

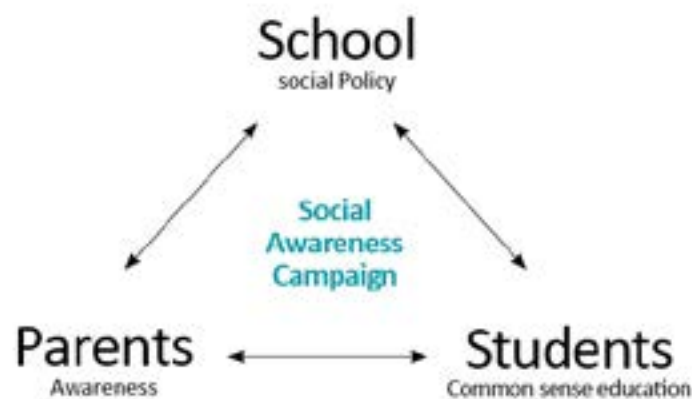
# Social Wellness Policy

The ISUtrecht social wellness policy demonstrates our commitment for a safe, secure and happy school community. Our students have a right to an educational environment that allows them to flourish. Bullying in any form, is not accepted.

Technology plays a large role in the education of ISUtrecht students, therefore the school's aim is to educate our community as a preventative measure. Students at ISUtrecht will follow a comprehensive digital wellness curriculum to support and provide safety and reassurance to our community. ISUtrecht students should have one code of conduct for both the real and digital world.

The school has a social wellness support team which is responsible for providing support and guidance to the ISUtrecht community, on any issue which affects social wellbeing within the ISUtrecht educational environment. The school has an open and transparent communication policy with parents and caregivers. In this spirit the ISUtrecht educators, when there is a student incident, will contact parents/caregivers at an early stage. Parents/caregivers are also encouraged to contact the school if incidents occur outside of school, and the school aims to empower students by equipping them with the skills to address such issues.

## Principles and Commitments to Social Wellness



### 1 The overall responsibility of the school

- ISUtrecht ensures that all members of the community have sufficient information about bullying and know how to react should bullying take place.
- ISUtrecht has a policy on bullying so the safety of pupils in school is guaranteed in the best possible way.
- ISUtrecht will deliver a comprehensive digital citizenship curriculum to all grade levels, which aims to teach students how to conduct themselves in an appropriate manner, online.

### 2 Providing support to the student who is being bullied

- Show the problem is taken seriously.
- Try to determine exactly what happened.
- Discuss possible solutions.
- If needed, the Student Support Coordinator first offers assistance. If more support is needed, the school counsellor offers assistance.

### 3 Providing support to the bullying student

- Address the student(s) - both the behaviour and the consequences.
- Try to find the underlying causes.
- Indicate disappointment in student's behaviour.
- The Student Support Coordinator offers assistance.

#### 4 Involving the mentor/classroom teacher

- Discuss the issue with the class and define the role of all the students.
- Find possible solutions, and what the parties can do to improve the situation.
- Avoid using the terms bullying, bully, bullied when defining roles, since these can “label” students.
- Pay attention to the issue and any future issues, which arise from this.

#### 5 Providing support to parent(s)

- Convey the message that the issue is taken seriously.
- Work with the parent(s) to address the issue.
- Advise the parent(s) in dealing with the issue.
- When support goes beyond the expertise of the school, we will support students in finding external expertise.

## Education

ISUtrecht believes education is the best solution to ensure Social Wellness. The school bases its social wellness philosophy on the International Baccalaureate (IB) learner profile. This message is spread through all the IB programmes PYP, MYP and DP.

At the beginning of the school year, mentors (for secondary) and classroom teachers (in upper primary) will discuss this policy and school rules. This discussion will include defining the difference between teasing and bullying; and that bullying has to be reported.

ISUtrecht is a caring and principled environment, and discussions on bullying demonstrate this.

All grade levels will take part in the ISUtrecht digital citizenship curriculum. Digital wellness sessions form part of the curriculum, which is delivered by classroom teachers in the PYP and mentors in the Secondary school.

## Social wellness – what has a negative impact on social wellness?

### Bullying

A behaviour repeated over a long period of time that can hurt someone either physically and/or emotionally.

#### Actions that can be identified as bullying

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Name-calling.
- Inappropriate sexual comments.
- Taunting.
- Threatening to cause harm.
- Degrading comments with respect to physical features, mannerisms and general appearance.

Social bullying, sometimes referred to as relational bullying, involves hurting someone’s reputation or relationships.

Social bullying includes:

- Leaving someone out on purpose.
- Telling other children not to be friends with someone.
- Spreading rumours about someone.
- Embarrassing someone in public.

Physical bullying involves hurting a person’s body or possessions. Physical bullying includes:

- Hitting/kicking/pinching/punching.
- Spitting.
- Tripping/pushing.
- Taking or breaking someone’s things.
- Making mean or rude hand gestures.

### Cyber-bullying

**Cyber-bullying is a common form of bullying behaviour which happens online.**

#### Actions that can be identified as cyberbullying

- Sending threatening or abusive text messages.
- Creating and sharing embarrassing images or videos.
- ‘Trolling’ - the sending of menacing or upsetting messages on social networks, chat rooms or online games.
- Excluding children from online games, activities or friendship groups.
- Setting up hate sites or groups about a particular child.
- Encouraging young people to self-harm.

- Voting for or against someone in an abusive poll.
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.
- Sending explicit messages, or/and images also known as sexting.
- Pressuring children into sending sexual images or engaging in sexual conversations.

#### Other digital risks are

- Exposure to inappropriate content.
- ‘Grooming’ - when someone builds an emotional connection with a child to gain their trust for the purposes of sexual advantage.
- Sharing personal information with inappropriate people.

## ISUtrecht Social Wellness Support Team

The ISUtrecht Social Wellness Support Team consists of a ‘Student support coordinator’ which will work together with a mentor(s) for secondary; a classroom teacher(s) for primary and programme leaders.

The Role of the Student Support Coordinator:

- supports classroom teachers, mentors and programme leaders, where needed, during the different stages in the process of handling incidents of bullying.
- offers individual guidance to the bully and the bullied.
- offers social-emotional training when needed.
- provides input during the lessons about bullying.
- offers training courses in response to specific requests for help, such as assertiveness training.
- liaises with parents/caregiver when appropriate.

## Social Wellness Procedures

### Procedures in primary (PYP)

- 1) If an issue takes place in class\* context, the classroom teacher responds and informs the Student Support Coordinator, by e-mail. The teacher talks separately with the receiving individual (first) and then the agitator (later). The talks are to:
  - i. address and confirm issues/actions
  - ii. find possible underlying problems
- 2) The classroom teacher organizes a meeting, together with the students involved, and tries to find agreements to solve the issue. The teacher also clarifies the next steps if the issue is repeated.
- 3) The class teacher meets with the whole class\*, to restore the group atmosphere, emphasising the responsibility of each group member.
- 4) If the problem persists, the Student Support Coordinator checks whether the students have social/emotional issues, reporting this to the PYP leader and classroom teacher(s). Advice will be given as to whether either party should have follow up contact with a counsellor.
- 5) Minutes on serious issues will be stored in Parnassys by the Student Support Coordinator in all relevant files.
- 6) If the problem persists\*\*, the classroom teacher reports the conduct to the PYP leader and parents are called in. The teacher(s) and PYP leader meet with the parents and students. Agreements are made to solve the issues.
- 7) If the problem continues to persist\*\*, then the PYP leader communicates the issue to the Head of School and next actions are taken. This action might involve:
  - i) temporary suspension from school.
  - ii) exclusion from school.

\*If two or more classes are involved, it will be necessary for teachers to work together. Both/all classes involved will be brought together for a discussion of the issue.

\*\*This is dependent on the seriousness of the issue. When appropriate the Head of School will become involved earlier.

## Procedures in secondary (MYP/DP)

- 1) If an issue takes place in class context\*, the teacher responds and informs the mentor, copying in the Student Support Coordinator, by e-mail. The teacher talks separately with the receiving individual (first) and then the agitator (later). All notes of meetings and emails will be stored on Managebac.
  - (1) address and confirm
  - (2) find possible underlying problems
- 2) Teacher organizes a meeting together with the two students and tries to find agreements to solve the issue. Clarify the next steps if the issue is repeated.
- 3) The teacher meets with the whole class\*, to restore the group atmosphere, emphasising the responsibility of each group member.
- 4) If the problem persists\*\*, the teacher reports the conduct to the mentor(s) of the student(s). The teacher emails the mentor, copying in Student Support Coordinator and parents regarding the events and the agreements made.
- 5) If problem persists, the Student Support Coordinator checks whether the students have social/emotional issues, reporting this to MYP/DP leader and mentor(s). She advises whether either party should have follow up contact with a counsellor.
- 6) Minutes on serious issues will be stored in Managebac and Magister by the Student Support Coordinator
- 7) If issue occurs outside of the class context\*\* or if it is repeated, then the mentor becomes involved, and the steps above are followed.
- 8) If the problem persists\*\*, the mentor reports the conduct to the MYP/DP leader and parents are called in. The mentor and MYP/DP leader meets with the parents and students. Agreements are made to solve these issues.
- 9) If the problem continues to persist\*\*, then the MYP/DP leader communicates the issue to the Head of School and/or Deputy Head of Education and next actions are taken. This action might involve:
  - i) temporary suspension from school.
  - ii) expulsion from school.

\*If two or more classes are involved, it will be necessary for mentors to work together. Both/all classes involved will be brought together for a discussion of the issue.

\*\*This is dependent on the seriousness of the issue. If the issue is highly threatening, then the MYP/DP leader and/or Head of School will become involved earlier.

## Actions for handling disruptions to social wellness

### If bullying occurs:

1. Contact the Student Support Coordinator. Refer the student(s) to the Student Support Coordinator, if guidance is required. The Student Support Coordinator may contact a counsellor, if needed.
2. Collect evidence. Ask students to keep notes, with dates and times, so not to confuse the information. However, school/parents/caregiver should be the primary record keepers and they should keep clear, dated and comprehensive notes.
3. Contact with the parents/caregiver of the student(s). Give the parents information on what measures they can take at home.
4. Refer parents where necessary. There are two phone numbers that parents can call with questions:

The education phone line: 0800-5010 (onderwijstelefoon)  
The confidential inspection line: 0900-11131113 (vertrouwensinspectie)
5. Contact the authorities. In the event that a student is systematically harassed, this is defined as stalking and the parents can report this to the police. When the victim is physically injured or his/her property is damaged the police should be called. National victim supports available ([www.slachtofferhulp.nl](http://www.slachtofferhulp.nl), telephone: 0900-0101)
6. Bullying outside of school. Bullying outside of school is in principle not a school issue. Therefore, parents should contact the other student's parents. If the issue is serious, then the police should be contacted. The school is willing to support the process within reason.

### If cyber bullying occurs:

- 1) Collect evidence. Try to store the messages in which bullying occurs (print, select and copy, save sms conversations). If messages are on the student's mobile phone, make screenshots.
- 2) Block the sender. Explain to the student, if necessary, how (s)he can block the unwanted mail/messages.
- 3) Contact the ICT Coordinator or administrator. Sometimes it is possible to identify the bully by finding out from which computer the message was sent from school.

## What to do when a child is...

### Exposed to inappropriate content

Appropriate internet searches may show inappropriate results. It is the mentors/class teacher's and parents responsibility to have conversations with students about what is not appropriate to view online. This is supported by our digital wellness curriculum and students are shown how they can avoid being exposed to things that could be harmful. In the event of discovering inappropriate content:

1. Discuss where and how the student came across the inappropriate content. If it was something that occurred during school, then a teacher should investigate how this occurred, address the matter with the student and work towards educating the student in ways to avoid this type of content. Should the content have been viewed at home then decipher how this occurred. For example, a sibling may have shared it. There may be reason to speak to a parent or carer to alert them of this.
2. Reassure the student that you are a trusted adult and they are right and safe to tell you if something like this happens. This will enable you to initiate a conversation about who else they consider to be a trusted adult.
3. Create an action plan with the student on how to avoid or manage a situation like this in the future.

### Exposure to grooming

Essentially, Internet grooming is: the process by which a person befriends a child to gain his or her trust and to create a situation whereby the child will allow the perpetrator to have sexual contact with him or her and will not tell anyone about it.

If a student, teacher or parent feels there is a digital threat to a child they should contact a member of staff immediately. Grooming can take several forms, below possible signs that grooming is taking place:

1. Friendship - Flattering a child into talking in a private chat room where they will be isolated. The child will often be asked for a non-sexual picture of self.
2. Forming a relationship - Asking the child what problems they have, to create the illusion of being their best friend.
3. Risk assessment - Asking the child about the location of their computer and who else has access to it in order to assess the risk of being detected.
4. Exclusivity - Building up a sense of mutual love and trust with the child, suggesting that they can discuss anything.
5. Sex talk - Engaging the child in explicit conversations and requesting sexually explicit images or text from them. At this stage the paedophile will usually try to arrange a meeting with the child.

### Inappropriate sharing of personal information including photos

This is an online danger, which should be very clear and easy to prevent. Education is key.

1. Prevention: Talk to the student at home or during class, being very clear and explain what counts as personal information and what does not (such as a hobby), for example:
  - a. their full name
  - b. address
  - c. mobile number
  - d. email address
  - e. passwords
2. Remind them they wouldn't normally share this information with people they don't know in the real world. They might be happy to share thoughts and feelings online with friends, but explain that they should be wary of doing this with strangers. Not everyone is who they say they are online, and people you don't know can use sometimes things such as your hopes and fears against you.
3. If the child is worried they've shared too much, make sure you're able to help them if needed.
4. Images should be shared with caution. If the image contains other people, the student needs to seek permission before sharing. Images/footage of others should only be caught and shared with the permission of those people.