



## Joint Declaration about the National Cooperation for Social Well-Being and Handling of Bullying in the Primary Schools and Lower Secondary Schools

**We know** that social well-being is one of the most important prerequisites for a good learning environment and a school culture without bullying. We know that social well-being is of decisive significance to the self-esteem, quality of life and sense of solidarity of the pupils. We know that social well-being facilitates positive learning processes and that professional qualifications are obtained only in an atmosphere of social well-being. - Happy children are better learners! We emphasise the importance of hard work in order to ensure the well-being of all children at our schools. The results will be improved if we coordinate our efforts!

Therefore, we must work together and constantly direct our efforts towards our near surroundings and target groups in order to promote social well-being and counteract bullying.

**Politicians** at a national, regional and local level have the overall responsibility for the pupils' social well-being in school. Thus, social well-being should be part of the political agenda, and politicians should support initiatives aimed at promoting a positive learning environment and counteract bullying in schools. In addition, the support of politicians is of crucial importance to head teachers in their efforts to promote the social environment at their school. We must bring into focus study work, evaluations and action plans from each school and be aware of the impact of this work.

**We know, that we as head teachers** are responsible for the pupils' social well-being in school. Thus, we wish to:

- Prioritise the pupils' social well-being in school as a natural part of our educational practices
- Prioritise our efforts to counteract bullying by means of the co-operative bodies of the school and the day-to-day collaboration between teachers, educationalists, pupils, parents and school management
- Make sure that new and innovative knowledge, inspiration and competencies are available for schools in their efforts to promote the pupils' social well-being and counteract bullying
- Follow up on the study work, evaluations and action plans put forward by the schools
- Provide individual support for teachers and educationalists in their work to promote the pupils' social well-being in their daily life

**We know, that we as teachers and educationalists** are responsible for the pupils' social well-being in school. Thus, we wish to:

- Assume professional and personal responsibility for handling incidents of bullying and ensuring the pupils' social well-being
- Be aware of relations between the pupils by means of our day-to-day contact with them, and make sure that problems are dealt with immediately
- Work towards the creation and maintenance of good relations between colleagues in the school and the institutions of the school, and stress the

importance of working together and assuming mutual responsibility for pupils' well-being

- Promote a debate on educational practice and methods within the area and disseminate knowledge and experience to support a positive development of the social well-being in the classroom
- Involve pupils and parents in the work to improve the social well-being and counteract bullying
- Promote social integration in the school and the institutions of the school on the basis of a philosophy where childrens' differences are regarded as positive resources
- Provide support and experience exchange regarding childrens transition into school

**We know, that we as parents** are responsible for all childrens' social well-being in school. Thus, we wish to:

- Assume personal responsibility for the social well-being and behaviour of our child
- Participate actively in the cooperative relations between school and home
- Bring social well-being forward for discussion on a regular basis in our school boards and take specific measures to facilitate improvements
- Exercise our influence through the school boards and thereby encourage the schools to engage in an active, open and broad cooperation with the parents to promote the pupils' social well-being and to counteract bullying
- Disseminate information about parents' rights and duties by means of the school boards
- Work through other boards and committees with parental representation to promote the pupils' social well-being and to counteract bullying in school

**We know, that we as pupils** are responsible for the well-being of ourselves and our peers in school. Thus, we wish to:

- Intervene against those who bully
- Take action if our peers do not thrive
- Use our influence as representatives in the process of promoting the educational environment at school as well as our influence as participants in the school boards in order to put social well-being on the agenda
- Bring the issues of bullying into focus by means of the pupils' council and, if necessary, form action groups, initiate campaigns etc.
- Participate actively in the elaboration of a specific action plan to promote social well-being at our own school
- Send a clear signal that bullying is not acceptable

**We know** that good coordination, sharing of knowledge and exchange of experiences will enhance our efforts to promote social well-being and counteract bullying in the primary and lower secondary schools. All signatories to this Joint Declaration for National Cooperation therefore commit themselves to keep up to date with and inform others of relevant initiatives, as well as to consider their own initiatives as an integral part of the overall efforts in this field.

## **Signed in Copenhagen, Marts 10th, 2004 by:**

**Undervisningsministeriet** (The Danish Ministry of Education)  
Ulla Tørnæs, Minister of Education

**KL** (Local Government Denmark)  
Ejgil W. Rasmussen, Chairman

**Københavns Kommune** (City of Copenhagen)  
Per Bregengaard, Mayor of Education and Youth

**Frederiksberg Kommune** (City of Frederiksberg)  
Mads Lebech, Mayor

**Amtsrådsforeningen** (Danish Regions)  
Kristian Ebbensgaard, President

**Børne- og Kulturchefforeningen** (Association of Directors in the Field of Children's Educational and Cultural Matters)  
Per B. Christensen, Chairman

**Lederforeningen** (Danish Union of School Leaders)  
Jens Færk, Chairman

**Lærerseminariernes rektorforsamling** (Committee of Principals at Colleges of Education)  
Nils-Georg Lundberg, Chairman

**Pædagogseminariernes Rektorforsamling** (Rector's Conference of Social Educator Education)  
Søren K. Lauridsen, Chairman

**Danmarks Skolelederforening** (The Danish Association of Head Masters)  
Erik Lorenzen, Chairman

**Danmarks Lærerforening** (The Danish Union of Teachers)  
Anders Bondo Christensen, Chairman

**Københavns Lærerforening** (Teachers Union of Copenhagen)  
Jan Trojaborg, Chairman

**Frie Grundskolers Lærerforening** (The Association of Teachers for Private Independent Elementary Schools)  
Arne Pedersen, Chairman

**Frie Grundskolers Fællesråd** (Unioncouncil of Private Independent Elementary Schools)  
Per Kristensen, Chairman

**Dansk Friskoleforening** (Danish Association of Independent Schools)  
Ebbe Liliendal Jørgensen, Chairman

**Efterskolernes Lærerforening** (The Teachers Union of the Danish "Efterskoler")  
Jørn Rasmussen, Chairman

**Børne- og Ungdomspædagogernes Landsforbund** (The Danish Federation of Early Childhood Teachers and Youth Educators)  
Annette Trads Hansen, Chairman

**Pædagogstuderendes LandsSammenslutning** (The Danish National Organisation of Pedagogical Social Education Students)  
Søren Ekstrand, Chairman

**Lærerstuderendes Landskreds** (Teachers Students Organisation)  
Laust Johan Westtoft, Chairman

**Forældreorganisationen Skole og Samfund** (The National Association of Schoolparents)  
Thomas Damkjær Petersen, Chairman

**Danske Skole Elever** (The National Union of Danish Pupils)  
Martin Justesen, spokesperson



**We** know that our status as organisations and institutions within this field obliges us to contribute actively to support and promote pupils' well-being and to counteract bullying in schools. The best and most efficient way to do this is to co-operate with all signatories to this declaration. Thus, we oblige ourselves to contribute to the establishment of The National Cooperation for Social Well-Being and Handling of Bullying in Primary and Lower Secondary Schools.

**Børnerådet** (The National Council for Children)  
Klaus Wilmann, Chairman

**Børns Vilkår** (Children's Welfare in Denmark)  
John Aasted Halse, Chairman

**Det Kriminalpræventive Råd** (The Danish Crime Prevention Council)  
Eva Smith, Chairman

**Statens Institut for Folkesundhed** (The National Institute of Public Health)  
Finn Kamper Jørgensen, Director

**Dansk Center for Undervisningsmiljø** (Danish Centre of Educational Environment)  
Jes Lunde, Chairman

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