

Anti bullying Policy

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Preface

One of the premises of the International School Almere is that students can 'learn and feel comfortable and safe at school'. IS Almere has a zero-tolerance attitude to bullying and clearly states its purpose to inspire students when contributing to a better and more peaceful world by striving for academic excellence, intercultural awareness and mutual respect. IS Almere is a place where the students are seen, challenged and heard; where students can discover and develop their passion and talent; where there is room to deal with differences between people and their cultures and where difficult questions are not avoided.

Students, parents / caregivers, teachers, support staff, school mentors and the school board foster this development by creating an open and pleasant working atmosphere in the classroom and beyond. By creating an overview and making this visible, the organization of the school contributes to the feeling of safety and security. There is room for everyone to be true to themselves as long as it does not conflict with the expectations of the school or exceeds personal boundaries. Thus, it should be possible for every student to feel appreciated.

This anti-bullying protocol is written for students, parents and school staff and represents the school's policy with regard to bullying. It is part of the School Security Policy and as such is connected with other policies, such as policies on suspension and expulsion of students and the policy on unacceptable behaviour (sexual harassment and violence). The protocol describes bullying, how bullying can be prevented and how to approach the situation when bullying occurs. The main purpose of the protocol is to prevent and confront bullying, by giving all stakeholders clarity on their role. It also has a purpose of providing information and has a referral function.

1. Definitions

Teasing

We talk about teasing when the effects of one's behaviour are not pleasant for others, but can still be seen as a game that is not experienced as threatening by any of the parties involved. Teasing involves verbal and non-verbal peer interactions, which may be humorous and playful on one level, but annoying or distressing on another level depending on the situation and the people involved¹. Teasing could be perceived as a playful way of dealing with a "conflict" that has no adverse consequences for the person undergoing it. Therefore, teasing can be seen as a not intentional negative initiative, and not deliberate way of dealing with a "conflict", as the main intentions from the person who runs the interactions are not to cause distress to the other participants.

Arguments

Arguments and disagreements are not bullying, and in fact, they are part of human relationships. These disagreements and differences can also teach us valuable methods for handling emotions and settling conflicts. Arguments and disagreements differ from bullying in that they are usually passing and momentary, and the same child is not consistently targeted. At the same time, no harm is intended.

Bullying

Bullying is defined as an ongoing (1) and deliberate (2) misuse of power (3) in relationships through repeated (1) physical, verbal, written, psychological and/or social behaviour that intends to cause (2) harm (4)². These actions may occur online, onsite or combined, directly or indirectly.

According to the previous definition, four factors define bullying:

1. Repeated actions: The same student is subjected over and over again to mean and harmful actions by others.
2. Intentionally: The purpose or goal of the actions is to hurt, harm and cause distress.
3. Use of Inequality: There is power imbalance between the parties. One side is "powerful".
4. Adverse consequences for the person undergoing it

At the same time, based on the definition of bullying, four types of bullying may occur:

- A. Physical: Hitting, kicking, pushing...
- B. Verbal or written: Insults, nicknames, alias...
- C. Psychological: Intimidation, blackmail, threats to do things without previous consent...
- D. Social: Making fun of, excluding, and/or spreading rumors about a person...

At IS Almere, we apply the rule that you can act at your own will, unless that behaviour affects anyone negatively. When that happens, the students (and possible third parties involved) are obligated to find a solution to deal with that negative impact. The person who is targeted determines whether the action is seen as bullying or teasing.

What one person regards as a form of harassment, others can interpret as harmless actions. What is a joke or teasing for one person, can be experienced by others as an intentional hurtful action. Actions that may not be meant personally against one person, can actually hurt someone. When this occurs, it is necessary to sit down with each other, possibly with a third person, to work on a solution.

¹Mooney, Creaser, & Balchford, 1991; Shapiro, Baumeister, & Kessler, 1991

²National Centre Against Bullying

Bullying is normally a group phenomenon, so it concerns the whole class. For perpetrators bullying seems to be motivated by the pursuit of visibility, power and a high status in the peer group. For that reason, bullies need bystanders or spectators.³

These bystanders play different roles in the bullying situation:

- They may reinforce the bully's behavior by verbal or nonverbal signals that are socially rewarding. Therefore, they are active in assisting the bully. These signals suggest that bullying is acceptable, or even funny and entertaining.
- Some peers might just silently witness what is happening, without acknowledging that the bully might interpret such behavior as an approval of his or her mean acts.
- Few students who observe bullying have the courage to intervene or take the bullied child's side.

As an educational institution, our goal is to educate the students so that instead of silently approving or encouraging the bullies, they start supporting the victim, thus showing that they do not condone bullying.

2. Other forms of bullying

Bullying can take the same forms as teasing. Bullying can be defined in two categories⁴

- Indirect bullying: stalking a student, excluding a classmate, stealing/hiding/destruction of personal property, forcing someone to give them money and cyber bullying.

Cyberbullying: cyberbullying is a part of indirect bullying, but shows clear differences compared to 'traditional' bullying. With easier access to digital platforms like Facebook, Snapchat, Instagram, Twitter and Whatsapp and less online supervision⁵ this has grown to a more prominent problem for the youth. Cyberbullying differs from traditional bullying in the following aspects:

- A single incident can be repeated numerous times. For example: (1) a photo unwillingly taken can be spread through email or other platforms over and over again. (2) a hate comment will remain on the internet; opening the site or app will show the hate comment over and over again.
- The ability to remain anonymous. For example: (1) to create a fake account to stalk someone. (2) to use apps or websites that don't use identification methods.
- Superiority over those who are not technologically savvy. For example: (1) photoshop a picture into something offensive/inappropriate. (2) edit a video and post it online.
- Cyberbullying can happen 24/7.
- When cyberbullying, the bully does not see the response or the effect it has on the victim.

³KiVa antibullying Program

⁴Carbone-Lopez, Esbensen, & Brick, 2010.

⁵Waasdorp & Bradshaw, 2015.

3. Parties involved in bullying

When bullying occurs, different parties are involved: the bullied student(s), the bullying student(s), the silent middle group (bystanders), the mentor, the teachers and support staff, parents / caregivers and the anti-bullying coordinator. To tackle bullying, both in terms of prevention and in curative form, it is necessary that all parties are involved in the implementation of the policy.

At ISAlmere we define the following parties:

The bullied student

Bullied students often find themselves bullied because (one of) the following aspects⁶:

- Grade level
- Involved in a fight on school grounds
- Being afraid of certain areas in the school
- Gender
- Race/ethnicity
- Academic performance
- Sexual orientation and gender identity
- Physical appearance

Many students who are bullied have a limited resilience. They are unable to actually take action against bullying and emit this. They are often anxious and insecure in this situation, which it could affect their self-esteem⁷. They could be afraid to say anything because they are afraid of being rejected or the frequency of the bullying increase. This fear and uncertainty are further enhanced by the experienced bullying, causing the student to enter a vicious circle, which can often be broken with external help. Bullied students often feel lonely within the bullying situation, don't have many friends to fall back on in the environment in which they are being bullied and may sometimes get along better with adults than with their peers.

The bullying student

Bullying students often seem to be popular in a classroom or are a leader of a group. They can react aggressive, hyperactive or manipulative⁸. In comparison with bullying victims, they have strongly integrated themselves in the social networking, whereas bullying victims are on the outliers of the same social network⁹. Bullying students also often have a poorly developed sense of empathy, are impulsive and prefer to dominate other children. A bullying student has not learned how to express his or her aggression/anger in any other way than by bullying. They sometimes have been bullied themselves in the past or live in specific situations at home (see Parents). Because of their limited social skills, they often struggle to build and maintain friendships based on other grounds than those of power and sharing that power. Bullying students often lack social development, which has consequences for themselves and others¹⁰.

⁶Petrosino, Guckenburg, DeVoe & Hanson, 2010

⁷Campfield, 2008

⁸Estrell, Farmer, Cairns, 2007

⁹Estrell, Farmer, Cairns, 2007

¹⁰Campfield, 2008

The middle group

The middle group can be defined in two separate groups: The so-called 'silent middle' or bystanders involves the students that do not actively participate in or resist bullying. They keep some distance and ignore the situation, sometimes out of fear: stepping up for the victim could make them a target the next time. Occasionally, a student or a small group of students might dare to stand up against the bully(s). The middle group plays an important role in solving bullying problems.

The 'followers' do participate in bullying. Bullying often happens in a closely-guarded secret group: students know that others are being bullied; yet nobody dares to tell a teacher or parent.

The mentor

From the beginning of the school year, the mentor has a big responsibility in creating a safe class environment, starting from the introduction day in early September. There is an extensive program with a strong emphasis on developing social and collaboration skills. Learning how to properly interact, with the introductory camp in which the students get to know each other as a pivotal activity. By formulating questions about awareness, classes will get clarity on how to interact with each other. Questions like "What are the rules of engagement that we all agree to?" Students and mentors collaborate setting expectations after revising the code of conduct. These rules will which will be written down, agreed to and signed by all the students as a continuing contract for the rest of the year. In addition, the rules for interaction, as described in the school guide, will be discussed again, so these are clear for everyone.

Examples of rules on interaction:

- We listen to each other.
- We let each other speak.
- We respect each other's personal boundaries.
- We do not touch each other's stuff.
- We exclude no one.
- We solve disputes by talking to each other about what is important to us.
- We notify the teacher or mentor when someone is being bullied.
- Be yourself and give others the room to stay true to themselves.
- When something is unpleasant, we will tell someone in a correct, constructive way.

After the introduction to bullying, throughout the year more time will be devoted to the social climate during the weekly mentor lessons, by including class discussions and joint assignments. During the mentor classes, there is also room for individual conversations with the mentor, for example, if a student wants to talk about bullying or wants to express his concerns about a classmate. Apart from the introduction day and the mentor lessons, the school provides additional support for confidence- building and team-building skills through external organizations if needed.

Teachers and support staff

The exemplary behavior of teachers and staff is very important. Bullying is less likely to occur in a climate with clear rules about communication and interaction, where acceptance of differences is encouraged and where arguments can be settled. This exemplary behavior is founded in upholding the rules of conduct and school policies. Staff and teachers have a joint approach regarding the code of conduct. All employees are expected to intervene if they notice any untoward behavior in and around the school premises.

¹¹Baldry & Farrington, 2000

¹²Baldry & Farrington, 2000

The parents/caregivers

According to research¹¹, bullying students often find themselves in situations where: - Parents provide low to no support from home;
- Parents are very authoritarian;
- The child often disagrees with their parents.

To address a student that bullies, help from home is needed to change the behavior. Therefore, parents are asked in these situations to play an active role and reflect on their family dynamics to help the child¹².

When students are bullied, they tend not to tell their parents. They could fear involving parents/caregivers because they think it will lead to the problem being addressed in the wrong way or making things worse. They could feel ashamed or believe that they have provoked the bullying somehow and deserve it. An open and supportive environment will help the child to share its concerns or problems.

The anti-bullying coordinator(s)

At IS Almere, José Zuniga Reinares have been appointed as Anti-bullying Coordinator. In his absence Ms Nasserine Dawas is the interim anti-bullying coordinator. They can be addressed if the mentor is absent. The anti-bullying coordinator can also support the mentor and provide additional help where needed.

4.How to handle bullying

It is important to take the student who is being bullied seriously and to provide a listening ear. The mentor is always the first point of contact for students and parents. The anti-bullying coordinator will be informed by the mentor and – depending on the situation – becomes actively involved.

The mentor

The mentor takes a clear stand against bullying and advises on how to respond. The mentor explains the involved students about the school procedures, making sure the student knows that the problem is taken seriously and will involve people from inside (and outside) the school if necessary (mentors, teachers, the caretaker and the anti-bullying coordinator). The mentor engages the student who is being bullied in the process to the extent that the bullied student actively gets involved in solving the issue with the help of the mentor.

The mentor can follow these actions after discussing them with the anti-bullying coordinator:

1. Inventory of the problem with colleagues (teachers and support staff) and anti-bullying coordinator by the mentor.
2. Talking to bullied student.
3. Talking to bullying pupil. Depending on the severity of the behavior and the outcome of the conversation, the bully agrees to apologize to the target.
4. Organize a conversation between the bullying student and the bullied student.
5. If necessary, start conversation with classmates.
6. Organize a class discussion and other activities with the aim of restoring safety in the classroom and mobilizing the silent majority. This should be a general discussion, so that the bullied student won't get the blame. The subject of safety in the school can be discussed as a social item
7. Mentor informs parents involved about the situation.
8. An interview with the bullied student and his or her parents.
9. Draw up a plan (see possible steps below), if necessary with anti-bullying coordinator.

10. Mentor or anti-bullying coordinator informs parents involved about teachers and plan.
11. Plan implementation and evaluation moments.
12. Evaluate the plan with all the stakeholders.
13. Sanctions by programme coordinator.
14. Aftercare, close monitoring and registration of the situation.
15. Mentors, the anti-bullying coordinator and/or psychologists can refer students to a social-skills training (Oke-op-school provides these trainings for free, also to international students, e.g. rots-en watertraining).
The student who bullies should be provided with the opportunity to atone and the right to learn and make amends for his/her behavior.

Generally speaking, the school is guided by a No-Blame Approach. The No-Blame approach is a method where no one gets punished, but an appeal is made to the positive power of a group to solve the situation, making the approach to the problem a shared responsibility of the group. The group consists of a friend of the target, the bully, a follower and two or three people in the middle group.

Should the behavior be repeated, alternative penalties will be applied. The situation is recorded in the student's file and communicated to the parents either in a conversation or in writing. A follow-up conversation should provide information whether behavior has improved.

There can be a few extra conversations with the mentor and the bully, in order to:

- Find out what the possible cause of the bullying behavior is.
- To further develop the sense of empathy of the bully.

The bully can get external expertise, to further assist his or her behavioral change. The school can also set a social-skills training as a condition.

The Anti-Bullying Coordinator

If bullying occurs, the anti-bullying coordinator is always informed. Based on the request of the mentor, the anti-bullying coordinator could be present during the conversations. If the bullying escalates or is not quickly solved, the anti-bullying coordinator will take a more active role in the process, this could include one or multiple of the following actions:

- Contact parents to inform them about the situation;
- Invite parents in for a conversation;
- Informing the MYP or DP coordinator;
- Informing the Head of school;
- Establish consequences, or form a contract that will state the consequences if behavior is repeated.
- Have extended meetings with the bullied student and bullying student to get a deeper understanding of the situation.

The anti-bullying keeps track of bullying events with names of the involved students, what was done to solve it and optional consequences. This document is only available for anti-bullying coordinators and mentors. It can also be used to recognize patterns of bullies or bully victims.

Teachers and support staff

All employees of the school have to act as an example for the students. They must intervene when they receive signals that seem to point in the direction of bullying and inform the mentor, who subsequently goes through the described steps. Employees may be asked to pay extra attention in order to find out which students are targets of bullying.

The parents/caregivers

The parents of both the bullied student and the student who is bullying should be supportive. It is important that the parents of the students that are involved are aware of their child's behavior and take it seriously. They should be involved addressing bullying as described above. Parents should be informed about the anti-bullying policy. This can be done through the school prospectus and the website of the school. The mentor can refer to the protocol. Parents should be given information and advice about bullying and ways to tackle bullying.

Policy published

The anti-bullying policy is available to all pupils, parents and staff, by referring to it in the school and publishing it on the school website. It will be regularly evaluated and adjusted, when necessary. Staff will get training opportunities regarding bullying and the anti-bullying school policy, as part of their professional development. See Appendix 1 for a detailed description of signals and advice.

5. Sanctions and consequences

Depending on the severity of the behavior and outcomes of this behavior, measures will be taken towards the bullying students. These range from warnings to suspension and expulsion from school. Each situation will be individually assessed. Criminal offenses will be reported to the police.

School will offer support in doing so, to establish a safe climate. Students must also be aware that bullying will have consequences. These can vary from an official warning, internal suspension, external suspension, or in extreme cases to immediate expulsion from school.

Each situation will be individually assessed, considering factors like the school history of the students and the current incident. Criminal offenses will be reported to the police. Parents of the victim and parents of the bully, as well as the victim and the bully themselves, will be informed about the consequences for the bully.

6.Organizations

The school can call upon agencies that deal with bullying/inappropriate behavior, for assistance or educational and prevention schemes. IS Almere has a network, which can be called upon in case of undesirable behavior (such as bullying, discrimination, aggression, sexual harassment and violence), if the mentor, teachers or the school leadership team are not able to handle the situation, or if the students involved do not trust any of the aforementioned

Anti- bullying coordinator :

Eszter Molnár: (e.molnar@isalmere.nl)

Trust person:

Guus Hendrickx (g.hendrickx@isalmere.nl)

Jacqui Rietberg (j.rietberg@isalmere.nl)

External organization:

Maatschappelijk Werk/ Social Work

http://www.zorggroep-almere.nl/maatschappelijk_werk.php

(works in neighborhood teams, so the address is dependent on where the student lives)

Samen Veilig Almere/ previously Bureau Jeugdzorg <http://www.samen-veilig-flevoland.nl/> (works in neighborhood teams, so the address is dependent on where the student lives)

Oke-op-school

<http://www.oke-op-school.nl/home/vo/>

Telefoon: 036-5296032

The anti-bullying policy will be reviewed again in 2026

References

The anti-bullying protocol is based on research from published journals and books. The research is open and available for the public.

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Campfield, D.C. (2008). Cyber bullying and victimization: *Psychosocial characteristics of bullies, victims and bully/victims*.

Carbone-Lopez, K., Esbensen, F.-A., & Brick, B. T. (2010). Correlates and Consequences of Peer Victimization: Gender Differences in Direct and Indirect Forms of Bullying. *Youth Violence and Juvenile Justice*, 8(4), 332–350. <https://doi.org/10.1177/1541204010362954>

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Mooney, A., Creeser, R., & Baltchford, P. (1991). Children's views on teasing and fighting in junior schools. *Educational Research*, 33, 103-112.

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Petrosino, A., Guckenberg, S., DeVoe, J., & Hanson, J. (2010). What characteristics of bullying, bullying victims and schools are associated with increased reporting of bullying to school officials? *Issues & answers*, 92, 45.

Shapiro, J. P., Baumeister, R. F., & Kessler, K. W. (1991). A three- component model of children's teasing: Aggression, humor, and ambiguity. *Journal of Social and Clinical Psychology*, 10, 459-472.

Waasdorp, T. E., & Bradshaw, C. P. (2015). The Overlap Between Cyberbullying and Traditional Bullying. *Journal of Adolescent Health*, 56(5), 483–488. <https://doi.org/10.1016/j.jadohealth.2014.12.002>

Appendix 1: Information for parents of bullied students.

Possible of bullying:

- Does not want to go to school.
- Does not want to talk about school.
- Does not bring other children home or is invited by others.
- Poorer results in school than before.
- Materials are lost or broken.
- Headaches or stomach aches are common.
- Has bruising in unusual places.
- Not wanting to go to sleep; frequent waking up or having nightmares; bedwetting.
- Does not want to celebrate birthday.
- Does not want to play outside.
- Does not dare to get something from the store.
- Does not want / dare to go to a club.
- Does not want to wear certain clothes.
- Is irritable, angry or sad at home.
- Self-created injuries to avoid having to go to school.

What parents / caretakers can do themselves:

- Take your child seriously and tell them that you are going to talk to others to stop the bullying.
- Bullying at school can best be discussed directly with the mentor.
- Talk to your child or ask your child to write down what happened.
- Guarantee your child that you will handle this carefully and sensitively.
- Explain to your child why children bully.
- Talking together about bullying, possibly with the help from a book/film on the subject.
- Explain that adults don't interfere, because they do not notice that bullying is taking place.
- Tell your child that there is a possibility that the bullying will not stop immediately when the situation has been addressed. The problems of a bullied student can be difficult to resolve in the short term.
- Make sure the topic is being discussed.
- If you are not allowed to speak to anyone else about the bullying, support your child, give background information and make it clear that the school will deal with it carefully. Before you promise anything, ask what the school can do.
- Reward your child and help it restore self-respect.
- Encourage your child to practice a (team) sports.
- Keep the communication open; keep talking to your child. Do this in a positive way; give suggestions to end the bullying. A negative way of asking questions might be: "What bad things happened today?"
- Keep regular and intensive contact with the mentor of your child.
- If your child really suffers from bullying, at the expense of self-confidence, help from an expert may be required. This may be individually or in a social-skills training.
- Do not keep quiet about the bullying, but take action by sharing it with someone.

Appendix 2: Information for parents of bullying students

- Take the problem seriously.
- Do not panic: every child can be tempted to start bullying.
- Try to find out the possible cause of the bullying.
- Make your child sensitive to what the behaviour does to others.
- Pay attention to your child by letting her or him see that you value him/her.
- Encourage your child to practice a sport.
- Watch a film about bullying together.
- Keep the communication open; keep talking to your child. Give advice on other ways to deal with each other.
- Keep regular and intensive contact with the mentor of your child and the anti-bullying coordinator.
- There are ways to get your child to participate in a social skills training. Information can be obtained from the mentor or Care Team Coordinator.

Appendix 3: Cyber bullying.

What can students do to prevent cyber bullying?

- Remember that not everything is true that you encounter on the internet.
- Use a separate email addresses to register yourself on websites. Choose an email address that does not contain your own first and last name.
- If you feel embarrassed by something you've seen, tell someone you trust.
- Always be friendly and honest and not abusive.
- Remove unknown people from your contact list.
- Leave a chat when something bad happens.
- Do not call or email with others you know from the Internet, and do not speak to them without your parents knowing.
- Do not send jokes, threatening mail, or hate mail.
- Do not give personal information to people you only know from chatting.

Conclusion:

- Do not give email addresses, common addresses, names (nor from school), phone numbers, passwords, etc. especially to people you do not know. Pay particular attention to photos of yourself: if you put a picture on the Internet, it can be easily copied and posted on another website. The picture can be on the internet for years, even if you have removed it. Photos can be edited without your knowledge or permission. Keep that in mind.
- Be careful when using your webcam. Do not use a webcam with people you do not know or trust. Your images can be stored and used to show them to other people. They can also be used for purposes other than those for which you made them.

What can you do against cyber bullying?

- Realize that this is done by someone who has personal difficulties and no one to help him/her.
- Do not ever take it personally.
- If the bullying is being done by people you do not know, do not take name-calling or insults personally. Often people make negative comments out of boredom. The anonymity of the Internet makes people curse easily.
- Ignore hate mails - messages.
- It's best not to respond to hate mails or other digital harassment. Ignoring is effective in the early stages of bullying, as long as the bully has not been bullying for a long time. Bullies often want attention. If you do not respond, bullies will look for someone else to annoy.
- If you get hate emails or messages, block the sender.
- Talk about it.

Talking about it with your friends, your parents or a teacher you trust is important, especially when the bullying has been taking place for a while and you feel threatened by it. Preferably talk with someone who knows a lot about computers and the Internet.

- Keep the evidence.
- If the bullying is already in an advanced stage and the threats are expressed via the mail or posts on social media, keep it. No matter how annoying the mails can be, do not throw them away, but print out the hate mail or save the messages. It is evidence that can be used against the

bully. The IP address of the e-mail can sometimes be used to find out from which computer the email was sent. A provider often has a helpdesk that handles complaints about nasty mail, messages, etc. They often have the technical ability to check who sent it, so make sure you contact the help desk.

- You can go to one of the contacts at school that are specially appointed to assist you with forms of undesirable behaviour. They can tell you what you can do to stop the disturbing behaviour or help you if the annoying behaviour has already stopped, but you still suffer from it.
- Bullying can be so persistent that the bullying will be referred to as "stalking". This is an offense. Sometimes it might be necessary or advisable to file a police report.
- Do not feel guilty when something terrible happens. It is not your fault.

Appendix 4: Suggested Reading and Viewing

Dutch books

Mieke van Stigt, Alles over Pesten. (2014)
Marjolijn Vermande, Pesten op School. (2015)
Sue Young, Van pesten naar Samenwerken. (2012)
Fina van de Pol-Drent, Met buikpijn naar School. (2013) Patrick van Veen & Sarah Mutsaers, Pestkop Apenkop. (2012)

English books

Michelle Anthony, Little girls can be mean (2010).
Beth Goobie, Stick and Stones (2002).
Gershen Kaufman, Lev Raphael, Pamela Espeland, Stick up for yourself (1990).
New Moon Books Girls Editorial Board. Friendship: How to Make, Keep, and Grow Your Friendships (1999).
Trevor Romain, Bullies are a pain in the brain (1997).
Jerry Spinelli, Crash (1996).
Jerry Spinelli, Loser (2002).

Dutch websites

www.pestenislaf.nl <http://www.pestweb.nl/middelbare-school.html> <http://www.pesten.net>
<http://www.stoppestennu.nl/digitaal-pesten> <http://www.schoolveiligheid.nl/thema/pesten/>
<http://www.pestkopapenkop.nl/>

English websites

www.bullying.org
www.eyesonbullying.org www.safeyouth.org/scripts/topics/bullying.asp

Dutch films

Spijt! (2013)
Stuk! (2014)
Ben X (2007)
Sophie & Arthur (2004) Cyberbully (2011)

English films

Cyberbully (2011) Odd girl out (2005)
Documentaries/short films
Bully (2011) Cyberbully (2015) Bluebird (2004)