Anti-Bullying Policy 2026

Approved by:	Mel Hitchcocks	**Last reviewed on:**	Sept 2026
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Introduction

The British International School of Ljubljana is a community of resilient, respectful lifelong learners which offers a safe, supportive and stimulating learning environment where every member of the community is encouraged to strive for excellence.

At BISL we are committed to providing all learners with high quality learning experiences that lead to a consistently high level of student achievement and attitude.

This policy summarises our expectations and common working practices, which reflect the aims and objectives of the School and support its Vision Mission and Values.

Vision, Mission and Values

Vision

We aim to inspire lifelong learners and caring global citizens, in a community where everyone feels encouraged, supported and challenged.

Mission

We provide a high-quality British style international education in English, balancing tradition and innovation. Our passion is creating a positive, safe and nurturing learning environment in which everyone is valued as individuals, empowering them to be versatile, motivated and caring people. We will endeavour to create opportunities to develop creativity, collaboration and critical thinking skills through an inclusive and personalised experience.

Values

Excellence - We strive for excellence in everything we do.

Respect - We learn at school by showing respect to everyone in the community

Responsibility - We are engaged, promoting actions and behaviours that support a sustainable future.

Integrity - We are transparent, honest and ethical in all our relationships.

Compassion - We are kind and caring, encouraging everyone to succeed.

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1. Introduction

Learning, teaching and community well-being are enhanced when positive attitudes are prevalent within a school. However, they can be compromised if the attitudes are incompatible with the school's ethos, values and expectations.

The school aspires to be an environment free of prejudice, discrimination and intimidation, and every parentand member of staff has, upon joining the school community, signed that they agree and will adhere to the Caring For Each Other Statement.

The school will be firm with anyone who compromises the learning or well-being of others by attitudes or actions that contravene the 'Caring For Each Other' statement and has a zero tolerance policy towards bullying of any type. In particular, care will be taken to prevent intimidation or taunting using racial, religious, cultural, sexual/sexist or homophobic language or accusations, or towards people with special educational needs or other disabilities.

This policy sets out how bullying will be addressed at BISL and it should be considered in conjunction with, and with reference to:

- BISL Mission, Vision and Values;
- BISL Caring For Each Other Statement;
- BISL Equality, Diversity and Inclusion Policy (under the Equality Act 2010)
- BISL Positive Behaviour Policy;
- BISL and Group Safeguarding Policy;
- BISL Acceptable use of IT policy
- BISL Staff and Parent Handbooks;
- BISL Concerns & Complaints Policy;
- BISL Terms & Conditions;

2. What is 'Bullying'?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. Bullying often involves an imbalance of power between those responsible and the target. This imbalance may be physical, social, psychological, intellectual or based on group influence. Some one-off incidents may be treated seriously where there is significant harm, discrimination, harassment, abuse or safeguarding concern.

Bullying can cause deep distress, to the extent of victims refusing to attend school or even, in extreme cases, attempting or committing suicide.

Four main types of bullying can be identified:

- **Physical -** hitting, kicking, spitting, taking or hiding belongings;
- **Verbal -** name calling, teasing, insulting, threatening, writing or sending unkind notes or messages, including cyber-bullying (see later in policy);
- **Emotional -** being intentionally unfriendly, social exclusion, tormenting looks or gestures, or spreading rumours;
- **Cyber -** harassing, spreading rumours or threatening via text messages, e-mail, social media or social networking sites, including fake websites and profiles or the distribution of photographs, videos or other recordings of someone doing something embarrassing or against their will.

Sexual Harassment and Sexual Violence

BISL is committed to providing a safe, respectful and inclusive environment where all students can learn free from fear, intimidation, harassment and abuse. The school recognises that sexual harassment and sexual violence can have a significant impact on a student's wellbeing, mental health, safety, attendance and educational outcomes. Such behaviours may occur between students of any age or gender and can take place both within and outside of school, including through online platforms and social media. Bullying behaviours may sometimes overlap with sexual harassment and sexual violence, and all reports will be taken seriously and addressed promptly. Such behaviours may include:

- sexual comments;
- sexual jokes;
- unwanted touching;
- sharing sexual images;
- sexist behaviour;
- online sexual harassment;
- upskirting;
- coercive behaviour.

Sexual harassment and sexual violence are never acceptable and will not be dismissed as banter, jokes, part of growing up, or harmless behaviour. All students have the right to be treated with dignity and respect, and to feel safe in school. The school adopts a zero-tolerance approach to any form of sexual harassment, sexual violence or gender-based abuse and will respond in accordance with the School's Child Protection and Safeguarding Policy, Behaviour Policy and relevant local legal requirements.

The school also recognises the importance of education and prevention in creating a culture of mutual respect. Through its PSHE, Relationships and Sex Education (RSE), Citizenship and wellbeing programmes, BISL promotes healthy relationships, respectful behaviour, consent, personal boundaries and responsible online conduct. Students are encouraged to report concerns, support one another appropriately and seek help from a trusted adult whenever they experience or witness behaviour that causes them concern.

Protected Characteristics and Prejudice-Based Bullying

We recognise that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

Bullying may be motivated by prejudice or discrimination relating to:

- race, ethnicity or nationality;
- religion or belief;
- disability or SEND;
- sex;
- sexual orientation;
- gender identity;
- appearance;
- family circumstances;
- social or economic background;
- looked-after or adopted status;

- caring responsibilities.

Incidents motivated by prejudice are recorded on the school safeguarding system (CPOMS) and monitored by the SLT/DSL.

3. Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- begins to do poorly in school work;
- is unwilling to go to school;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- regularly feels ill in the morning;
- becomes withdrawn, anxious or lacking in confidence;
- cries him/herself to sleep at night or has nightmares/bedwetting;
- stops eating;
- starts stuttering;
- has unexplained cuts and bruises;
- attempts or threatens self-harm;
- is frightened to say what is wrong;
- is frightened of walking to or from school or changes his/her usual routine;
- may exhibit signs or engage in bullying behaviour.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the student´s Form or Class Teacher, the Director of Student Welfare or the Principal.

4. Dealing with Bullying Incidents

Research shows that bullying is best dealt with immediately, by those who witness it. Bystanders must make it clear to the bully that such behaviour is unacceptable.

At BISL, we take a zero tolerance approach: none of us will ever encourage or turn a blind eye to any form of bullying.

4.1 Students

We expect the students at BISL to be respectful to each other, treating others as they would like to be treated themselves. At the same time, they are encouraged to speak to a member of staff if they are in distress or have been the victim of inappropriate behaviour. In the event of experiencing or witnessing bullying, BISL students are expected to:

- deny the bully an audience by not accepting bullying behaviour at its source, at the first indication of the problem;
- support peers and challenge bullying safely where appropriate;
- avoid sharing harmful content;
- **seek adult support** when they witness, suspect or experience bullying, harassment, discrimination or harmful behaviour.
- **report** all bullying incidents (especially during break times), even when they believe that their actions have been effective in halting the behaviour, by talking to:

- a trusted adult in school;
- class teacher/form tutor;
- wellbeing team (staff and student ambassadors);
- Director of Student Welfare;
- designated safeguarding lead;

  or through
- anonymous reporting system (worry box and online reporting).

Early reporting enables concerns to be addressed promptly, provides appropriate support for those involved and helps prevent situations from escalating. Students will be taken seriously, listened to and supported throughout the process.

4.2 Staff

All staff are expected to play an active part in building a sense of community, model the type of behaviour considered acceptable and to apply the agreed standards of behaviour consistently. They should be alert to signs of bullying and racist attitudes and deal firmly with such issues. If

bullying is suspected or reported, a staff member is required to:

- investigate the incident and deal with it immediately (see **Appendix 4**);

- Promptly log behaviour incidents on iSAMS/behaviour tracker (primary) to monitor and track.
- Concerns or incidents of bullying should be reported on CPOMS (to alert the DSL and the Principal when :
  - bullying behaviour has been witnessed or behaviour has escalated (step 5 issued on iSAMS)
  - a concern has been reported by a parent or a student, which warrants further investigation.
- if a racial or other discriminatory element to the bullying is suspected, the Director of Student Welfare and the Principal must be notified of this immediately.

All staff participate in training in relation to anti-bullying, which includes Child Protection and Safeguarding training as part of induction and regular inset training. All Staff complete an online Educare course Preventing Bullying in International Schools and renew this on a 2-year cycle and are kept aware of changes to the policy through staff meetings.

The training aims to ensure that staff can recognise, prevent and respond effectively to bullying, harassment and peer-on-peer abuse. Training may include:

- recognising the signs and indicators of bullying, including less visible forms such as relational, discriminatory and cyberbullying;
- understanding the impact of bullying on student wellbeing, mental health, attendance and academic progress;
- identifying vulnerable groups who may be at increased risk of bullying;
- responding appropriately to disclosures and reports from students;
- recording and reporting concerns in line with safeguarding procedures;
- recognising and responding to sexual harassment, sexual violence and harmful sexual behaviour;
- promoting positive relationships, inclusion and respectful behaviour within the school community;
- supporting both students who have experienced bullying and students whose behaviour has caused harm.

Training is reviewed regularly to ensure staff remain informed of emerging trends, research and safeguarding developments, including online harms, cyberbullying and the use of digital platforms by young people.

4.3 Senior Leaders

Once a bullying incident is reported, the member of staff will:

- interview all the parties involved, making a record including the full names of students and staff;
- inform the Class Teacher/Form Tutor and other staff members who teach the bullied student;
- decide, with the Class Teacher/Form Tutor, the most appropriate strategy and plan of action to combat the bullying;
- discuss, with the Principal and Director of Student Welfare, appropriate sanctions for the bully in accordance with the Positive Behaviour Policy;
- inform parents of the situation, the strategy chosen to combat the bullying, the sanctions applied (if appropriate) and secure parental support for the student outside of school;
- oversee the implementation of the chosen strategy and keep the Principal, Director of Student Welfare and parents informed of further developments.

All school staff must be alert to the signs of bullying and act promptly, sensitively and effectively against it in accordance with school policy. There is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

4.4 Sanctions

Where students do not respond to preventative strategies to combat bullying, tough action will be taken.

- At BISL, intimidating or bullying others (including by electronic media [cyber-bullying]) are considered as 'serious' breaches of the Positive Behaviour Policy, and a range of strategies and/or sanctions may be applied, determined in accordance with the Positive Behaviour Policy and through consideration of the nature of the bullying on a case-by-case basis. The Principal and Director of Student Welfare will be informed, and may be consulted with regard to appropriate sanctions, which may include:
  - Writing a letter of apology;
  - Preparing a presentation on bullying and the negative effects that it has on others;
  - Removal from the group (in class)
  - Withdrawal of break and lunchtime privileges;
  - Withdrawal of other privileges (e.g. for cyber bullying, iPad use is suspended);
  - Withholding participation in any School trip or sports events that are not an essential part of the curriculum;
  - ***Behaviour Support Plan*** or a ***Report Card*** monitored by the Form Tutor/Class Teacher or by the Director of Student Welfare;
  - ***Warning*** of exclusion in the event of further misbehavior;
  - ***Exclusion*** from lessons or from school. Exclusions include:
- ***Internal Suspension*** (between 1 and 3 days, depending on severity);

- ***External Suspension*** (between 1 and 3 days, depending on severity). Student and parents must meet with the Director of Student Welfare and the Principal on the day of return, prior to the student being permitted back in class;
- ***Indefinite Suspension*** is an exclusion from school for an unspecified period. This is usually used to enable further investigations into serious incidents to take place;

- ***Permanent Exclusion*** (expulsion) is the ultimate sanction.
    - The parents/guardian will be contacted to inform them ofthe situation and a meeting will be arranged with the student, the parents, and the FormTutor/Class Teacher and either the Principal or the Director of Student Welfare.
    - The appropriate sanction will be explained at the meeting and subsequently implemented.
    - Some offences, where it is the duty of the school to report particular incidents, may lead to Police involvement in order to safeguard the school community.
    - The school may also offer support to the student in terms of outside counselling.

Further Offences

- Any further instances of bullying will be dealt with directly by the Principal and may result in the parents being required to find alternative arrangements for the education of their child, possibly at short notice, in accordance with the school's published Terms & Conditions.
- In such cases, the Principal will inform Orbital Education to discuss options.
- The Principal will notify the parents/guardians of the sanctions by letter.

Review and Appeal

- The review and appeal process for serious disciplinary matters is outlined in and governed by the Concerns & Complaints Policy.

4.5 Supporting Students

All the students concerned should be fully involved in discussions leading up to the solution and should not be left feeling isolated. The most effective resolutions may come from frank and honest group discussions that involve both the bullied and the bully, with other students of their choice in attendance and encouraged to participate, which help the students to resolve the matter themselves with support and vigilance from the staff. However, it must also be remembered that bullying is not a conflict between people of equal power who share equal blame and facing those who have bullied may further upset those who have been bullied.

Victims of bullying

Staff who deal with students who have been bullied must always offer reassurance. Students who have been bullied will be given support. The school recognises the significant impact bullying may have on students' mental health, wellbeing, attendance, engagement and academic performance. Support may include:

- pastoral intervention,
- risk assessment (see section below),
- safeguarding support,
- development of individual wellbeing or support plans (with the Wellbeing team)
- referrals to external counselling/therapy.

Bullies

Whilst the school recognises that sanctions will have to be used against a bully, it is also recognised that support must also be given to him/her**.** Changing the attitude and behaviour of bullies is part of the responsibility of the positive procedures used by the school. After the bullying issue is resolved, staff should continue to seek ways to help the student who bullied to understand how what they do affects other people.

Risk Assessment and Safety Planning

For incidents that are serious, repeated, involve prejudice-based bullying, sexual harassment, sexual violence, threats of harm, significant emotional distress, online abuse, or where there are safeguarding concerns, the school will undertake a risk assessment to determine the level of support and intervention required.

The purpose of the risk assessment is to:

- assess the immediate and ongoing safety of all students involved;
- identify potential safeguarding concerns;
- evaluate the emotional, social and educational impact on the student(s);
- determine whether further incidents, retaliation or escalation are likely;
- identify any vulnerabilities of the students involved, including SEND, mental health needs, previous incidents, family circumstances or protected characteristics;
- establish appropriate protective measures and support strategies.

The risk assessment will be coordinated by the Director of Student Welfare, Designated Safeguarding Lead (DSL) or another appropriate member of the safeguarding team and may involve consultation with relevant staff, parents and external agencies where necessary.

Following the risk assessment, the school may implement one or more of the following measures:

- increased monitoring by pastoral and teaching staff;
- allocation of a named wellbeing or safeguarding staff member;
- regular check-in meetings with the student;
- supervised transition between lessons or during social times;
- adjustments to seating plans, classroom groupings or timetable arrangements;
- access to a safe space during the school day;
- temporary restrictions on contact between students;
- support during break and lunch times;
- wellbeing support or mentoring;
- individual behaviour support plans;
- restorative approaches where appropriate and safe to do so;
- referral to external support services or agencies.

Review and Monitoring

Risk assessments are dynamic documents and will be reviewed regularly until the concern has been resolved. Follow-up meetings will normally be held with students and parents to evaluate the effectiveness of interventions, monitor wellbeing and ensure that the bullying or harmful behaviour has ceased.

Where concerns persist or increase in severity, the school may escalate its response through safeguarding procedures.

Safeguarding Children and Young People

Bullying does not in itself constitute a safeguarding concern in every case. However, serious, persistent or harmful behaviours may become a safeguarding matter where they involve:

- significant emotional or psychological harm;

- discrimination or hate-related behaviour;
- sexual harassment or sexual violence;
- coercion, intimidation or exploitation;
- sharing of indecent images;
- self-harm or suicidal ideation;
- criminal behaviour or threats of violence.

In such cases, when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, a bullying incident will be managed in accordance with the school's Child Protection and Safeguarding Policy, in addition to the procedures outlined in this Anti-Bullying Policy.

Where this is the case, it is the duty of the school to report their concerns to the Social Services, Health Center or the police in order to safeguard the student. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a student doing the bullying.

In accordance with the Slovenian Protocol for the Identification and Management of Peer Violence in Educational Institutions (updated 2022/2023), the school has a duty to ensure the safety and wellbeing of all students and to cooperate with external agencies where incidents reach the threshold for safeguarding intervention or suspected criminal conduct.

The Principal, Designated Safeguarding Lead, or another designated member of the leadership team will consider referral to the Police and/or the Centre for Social Work (CSD) whenever an incident involves:

- serious physical violence or injury;
- sexual violence, sexual assault or sexual harassment that may constitute a criminal offence;
- threats of serious harm;
- extortion, coercion or intimidation;
- theft, robbery or significant damage to property;
- the possession, use or distribution of prohibited, dangerous or potentially harmful items, including weapons, knives, firearms, pyrotechnics or similar objects;
- online conduct that may constitute a criminal offence;
- any situation in which a student's safety, welfare or development is considered to be at significant risk.

Where required by law or safeguarding considerations, the school will notify the appropriate authorities and cooperate fully with investigations. The school may also consult or refer matters to the Centre for Social Work (CSD), healthcare services, mental health services or other relevant agencies to ensure an appropriate and coordinated response. The involvement of external agencies will be determined by the nature, severity and circumstances of the incident and the level of risk to those involved.
All incidents will be recorded, risk assessed and managed in accordance with the school's safeguarding procedures, regardless of whether a referral to external agencies is required.

4.6 Bullying amongst Adults

At BISL, we do not tolerate the harassment or bullying of adult members of the school community in just the same way as we do not tolerate it amongst the students.

Any cases of bullying among adult members of the school community should be reported directly to the Principal.

Action regarding harassment or bullying is taken in accordance with Annex 7 and Annex 8 of the Health and Safety at Work Act, ZVZD-1, 2011. (see **Appendix 3** and **Appendix 4**).

5. Reporting and Recording

Reports of bullying involving students will be logged through CPOMS. Incidents are monitored by the Director of Student Welfare and the Principal.

Once processed by SLT, including sanctions applied, any further or follow-up actions and key points from the meetings with parents, records of bullying incidents are kept on the CPOMS system.

Adults who are being bullied or who believe that another person of any age is being bullied should speak in confidence to the Principal without delay.

Records of incidents involving bullying amongst adults including sanctions applied, any further or follow-up actions and key points from the meetings) are kept by the Principal in a secure locker.

The school may investigate incidents that occur outside school, including online, during transport, on trips, or in the community, where they impact student welfare, safety, relationships or the orderly running of the school.

6. Strategies for the Prevention of Bullying

6.1 Curricular Contribution

The School embeds the anti-social nature of bullying through its PSHE/Citizenship programme, assemblies, Form time, Student Leadership activities (student council, ambassadors and prefects) and within the curriculum as appropriate (for example, Anti-Bullying Week). Staff are free to use Assemblies, Class/Form time, Citizenship lessons or lunch times, as appropriate, to create the time needed to address problems promptly, quickly and discreetly.

Themes and topics through these activities will include:

- Knowledge
  - what bullying is and what are the different types of bullying:
  - the school's Anti-Bullying Policy;
  - the harm caused by bullying and why it must be stopped.
  - Digital citizenship education
- Attitudes
  - being unprejudiced including avoiding prejudice-based language;
  - respecting and celebrating diversity and differences between people;

- being cooperative and empathetic;
- resisting negative group pressure;
- being self-accepting and resilient, as an antidote to discouragement.

- Skills
  - being assertive without acting aggressively;
  - resolving differences constructively, using conflict resolution techniques;
  - learning and using face-to-face communication skills to solve issues (rather than through messaging and social media)
  - helping others who are being bullied, as a good bystander;
  - reacting effectively if bullied.

In including these elements, care must be taken to make sure that the content is age-appropriate and sufficient time is provided so that the knowledge can be assimilated, student attitudes significantly influenced and the necessary skills developed as far as is possible.

6.2 Cyber Bullying

Cyberbullying may occur through:

- social media;
- messaging platforms;
- gaming platforms;
- AI-generated images;
- anonymous apps;
- livestreaming platforms;
- image and video sharing.

Victims of cyberbullying should not respond to malicious texts or emails. They should save the evidence and report it immediately. To further help reduce the risk of cyber bullying, individuals should at all times keep their passwords safe and not give out personal details online. The school will monitor and filter the websites that students have access to during the school day and via Canvas. Students cannot access social media sites in school. Mobile phones are not allowed to used in the school, these should be kept in bags or lockers. Phones that are used during the day will be confiscated. Guidance for students, staff and parents on the acceptable, appropriate and safe use of information technologies and media is also given through the BISL Acceptable use of IT policy, which all parents and students sign when starting their schooling. Awareness about cyberbullying and online safety is part of the curriculum (PSHE, computing, assemblies, Online-safety events etc) and other lessons where students use technology.

6.3 Behaviour and Wellbeing Data Analysis

The school uses behaviour, safeguarding, attendance and wellbeing data to identify patterns, monitor trends and evaluate the effectiveness of its anti-bullying strategies. Information is reviewed regularly by pastoral leaders, Director of Student Welfare and the wellbeing team, the safeguarding team and senior leadership to ensure that concerns are identified and addressed at the earliest opportunity.

Data analysis may include monitoring:

- reported bullying incidents and outcomes;
- safeguarding concerns related to peer conflict or harmful behaviour;
- attendance, punctuality and persistent absence;
- behaviour records and sanctions: iSAMS and behaviour tracker (primary) ;
- student wellbeing referrals and support requests;
- student (PASS which will be introduced later in 2026-27), parent and staff survey feedback;

- patterns relating to specific year groups, locations, times of day or groups of students;
- incidents involving prejudice-based, discriminatory or cyberbullying behaviour.

Where trends or areas of concern are identified, the school may implement targeted interventions, additional supervision, curriculum adaptations, staff training, awareness campaigns or individual support plans. Findings from this monitoring process are used to inform school improvement planning, evaluate the effectiveness of preventative measures and promote a safe, inclusive and respectful learning environment for all students.

6.4 Involving Parents

Parents, as well as all staff and students, should know that the school will not tolerate bullying, follows a zero tolerance approach and takes a positive, proactive approach to educating pupils to combat it. Parents will be informed of the policy and procedures. They will also be contacted when there are signs of potential bullying reported as a precaution.

6.5 Links and Resources for Further Information and Support

Coram Family Lives organisation: Bullying - Coram Family Lives

Anti-Bullying Alliance: https://anti-bullyingalliance.org.uk/

Childnet: https://www.childnet.com/

Internet Matters: https://www.internetmatters.org/

UK Safer Internet Centre: https://saferinternet.org.uk/

The Diana Award Anti-Bullying Ambassadors: https://diana-award.org.uk/our-programmes-and-initiatives/anti-bullying

Kidscape: https://coramkidscape.org.uk/

NSPCC: https://www.nspcc.org.uk/ [nspcc.org.uk]

CEOP Safety Centre: https://www.ceop.police.uk/safety-centre/ (advice and reporting online sexual abuse)- for Slovenia- see information below.

Slovenian Organisations and Support Services

Spletno oko (Web Eye Hotline)

Provides information about online safety, cyberbullying, online sexual exploitation and allows anonymous reporting of child sexual abuse material online. Works closely with Slovenian law enforcement and the international INHOPE network:
Slovene:https://www.spletno-oko.si/
English: https://www.spletno-oko.si/english

Safe.si – National Centre for Safer Internet, providing guidance on cyberbullying, online safety and digital wellbeing. https://safe.si

TOM Telefon (116 111) – Free confidential support service for children and young people. https://www.e-tom.si

Zveza Anita Ogulin & ZPM Slovenije – Support services for children, young people and families. https://www.zpms.si

Center za pomoč mladim (CPM) – Counselling and wellbeing support for young people. https://www.cpm-drustvo.si

Slovenian Police – Information and reporting routes relating to peer violence, cyberbullying and online safety. https://www.policija.si

APPENDIX 1: 'Caring For Each Other' Statement

All members of the school community will contribute to a happy and caring environment by showing respect for, and appreciation of, each other as unique individuals.

At BISL we acknowledge that every individual is unique and will have characteristics which are more or less visibly different from other people and about which they may be sensitive. These *'diversities'* encompass characteristics such as age; appearance; race or nationality; cultural, social or family background; mother tongue or accent; religious beliefs; gender and sexual orientation; ability or disability.

The School admits students irrespective of their diversities, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other students.

We educate our students to appreciate and value the contributions from all members of our community and support those who are different and may be self-conscious about their differences. All members of the school community will treat others without regard to their diversities, except where common decency and consideration dictate.

There is no compulsory worship in the School and there shall be no attempt to proselytize for a particular religion. Students are encouraged to explore their spiritual beliefs freely and to question religious dogma as they see appropriate.

If a student's religion affects the school uniform, then the school will deal with each case sensitively and with respect for the student's cultural traditions.

Everyone should be aware of possible cultural assumptions and bias within their own attitudes. Discrimination, stereotyping and prejudice on the basis of any diversities are indicative of low self-esteem and ignorance. They are not acceptable and will always be challenged. Racist or otherwise offensive symbols, badges and insignia on clothing and equipment are strictly forbidden.

All students have equal access to the full range of educational opportunities provided by the school. Teaching and other groups are co-educational unless there are specific reasons otherwise and the curriculum will encourage students to question assumptions and stereotypes regarding diversities.

In order to ensure equality of access for those whose mother tongue is not English, members of the community need to be constantly aware of their usage of English – it's form, content and tone. Speaking English will be promoted as to not be exclusive around others however, it is accepted that students may wish to use their mother tongue at breaktimes, and this should be allowed if it does not exclude others. In addition, the school library contains books written in languages other than English to allow students to read in their mother tongue and to explore other languages and cultures. Students' names will be accurately recorded and correctly pronounced. Students will be encouraged to accept and respect names from other cultures.

Teachers will identify and provide strategies for students who would benefit from learning support in order to enhance their chance of success and provide.

In all staff appointments, promotion and training, we aim to select the most suitable candidate, based on purely professional criteria and irrespective of their diversities. We want to provide positive role models for our students.

The Principal is responsible for ensuring that these expectations are observed and embedded. Any member of the community who considers that there has been a breach of these expectations should inform the Principal, who will investigate the matter and take appropriate action in accordance with the school's policies.

APPENDIX 2: Measures to prevent Violence, Bullying, Harassment and Psychosocial Risks amongst staff

Annex 7 to the Health & Safety At Work Act, ZVZD-1, 2011

Harassment or violence towards any colleague is unacceptable.

Article 34 of the Constitution of the Republic of Slovenia states that "everyone has the right of personal dignity and security". To ensure personal dignity and security and to prevent violence, bullying, harassment or other psychosocial risks amongst the staff, the leadership of the British International School of Ljubljana aims to:

- foster a positive working atmosphere which enables job satisfaction and a high-quality working life;
- promote a collaborative culture based on mutual trust, respect and teamwork, protecting the dignity and integrity of all individuals;
- encourage open and constant communication between colleagues and between colleagues and school leaders.

This is achieved through:

- the effective organisation of the school:
  - developing consistent operating procedures to eliminate confusion and conflicting directions;
  - making clear job descriptions, expectations and required tasks, reducing the proportion of monotonous work;
  - keeping staff informed about organisational goals;
  - enabling staff to participate in decision-making processes;
  - providing access to worthwhile professional development opportunities;
  - promptly resolving any staffing issues and concerns;
- continually improving our leadership:
  - increasing the role and responsibilities of senior staff in resolving conflicts;
  - educating senior staff about contemporary models of leadership that include the avoidance of violence, bullying, harassment and psychosocial risks;
  - maintaining a clear awareness of events and trends in society, including determining norms and values and the consequences of violation of these;
- raising awareness of violence, bullying, harassment and psychosocial risk:
  - equipping staff to recognise signs of such conduct;
  - conducting, when appropriate, surveys of the perception of violence, bullying, harassment or psychosocial risks happening in the school;
  - carrying out, when appropriate, campaigns in the broader community which promote the prevention of violence, bullying, harassment and psychosocial risks;
- protecting and providing support and assistance to victims of violence, bullying, harassment or psychosocial harm:
  - preventing further actions against them;
  - taking care to restore their self-esteem reputation and self-esteem;
  - utilising external expertise if needed to resolve the consequences of violence, bullying, harassment or psychosocial risk;
- appropriately sanctioning any perpetrator (according to the Staff Code of Conduct and Disciplinary Policy), up to and including termination of employment.

All BISL staff are familiar with these measures to prevent violence, bullying, harassment and psychosocial risks and are able to implement them. This is confirmed by their signing of the declaration of awareness and understanding of the school's Risk Assessment and Safety Statement, of which these measures form part.

APPENDIX 3: Measures to Prevent Threats and Violence by Third Parties

Annex 8 (to the Health & Safety At Work Act, ZVZD-1, 2011)

Violence, or the threat of violence, towards any member of BISL staff, students or members of the BISL community is unacceptable.

In the event of any risk or act of violence or bullying, the following steps should be taken:

1. **PLEASE STOP**: in the event of **violence (real, threatened or perceived)** by a third party, the staff member will ask the aggressor to stop the unacceptable behaviour;

2. **NOTIFY SLT**: if the unacceptable **behaviour continues**, the staff member will notify a member of the SLT or another competent person;

3. **CALL FOR HELP**: if **serious violence** is threatened or is likely, the staff member should leave the immediate area and call for support (from a colleague, the SLT or the police [telephone: 113]*);

if the staff member is not able to leave their working space (e.g. they are supervising – and potentially protecting – children), he/she will not oppose the aggressor. He/she will comply with the aggressor's demands but contact the SLT or the police [telephone: 113]* as soon as possible;

[* *To avoid confusion, staff should only call the police directly if they are alone and cannot contact the SLT. In other cases, the SLT will be responsible for calling for any police support.*]

Our working spaces are arranged in a way that would enable the police a fast and effective intervention, if necessary.

4. **DEFEND**: in the event of a **physical assault**, the staff member should fight back to defend themselves and protect children in their care, using their knowledge of self-defense in the best way they can.

All BISL staff are familiar with these measures to prevent or address threats and violence by third parties and are able to implement them.

Appendix 4: Strategies for Investigating Bullying

(from stopbullying.gov/respond)

Get the Facts

- Keep all the involved individuals separate.
- Get the story from several sources, both adults and students preferably in a statement.
- Listen without blaming.
- Don't call the act "bullying" while you are trying to understand what happened.
- It may be difficult to get the whole story, especially if multiple students are involved or the bullying involves social bullying or cyberbullying. Collect all the available information.

Determine if it *is* Bullying

It is important that all behaviour incidents are logged on iSAMs. Incidents of poor behaviour that may be bullying should also be reported to the Director of Student Welfare.

There are many behaviours that look like bullying but require different approaches, so it is important to determine whether the situation is bullying or something else. To determine if it is bullying, consider the following questions:

- What is the history between the individuals involved?
  - have there been previous conflicts?
- Is there a power imbalance?
  - a power imbalance may not be easily recognized, especially as 'power' is not limited to physical strength. If the victim feels there is a power imbalance, there probably is.
- Has this happened before?
  - is the victim worried it will happen again?
- Have the individuals been in a relationship/dated?
  - there are special responses for teen dating violence.
- It may not matter "who started it."
  - some individuals who are bullied may be seen as annoying or provoking, but this does not excuse the bullying behaviour.

Talking to victims of bullying

- Know that individuals who are bullied may struggle with talking about it.

- Listen and focus on the victim.
  - Learn what's been going on and show you want to help.
- Assure the victim that bullying is not their fault.
- Give advice about what to do.
  - With children, this may involve role-playing and thinking through how the child might react if the bullying occured again.
- Consider referring them to a professional counsellor, psychologist, or other mental health service.
  - Work together to resolve the situation and protect the bullied victim. The individual, parents, and school or organization may all have valuable input.

It may also help to:

- Ask a student being bullied what can be done to make him/her feel safe. Changes to routine should be minimised – s/he is not at fault and should not be singled out. Instead, consider rearranging classroom seating plans for everyone. However, if bigger moves are necessary, such as switching classrooms, the child who is bullied should not be forced to change.
- Develop a game plan. Maintain open communication between schools, organisations and parents. Discuss the steps that are taken and the limitations around what can be done based on policies and laws. Remember, the law does not allow school personnel to discuss discipline, consequences, or services given to other children.
- Be persistent. Bullying may not end overnight. Commit to making it stop and consistently support the victim of bullying.

Avoid these mistakes

- Never tell a student to ignore the bullying.
- Do not blame a student for being bullied.
- Do not tell a student to physically fight back against the person who is bullying. It could get him/her hurt or they may face behavioural sanctions themselves.
- Parents should resist the urge to contact the other parents involved. It may make matters worse. The school or other officials should act as mediators between parents.

Follow-up

- Address bullying behaviour. School staff, parents and other students all have a role to play.
- Show students that bullying is taken seriously. Calmly tell the students that bullying will not be tolerated and model respectful behaviour when addressing the problem.
- Make sure all students understand what the behaviour problem is. Young people who bully must learn that their behaviour is wrong and harms others.
- Show a commitment to making bullying stop. Because bullying is behaviour that repeats or has the potential to be repeated, it takes consistent effort to ensure that it stops.

- Work with the perpetrator to understand some of the reasons he or she bullied. For example:
  - Sometimes children bully to fit in. These students may benefit from participating in positive activities. Involvement in sports and clubs can enable them to take leadership roles and make friends without feeling the need to bully.
  - Sometimes children bully because something else - issues at home, abuse, stress - is going on in their lives. They also may have been bullied themselves. These students may be in need of additional support, such as mental health services.
- Use consequences to teach. Consequences that involve learning or building empathy can help prevent future bullying by helping bullies see how their actions affect others. The school's Positive Behaviour Policy must be followed when developing consequences and assigning discipline, but a student who bullied could:
  - write a letter apologizing to the student who was bullied;
  - lead a class discussion about how to be a good friend;
  - write a story about the effects of bullying or benefits of teamwork;
  - role-play a scenario or make a presentation about the importance of respecting others, the negative effects of gossip, or how to cooperate;
  - do a project about civil rights and bullying;
  - read a book about bullying;
  - make posters for the school about cyberbullying and being smart online. Involve the child who bullied in making amends or repairing the situation. For example, the child can:
- do a good deed for the person who was bullied or for others in the community.

Support those who witness bullying

Even if students are not actually being bullied or bullying others, they can be affected by bullying. Many times, if they see bullying they may not know what to do to stop it. They may not feel safe stepping in at the time, but there are many other steps they can take. The most important thing is to report the bullying.

Review and Evaluation

This policy is to be reviewed and evaluated **every two years** by the SLT and the Principal.

Due for Review: 2028

Updated by: Director of Student Welfare – Ms. Katarina Zelezinger, October 2026
Reviewed and approved by: Principal – Ms. Mel Hitchcocks, October 2026.