



FRAM Primary School

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NAVIGATE YOUR OWN JOURNEYS OF LEARNING AND SELF-DISCOVERY IN AN EXCITING FUTURE

Anti-Bullying Policy: Introduction, Responsibility Chart, Reporting Procedures, Advice on how to develop positive behaviors

Introductory notes

At **FRAM SCHOOL**, we are committed to fostering a safe and supportive environment for all students, adhering to both international standards and Romanian legislation regarding child protection and wellbeing. This policy aligns with our mission to provide a high-level educational experience that encourages creativity, critical thinking, collaboration, and discovery. It also reflects our core values of kindness, courage, awareness, leadership, excellence, fairness, and resilience, which guide our actions and decisions.

We believe that every student has the right to navigate their own journeys of learning and self-discovery in an exciting future, free from bullying and harassment. In order for this to be achieved anti-bullying awareness and mitigation will be a topic actively addressed consistently throughout the curriculum.

This policy details the roles and responsibilities of staff, students, and parents in reporting any bullying incidents and outlines clear procedures for addressing concerns by also offering guidance on how to mitigate bullying incidents as well as how to instill positive behaviors that will lead to sustainable change and a reduction of bullying and increase of collaboration and safety for all.

The main pillars ensuring an adequate addressing of bullying situations are the lead of Pastoral Care, the lead of Safety and Safeguarding and the Lead of Academia (*incl Form Tutors*) whose responsibility it is to make sure all FRAM community members feel heard and seen, respected and valued. This must be reflected in the code of

conduct for all FRAM personnel and within the behaviors of all personnel as well as the taught behaviors for all students.

Commitment to Our Mission and Core values

This anti-bullying policy is rooted in our mission to provide a safe educational environment that fosters learning and self-discovery for all students. We emphasize values such as:

- **Kindness:** Promoting a culture of respect and support among students.
- **Courage:** Encouraging students and staff to speak out against bullying and support one another.
- **Awareness:** Educating everyone about the signs of bullying and the importance of safeguarding.
- **Leadership:** Empowering staff to take proactive actions regarding bullying incidents.
- **Excellence:** Striving for the highest standards in our responses to bullying, ensuring a safe environment for all.
- **Fairness:** Ensuring that every allegation is treated seriously and handled equitably.
- **Resilience:** Supporting victims and perpetrators to grow and learn from incidents, fostering a strong school community.

Roles and Responsibilities

Anti-Bullying Policy: Responsibility Chart

Role	Tasks	Frequency
Safety and Safeguarding Officers [School Counsellor, DSL]	- Receive reports of bullying incidents - Lead investigations - Communicate with parents - Maintain records - Archive reports	Ongoing

School Counsellors / Safeguarding Officers <i>[School Counsellor, DSL]</i>	- Provide emotional support to affected students - Report concerns to Safeguarding Officers	Ongoing
Wellbeing Counsellors <i>[School Counsellor, DSL]</i>	- Support overall wellbeing of students - Share bullying concerns with DSL and Safeguarding Officer - Document assessments	Ongoing
Pastoral Care Staff <i>[School Counsellor, DSL]</i>	- Act as first point of contact for bullying report - Document interactions and report to Officers - Consistent monitoring of MHPSS through Questionnaires designed for students	Ongoing
Designated Safeguarding Lead (DSL) <i>[DSL]</i>	- Oversee all safeguarding practices - Coordinate responses to significant incidents - Liaise with parents and authorities	Ongoing
Class Teachers	- Monitor classroom behavior - Report bullying incidents to relevant DSL - Foster a positive classroom environment	Daily

Students	- Report bullying incidents to trusted adults (responsible safeguarding officer, face-on-print designated staff) - Support peers who may be affected	Anytime
Parents/Guardians	- Encourage open communication with children - Report concerns to school staff	As needed

The Responsibility chart explained:

1. Safety and Safeguarding Officers & DSL

- **Reporting:** They are the first point of contact for any incidents or concerns about bullying reported by staff, students, or parents.
- **Work with Kids:** They lead investigations into reported incidents and provide necessary support to all students.
- **Paperwork:** They maintain records of all reported incidents, actions taken, and outcomes in a secure manner, ensuring limited access.
- **Work with Parents:** They communicate with parents regarding any issues and updates about their children's experiences related to bullying.
- **Archive Reports:** They gather and archive all documentation related to bullying incidents for accountability and monitoring purposes.

2. School Counsellors

- **Work with Kids:** Focus on providing emotional support and counseling to students who are impacted by bullying.
- **Reporting:** They inform the Safety and Safeguarding Officers about issues that arise during counseling sessions.
- **Paperwork:** They keep confidential records of all counseling sessions, particularly regarding bullying discussions.

3. Wellbeing Counsellors

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- **Work with Kids:** They provide additional support related to students' overall wellbeing and mental health in the context of bullying.
- **Reporting:** They share any relevant bullying concerns with the Safety and Safeguarding Officers.
- **Paperwork:** They document wellbeing assessments that relate to bullying and its emotional impacts on students.

4. Pastoral Care Staff

- **Work with Kids:** They act as the first support for students who report bullying, providing immediate assistance & consistent monitoring of the mental health of students through specifically designed questionnaires
- **Works with Teachers:** supporting the strides of teacher in developing activities that lead to positive behaviors
- **Reporting:** They are responsible for reporting incidents to the Safety and Safeguarding Officers and documenting their interactions.
- **Paperwork:** They keep informal notes about incidents and the responses provided to support continuity in care.

5. Designated Safeguarding Lead (DSL)

- **Overall Coordination:** The DSL oversees all aspects of bullying reporting and safeguarding practices.
- **Work with Kids:** When necessary, the DSL provides support and strategic direction in response to significant incidents.
- **Work with Parents:** The DSL serves as the main point of contact for parents regarding serious bullying cases or safeguarding issues.
- **Archive Reports:** They ensure that all records from the Safety and Safeguarding Officers and other staff members are compiled and stored appropriately.

Reporting Procedures

1. When to Report:

- **Bullying Incidents:** Any reported bullying incident that causes distress or harm to a student should be documented and reported.

- **Physical Abuse:** Signs of physical harm (e.g., bruises, injuries) resulting from bullying must be reported immediately to the Safety and Safeguarding Officer.
- **Emotional Abuse:** Significant changes in behavior, such as withdrawal or severe anxiety caused by bullying, should be reported.
- **Sexual Abuse or Harassment:** Any disclosure of sexual abuse or harassment must be reported without delay to the designated safeguarding lead and local authorities.
- **Child-on-Child Abuse:** Allegations of harmful sexual behavior among students must be reported promptly.
- **Signs of Additional Vulnerability:** Students showing signs of vulnerability or in need of social services should have their cases monitored, and any concerns reported.

2. How to Report:

- **Step 1: Immediate Action:** If a bullying incident occurs or is reported, the staff member should ensure the safety of the involved students and then report to the Safety and Safeguarding Officer.
- **Step 2: Documentation:** The reporting staff member should complete an Incident Report Form, including:
 - Date and time of the incident
 - Individuals involved (names and roles)
 - Description of the incident
 - Any actions taken immediately after the incident
 - Names of witnesses (if applicable)
- **Step 3: Reporting to Authorities:** In cases involving physical or sexual abuse, or immediate risk, the Safety and Safeguarding Officer will:
 - Contact local authorities, such as the Child Protection Authority (Autoritatea Națională pentru Protecția Drepturilor Copilului) or the police, as required by Romanian law.
- **Step 4: Follow Up:** The designated safeguarding lead must ensure ongoing support for the affected child and review the safeguarding measures in place.

Awareness and Training

To ensure the effective implementation of this policy, all staff will receive training on:

- **Recognizing signs of bullying**
 - **Training Session:** Conduct workshops that highlight various forms of bullying (e.g., **physical, verbal, social, emotional, and cyberbullying**).
 - **Case Studies:** Analyze real-life scenarios to help staff identify subtle signs of bullying, such as changes in behavior, social withdrawal, or unexplained injuries.
 - **Interactive Role-Playing:** Create role-playing activities where staff practice observing and responding to bullying situations while considering different perspectives.
- **The reporting procedures outlined above**
 - **Procedure Walkthrough:** Provide a detailed overview of the reporting procedure during staff meetings, including the steps to take if they witness or receive reports of bullying.
 - **Reporting Flow Chart:** **Distribute flow charts that outline the responsible parties at each stage of the reporting process, making it easy for staff to understand who to contact.**
 - **Practice Drills:** Conduct mock scenarios where staff can practice reporting a bullying incident, allowing them to gain hands-on experience with the procedure.
- **The importance of emotional support for affected students**
 - **Guest Speakers:** Invite mental health professionals to discuss how bullying affects children's emotional well-being and the role of staff in providing support.
 - **Support Strategies Session:** Train staff on specific techniques they can use to support students emotionally, such as active listening, validating feelings, and providing reassurance.
 - **Resource Distribution:** Share a resource guide with **coping strategies***, referral information for counseling services, and how to create a safe space for students to express their feelings.



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- **Creating an inclusive and safe school environment**
 - Inclusive Curriculum Workshops: Facilitate sessions where teachers can review and adapt their lesson plans to include diverse perspectives and promote inclusivity.
 - Building Trust Activities: Implement team-building activities designed to foster relationships between staff and students, encouraging open communication and trust within the school community.

These training sessions will take place at the beginning of each school year and will include updates and refresher training throughout the year. Clearly defining roles and responsibilities, creates a proactive and supportive approach to managing bullying.

Everyone in our school community plays a vital role in fostering a safe environment for all students and shared responsibility leads to more awareness in action for all involved parties, ensuring everyone can thrive and engage in their learning journeys without fear.

Together, we can foster a culture of kindness and respect, safeguarding every child's right to a safe educational experience.

EXAMPLES of Daily Manifestations of Positive Student Behaviors

It is relevant to mention that children mimic behaviors they see, thus we must ensure at all times that all adults in the environment they are present in, behave in a manner that reflects the core values of the school and a clear code of conduct.

This includes demonstrating kindness, respect, and integrity in all interactions, as children are keen observers and often imitate the attitudes and actions of the adults around them.



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By upholding these standards consistently, we cultivate an environment where positive behaviors are not only encouraged but also modeled, promoting a culture of trust, safety, and support. It is essential that staff members are aware of their influence and actively promote a nurturing atmosphere that allows every child to feel valued, respected, and empowered to express themselves safely.

Examples of What Adults Should **NOT Do** in Front of Children

!!Gossip: It's important to steer clear of talking negatively about colleagues or students. Gossip can really harm trust and create a negative vibe in the school.

!!Name-Calling: Calling kids derogatory names or labeling them in unkind ways is a big no-no. This can hurt their self-esteem and make them feel uncomfortable.

!!Making Fun or Jokes: Joking at the expense of a child or making remarks that belittle them—even if you think it's all in good fun—can be harmful. Kids may not understand that it's just a joke.

!!Showing Favoritism: Treating some kids better than others can lead to feelings of resentment and exclusion. It's crucial to be fair and equitable.

!!Using Harsh Language: Speaking in a harsh or aggressive tone can scare kids. It's important to communicate in a way that shows respect and encourages openness.

!!Discussing Personal Issues: Sharing personal dramas or troubles that are inappropriate for the setting can put unnecessary weight on kids' shoulders. They need adults to be their support, not the other way around.

!!Ignoring Students: When a child is trying to talk or engage, it's vital to acknowledge them. Ignoring them can make them feel invisible or unimportant.

!!Expressing Frustration: Losing your cool and showing anger openly can frighten kids and create anxiety. We all have tough days, but it's best to handle frustrations privately.

!!Providing Inaccurate Information: Giving out the wrong information about school rules can confuse kids and eventually make them doubt what adults say.

!!Dismissing Concerns: When a child comes to you with worries—like bullying—it’s really important to take them seriously. Dismissing their feelings can discourage them from speaking up in the future.

!!Engaging in Inappropriate Conversations: Discussing topics that aren’t suitable for children just isn’t right. It’s important to keep conversations age-appropriate.

!!Breaking Confidentiality: Sharing a child’s personal struggles or family issues without their permission can break their trust. It’s essential to keep things private when dealing with sensitive matters.

Here are behaviors encouraging the development of safe environments that reduce bullying potential in time.

Actively including the international day against violence and anti-bullying at school into the event calender and encouraging the students to develop activities and projects that will make them reflect and practice self awareness in regards to bullying and its effects.

(UNESCO CALENDER 1st THURSDAY OF NOVEMBER)

✓ Respectful Communication:

- Students greet teachers and peers politely at the start of the day or after classes.
- During discussions, students raise their hands to speak instead of interrupting, showing respect for each other's voices.

✓ Cooperation and Collaboration:

- In group projects, students actively listen to each other’s ideas and delegate tasks, demonstrating teamwork.
- Students assist peers who may be struggling with schoolwork, reflecting a collaborative spirit.

 Reporting Concerns:

- Students approach teachers or designated safeguarding leads to discuss concerns about bullying they observe rather than just ignoring it.
- The presence of anonymous reporting boxes encourages students to express concerns about unsafe behavior.

 Empathy and Kindness:

- Students checking in on classmates who seem upset or offering to share resources, like school supplies, reflects a culture of kindness.
- When witnessing someone being left out during a game, students invite that person to join in.

 Positive Conflict Resolution:

- When conflicts arise, students using "I feel" statements (*and encouraging them to do so*) to communicate their feelings and seeking to understand the other person's perspective implies learned conflict resolution skills.
- Peer mediation programs where students help each other resolve disputes illustrate this behavior in action.

 Adherence to Rules:

- Students follow the school's code of conduct by using respectful language and maintaining appropriate behavior in classrooms and hallways.
- Students help maintain a clean environment by putting trash in bins and respecting school property.

 Inclusivity:

- In group activities or recess, students actively include others regardless of background, ability, or social standing.

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- Celebrating cultural diversity through events or projects where students share their heritage fosters inclusivity.

✓ Mature Behavior in Classroom Settings:

- Students attentively listen, take notes, and participate in discussions reflects a commitment to learning and respect for the educational process.
- Students readily follow classroom instructions without prompting, indicating responsibility for their learning.

✓ Seeking Help Appropriately:

- Students approach teachers for academic assistance during office hours or after school, indicating their recognition of the support available.
- Relying on peer support systems or study groups to ask questions and share knowledge illustrates a proactive attitude toward learning.

✓ Responsibility and Accountability:

- Students take ownership of their personal belongings and ensure they do not disrupt the learning of others.
- When group projects are assigned, students acknowledge their roles and responsibilities, ensuring tasks are completed on time.

[to be developed addendums - concrete per age activities, examples and ways to include within curriculum, based on teach the top edu principle]



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