullying. This takes place as soon as possible and should take the students by surprise to minimise interference with the process. Individual meetings are also held with students who could be supportive of the student being targeted.

If possible, the students should not be allowed to speak to each other. The conversations are short (5-10 mins). The following questions are addressed and kept to:

- What do you wish to share?
- What agreements are we making moving forward?

A small group of students from the class is brought together. This group includes students who may be involved in the behaviour, the person bullying, the person being targeted and students who can positively influence the situation.

The KiVa team member/s check that the individual discussions have been completed by the class teacher or mentor with the students who can be supportive.

Step 3

A meeting time is agreed for the support group meeting. The focus of this group is to have a group discussion with the students who have taken part in the bullying as soon as possible after the individual discussions. The aim is to reinforce the decisions that the individual students have made with the adult in the individual conversations. The group meets with a KiVa team member/s.

- The situation is explained without blaming individuals
- Students are asked to think about how they can help
- Each student suggests actions they can take to improve the situation

No student is labelled or punished during this stage.

Students take responsibility for their agreed actions, for working together to improve the situation by following the agreements

A follow-up meeting time is planned for one week and no more than two weeks after the first meeting to discuss progress.

Step 4. Monitoring and checking-in

The class teacher, mentor and the KiVa team member continues to monitor the situation. They check- in with the targeted student to ensure that the situation has improved for the student, that the bullying has stopped and that the student feels safe. The student is encouraged to immediately report if something happens again.

If the student feels that the bullying has stopped and feels safe, then monitoring and check-ins with the targeted student continue until the second support group meeting.

If there is no improvement and the student continues to be targeted or reports that they do not feel safe at school, this is treated as a priority. The school takes immediate steps to ensure the student's safety.

We move to direct intervention to ensure the student's safety. This is with an adult led approach involving students and parents/caregivers, the support coordinator, Head of Wellbeing and the Head and/or Deputy Head of Campus.

Parents/caregivers are informed as soon as possible. They are invited to school to discuss and agree the support plan with the student and the school. The student's views are taken seriously and they are involved in decisions about the next steps.

The steps taken to ensure the student's safety at school, may include

- Providing a trusted adult for the student at school. This can be the support coordinator, the class teacher or mentor, a member of the Wellbeing team
- Providing a safe space for the student at school
- Providing extra support for the student. This can be within school or from external support partners including the parent-child adviser.
- Increasing supervision during breaks and lunchtime
- Making temporary adjustments to the student's timetable
- Separating students where necessary.

The class teacher, mentor and /or KiVa team member together with the support coordinator and the Wellbeing team assess the situation. They decide on a plan of action for the immediate situation and agree the longer term actions. This plan includes options for more intensive support for the targeted student and for the student who is bullying.

Where there are concerns about safeguarding, the Child Protection and Safeguarding policy is followed and a child safety report is made to Veilig Thuis.

Step 5. When the support group approach is working

Within two weeks after the first meeting, the support group meet again to review and reflect on the agreed actions and checks that the students are keeping to their agreements from the previous meeting. The student who has been targeted is asked if they want to join the discussion. They are not placed under any pressure to attend.

The school expects that at this point the bullying has stopped.

The class teacher, mentor and /or the KiVa team member continues to monitor the situation

What if the Bullying does not stop?

Sometimes this process does not stop bullying. Repeating the process may make it worse. We then move to a direct action.

The following people become involved as needed.

- The Student Support Coordinator
- Deputy Head of Campus
- Head of Campus
- Head of Wellbeing
- Senior leadership team
- School principal

The parents of the student/s who have been bullying are invited to school to agree on the next steps.

Agreements and school expectations will be made with the student/students who are bullying and the parents/caregivers of student/s who are bullying.

External support for the student/s who is bullying and for their parents/caregivers may be suggested. This is organized by the support coordinator. The support can include, but is not limited to

- Youth health services such as the Parent Child adviser (Ouder-kind adviseur) or
- school social worker
- behavioural specialists
- Samenswerkingverband (SWV)

The purpose of this support is to better understand the behaviour and to support the student to develop safe and positive behaviour.

In cases involving serious child protection and safeguarding concerns, the school will follow the Child Protection and Safeguarding policy and make a report to [Veilig Thuis](#)

In some situations, bullying can meet the definition of a crime.

The corresponding advice will be provided to the parents/caregivers. In these cases, KiVa team members will always be consulted.

Suspension and Expulsion

In situations where the behaviour is serious, repeated, and threatens the safety and wellbeing of others, the school may take additional measures to protect the social safety, the learning environment and wellbeing of the school community. ADD

These measures can include temporary suspension from school. Temporary suspension can be internal, when the student/s attend school but does not participate in class with their peers. External suspension is where the student is not allowed in school for a specific number of days. Suspension is used to ensure immediate safety at school and to give the school time to review and consider next steps.

In exceptional circumstances, and in line with Dutch legal requirements, the school may proceed with expelling the student/s from school. This is a formal process and is only used when all other interventions and support have been unsuccessful, and/ or when there is a serious risk to the safety and wellbeing of other students. [Expulsion Procedure](#)

Parents/caregivers and the student/s are always informed and involved in this process.

Confidentiality Person (Vertrouwenspersoon)

AICS has two designated confidentiality people (vertrouwenspersoon), one per campus. The Confidentiality person role is to provide a safe and confidential space for students, parents and staff to discuss concerns related to social safety.

The Confidentiality person reports directly to the school principal.

The confidentiality person listens, offers guidance and helps individuals understand their options, including how to raise a concern or access additional support.

The confidentiality person does not investigate incidents or take action directly but supports individuals in deciding what steps to take.

Students and parents can contact the confidentiality person if they:

- feel unsafe
- have concerns about bullying or behaviour
- wish to speak to someone outside of the immediate situation

Contact details are provided in the Contact section of this policy.

Contact Persons

The KiVa Team

The AICS has appointed a KiVa team. The KiVa team is the point of contact for teachers, parents, and students. Four KiVa team members support the curriculum. Additionally, the members of the team coordinate the social safety policy and procedures. The KiVa contact team members are:

South East Campus

Niké Yonkio, Support coordinator primary: Mobile: /EMAIL:
n.yonkio@aics.espritscholen.nl

Miriam van Bijlert – Support Coordinator secondary:
Mobile: +31 657810380/EMAIL: m.vanbijlert@aics.espritscholen.nl

South Campus

Sanne Zaandoordijk, Support Coordinator Primary: Mobile:/ Email
s.zaandoordijk@aics.espritscholen.nl

Maartje Evenhuis, Support Coordinator Secondary: Mobile: +31 626843795
EMAIL:m.evenhuis@aics.espritscholen.nl

Confidentiality Person (Vertrowenspersoon)

To speak to the Confidentiality person, please email to make an appointment.

South East Campus: Justin Santori Email: j.santori@aics.espritscholen.nl

South Campus: Linda Leer Email: l.leer@aics.espritcholen.nl

The KiVa Trainer

As stated earlier, each situation with bullying is complex and unique. In the event that the KiVa team has implemented the support group intervention a number of times and the bullying issue persists, external help from a KiVa trainer may be enlisted. The KiVa trainer provides further expertise and support to the school with questions and helps to resolve issues related to the bullies, the students being targeted, and/or the entire class.

Training

All teachers working at AICS have attended two KiVa training sessions, or will do so during their first year working at the AICS. The members of the KiVa team receive further training that qualifies them to carry out the support group approach. Additionally, the school provides opportunities for staff to refresh their training and to attend training that provides more depth and insight into bullying and how to effectively manage bullying.

Once a year, a KiVa conference is held in the Netherlands. At least two teachers or KiVa team members from the AICS participate in this event each year. During the conference, new insights about bullying and innovations the KiVa programme are presented. The people who attend the conference share their insights with staff.

KiVa Resources

[KiVa](#)

FAQ

What do I do if I am being bullied?

Even though you might not feel like it, talking to someone and finding people to support you is really, really important.

Tell someone you can trust either at school or at home. It can be a school friend, a friend, your parents, someone from the wellbeing team or the teacher. It is the adults' duty to help you.

Look for friends in your class who could help or support you. If you feel too embarrassed to tell the teacher by yourself, ask a friend and do it together.

What might help:

Be assertive. Let the bully know that you do not accept their treatment, act like you don't care and go and tell someone.

For Parents

Parents are advised to read the very comprehensive [Family Guide](#) that is available on the KiVA website.