EL ALTILLO INTERNATIONAL SCHOOL | iSP International Schools Partnership

SCHOOL BULLYING ACTION POLICY

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DEFINITION. CHARACTERISTICS.

A pupil becomes a victim when he/she is exposed, repeatedly and over a period of time, to negative actions that manifest themselves through different forms of bullying or harassment committed in his/her school environment, carried out by another pupil or several of them, leaving him/her in a situation of inferiority with respect to the aggressor or aggressors.

It is important not to confuse this phenomenon with sporadic aggressions among students or other violent manifestations that do not involve the inferiority of one of the participants in the event.

Bullying has the following characteristics:

- Imbalance of power: There is an inequality of physical, psychological and social power that generates an imbalance of forces in interpersonal relationships.
- Intentionality/repetition: Intentionality is expressed in an aggressive action that is repeated over time and generates in the victim the expectation of being the target of future attacks.
- Helplessness/Personalisation: The target of the bullying is usually a single pupil, who is thus placed in a situation of helplessness.

Bullying also tends to have a collective or group component, as there is usually not just one aggressor but several and because the situation is usually known by other classmates, passive observers who do not contribute sufficiently to stop the aggression.

TYPES OF PEER HARASSMENT

Aggression can take different forms:

- Social exclusion and marginalisation
- Verbal aggression
- Indirect physical aggression
- Direct physical aggression
- Intimidation/threats/blackmail
- Sexual abuse

WHERE DOES IT USUALLY HAPPEN?

- During recess and playgrounds;
- in the queue;
- in toilets, corridors....;
- in the classroom, when the teacher turns to the blackboard to give an explanation, while attending to a pupil;
- during class changes;
- in the canteen;
- on school transport;
- at the entrance or exit of the school;
- outside the school;
- by mobile phone (messages, anonymous calls...);
- on the Internet, through social networks, chat and e-mail.

WHAT ARE THE WARNING SIGNS? OF THE PERSON BEING BULLIED

- Recurrent absenteeism/serious absenteeism.
- Drop in school performance.
- Difficulty concentrating.
- Feelings of guilt.
- Assumption of responsibility for the acts.
- Depressive symptoms: irritability, insomnia, nightmares, lack of appetite.
- Apathy.
- Attack behaviours. Aggressiveness/low self-control.
- Flight and avoidance behaviours.
- Somatic symptoms of anxiety: gastrointestinal symptoms, generalised malaise, tiredness and stiffness, muscular, tightness in the chest, choking sensation, dizziness, headaches...
- Psychological and emotional symptoms of anxiety: restlessness, nervousness, pessimism, apprehension, feeling of tension, fatigue...
- Fear/panic symptoms: (trembling, palpitations, choking sensation...).
- Fear of loss of control.
- Fear of being alone.
- Helplessness.
- Self-harming ideas, threat of suicide and attempted suicide.
- Isolation from peers.
- Denial of facts or inconsistencies.
- Emotional lability: uncontrolled crying, extreme emotional responses.

ON WHOM IT AFFORMS

- Verbal and physical aggression.
- Insults.
- Threats.
- Low self-control.
- Impulsivity.
- Violent behaviour.
- Abuse of power.
- Psychological harassment.
- Sexual harassment.
- Aggression against property.
- Body language: looks and gestures of rejection.
- Coercion

ON OBSERVERS

- They collaborate in harassment.
- They record aggressions.
- They condone it by their presence.
- They reinforce the bully's behaviour.
- They ignore and isolate.

WHAT IS THE PROCEDURE TO FOLLOW IN THE EVENT OF ALLEGED BULLYING SITUATIONS?

1. The first step is to report the situation

Any member of the educational community who becomes aware of a possible situation of bullying should report it to the school's management team, either in writing or verbally by requesting an interview.

If the complainant decides to do so by means of a written interview, the Management Team will use Annex I for the initial collection of information.

2. Immediate constitution of the Assessment Team at the centre, which will be made up of the Director, the Guidance Counsellor and a teacher from the centre (tutor, the one who knows the pupil best, etc.).

3. Emergency measures

If deemed necessary, emergency measures must be taken to protect the person being assaulted and/or to prevent further assaults:

- Measures to ensure the immediate safety of the pupil, as well as support and assistance measures.
- Precautionary measures aimed at the bullying pupil.

4. Initial assessment of the situation.

The aim of this phase is to "feel out the possible situation of harassment" in order to avoid alarmist attitudes.

The Assessment Team will study the facts in the light of emerging priorities.

A member of the Assessment Team will gather information on the situation. This process will be carried out with the utmost confidentiality in the contexts of the complaint and others that may arise.

If from the above initial assessment it appears that there are indications of bullying, the school management will inform the Inspection Service.

5. Verification of the situation.

The objective of this phase is to consolidate the evidence from the previous phase.

In the shortest possible period of time, the information shall be analysed and contrasted to consolidate the existence of evidence, type and seriousness of the reported facts. The procedure described in the following point shall be followed.

6. Procedure to be followed.

Systematic observation of the risk areas will be carried out in order to select data on the functioning of the students in the centre, their interaction characteristics, the existing levels of aggression, the situations in which aggression occurs, etc.

A member of the Assessment Team will carry out an investigation of the situation using the following procedure and in the order determined by the Assessment Team, ensuring that the bullied and the bully do not coincide:

- Interview with the allegedly bullied pupil. The student must be guaranteed the confidentiality of his or her information (Annex II may be used).
- Interview with non-participant observers. These are members of the educational community who may be aware of the facts but do not actively participate in them. (Annex III may be used).
- Interview with parents or legal representatives of the alleged victim. They will be informed of the facts that are being investigated, the measures adopted, the steps to be taken in the management of the conflict, depending on the seriousness of the incident and their collaboration will be requested in order to resolve it. (Annex IV may be used).
- Interview with the alleged aggressor or aggressors (Annex V may be used).
- Interview with the parents or representatives of the alleged aggressor(s). They will be informed of the existing accusations, of the evidence that exists in relation to them, of the legal actions that the school is responsible for if the existence of bullying is confirmed, of the steps to follow in the management of the conflict and their collaboration will be requested for the solution of the conflict. (Annex VI)
- Report on the alleged situation of bullying (Annex VII).

Once the interviews have been completed, the Assessment Team will analyse the information gathered and make an assessment of the situation, determining whether or not there is sufficient evidence to confirm the existence of bullying between pupils, as well as the seriousness of the situation. It will issue a report on the reported situation and deliver it to the Head of the school which, depending on the information provided, will decide whether to initiate disciplinary proceedings against the alleged aggressor pupil or pupils, applying in this case the Royal Decree on the Rights and Duties of Pupils (Annex VII may be used). Depending on the seriousness or complexity of the case, it is advisable, in order to guide and advise the school, to request the attendance of the Education Inspectorate at this meeting.

Subsequently, the Director will issue a report on the situation denounced and the actions taken, which will be sent to the Inspection Service. For this purpose, he/she will use the model set out in Annex VIII.

WHAT SHOULD BE DONE IF BULLYING IS CONFIRMED?

The confirmation of bullying entails the adoption of several parallel actions.

On the one hand, assessing the need to communicate the situation to other institutions, and on the other hand, the immediate implementation of disciplinary measures.

a) Reporting the situation.

Once the situation of bullying has been confirmed, the Director will inform the families and the Education Inspection Service. Likewise, the tutor and teachers of the pupils involved will be informed in order to avoid sowing alarm in the school and to provide truthful information.

When conflict situations (acts of vandalism, physical aggression, fights, theft, etc.) go beyond the resources and competences of the educational system, or when the competent bodies of the centre feel that they cannot deal with the problem, it is necessary to request external help and inform the competent services, which depending on the situation may be: National Police, Guardia Civil, Juvenile Prosecutor's Office and Social Services.

b) Application of disciplinary measures.

When the situation is resolved at the educational centre, the Organisation and Operation Regulations will be applied. In its application, the personal, family or social circumstances of the pupil must be taken into account.

ANNEXES

ANNEX I

INITIAL COLLECTION OF INFORMATION ON ALLEGED CASES OF BULLYING

School:

Address:

Details of the pupil alleged to have been bullied Name:

Year:

Age:

Origin of the request:

	Family		Student assaulted
	Teaching staff of the centre		Partners
	Tutor		Non-teaching staff
	Guidance		Others: ……

Brief description of the facts:

Actions taken by the informant:

ANNEX II

INTERVIEW GUIDE FOR THE INTERVIEW WITH THE ALLEGEDLY BULLIED STUDENT

Name of student:
Year:

1. Gathering information.

- What happened (description of the different situations) When and where did it happen?
- Who are the people doing it? Why do you think they are doing it?
- Is there anyone who has seen it?
- Who knows about the situation? Who have you told about these situations you are experiencing? Who could you tell about them?
- Is there someone to protect you?
- How long have these situations been going on? How do you feel when this happens?
- What do you do when this happens?
- What would have to happen to fix the problem?

2. Inform the alleged victim of the measures you are going to take and try to reassure him or her. 3. Conclude by asking again for a summary: So you say .....?

ANNEX III

INTERVIEW GUIDE FOR THE INTERVIEW WITH NON-PARTICIPATING OBSERVERS

The interview should be conducted on a one-to-one basis.

Write down the name of the observer and the relationship to the alleged harassed person, not asking directly for these details.

- How do you get on at the centre?
- How do you get along with your classmates? Do you have good friends at the school?
- Do you consider peer aggression to be a problem at this school?
- What do you think are the most frequent forms of bullying among classmates (name-calling, calling names, making fun of someone, ridiculing, physical harm, talking badly about someone, threats, blackmail, forcing someone to do things, isolating, rejecting, not getting together)?
- Have you ever witnessed bullying of a classmate (sometimes, often, almost every day)?
- What kind of bullying was it (name calling, name calling, making fun of someone, ridiculing, physical harm, talking badly about someone, threatening, blackmailing, forcing someone to do things, isolating, rejecting, not getting together)?
- How often do you think these forms of abuse occur?
- Where do these situations usually occur? (In class without a teacher, with a teacher, in the corridors, in the toilets, in the playground, in the gym, in the changing rooms, on the way out, on transport, in the street, by email, by mobile phone messages, by messenger).
- Why do you think some kids bully others (to be annoying, to be louder, to play pranks, because they deserve it)?
- How do you feel about the actions of some of your classmates? How do you think those who mistreat you feel? How do you think the person who receives the mistreatment feels?
- What did you do when these events occurred?
- Who have you told about this situation (no one, classmates, the tutor, teachers, my parents, the counsellor, the management team)?
- Who could you tell?
- What would have to happen for this problem to be fixed?
- What would you be willing to do for this situation to be solved?

ANNEX IV

GUIDE FOR THE INTERVIEW WITH THE FAMILY OF THE ALLEGEDLY ABUSED STUDENT

They are attending as: FATHER - MOTHER - LEGAL GUARDIAN

Name and surname(s):
Contact telephone number:
Name of pupil:
Year: Age:

1. In order to reassure the family of the alleged bullying pupil, it is advisable to take the following steps:

- Inform them of the facts that are being investigated.
- Inform them of the immediate action taken by the school.
- Inform them of the measures being implemented at the school to change the situation.

2. Gathering information about the reported facts.

- What knowledge did you have of the facts? What information does the family provide?
- What degree of involvement do you observe in your child? What behaviours have you observed in your child?
- How is your child being affected by what has happened? Which classmates may have been involved?
- What measures have been taken by the family?

3. Collect information on family dynamics and relationships with the aim of looking in depth at behaviours at home, relationships with different family members, social relationships, leisure activities, possible changes in behaviour.

4. Inform the family of how they can contribute to a satisfactory resolution of the problem.

ANNEX V

INTERVIEW GUIDE FOR THE INTERVIEW WITH THE ALLEGED BULLYING STUDENT

Student's name:
Grade:

1. Information gathering: How are you doing at school?
    - How do you get on with your classmates?
    - Do you consider peer aggression to be a problem in this school?
    - What do you think are the most frequent forms of bullying (name calling, name calling, making fun of someone, ridiculing, physical harm, talking badly about someone, threatening, blackmailing, forcing someone to do things, isolating, rejecting, not getting together)?
    - How often do these forms of bullying occur? Why do you think some children bully others?
    - I was told there was an incident the other day with ..... What happened?
    - Where did it happen? (Try to give a description) Why do you think it happened?
    - How do you feel in that situation?
    - How do you think (the alleged victim) feels .....?
    - What would have to happen for the problem to be fixed?
    - What are you willing to do to help the person experiencing this problem? What are you committed to?
    -
2. Report on the measures that may be applied.

3. Conclude by asking again for a summary: So you say .....?

ANNEX VI

GUIDE FOR THE INTERVIEW WITH THE FAMILY OF THE ALLEGED BULLYING STUDENT

They attend in their capacity as: PARENT - MOTHER - LEGAL GUARDIAN

Name and surname(s):
Contact telephone number:
Name of pupil:
Year:
Age:

1. In order to reassure the family of the alleged bully, it is advisable to take the following steps:

- Inform them of the facts that are being investigated.
- Inform them of the immediate action taken by the school.
- Inform them of the measures being implemented at the school to change the situation.
- Inform of the disciplinary and legal consequences that may exist in the school and social spheres (Public Prosecutor's Office for Minors, Child, Adolescent and Family Care Service of the Directorate General for Social Services).

2. Gathering information about the reported facts.

- What knowledge did you have of the facts? What information does the family provide?
- What degree of involvement do you observe in your child? What behaviours have you observed in your child?
- How is your child being affected by what has happened? Which classmates may have been involved?

What measures have been taken by the family?

3. Collect information on family dynamics and relationships with the aim of going deeper into behaviours at home, relationships with different members of the family, social relationships, leisure activities, possible changes in behaviour.

4. Inform the family on how they can collaborate for a satisfactory resolution of the problem.

ANNEX VII

BULLYING SITUATION REPORT OF THE DEVALUATION TEAM

(This report is confidential)

Name of the person who prepares it:
School:
Location:
Source of the complaint: (Family, students, tutor,...)

1. IDENTIFICATION DATA: Pupil allegedly bullied:

Name:
Year: Age:
Alleged bullying pupils:
Name:
Grade: Age:
Alleged level of involvement: Leader - High - Active chaperone - Chaperone
Type of observers: (pupils, teachers...)

2. PLACES AND DATES OF THE ASSAULTS:

2. DESCRIPTION OF TYPES OF ASSAULT AND FREQUENCY:

- Verbal: (insults, name-calling, threats, blackmail, coercion, other)

- Physical: (hitting, shoving, kicking, slapping, beating, sexual harassment, other)
- Social: (rejection, isolation, humiliation, ridicule, rumours, other)
- Technological: (telephone messages, e-mails, dissemination of images without consent, other), dissemination of images without consent, other)
- Material: (Breakage of materials, theft of objects, other)

4. TARGET OF THE AGGRESSION

5. CONSEQUENCES OF AGGRESSION:

6. SUMMARY OF THE MEETINGS HELD, SPECIFYING ATTENDEES, THEIR ATTITUDES AND THE DATE ON WHICH THEY WERE HELD, AS WELL AS ANY POSSIBLE AGREEMENTS REACHED, IF ANY WERE REACHED.

7. CONCLUSIONS:

(Date and signature)

ANNEX VIII

SCHOOL MANAGEMENT REPORT ON BULLYING TO THE INSPECTION SERVICE

(This report is confidential)

School:
Location:

1. IDENTIFICATION DATA:

Pupil allegedly bullied:
Name:
Year: Age:
Alleged bullying pupil(s):
Name:
Grade: Age:
Alleged degree of involvement: Leader - High - Active chaperone - Chaperone Type of observers: (Pupils, teachers...)
Origin of the request: (Family, pupils, tutor, ...)

2. PLACES AND DATES OF THE ASSAULTS
3. DESCRIPTION OF TYPES OF ASSAULT AND FREQUENCY:

- Verbal: (insults, name-calling, threats, blackmail, coercion, other)
- Physical: (Hitting, shoving, kicking, slapping, beating, sexual harassment, other)
- Social: (Rejection, isolation, humiliation, ridicule, rumours, other)
- Technological: (Telephone messages, emails, dissemination of images without consent, other)
- Material: (breakage of materials, theft of objects, others)

4. TARGET OF THE AGGRESSIONS
5. CONSEQUENCES OF AGGRESSION:
6. SUMMARY OF THE PROCEDURE DEVELOPED.
7. MEASURES IMPLEMENTED

    7.1. Protection of the victim MEASURE: RESPONSIBLE PERSON(S)

    7.2. Application of precautionary disciplinary measures:

    MEASURE:
    RESPONSIBLE PARTY/ PARTIES

    7.3. Opening of disciplinary proceedings: YES NO DATE INSTRUCTOR/ES

8. OTHER MEASURES AND ACTIONS PLANNED.

- With the students involved.
- With the group. With the families.
- With the teaching staff.
- With the educational community.
- Indicate the resources necessary for each measure and the timeframe (Date and signature).

THE HEADMASTER