



## SAGE COLLEGE – POLICIES AND PROCEDURES

# ANTI-BULLYING POLICY

(ORDER OF 20 JUNE 2011, ADOPTING MEASURES FOR THE PROMOTION OF COEXISTENCE IN SCHOOLS AND REGULATING THE RIGHT OF FAMILIES TO PARTICIPATE IN THE EDUCATIONAL PROCESS OF THEIR CHILDREN.  
ANNEX I

ORDEN DE 20 DE JUNIO DE 2011, POR LA QUE SE ADOPTAN MEDIDAS PARA LA PROMOCIÓN DE LA CONVIVENCIA EN LOS CENTROS DOCENTES Y SE REGULA EL DERECHO DE LAS FAMILIAS A PARTICIPAR EN EL PROCESO EDUCATIVO DE SUS HIJOS E HIJAS.  
ANEXO I

## Characteristics of bullying

Bullying is understood as "**psychological, verbal or physical mistreatment of a pupil by one or more classmates repeatedly over a certain period of time**".

It is important not to confuse this phenomenon with sporadic aggression among students and other violent manifestations which do not involve inferiority of one of the participants in the event and which will be dealt with by applying the educational measures established by the school in its plan for coexistence and, in any case, in accordance with what is specified in the school's rules and regulations, in accordance with what is specified in Decrees 327/2010 and 328/2010, both of 13 July, which approve the Organic Regulations of secondary schools, second cycle nursery schools, primary schools, infant and primary schools and specific public special education centres.

### **Bullying has the following characteristics:**

- **Intentionality** - The aggression produced does not constitute an isolated event and is directed at a specific person with the intention of making him/her a victim.
- **Repetition** - It is expressed in an aggressive action that is repeated over time and the victim suffers it continuously, generating in him/her the expectation of being the target of future attacks.
- **Imbalance of power** - There is an inequality of physical, psychological or social power, which generates an imbalance of forces in interpersonal relationships.
- **Defencelessness and personalisation** - The target of the bullying is usually a single pupil, who is thus placed in a situation of defencelessness.
- **Collective or group component** - Normally there is not just one aggressor, but several.
- **Passive observers** - Bullying situations are usually known by third parties who do not contribute sufficiently to stop the aggression.

## Types of Bullying

### Aggression and bullying can take different manifestations:

- a. Social exclusion and marginalisation.
- b. Verbal aggression.
- c. taunts and humiliation.
- d. Indirect physical aggression.
- e. Direct physical aggression.
- f. Intimidation, threats, blackmail.
- g. Harassment through technological means or cyber-bullying. Intimidation, dissemination of insults, threats or publication of unwanted images through e-mail, web pages or messages on mobile phones.
- h. Harassment or aggression against sexual freedom and orientation.
- i. Sexual harassment or sexual abuse.
- j. Consequences of harassment

### CONSEQUENCES

- **For the victim:** it can result in school failure, psychological trauma, physical risk, dissatisfaction, anxiety, unhappiness, personality problems and risk to their balanced development.
- **For the aggressor:** it can be the prelude to future antisocial behaviour, a practice of obtaining power based on aggression, which can be perpetuated in adult life, and even an overvaluation of the violent act as socially acceptable and rewarded.
- **For peer observers:** it can lead to a passive and complacent or tolerant attitude towards injustice and a misperception of self-worth.

# SAGE COLLEGE

# ANTI-BULLYING PROTOCOL

## Step 1. Identifying and communicating the situation

Any member of the Sage College educational community who has knowledge or suspicions of bullying of a pupil is obliged to report it to a teacher, the tutor, the school psychologist, as appropriate, and a member of the educational community who has knowledge of the situation. In any case, the recipient of the information shall always inform the headteacher or, in his absence, a member of the School Leadership Team.

## Step 2. Immediate action

- Following this communication, the Stage Coordinator will meet with the tutor of the pupils concerned to gather information, analyse it and assess the appropriate intervention.
- This meeting should be recorded in writing, specifying the information gathered and the actions agreed.
- In all cases in which it is considered that a situation of bullying may exist, the Provincial Education Inspection Service will be informed of the start of the action protocol through the Head of the school.

## Step 3. Emergency measures

- If deemed necessary, emergency measures will be taken to protect the person being assaulted and to prevent further assaults:
- Measures that guarantee the immediate safety of the bullied student, as well as specific support and help measures.
- Precautionary measures aimed at the bullying student.

## Step 4. Transfer to the families or legal guardians of the pupils.

The tutor or Stage Coordinator, after informing the head teacher, with due caution and by means of an interview, will bring the case to the attention of the families or legal guardians of the pupils involved, providing information about the situation and the measures adopted.

## Step 5. Transfer to the other professionals dealing with the bullied student.

The head teacher, with due confidentiality and protection of the privacy of the children affected and that of their families or legal guardians, may inform the teaching team of the students involved of the situation. If deemed appropriate, he shall also inform the rest of the school staff and other external bodies (social, health or judicial, depending on the initial assessment).

## Step 6. Gathering information from different sources

Once the appropriate emergency measures have been taken, the School Leadership Team shall collect the necessary information concerning the event from the various sources listed below:

- a. Compilation of existing documentation on the students affected.
- b. Systematic observation of the indicated indicators: in common areas of the centre, in class, or in complementary and extracurricular activities.

Likewise, the Stage Coordinator will ask the tutor to complete the information. This will be done, depending on the case, by observing the pupils concerned, contrasting opinions with other classmates, talking to the pupils concerned or interviewing the pupils' families or legal guardians. If deemed appropriate, the information will be completed with other complementary sources, such as administration and services staff, or staff from the corresponding social services.

Once all the information has been collected, the Stage Coordinator will draw up a report with the data obtained, contrasting the information provided by the different sources.

**The following aspects should be considered in this process:**

- a. Guaranteeing the protection of minors.
- b. Preserving their privacy and that of their families or legal guardians.
- c. Act immediately.
- d. Generate a climate of basic trust in minors.
- e. Collect all types of evidence and indicators.
- f. Do not duplicate interventions and avoid unnecessary delays.

### **Step 7. Application of corrections and disciplinary measures**

Once all the information has been collected and contrasted, the Stage Coordinator will proceed to adopt corrections to the conduct contrary to coexistence or disciplinary measures for the aggressor pupils involved, according to what is established in the school Discipline policy, and, in any case, in accordance with what is established in Chapter III of Title V of Decrees 327/2010 and 328/2010, both of 13 July. These corrections or disciplinary measures will be recorded in accordance with the provisions of Article 12.1 of this Order.

### **Step 8. Communication to the management team**

The Coordinator will send the report made after the collection of information as well as, where appropriate, the disciplinary measures applied, to the head of the centre and other members of the School Leadership Team.

### **Step 9. Communication to the education inspectorate**

The head teacher shall forward the report to the Provincial Education Inspection Service, without prejudice to the immediate communication of the case, as set out in Step 2 of this protocol.

### **Step 10. Measures and actions to be defined**

The Sage College Leadership Team will define a set of measures and actions for each specific case of bullying. If deemed necessary, it may also seek the advice of the Provincial Advisory Office for School Coexistence and the educational inspectorate.

These measures and actions will refer both to those applicable at the school and in the classroom, as well as those applicable to the students in conflict, which guarantee individualised treatment for both the victim and the aggressor(s), including specific awareness-raising actions for the rest of the student body as well as for the observer student body. All of this, without prejudice to the application of the corrective measures set out in the coexistence plan to the bullying students.

## Initial phase: Detection

### **Bullying can be detected by various means:**

- a. By the environment surrounding the victim: classmates, teachers, extracurricular activities;
- b. The pupils themselves
- c. The class tutor;
- d. A family complaint
- e. An external police or court report.

Victims are often reluctant to communicate their problems to adults and peers, so vigilance and observation should be maximised.

## Investigation phase

Once a case of bullying has been detected, the case will be reported to the Stage Coordinator, who will keep a written record, guaranteeing confidentiality.

### **1) In order to gather information, the Stage Coordinator will communicate with:**

- a. The class tutor/teacher of both the victim and the aggressor;
- b. The head teacher and the school psychologist
- c. The family

### **2) Taking into account the circumstances and the information gathered from all parties, the School Leadership Team will proceed to adopt the provisional measures considered most appropriate:**

- a. To guarantee the safety of the victim.
- b. To warn the aggressor of what is happening.
- c. All procedures should be recorded in writing.

## Resolution phase

### **1) If it is established that there is no case of bullying, it will be included in the conclusions of the process. The parents of the pupils involved will be informed by the class teacher(s) under the guidance of the Stage Coordinator or the Head of School.**

### **2) If it is found that bullying is taking place, the Stage Coordinator will:**

- a. Inform the families immediately.
- b. Take provisional measures to support and protect the victim, as well as to modify the aggressor's behaviour.

### **3) A written record of all procedures will be made in the report drawn up.**

4) If the bullying is considered to be serious misconduct and disciplinary measures are therefore taken, the **disciplinary procedure shall be resolved immediately**. If the seriousness of the case makes it advisable, either because of the seriousness of the misconduct or because of the lack of protection of the minor, the Social Services for Child Protection should be notified in the case of pupils over 14 years of age; pupils under this age will be referred to the corresponding national police services (Tutor Agent).

5) The Head of School will be responsible for ensuring that the planned measures and actions are carried out, periodically informing the School Leadership Team, the families and the reference inspector of the degree of compliance with the measures and the school situation of the pupils involved.

## **Step 11. Communication to the families or legal guardians of the students**

The families of the students involved will be informed of the measures and actions of an individual nature, as well as the organisational and preventive measures proposed for the group, level and educational centre, observing at all times absolute confidentiality in the treatment of the case.

## **Step 12. Follow-up of the case by the education inspectorate**

The inspector of reference will monitor the measures and actions defined and implemented, as well as the school situation of the pupils involved.