



European School Frankfurt

ANTI-BULLYING POLICY

"Everyone has the right to be respected
and the responsibility to respect others"

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1. Introduction

1.1 Statement of Intent

The European School of Frankfurt is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school and will not be tolerated.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a “*TELLING*” school. This means that *anyone* who knows that bullying is happening is expected to tell a trusting member of staff.

1.2 Objectives of this Policy

- Teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- Teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

1.3 What Is Bullying?

Bullying is the use of aggression (both physical and psychological) with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is defined as such: if a person is targeted constantly by another person or a group, if there is a constant imbalance of power and the victim cannot go out of the situation without help.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Non-verbal looks, gestures, facial expressions, body language that seek to hurt or exclude
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexual identity
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse as well as social media misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera & video facilities

1.4 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect.

Pupils who are bullying need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying.

Bullying can hinder a person's social and psychological development.

1.5 Possible Signs of a Person Being Bullied:

- **Avoidance of School:**
 - Reluctant or refuses to go to school or use the school/public bus
 - Begs to be driven; avoids usual routine; begins truanting
 - Claims to feel ill (e.g., headaches, stomachaches) in the morning
- **Emotional & Behavioural Changes:**
 - Becomes withdrawn, anxious, or loses confidence
 - Shows uncharacteristic aggression or disruptive behaviour
 - Starts stammering, stops eating, or has sleep issues/nightmares
 - Cries at night; appears frightened but won't say why
 - Gives vague or unlikely excuses for behaviours
- **Academic & Social Impact:**
 - Sudden drop in school performance
 - Avoids or fears social situations (e.g., walking to school, online interactions)
- **Physical Signs:**
 - Has unexplained cuts, bruises, or damage to belongings
 - Returns home hungry (possibly due to stolen lunch/money)
 - Asks for or steals money; money often "goes missing"
- **Extreme Reactions:**
 - Threatens to run away or self-harm
 - Starts bullying others (siblings or peers)
- **Cyberbullying Indicators:**
 - Avoids using phone or internet
 - Becomes anxious when receiving messages

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

2. Approach

Nobody should suffer in silence. When a case of bullying is noticed, help must be asked for immediately:

2.1 Procedures

Reporting the bullying

for pupils who see bullying taking place:

- the pupil could try to talk with both bully and victim
- the pupil advises the victim to ask for help
- the pupil asks for help
- the pupil tells their parents

for teachers:

- Address the issue promptly and support the student.
- Discuss possible steps with the student and reassure them.
- Inform the student that the case may be shared with the counselling or pastoral team.
- Report all incidents confidentially to school management or pedagogical advisors.
- Notify the class teacher.
- Involve a school counsellor or external psychologist if needed.
- Contact the parents where appropriate.
- Follow up regularly to ensure the situation improves.

For Parents:

- Contact the school (class teacher, school psychologist, counsellor, educational advisor, nurse, or management) if you suspect your pupil is involved in bullying—either as a target or participant.
- Talk openly with your child to understand their perspective.
- Work collaboratively with the school to help resolve the situation.

Possible Outcomes:

- The bully may be asked to offer a sincere apology.
- Reconciliation between students is encouraged, where appropriate.
- A schoolground buddy may be arranged for the bullied pupil.
- Serious cases will be investigated by the pedagogical team, with further action taken by school management if necessary.
- All resolved cases will be monitored to prevent recurrence.

2.2 Strategies for teachers and educational advisors

1. Provide Reassurance

- Speak to the pupil privately to make them feel safe. If this isn't possible immediately, arrange a discreet follow-up.

- Reassure the pupil their complaint will be taken seriously and investigated.
- Ask the pupil to write down what happened, including who was involved. You can use the official report form.
- Let them know when you'll follow up, and encourage them to report any further issues.

2. Investigate Thoroughly

- Explain your investigation process: you'll speak to all sides, including witnesses.
- Be aware that bullies may not act alone, and peers might give similar but inaccurate accounts. Use your knowledge of friendships to assess credibility.

3. Find the Full Story

- Interview accused pupils separately to avoid collusion; involve a colleague if needed.
- Don't name the victim during early questioning.
- Ask the accused to write down what happened and who else was nearby.
- Be cautious: bullies may appear well-behaved or come from supportive homes.
- Make it clear their behaviour is considered bullying and that the school has zero tolerance.
- In ongoing cases, arrange a meeting with the bully's parents and school management.

3. Prevention measures:

The schools will:

Foster a Respectful School Culture: Promote kindness, inclusion, and empathy through daily interactions and school-wide initiatives.

Educate and Raise Awareness: organize Respect Weeks and activities, workshops, and assemblies on bullying, its impact, and how to respond.

Encourage Student Voice: Empower students through peer mentoring, student councils, and anonymous reporting tools.

Train Staff Consistently: Ensure all staff are trained to recognise, report, and respond to bullying effectively and consistently.

Build Positive Relationships: Encourage open communication between students and trusted adults in the school.

Monitor School Climate: Conduct regular surveys and follow-up actions to assess the emotional safety of students.

Conclusion: This anti-bullying policy reflects the school's commitment to creating a safe, inclusive, and respectful environment for all pupils. By working together—staff, pupils, and parents—we can prevent bullying, respond effectively when it occurs, and support everyone involved. Our shared responsibility is to ensure every student feels valued, heard, and safe at school.

4. Annexes :

- 4.1 Report Forms in different languages**
- 4.2 Mediation approach**
- 4.3 Ways of Bullying**
- 4.4 More information**
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4.1 Report Forms

Report for a case of bullying in the school

This document is to be given to the Pedagogical Advisers.

Please fill in this form as precisely as possible, when

- a) You are or were victim of bullying.
- b) You were witness of this type of behaviour
- c) You knew a case of bullying.

Person reporting the incident

Name:

Address:

Email:

Telephone:.....

Identity of the victim

Is it about a student?

If yes, which class?.....

Identity of the alleged bullies

Are they students in the school ?

Surname:..... Name:Class:

Surname:..... Name:Class:

Surname:..... Name:Class:

Surname:..... Name:Class:

Details of the incident(s)

Date(s) and time of the incident:

.....

Where the incident(s) happened:

Inside the school. Specify:

.....

On the way to school. Specify:

.....

In another place. Specify:

.....

What happened?

Indicate from the list below all types of bullying that were involved :

- Mockery, Insults, Humiliation
- Racist Comments
- Excluded from the group
- Spreading of rumours
- Threats and intimidation
- Telephone Harassment and / or by e-mail or social networking sites
- Destruction of personal objects
- Personal belongings stolen
- Jostled or spat at or knocked over
- Encouraged others to do something
- Use of weapon or dangerous objects
- Others. Specify:

.....

.....

Describe exactly what happened (what was said or done by the bullies)

.....
.....
.....
.....
.....
.....
.....

Were there witnesses?

Surname:..... Name: Class:.....
Surname:..... Name: Class:.....
Surname:..... Name: Class:.....
Surname:..... Name: Class:.....

Did anyone intervene? If yes, who ?

Surname:..... Name: Class:.....
Surname:..... Name: Class:.....
Surname:..... Name: Class:.....
Surname:..... Name: Class:.....

Did you speak about this attack to anyone?

- Friends
- Brother or sister
- Parents
- Teacher
- Counsellor
- Pedagogical Advisor
- Nurse or doctor
- Others

If you did not tell anyone about this incident, explain why?

.....
.....

If you were the victim of bullying , what sort of help would you like?

.....

.....

.....

Do you want to add anything?

.....

.....

4.2 Mediation approach and technique

The Shared Problem-solving approach.

The Shared Problem-solving Approach to handling bullying is suitable for stopping bullying behaviour. It starts with the understanding that it is more important to solve the problem of bullying than to punish the perpetrator.

1. Interview the person being bullied

- Support them and congratulate them on telling.
- Assure them that the bullying is not their fault and they do not deserve to be bullied.
- Discuss how it feels to be bullied.
- Invite them to write down their feelings about being bullied.
- Explore any possible behaviours of their own where they may act more decisively to increase their own confidence in the situation.
- Tell them you are going to work with other people involved and some others in the group/class to get them to understand the effect that bullying or lack of support is having on one of their classmates.
- Ask them for names of people they would like included in the group.

2. Assemble a group of people

- Ask the advice of teachers who know the class or peer group well and can remain objective.
- Include the person who has been doing the bullying and his/her two main supporters.
- Include one or two bystanders who have been friends of the victim in the past.
- Include two dominant, assertive group/class members who in the past have observed the bullying but done nothing to stop the bullying.

3. Convene a meeting of the group

- Do not include the victim.
- Allow at least 30 minutes.
- Seat everyone in a circle.
- Explain the problem and share the feelings the victim has written down.
- Discuss why the victim is feeling this way.
- Don't apportion blame. This will allow the group to respond objectively to the bullying and to help find a solution.
- Talk about group responsibility for helping solve this problem.
- Encourage each group member to suggest positive ways the victim could be made happier.
- Say you will leave it up to the group to do these things to support the victim.
- Set a time for reconvening in a week (or other appropriate time lapse), to review progress.

4. Continue to support the victim yourself

- Meet with the victim informally once a day.
- Ensure the ongoing safety of the victim.

5. Re-convene the group in a week

- Discuss progress on doing the things they agreed to do.
- Praise them for any changes you have noticed.

4.3 Ways of Bullying

Physical

Mild: Pushing, shoving, spitting, kicking, hitting...

Moderate: Defacing property, stealing, physical acts that are demeaning, locking in a closed/confined place...

Severe: Physical violence against family / friends, inflicting bodily harm, threatening with a weapon...

Verbal

Mild: Mocking, name calling, dirty looks, taunting, teasing about clothing / possessions...

Moderate: Teasing about appearance, intimidating phone calls and / or e-mails...

Severe: Threats of aggression against property / possessions, threats of violence or of inflicting bodily harm...

Relational

Mild: Gossiping, embarrassing, setting up to look foolish, spreading rumours...

Moderate: Ethnic slurs, setting up to take the blame, publicly humiliating, excluding from group, social rejection...

Severe: Maliciously excluding, manipulating social order to achieve rejection, threatening with total alienation by peer group...

Intimidation

Mild: Threatening to reveal personal information, graffiti, publicly challenging to do something, defacing property / clothing, playing a dirty trick...

Moderate: Taking possessions (lunch, clothing, toys), extortion...

Severe: Threats of using coercion against family / friends, coercion, threatening with a weapon...

4.4 Information

If You See or Experience Bullying — Speak Up

Bullying is never okay. If you're being bullied or see someone else being hurt, don't stay silent. Talk to an adult you trust at school. You can go to:

- **The school counsellors** Mrs. Ehrler, Ms Humphries, Mr. Zangrossi, Ms Stedile Dahl, Mr Kramžar, Mr Rubke, Ms Heddrich, Mr Leistner.
- **The school psychologist**
- **Your pedagogical advisor**
- **The school nurses**

[Europäische Schule Frankfurt am Main - Counselling Team](#)

They are there to help you feel safe and supported. Telling someone is the first step to stopping bullying — you're not alone.

4.5 Resources

Deutsch :

[Startseite • Zeichen gegen Mobbing e. V.](#)

<http://www.schueler-gegen-mobbing.de/mobbing-in-der-schule/>

[Cybermobbing - was tun? Hilfe und Tipps von klicksafe](#)

<http://www.nachhilfe.de/service/aktuelles/artikel/mobbing-in-der-schule.html>

<http://www.mobbingberatung.info/pages/downloads.php>

<http://arbeitsblaetter.stangl-taller.at/KOMMUNIKATION/Bullying.shtml>

English :

<http://www.bullying.org/>

<http://www.bullying.org/>

<http://www.bullyonline.org/>

[StopBullying.gov](#)

Français :

[Lutte contre le harcèlement à l'école | Ministère de l'Education Nationale, de l'Enseignement supérieur et de la Recherche](#)

<http://www.harcelement-entre-eleves.com/liens.htm>

<http://www.lycee-chateaubriand.eu/article497.html>

http://www.petitmonde.com/Doc/Article/L_intimidation_entre_enfants_parlons-en#

Italiano:

<http://www.bullismo.com/>

[Save the Children](#)

http://www.facchinetti.net/index.php?option=com_content&task=view&id=67&Itemid=1

<http://www.iltuopsicologo.it/Bullismo.asp#>

4.6 Sources for this document

www.kidscape.org.uk

www.bullying.co.uk

www.police.govt.nz

Español:

[Acoso escolar | AEPAE \(Asociación Española Prevención Acoso Escolar\)](#)

[mim.gov.it+15aepae.es+15moebiussyndrome.org+15](#)

[unicef.org+1unicef.org+1](#)

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