



Viking International Antimobbestrategi (Anti-Bullying Strategy)

Effective Date: 1 January 2025

Last Reviewed: November 2025

1. Purpose: Viking International School (VIS) must be a safe and supportive environment for every child.

Scope: This strategy applies in all school contexts, including lessons, breaks, SFO/after-school care, school trips and events, the journey to and from school, and digital spaces. It also applies to bullying or similar harmful patterns that occur outside school hours when they affect a student's well-being at school.

This Anti-Bullying Strategy sets out:

- how the school prevents bullying
- how the school identifies bullying
- how the school responds when bullying occurs
- how the school ensures bullying stops
- how students and parents can raise concerns or file complaints

This strategy complies with:

- The Danish Act on the Educational Environment (Undervisningsmiljøloven §1, stk. 3)
- Barnets Lov (The Child's Act)
- DCUM (The Danish Centre for Educational Environment) guidelines
- VIS' Behaviour, Good Order & Positive Discipline Policy
- VIS' safeguarding and child protection framework

Bullying is not tolerated in any form at VIS.

2. Definition of Bullying

VIS follows DCUM's definition:

Bullying is repeated negative actions or exclusion, carried out by one or several individuals, towards a student who cannot defend themselves or withdraw from the situation. It is a problem in the *group*, not only in individuals.

Bullying may be:

2.1 Physical bullying

Hitting, pushing, kicking, destroying belongings, physical intimidation.

2.2 Verbal bullying

Insults, mockery, threats, name-calling, humiliating comments.

2.3 Social/relational bullying

Excluding, spreading rumours, manipulating friendships, isolation.

2.4 Digital bullying

Harassment through phones, social media, group chats, or sharing harmful content.

2.5 Discriminatory bullying

Negative actions based on race, ethnic origin, religion, gender, disability, sexuality, or other protected characteristics.

Bullying is always understood as a relationship and community problem, not as one student's problem.

3. VIS Values for Safety and Belonging

All VIS students have the right to:

- feel safe
- feel included
- be respected
- be protected from harmful or degrading behaviour
- be listened to by adults who act quickly and clearly

This strategy reflects VIS' school-wide expectations:

- Be Kind
- Be Respectful
- Be Responsible

4. Prevention of Bullying

Prevention is an essential part of VIS's educational and Pastoral/Positive Discipline approach.

4.1 Class Agreements

Each class co-creates community and behaviour agreements every year.

4.2 Social-Emotional Learning (SEL)

Regular lessons are provided on:

- empathy
- conflict resolution
- emotional regulation
- inclusion and respect

- friendships and cooperation

4.3 Circle Time / Class Meetings

Used to strengthen relationships and discuss well-being.

4.4 Adult Presence

Staff actively supervise playgrounds, hallways, and transitions.

4.5 Monitoring the Learning Environment

Through the school's Learning Environment Assessment.

4.6 Respectful Communication

Staff consistently model positive, respectful language.

4.7 Early Intervention

Minor concerns are addressed early before they escalate.

5. Identifying Bullying

Staff have a duty to:

5.1 Observe

Notice changes in behaviour, friendships, mood, or attendance.

5.2 Talk to students

Both to those affected and those involved.

5.3 Collaborate with parents

Information from parents is always taken seriously.

5.4 Document concerns

All concerns are documented within 24 hours in the school's secure internal system.

5.5 Hear the child's voice

Children are always offered a safe and confidential opportunity to share their experience.

6. Procedure When Bullying Is Suspected

VIS follows a clear and timely procedure:

Step 1 – Reporting

Any suspicion or concern is shared immediately with the class teacher and the Designated Safeguarding Lead (DSL).

Step 2 – Initial Assessment

Information is collected through conversations with:

- the affected student
- possible witnesses
- relevant staff

Step 3 – Determination

School leadership evaluates whether the situation constitutes bullying.

Step 4 – Action Plan

A targeted plan is created for:

- the affected student (support)
- the student(s) causing harm (intervention + boundaries)

- the class community (restoration + prevention)

The plan includes clear goals, responsibilities, and follow-up points.

Step 5 – Follow-up

Leadership monitors progress after 1 week, 2 weeks, and 4 weeks, or more frequently if needed.

Step 6 – Closure

A case ends only when:

- harmful behaviour has stopped
- the affected student feels safe
- relationships and class culture have improved

7. Interventions When Bullying Occurs

VIS uses supportive, pedagogical, and restorative measures:

7.1 Support for the targeted student

- Trust-building conversations
- Designated “trusted adult”
- Social support during breaks
- Safety planning with parents
- Additional supervision

7.2 Working with the student who caused harm

- Restorative conversations
- Behaviour or support plan
- Consequences appropriate to the situation
- Reflection tasks
- Working with parents
- Teaching empathy, responsibility, and repair

7.3 Working with the group

- Circle discussions
- Workshops on respect and relationships
- Class activities promoting inclusion

7.4 Possible sanctions

If necessary and proportional:

- guided separation from specific activities
- temporary loss of privileges
- internal time-out
- structured adult supervision
- temporary removal from class
- suspension (in severe cases)
- involvement of safeguarding authorities (if required)

VIS never uses humiliation, shaming, or collective punishment.

8. Documentation

VIS documents:

- all conversations and observations
- the action plan
- follow-up steps
- closure notes

Records are stored according to GDPR and VIS' Data Handling Policy.

9. Student and Parent Involvement

- Students are included in finding solutions when appropriate.
- Parents are informed and involved from the beginning.
- Parents are expected to collaborate respectfully with VIS.

10. If Parents Disagree – Right to Complain

If a student experiences bullying and the school does not act adequately, parents may complain to:

1. The School Leadership

If the issue is not resolved:

2. The Board of Directors

The board must respond within 10 days.

If the school still fails to act satisfactorily:

3. DCUM (The Danish Centre for Educational Environment)

DCUM can require the school to correct its practice.

Contact: dcum@dcum.dk

11. Review of Strategy

This Anti-Bullying Strategy is reviewed annually and after any serious bullying case.