



THE GERMAN EMBASSY SCHOOL

Anti-bullying policy for DBSAA



German Embassy School
Addis Ababa · አዲስ አበባ

WHAT IS BULLYING?

THERE ARE FIVE KEY FEATURES OF BULLYING BEHAVIOUR



1. Systematic behaviour: the bully intends to cause harm or fear to the target person
2. The aggression towards the target person occurs repeatedly (physically, verbally or socially)
3. The target person does not provoke the bullying behaviour through verbal or physical aggression
4. Bullying takes place in familiar social groups
5. The bully is more powerful (either in reality or in perception) than his victims who are generally not in a position to defend themselves effectively

TYPES OF BULLYING

Physical

- e.g. hitting, pushing

Verbal

- e.g. name-calling, teasing

Social

- e.g. exclusion, spreading rumors



CYBERBULLYING

TECHNOLOGY-BASED HARASSMENT

1. Repeated harmful, shaming statements, photos, or videos in virtual spaces and networks, even without any real relationship between perpetrator and victim
2. Spreading false information and rumours
3. Threats, blackmail and harassment, combined with possible anonymity of the perpetrators and the possibility of unlimited distribution



WHY PEOPLE BULLY



BULLYING IS WHERE PEOPLE COME OFTEN TOGETHER AND THE BULLY GETS SUPPORT FROM BYSTANDERS WHO DO NOTHING TO STOP THE BORDER CROSSING

- Valve for aggression
- A feeling of power and superiority
- Improving your own social standing
- Attention
- Excessive demands and helplessness in the private and school environment
- Not knowing of boundaries

WHAT BULLYING ISN'T

- Mutual disputes and differences of opinion
- Not liking someone or a one-off social rejection
- One-off acts of meanness or malice
- Individual incidents of aggression, intimidation or violence



However, bullying is repeated again and again and is usually directed against a single person: it becomes a never-ending conflict. Single or multiple incidents are not necessarily considered bullying

INDICATORS OF BULLYING



IF A BULLIED CHILD DOES NOT COMMUNICATE, BULLYING CAN BE RECOGNISED BY OUTSIDERS THROUGH THE FOLLOWING INDICATORS:

- Obvious isolation of the person
- Drop in performance
- Frequent absence
- Low participation in the classroom
- Emotional abnormalities (e.g. anxiety behavior, outbursts of anger)
- Self-harming behaviour
- Child does not want to come to kindergarten
- Physical symptoms such as stomach aches, headaches, or nightmares

BULLYING IS DAMAGING FOR

SELF-CONFIDENCE

THE MOTIVATION TO LEARN

MENTAL HEALTH

HUMAN DIGNITY

HOW TO PREVENT BULLYING



You are not at the mercy of bullying. Together, we can all help to prevent bullying with the help of protective installations

1. CLEAR RULES OF BEHAVIOUR

Generally applicable class values and class contracts that apply to the entire school community (in some cases individually tailored to the class)

2. STRENGTHENING STUDENTS' PERSONAL RESPONSIBILITY, EMPATHY AND ABILITY TO DEAL WITH CONFLICT

- Class council (class teacher, social pedagogue, students)
- Social learning lesson (class teacher, social pedagogue)
- Conflict resolution strategies (CHILI project, social pedagogue)
- Group-building measures (class excursions, film evenings, cooperation games, etc.) (class teacher, social pedagogue, teacher)
- Class values project day (class teacher, social pedagogue)
- LUBO program at pre-school

3. CREATING A POSITIVE CLASS AND SCHOOL CLIMATE

- Class values project day (class teacher, social pedagogue)
- Educational work on bullying/cyberbullying and behaviour in social media (social pedagogue, school psychologist, class teacher)

4. TRAININGS FOR TEACHER ON PREVENTIVE MEASURES AND DEALING WITH BULLYING (ONCE PER SCHOOL YEAR)

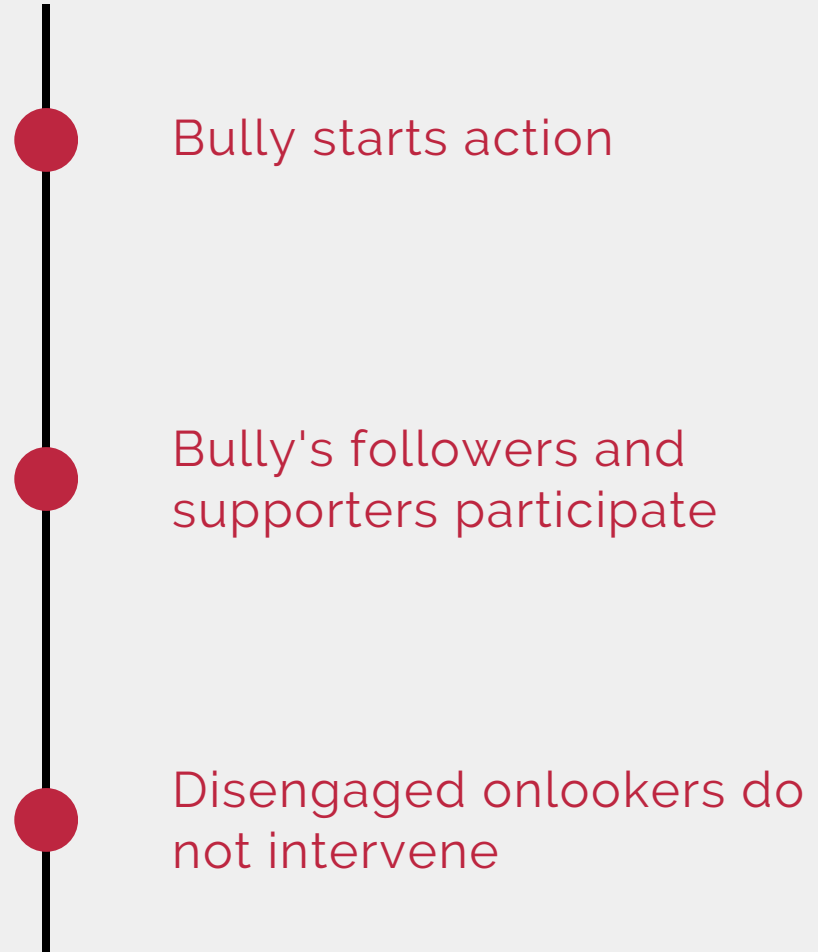
5. TRAININGS FOR PARENTS ON PREVENTIVE MEASURES AND DEALING WITH BULLYING (TWICE PER SCHOOL YEAR)

6. PROTECTIVE SCHOOL CLIMATE

Respectful behaviour is demanded from the entire school family. All adults act attentively and support the children and young people when challenges arise. Regular meetings on student behaviour are an integral part of this and help with the early detection of behaviour that violates boundaries

CYCLE OF BULLYING

BREAKING DOWN
THE PROCESS



WHAT WE DO AGAINST BULLYING

DBSAA Reporting mechanism

1

Information of the student and/or parents to the class teacher, social pedagogue, Liaison teachers and/or other educational staff in the event of a suspected harassment or conflict

2

The pedagogical staff will have conversations with students, teachers and parents and observe to determine whether it is bullying or a conflict

3

Bullying has been confirmed: the problem is addressed with the social pedagogue

NEXT STEPS

1

- No Blame Approach (N.B.A) or other educational measures (individually tailored to the case); in any case: conversation/s with victim, conversation/s with perpetrator, conversation/s with witness/s
- Case discussion
- Information to the school management and pedagogical management
- Information for legal guardians

NEXT STEP

After implementing the No Blame Approach (duration: 14 days) or other educational measure:

2

- Evaluation of the measures (N.B.A after 14 days) and determination of whether bullying has stopped → continue to observe (for another 14 days at N.B.A.)
- Bullying has been mitigated → hold further discussions with helpers and, if necessary, appoint new helpers to support the victim of bullying (for a further 14 days at N.B.A.)
- Bullying has not stopped → carry out the No Blame Approach or other pedagogical-psychological measure again and modify if necessary

CONSEQUENCES FOR PERPETRATOR

The perpetrator has to have **three appointments** with the school psychologist which must be documented in writing and signed by the school psychologist and the parents

FURTHER CONSEQUENCES

- Withdrawal of privileges
- Exclusion from class events
- Suspension from lessons
- Individual work outside the classroom for a set time

SUPPORT FOR VICTIMS

DBSAA will provide support services for victims including counseling with the school psychologist and social pedagogue. Peer support programs will be established to create a supportive community environment (Streitschlichter)

WHAT PARENTS CAN DO TO PREVENT BULLYING



Open Communication

Create an open and non-judgemental space for your child to talk about their experiences

Educate your child about bullying

Teach your child what bullying is and the different forms

Build self-esteem

Healthy self-esteem is the foundation for a child's social skills

Maintaining friendships

Healthy friendships are another protective factor when it comes to bullying. Schedule time with their friends

WHAT PARENTS CAN DO TO PREVENT BULLYING



Teach assertiveness and problem-solving

Help your child develop assertiveness skills to stand up for themselves without escalating the situation and encourage problem-solving strategies. Go through the situation with your child: What happened? How did you feel? How did you deal with those feelings? Was that helpful? How would you handle this situation?

Convey respect and empathy

Children should be taught that everyone deserves respect and has value

If they recognise this, they are not only less likely to bully others, they are also more likely to defend themselves against bullying

WHAT PARENTS CAN DO TO PREVENT BULLYING



Reflect

Help your child to think about other people's thoughts, feelings and motivations: How do you think this person felt? Why do you think they did that? What would you do in this situation?



IN THE SPECIFIC CASE OF BULLYING

1. Listen to your child and tell your child: nothing is wrong with you!
2. Your child should write down what has happened
3. Block people who harm your child online
4. Seeking support and ensuring well-being
5. Involve authority figures
6. Ignore the bully
7. Encourage your child to stay with friends

All members of DBSAA are encouraged to report any incidents of bullying or suspected harassment promptly

Reports can be made to: teachers, social pedagogue, counseling teachers, educational management, school psychologist