



Amity International School Amsterdam

Respectful Relationship Policy

Date	Action	Action Performed by
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Mission Statement

It is our mission to provide an engaging and challenging learning environment where students are empowered to succeed academically, socially and emotionally.

Our students learn within a real-world, inquiry-based curriculum which fosters their individuality, creativity and unique interests. We encourage our students to be innovative and reflective thinkers who demonstrate resilience and determination. We promote ethical, responsible action for positive change and provide opportunities for teamwork and leadership. We nourish the development of open-minded, caring individuals who are active and respectful members of the global and local community.

Rationale

At Amity International School Amsterdam, we are committed to providing our students with a safe learning environment where they can thrive without fear of abuse or intimidation regardless of our individuality. We promote a learning environment and school culture that encourages open-minded, caring individuals who are active and respectful members of the global and local community.

Definitions

It is important to note that relational conflict and bullying or harassment is not limited to student-to-student interactions and can also occur between any members of the community.

Relational conflict, bullying, harassment and intimidation have distinct characteristics:

1. Relational conflict often arises from differences in opinions, interests, or misunderstandings between individuals. It typically involves a temporary breakdown in relationships or a clash of personalities. In relational conflict, power imbalances may not be present, and the intent to harm or exert control over others is not the primary motivation. Conflict resolution strategies, such as open dialogue, negotiation, and mediation, can be effective in resolving relational conflicts. The aim is to resolve relational conflict before it becomes Bullying, Harassment or Intimidation.
2. Bullying involves repeated and intentional aggressive behaviour directed towards an individual with an imbalance of power. It typically occurs when one person consistently seeks to harm, dominate, or control another person. Bullying can take various forms, including physical, verbal, relational, or cyberbullying. It is characterized by a power differential, where the aggressor aims to intimidate, belittle, or exert control over the target. Bullying is harmful and can have long-lasting negative effects on the well-being of the individual being targeted. (See appendix 1 for Relational Conflict vs. Bullying)
3. Harassment refers to any unwanted and persistent behaviour that causes distress, discomfort, or threatens the safety of another person. It involves

unwanted attention, coercion, or intimidation that is repeated over time.

Harassment can be based on factors such as gender, race, ethnicity, religion, sexual orientation, disability, or any other protected characteristic.

4. Intimidation refers to behaviour or actions that are intended to create fear, anxiety, or a sense of vulnerability in another person. It involves using threats, aggression, or displays of power to control, manipulate, or influence someone's thoughts, actions, or decisions.

Purpose

This policy outlines Amity's response to the promotion of respectful relationships.

The purpose of this policy is to:

- Communicate to the school community what constitutes relational conflict, bullying, harassment or intimidation and to ensure that we have a common understanding of each (see Appendix 1);
- Provide procedures for investigating and dealing with behaviour that does not align with our respectful relationship policy;
- Prevent disrespectful relationships from happening between children and young people who are a part of our organization or take part in our activities;
- Ensure disrespectful behaviours are stopped as soon as possible if it does happen and that those involved receive the support they need;
- Provide information to all staff, volunteers, children and their families about what we should all do to support respectful relationships.

Responsibilities and Procedures

The primary aim in investigating and dealing with relational conflict is to resolve any issues and to restore, as far as is practicable, the relationships of the parties involved. Every effort will be made to ensure that all involved (including students, parent(s)/guardian(s)) understand this approach from the outset. The school's procedures for investigation, follow-up and recording of relational conflict are as detailed below.

Staff

Senior Leadership are expected to:

- Assure a safe space for students and staff to thrive.
- Teaching staff are expected to:
- Report incidents through the tracking platform as soon as possible (e.g. iSams, Incident Report Form, or Written Reflection);
- Provide ongoing education for students on how to prevent and respond to situations of where our respectable relationship expectations are not met;
- Inform family members of the students involved;
- Model healthy relationships between staff, students and parents;
- Inform House Advisors or Phase Leaders / School Councillor / Head of School (where appropriate);

- Continually monitor student behaviour;

Non-Teaching Staff:

- All non-teaching staff must report cases of relational conflict, bullying, harassment and intimidation witnessed by them, or mentioned to them, to a relevant member of the educational team if they do not have access to iSams.

Families and Caregivers are expected to:

- Commit to working with the school in educating and protecting all members of the community;
- Report all observed or suspected cases of relational conflict, bullying, harassment and intimidation to their child's Class Teacher / House Advisor as soon as possible;
- Participate in the school's opportunities for education on the topics of relational conflict, bullying, harassment and intimidation. This includes knowing how each are defined;
- Support the school's procedures and efforts to intervene with and prevent relational conflict, bullying, harassment or intimidation.

Students are expected to:

- Strive to be assertive in speaking up and speaking out for themselves and others;
- Not act or say things (including virtually thorough online platforms) that are not in line with our respectful relations policy.
- Inform a trusted staff member by reporting any observed or experienced relational conflict, bullying, harassment and/or intimidation as soon as possible;
- Understand their role in any case of relational conflict, bullying, harassment and/or intimidation in terms of being actively involved, a bystander or the targeted individual and take proactive steps to ensure all interactions are positive and respectful within our community.

Procedures are subject to review and may be adjusted at the discretion of the Senior Leadership Team.

Appendix 1 - Bullying

At Amity International School Amsterdam we recognise that disagreements, arguments and conflicts can arise as part of normal social interactions. Through conflict situations that arise in everyday life, children and young people learn to understand and manage their emotions and develop their social skills. However, there are distinct differences between peer conflict and bullying.

What is bullying?

Bullying includes a range of abusive behaviours that:

- Are repeated and intended to hurt someone either physically or emotionally
- Demonstrate an imbalance of power or strength between the bully or bullies and the victim.

Bullying causes real distress and affects a person's health and development. Types of bullying can include physical, psychological, cyber, sexual and identity based (race, religion, disability, immigration status, sexual orientation, gender identity, physical appearance) abuse.

All children, regardless of age, disability, gender, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.

Identifying bullying

Relational Conflict	Bullying
Equal power in relationship	Imbalance of power
Both parties feel upset	Victim upset, bully is not
Feel remorse	Bully has no remorse
Wants to solve problem and restore relationship	Bully does not see need for resolution
Happens occasionally	Is ongoing
Usually not emotionally damaging	Can be serious emotional or physical threat

Cyberbullying

Examples of cyberbullying include:

- Sending threatening, abusive messages on instant messaging apps, through text messaging and through social media platforms.
- Trolling - posting messages in online social communities with the intention of causing conflict and argument.
- Sharing photos, films and /or personal information about a student on social media without the person's permission with the intention of embarrassing or humiliating them.

- Spreading hurtful information or spreading rumours about a student online or via messaging with the intention of harming their reputation and their friendships and relationships.
- Creating false accounts in a student's name and/or hijacking their identity with the intention of humiliating and embarrassing the student.
- Sending and sharing explicit messages, photos/films to another student or coercing another student into sharing explicit photos or films of themselves.

Appendix 2 – Diversity and Inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity. (see Amity's Diversity, Equity and Inclusion Statement).

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

Appendix 3 – Incident Report Form

The Incident Report form is used in Senior School for gathering information or statements from students in response to an incident. Written information provided in the form may be helpful when reporting the incident on the Wellbeing module in iSAMS.

[Incident Report Form](#)

The Written Reflection Form is used in Senior School in response to inappropriate behaviour or patterns of negative behaviour, identified by a teacher and requiring reflection on the part of the student, and intervention or advocacy from the student's House Advisor.

Completed Written Reflection Forms are to be deposited in the bottom tray by the Senior School photocopier where they will be collected, and information entered into iSAMS. A tally of Written Reflections for each House Group can be found in the Reward and Conduct Manager on iSAMS.

[Written Reflection Form](#)