



Wellbeing and Anti-Bullying Strategy at Waldorf International School Copenhagen

It is essential to distinguish between bullying, teasing, and conflicts. Conflicts are part of life and contribute to our development in interactions with others. Bullying is not the same as conflicts. Not every unpleasant incident is bullying, but if minor episodes are ignored, they may escalate into something more serious. For this reason, we focus on early intervention and ongoing dialogue to prevent issues from developing into bullying.

At WISC, bullying is understood as a social phenomenon that requires investigation, understanding, and resolution within the community in which individuals must coexist. Bullying is typically about dynamics, rarely clear-cut, and often complex. Research suggests that bullying should not be seen as an issue with individual children and their personalities but rather as social processes and complex group dynamics manifesting in a destructive culture.

Bullying can manifest as repeated, intentional, and systematic harassment, including physical or verbal aggression, contempt, threats, exclusion, or constant teasing that crosses personal boundaries. All forms of bullying, including sexist, racist, or other offensive behavior, are unacceptable at WISC. Our goal is to create a safe and supportive learning environment where all students feel included and protected.

Our Approach to Wellbeing and Bullying

Wellbeing and community are cornerstones at WISC, and we continually work with both the academic and social development of our students. Teachers meet weekly to discuss each student's well-being and observe the social dynamics within the class. This helps us identify unfavorable patterns early on and respond pedagogically. The class teacher fosters positive relationships and a supportive class community within a safe and respectful space. Our wellbeing and anti-bullying strategy is reviewed regularly, with wellbeing surveys conducted in each class, followed by action plans, and there is an active student council at the school. We maintain close school-home collaboration, and families are always welcome to contact the school with concerns. The school, in turn, will inform families about relevant situations.



Daily Preventive Work

We emphasize that everyone in the class is vital to the community and that each class member takes responsibility for the community and positive well-being in a respectful environment. In our preventive well-being efforts, no individual must be singled out as “responsible,” but rather we work toward a shared group responsibility. In this way, we foster a culture where everyone contributes to building and maintaining a positive, safe environment. The teacher ensures that lessons support community-building. The classroom is marked by tolerance and an appreciation of diversity, with the shared focus being the class itself.

In orchestra lessons, students learn that there is room for all voices, to make room for others, and to find their place. Through stories from, for instance, fables and fairy tales, students in the early grades learn about life’s different challenges and joys, helping them understand both the positive and challenging aspects of being in a community and how to handle these in shared spaces. In weekly class meetings and regular student dialogues, teachers are attentive to what is happening. In the annual wellbeing week, the school focuses on democratic skills, and on school-wide days throughout the year, community and wellbeing are always on the agenda. Through repetition, daily rhythms, traditions, and positive experiences, a safe and familiar space is created, preventing insecurity.

We regard parents as essential partners in supporting students' well-being. Close collaboration between school and home is crucial for fostering a positive class culture. Thus, we engage parents continuously in the process when challenges arise, and parents also play a significant role in preventive well-being efforts.

Action Plan Against Bullying

If bullying is identified in a class, we will implement an intervention based on the school’s well-being and anti-bullying strategy to counteract the unfavorable behavior patterns. An action plan is created jointly by the class teachers, school administration, and relevant professionals as soon as possible, and no later than 10 days after the issue is identified. The school will keep the affected families informed about the progress.

The goal is to ensure that the problem is quickly addressed and handled, with measures implemented to effectively end the issues and ensure the targeted student(s) feel seen,



heard, and supported. In the action plan, we will adopt a community-oriented approach to bullying, involving both victims and perpetrators and focus on creating shared responsibility within the class so that no student feels singled out or isolated.

How We Work with the Action Plan

- **Overview:** The school gathers information on the situation through observations and conversations with students, parents, and teachers. This may involve individual talks with the students involved to understand their perspective on the unfavorable culture.
- **Consultation:** If necessary, we seek advice and support from external consultants.
- **Creating an Action Plan:** A specific action plan with clear goals for restoring well-being in the class is developed. Student discussions and mediation are crucial elements of the action plan. Regular meetings with both parents and teachers will track progress and confirm the plan's effectiveness.
- **Involving Authorities:** If necessary, we will involve relevant authorities and file a formal report.
- **Focus on the Aftermath:** Following an issue, the school will continue to monitor the social well-being and dynamics in the class. Supportive programs for the affected class or students will be initiated, with ongoing evaluations of class well-being and behavior to ensure the desired changes take root and are maintained.

If the implemented efforts, agreements, and action plan are not followed as expected, students who continue to challenge the community may face expulsion from the school.

See also (in danish): [Krav om antimobbeindsats på grundskoler og ungdomsuddannelser | Børne- og Undervisningsministeriet](#)

Digital Bullying and Online Harassment

WISC is mobile-free across all grade levels, but we are aware that students interact in digital spaces outside school. Therefore, we emphasize strengthening students' digital literacy and ability to navigate the ethical dilemmas they may encounter online. We actively work on media awareness to foster safe digital communities and prevent online harassment.

Teaching materials from, among others, Save the Children, the Mary Foundation, Sex & Society, and Children's Welfare are used, with daily life scenarios explored through online



behavior dilemmas. Each class creates its own well-being and anti-harassment action plans, which are evaluated annually and visibly posted in the classroom.

Digital interaction is a regular topic at parent meetings at relevant grade levels.

Conclusion

At WISC, we strive to create a learning environment focused on a positive community where everyone thrives and feels secure, leaving no room for bullying. We believe that a close partnership between school, parents, and students is essential to ensure well-being and a community characterized by respect, recognition, understanding, and accountability.

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