



Wellbeing and Anti-Bullying Strategy at Waldorf International School Copenhagen

Bullying, teasing, and conflicts

It is important to distinguish between bullying, teasing, and conflicts. Conflicts are a natural part of life and contribute to our development in interaction with others. Bullying, however, is not the same as a conflict. Not all unpleasant incidents are bullying, but minor episodes can escalate if ignored. Therefore, we focus on prevention with early interventions and ongoing dialogue to prevent such situations from developing into bullying.

At Waldorf International School Copenhagen, we understand bullying as a social phenomenon that must be investigated, understood, and resolved within the community where it occurs. Bullying often stems from complex group dynamics and destructive cultures rather than individual actions. Research shows that bullying is rarely attributable to single individuals but rather to social processes requiring a holistic approach.

Bullying can manifest as repeated, systematic harassment, including physical or verbal aggression, contempt, exclusion, or constant teasing that violates personal boundaries. At Waldorf International School Copenhagen, we do not tolerate any form of bullying, including sexist, racist, or other offensive behaviour. Our goal is to create a safe and inclusive learning environment for all students.

Our Work with Well-being and Bullying

Well-being and community are fundamental values at Waldorf International School Copenhagen. We continuously work on both the academic and social development of our students. Teachers meet weekly to discuss each student's well-being and observe social dynamics in the class, enabling them to identify and address problematic patterns early. The

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class teacher and the staff team around the class are central to fostering a safe and respectful classroom community.

The well-being and anti-bullying strategy is regularly evaluated, and we conduct well-being surveys followed by action plans. Students are actively engaged through the student council and the work with UNICEF Rights Respecting Schools, where classes continually update their class charters to promote a democratic and respectful environment. We prioritize close-school-home collaboration and actively involve parents when needed.

Preventive Daily Efforts

We emphasize creating a community where all students feel valued and take responsibility for the class's well-being. Community is a shared responsibility, and we work purposefully to foster a culture where everyone contributes to a safe and positive environment.

Teachers support the community through teaching that promotes tolerance and diversity. The classroom serves as the focal point, where students learn to understand and handle positive and challenging community life aspects.

Examples of preventive efforts in teaching:

- **Orchestra lessons:** Students learn to give space to one another and recognize that all voices contribute to the whole.
- **Storytelling:** Stories are used across all grade levels to provide perspective on students' experiences and strengthen their understanding of community values. Fables and fairy tales in lower grades teach about life's challenges and joys, while historical and cultural stories in middle grades broaden students' perspectives. Literary and philosophical texts in upper grades encourage critical thinking and reflection on ethics and social responsibility.
- **Class meetings and student talks:** Weekly meetings allow teachers to closely monitor class well-being and individual needs.
- **Broad subject offerings:** Teaching provides opportunities for students to appreciate both their own and others' strengths and competencies.
- **Repetition and traditions:** A consistent daily rhythm, with familiar activities and shared rituals, creates security and predictability for students. Examples include

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regular assemblies, daily stories, and shared beginnings and endings that reinforce the class's structure and community.

- **UNICEF Rights Respecting Schools:** Classes work continuously on their charters to support an inclusive and democratic environment.

School-wide Community Initiatives:

- **Morning assemblies:** Foster cohesion and strengthen the school community.
- **Thematic weeks, seasonal festivals, and excursions:** Bring students together across classes and grades to enhance social relationships.
- **Buddy classes:** Older and younger students collaborate and build relationships through shared activities.
- **Annual Well-being Week:** Focuses on democratic skills and strengthening class unity.

Parental Collaboration

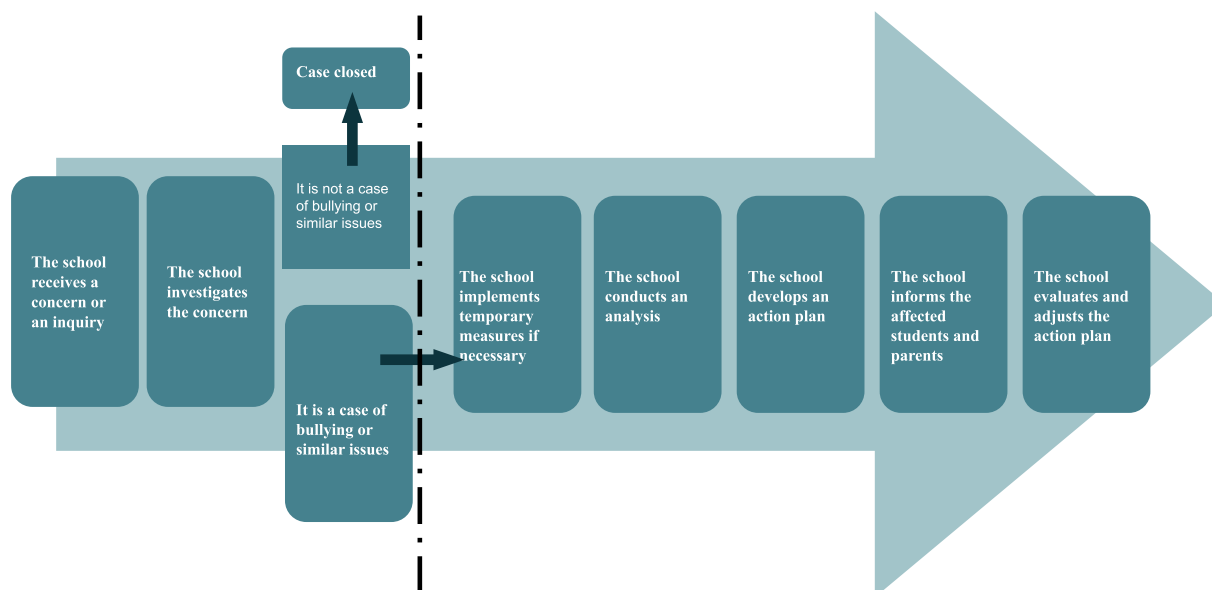
We view parents as important, essential partners in fostering students' well-being. A close and ongoing collaboration between school and home is vital to creating a positive class culture. Parents are actively involved in both preventive efforts and specific processes when challenges arise in the community.

Action Plan Against Bullying

When bullying is identified, the goal is to ensure that the issue is handled effectively and with a focus on the community. We adopt a community-oriented approach involving both victims and bullies, sharing responsibility for the well-being of the students. Bullying is understood as a social phenomenon requiring a collective effort to change destructive dynamics and restore well-being.

The action plan ensures that problems are identified, resolved, and prevented through targeted measures. The goal is for all affected students to feel seen and supported while strengthening the class's overall well-being.

How We Work with the Action Plan



The flowchart provides an overview of the steps we follow when addressing cases of bullying or poor well-being. Here is a detailed description of each step:

1. **Reporting and Initial Investigation:** Concerns about class well-being or specific incidents are reported to the school by students, parents, or staff. The school investigates through observations, interviews, and conversations to understand the extent of the problem.
2. **Assessment:** If bullying is not identified, the case is closed, and minor adjustments are made locally. If bullying is identified, the process continues with community-based solutions.
3. **Temporary Measures:** Immediate actions, such as structural adjustments or temporary support, may be taken to ensure safety and prevent escalation.
4. **Analysis:** If necessary, the school analyzes class dynamics and underlying causes, involving external consultants.
5. **Action Plan Development:** A concrete plan with clear goals is created, including initiatives like mediation, workshops, or individual conversations. Regular meetings with parents and teachers ensure follow-up and adjustments.

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6. **Evaluation and Closure:** The action plan is evaluated to ensure goals are met, and the case is formally closed with follow-up to sustain positive changes.

Digital Bullying and Harassment

Although Waldorf International School Copenhagen is mobile-free during school hours, we are aware that students interact in the digital realm outside school. We focus on digital citizenship to strengthen students' ability to navigate ethical dilemmas and prevent digital harassment. Educational materials from organizations like Save the Children, the Mary Foundation, and Børns Vilkår are used to teach digital behaviour through practical exercises.

Parents are also included in digital well-being efforts. "Digital Conduct" is a regular topic at parent meetings, where we discuss how home and school can collaborate to support safe and responsible digital behaviour.

Conclusion

At Waldorf International International School, we strive to create a learning environment where a strong sense of community is at the centre. We aim for all students to thrive and feel safe, and we are dedicated to preventing bullying and fostering a culture where respect and mutual recognition form the foundation of the community.

We believe that well-being and community are best achieved through close collaboration between the school, parents, and students. We cultivate a school environment characterized by understanding, tolerance, and accountability through ongoing dialogue, shared responsibility, and collective effort.

We continuously work to create a school environment that promotes well-being and prevents physical and digital bullying. By combining prevention, decisive action, and collaboration with parents and students, we aim to ensure that Byens Steinerskole is a place where everyone feels valued and safe.