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Anti-Bullying Policy

CJD International School

CJD Anti-Bullying Policy

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1. Introduction

At Colégio Júlio Dinis (CJD) International School, we are committed to nurturing a spirit of excellence and inclusivity in our students through a multicultural, ebullient learning experience and a well-balanced education. We do not tolerate any form of bullying by anyone or towards anyone. As a school community, we all share the responsibility to maintain an environment which is free from bullying.

Every CJD student:

- Is entitled to an education in a safe environment.
- Deserves respect and equal treatment in terms of dignity and value.
- Has a duty to care for their own wellbeing and for the wellbeing of others.

The World Health Organization (WHO) defines bullying as a repetitive, intentional harm caused to one person or group by another person or group. The harm may be emotional, or physical, or both. The relationship between the bullies and the bullied usually involves an imbalance of power. Bullying can be physical, verbal, social, and cyberbullying. It can happen face-to-face or online.

Students and parents can be assured that any known, suspected, or reported instances of bullying will be addressed. Bullying has no place in CJD and we will actively work to address any bullying that occurs within the school community and to mitigate its impact. Our school's mission promotes a strong belief in exemplary conduct, and we will consistently address any behaviour that does not meet these high expectations.

Policy Goals

- To ensure that our school remains a safe environment for both children and adults.
- For all leadership members, teaching and non-teaching staff, students, and parents to understand what is meant by the term bullying.
- For leadership members, as well as teaching and non-teaching staff, to become familiar with the school's anti-bullying policy and adhere to it when incidents of bullying are reported.
- The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

2. Different forms of bullying:

CJD does not tolerate discrimination based on a person's gender, religion, culture, sexuality, socio-economic status, disabilities or physical appearance. CJD is committed to promoting an inclusive environment where all students feel safe, valued and respected.

Bullying can take many forms including:

- **Emotional:** hostile behaviour, exclusion, tormenting, spreading rumours, or spreading untrue information.
- **Social:** Preventing others from maintaining positive relationships or from maintaining a good reputation in social situations such as workgroups, lunch tables, playground or on the bus.
- **Physical:** Engaging in actions like spitting, stealing, tearing clothes, or any form of physical aggression.
- **Racial:** Racist insults, vandalism or displays involving offensive symbols or words, or offensive gestures.
- **Sexual:** Physical contact without consent, sexually explicit remarks, derogatory comments based on sexual orientation.
- **Verbal:** Name-calling, spreading rumours, teasing, threatening, sarcasm.
- **Cyberbullying:** Harassing someone via messages or social media, posting rumours on social networks or chats, impersonating and damaging the victim's reputation, posting photos or videos online without consent.

Actions which are not bullying:

- **Single Incidents:** One-off acts of aggression or conflict are not considered bullying. Bullying involves a repeated pattern of behaviour.
- **Mutual conflict:** Situations where there is a disagreement or conflict between two individuals of equal power, and both parties are upset and have a vested interest in the conflict, are not bullying.
- **Teasing:** Light-hearted teasing that is mutual and enjoyed by both parties is not bullying. However, if teasing becomes harmful or one-sided, it can turn into bullying.
- **Rough play:** Physical interactions that are consensual and enjoyed by all participants, such as friendly wrestling or sports play, are not bullying unless they become aggressive or one-sided.

- **Assertive behaviour:** Standing up for oneself in a respectful and non-aggressive manner is not bullying. Assertiveness is different from aggressive behaviour that intends to harm others.

3. Signs and effects of bullying

Students who are experiencing bullying may exhibit noticeable changes in behaviour, emotional wellbeing, and academic performance. Early identification is key to providing support and intervention. The table below outlines common signs of bullying as well as its potential effects on students:

Signs	Effects
<ul style="list-style-type: none"> • Sudden changes in behaviour, mood, or academic performance. Appears anxious. • Unexplained physical injuries or frequent complaints of physical symptoms. • Avoidance of social situations or school activities. 	<ul style="list-style-type: none"> • Decreased academic performance and concentration issues. Unhappiness. • Psychosomatic symptoms such as eating disorders, stomach aches, and headaches. • Sleep disturbances, loss of self-confidence, isolation, and loneliness. Reluctance to come to school or poor attendance.

4. Preventing Bullying

Preventing bullying is a shared responsibility involving the entire school community. A proactive and well-informed approach is essential to reduce the likelihood of bullying behaviour occurring in the first place. The school is committed to creating a safe and inclusive environment where all students feel respected, supported, and empowered. To this end, we adopt a wide range of strategies aimed at education, early intervention, and the promotion of positive relationships:

- Creating a positive culture that encourages compassion and inclusivity while rejecting bullying behaviour.
- Developing students' interpersonal skills through the curriculum, tutor periods, and school activities.
- Educating students about the definition, manifestations, and consequences of bullying.
- Encouraging students to take an active role in preventing and intervening in bullying situations.
- Encouraging parents to talk with their children regularly, so that any issues are easier to share.
- Helping children develop self-esteem and recognise that everyone is different and equally important.
- Providing evidence-based educational training for teachers, students, and parents with input from subject matter experts.

Regarding online and cyber bullying incidents it is paramount to remember that to be able to use TikTok, Facebook, Instagram, Pinterest, Snapchat and YouTube requires a minimum age of 13 years of age, whereas WhatsApp requires a minimum age of 16 years old. Students should be advised to always respect others and to think before posting or messaging online. Parents should be alert and monitor Internet usage and keep the evidence of any offensive content. Parents should be included in any processes regarding cyberbullying. In some cases where the severity of the incidents requires external intervention, the local authorities may be contacted in accordance with the Portuguese legislation.

5. Consequences of Bullying

Bullying behaviour will lead to clear, consistent, and proportionate consequences. The school ensures that all incidents are handled with fairness and in line with established procedures:

- **Investigation and reporting:** All suspected, known, or reported incidents of bullying will be thoroughly investigated and appropriately documented.
- **Sanctions:** Depending on the severity of the behaviour, consequences may include additional coursework, service to the school community, exclusion from extracurricular activities, or, in serious cases, suspension or expulsion (see the **Code of Conduct** for further details).
- **Support and reconciliation:** Support will be provided to all parties involved. Where appropriate and possible, restorative approaches will be used to promote understanding and reconciliation.

6. Tackling Bullying

Effectively addressing bullying requires timely action, clear procedures, and a supportive environment for all involved. The following measures outline how bullying incidents are managed at CJD:

Staff Training

- Delivering regular professional development sessions on the school's bullying policy.
- Ensuring that all relevant information is promptly recorded and updated on CPOMS.
- Providing year-round coaching to staff on how to respond to and manage incidents.
- Conducting annual questionnaires to understand students' perceptions of safety within the school.

Investigation and Resolution

- Carrying out thorough investigations into all reported cases of bullying.
- Creating a safe, trusting environment in which students feel comfortable sharing sensitive information.
- Listening to all parties involved — including victims, alleged offenders, and relevant witnesses — in an objective and non-judgmental manner.
- Simplifying documentation and ensuring consistent monitoring on CPOMS, with the Wellbeing Officer copied in to prevent repeated incidents.

Support and Sanctions

- Fostering strong educator-student relationships to encourage open communication and early reporting.
- Addressing inappropriate behaviour and applying consequences proportionate to the severity of the incident.
- Involving external agencies when appropriate in more serious cases.
- Considering temporary or permanent exclusion for students who do not respond to interventions (see the **Code of Conduct** for further details).

Last date revised: July 2025

Next review date: January 2026



Colégio Júlio Dinis
INTERNATIONAL SCHOOL

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