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The British School of Gran Canaria

Anti-Bullying

Policy Document



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THE BRITISH SCHOOL OF GRAN CANARIA

ANTI-BULLYING POLICY

1. Scope

This policy applies to the daily interactions and working environment within The British School of Gran Canaria.

2. Definitions

Throughout this document the following words, terms and phrases have the following meanings:

The School – The British School of Gran Canaria.

BSGC – The British School of Gran Canaria.

School Community – pupils, teacher and parents of students of the British School of Gran Canaria.

Pupils – synonymous with students.

Parents – parents of students at BSGC.

Staff – adults employed and who work within the British School of Gran Canaria.

Governors – Members of the Governing Body of the British School of Gran Canaria

Support staff – Assistant teachers and lunchtime supervisors.

PSHE – Personal, social and health education.

INSET – in-service training.

Staff duties – refers to the supervision of playgrounds and building before and after school and at break times.

Head of Key Stage – a secondary position of responsibility for specific year groups (Years 7-9, Years 10-11 and Years 12-13) focussing on pastoral support and care.

Head of Sector – a senior position of responsibility for, or within, specific sectors of the school i.e. Primary Tafira, Primary South, Secondary – Students, Secondary – Teaching and Learning, Secondary – Enrichment and Support.

Infants – refers to the classes Nursery to Year 2 in Primary.

Juniors – refers to classes Year 3 to Year 6 in Primary.

3. Rationale

The British School of Gran Canaria will provide a safe, secure and happy environment for our school community, where diversity is celebrated and an interest in difference is promoted. Such an environment will enable students to study and learn most effectively and where a supportive and caring school community will be fostered.

The British School of Gran Canaria has a **zero-tolerance** approach to bullying, at all levels, and in all sections of the school community.

The school is committed to providing a school environment where bullying is not tolerated and where students feel safe to tell someone, whether another child or an adult, if they are being bullied.

The school will safeguard and support the target of bullying and will also apply disciplinary sanctions to the pupil causing the bullying and offer guidance to the perpetrators to help them change their behaviour.

The school recognises the seriousness of bullying because it is linked to many negative outcomes including psychological damage or undermining the confidence and self-esteem of the targets.

The school will have systems in place to prevent and stop any continuation of harmful behaviour and to react to bullying incidents in a consistent way. See Appendix A.

This policy should be used in conjunction with the **BSGC E-safety Policy** and the **BSGC Behaviour, Discipline and Exclusion Policy**.

4. Definition of Bullying

Bullying is where a person or a group exercise control over another against their will, often leaving the target feeling powerless and alone. One-off incidents, whilst very serious and always dealt with, do not fall within the definition of bullying.

To constitute bullying, an incident must involve one or more of the following elements:

- An imbalance of power – the exercising of verbal, physical or psychological force on behalf of the bully towards the victim
- Intention – the conscious desire of one student to harm, threaten, or frighten another.
- Repetition – the aggressive action is repeated over time and generates a feeling in the victim of being the target of future attacks.

Bullying can adopt different forms and can be targeted at students for many reasons, such as:

- Racial,

- Religious,
- Cultural,
- Sexist,
- Homophobic,
- Gender-identity related,
- Special educational needs,
- Disability,
- Home circumstances.

Bullying may involve one or more of the following behaviours:

- Physical – for example hitting, kicking, taking belongings
- Verbal – for example name-calling, insulting, racist remarks, threats
- Psychological, emotional, and social – for example spreading hurtful stories, images or opinions about someone, intimidating someone, excluding someone from social groups

Bullying can also take place online (cyber-bullying). It is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature on social websites, through text messages or emails or by sharing photographs or videos.

Bullying can be done by an individual or it can be done by a group.

Bullying via social exclusion can be actively experienced (for example not letting someone join in) or passively experienced (such as Ignoring) or as a combination of both.

5. Prevention of Bullying

This policy will be promoted through PSHE lessons and regular assemblies. All teachers will, where appropriate, incorporate the anti-bullying message into their teaching.

All members of staff will promote and sustain the highest standards of behaviour for learning. All members of staff will attempt to limit incidents of aggression in and around school.

Pushing, 'play fighting' and other boisterous behaviour is to be challenged and corrected.

Teachers will never accept name-calling, the use of racial or sexist terms or other unpleasant references to others and will never indulge in such activities themselves.

Staff duties should be proactive. Staff can patrol areas that are either known to be or are suspected of being areas of potential bullying activity. These areas will almost certainly include the playground, pupil toilets and covered outside areas. Through a proactive approach to duties, problems can be prevented or resolved before they escalate.

6. Communication of anti-bullying policy

The policy needs to be communicated to pupils, parents, staff and governors frequently:

- To pupils through the PSHE programme, assemblies and through positive advertising of the policy.
- To parents through the school prospectus, the school website and monthly newsletters.
- To staff through the Handbook, INSET and staff meetings.
- To governors through discussions at governors' meetings.

7. Levels of Responsibility

The school's procedures for the assessment, follow-up and recording of bullying behaviour are divided in three stages (see Appendix A and B). The relevant members of staff for assessing and dealing with bullying on each one of these stages are as follows:

- a. Stage 1 – Initial assessment of the situation**
 - Primary: class teacher or subject teacher.
 - Secondary: tutor (of target of suspected bullying) supported by Head of Key Stages.
- b. Stage 2 – Bullying identified**
 - Primary: Head of Sector (Infants or Juniors).
 - Secondary: Head of Key Stage supported by Assistant Head of Secondary in charge of students.
- c. Stage 3 – Bullying persists or very serious incidents**
 - Primary: Head of Primary.
 - Secondary: Assistant Head of Secondary in charge of students supported by Head.

8. BSGC Community Responsibility

All students have the responsibility to ensure that the targets of bullying are not isolated and to intervene when someone is being bullied. Students must inform a member of staff if they suspect that bullying is taking place.

When dealing with bullying incidents, teachers and senior staff will always work in cooperation with other members of staff, supporting each other and sharing information in a continuous and consistent way.

All members of teaching and support staff will be informed of situations of suspected or confirmed bullying. Bullying is best dealt with when all members of staff are aware of the situation and act as a team in a coordinated way.

Appendix A – Procedures to be followed when dealing with bullying incidents

a. Stage 1 - Initial assessment of the situation

- If an incident perceived as bullying has been identified or reported, an initial assessment will be carried out by the person(s) responsible at Level 1.
- All incidents must be dealt with in accordance with the school's Behaviour, Discipline and Exclusion Policy. The initial assessment will be carried out after the School's Discipline Policy has been applied.
- The aim of this assessment will be to determine whether the situation being monitored is a one-off incident or a repeated behaviour of a bullying nature.
- This assessment will include observation in different areas of school and at different times throughout the school day. Staff will be informed that an assessment is being carried out and will be asked to monitor the students involved during their lessons or break-time duties. It will be clearly mentioned who staff must report their observations to.
- This assessment could also include interviewing the students involved separately or any member of the school community who has witnessed the incident.
- The person responsible at Level 1 will inform the Head of Sector (Primary) or the Assistant Head of Secondary in charge of Students (Secondary) of the result of the assessment stating whether the assessment has concluded bullying has not been identified and the situation may be dealt with through the school's Discipline Policy or whether there is a need to proceed to the next stage.
- The Head of Sector or the Head of Key Stage will keep a record of the assessment.

b. Stage 2 - Bullying identified

- Stage 2 begins when bullying has been confirmed through the initial assessment in Stage 1 or when there is repetition of an incident involving the same students that was previously dealt with as a one-off situation.
- The first objective of this stage is to stop the behaviour and to prevent any other incidents from occurring.
- The person responsible at Level 2 will inform all members of teaching staff in their sectors and convene meetings with the parents of the students involved.
- Information will be given about the situation that has been identified and the steps that will be followed.

INTERVENTION

- With the target

The student will be asked to identify a member of staff with whom s/he feels comfortable. This member of staff will offer support to the target of bullying by having daily conversations with the student and being the first point of reference for the student.

A support group will be created with students identified by the target of bullying. This group of peers will support the target, accompany him/her throughout the school day and report any incidents to their tutor.

The target of bullying will be offered support and guidance by the members of staff responsible at Level 2 on self-esteem, self-confidence and assertiveness.

The need to involve external support agents will be considered and parents informed.

- With the bully (either individual or group)

Disciplinary measures will be applied to impress on the perpetrators that their behaviour is unacceptable, deter them from repeating that behaviour and signal to other pupils that the behaviour is unacceptable and will not be tolerated by school.

Depending on the severity of the bullying, sanctions may include a verbal warning, a written or verbal apology, return of property, replacement of damaged possessions, detentions (after-school or during break times), behaviour contract, behaviour-monitoring report, internal suspension or exclusion. In all cases, the school's Discipline and Exclusion Policy will be applied.

The Level 2 members of staff will assess the nature of the bullying and implement the disciplinary measures that best apply to the situation.

Guidance will be offered to the perpetrators to help them change their behaviour. Empathy with the target will always be encouraged.

The need to involve external support agents will be considered and parents will be informed.

- With the by-standers (class or year group)

A plan will be created by the (Level 2) members of staff who will liaise with class tutors.

The aims of this plan will be to reinforce the rationale and objectives of the school's anti-bullying policy, stress the group's responsibility to ensure that the target of bullying is not isolated and to intervene when someone is being bullied, making it clear to the bully that their actions are disapproved of.

This plan will be implemented during tutor periods, specially convened assemblies or PSHE lessons.

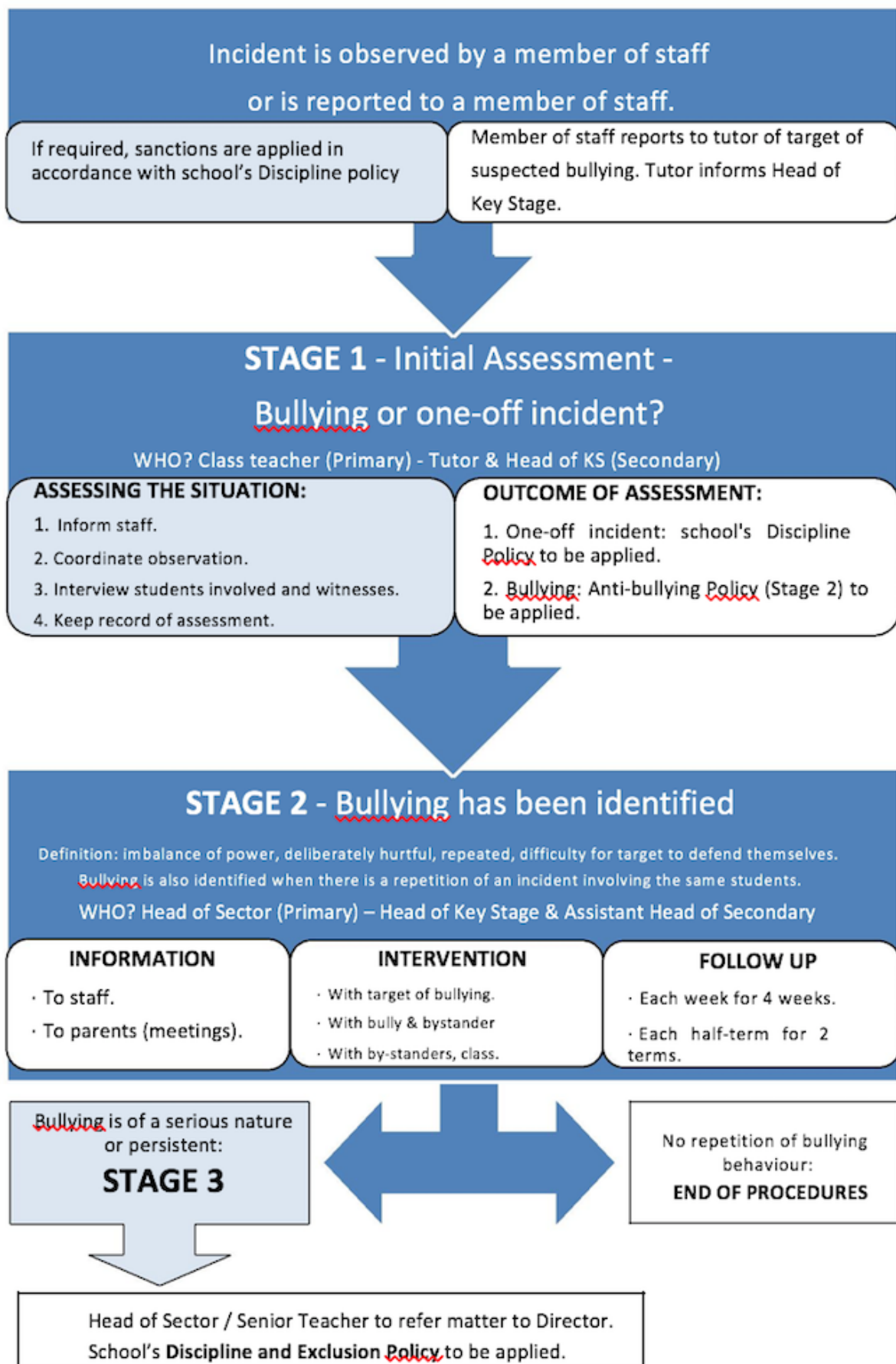
FOLLOW UP TO ACTIONS

- The Level 2 members of staff will check that there is no repetition of the bullying each week for 4 weeks. This will be done by observation of the students involved in different areas of the school at different times and by having informal conversations with the students involved and with by-standers.
- If there is no repetition of the bullying, the situation will still be monitored each half term for two terms. If there is no repetition after two terms, procedures will conclude.
- In the case of any repetition, the members of staff responsible at Level 2 will immediately refer the matter to the Head of Primary or the Assistant Head of Secondary in charge of students who will then decide whether there is a need to proceed to the next stage

c. Stage 3 – Bullying Persists or Very Serious Incidents

- Serious (possibly involving behaviour of a physical or violent nature) or persistent cases of bullying will be dealt with following the school's Discipline and Exclusion Policy.
- The school recognizes that some forms of aggravated bullying may have to be dealt with by outside agencies or by local authorities

Appendix B – Flowchart of Procedures



Appendix C – Anti-Cyberbullying Code - Advice to Students

Being sent an abusive or threatening text message, or seeing nasty comments about you on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyberbullying, and advice on how to report it when it does happen.

Always respect others

Remember that when you send a message to someone, you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurt someone else. Always ask permission before you take a photo of someone.

If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully and even be accused of cyberbullying yourself. You could be breaking the law.

Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

Treat your password like your toothbrush

Don't let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

Block the bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features, they are there for a reason!

Don't retaliate or reply

Replying to bullying messages, particularly in anger, is just what the bully wants.

Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening and can be used by your school, internet service provider, mobile phone company or even the police to investigate the cyberbullying.

Make sure you tell

You have a right not to be harassed and bullied online.

There are people that can help:

- Tell an adult you trust who can help you to report it to the right person.

- Tell the provider of the service you have been bullied on, for example, your mobile phone operator or social network provider. Check their websites to see where to report.
- Tell your school. Your teacher or the anti-bullying coordinator at your school can support you and can discipline the person bullying you.
- You can contact the *Servicio Contra El Acoso Escolar* on 800 007 368. This is a free service (in Spanish) open Monday- Friday from 8:00 to 20:00

Finally, don't just sit there. If you see cyber bullying going on, support the victim and report the bullying. How would you feel if no one stood up for you?

Appendix D – Advice for teachers

The following links published by the Canary Island Government might be useful in guiding teachers on how to deal with a possible case of bullying in school. (Staff who need a translation of these documents should consult colleagues in school or the Administration staff for assistance).

<https://www3.gobiernodecanarias.org/medusa/ecoescuela/tamadaba/2004/04/15/bullying-escolar/>

<https://www3.gobiernodecanarias.org/medusa/ecoescuela/acosoescolar/>

<https://www3.gobiernodecanarias.org/medusa/ecoescuela/sa/files/formidable/6/SituacionAprendizaje-2.pdf>

The Canary Island Government also provides a free telephone service on 800 007 368 (Mon-Fri 8:00 – 20:00) which can inform, guide and help students in cases of bullying. This service also provides guidance to parents and teachers regarding how to proceed when a case of bullying has been identified.

For support and guidance from the United Kingdom, teachers and pupils can use the following link to access several resources and contact details for organisations.

<https://www.stopbullying.gov/resources/get-help-now>

The National Bullying Hotline is a website and hotline that may enable you to identify solutions and remedies along with practical help.

<https://www.nationalbullyinghelpline.co.uk>

Helpline: 0300 323 0169

Appendix E – The legal context

Children and young people's rights are clearly specified in the UN Convention on the Rights of the Child (UNCRC). The 4 broad areas of this convention are:

- Survival Rights
- Development Rights
- Participation Rights
- Protection Rights

Children need to be protected from bullying behaviour in order for them to survive, develop and participate in a fulfilling life. Children have the right to be protected from any type of abuse.

Article 2.2 - States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

The Spanish Constitution (SC)

Bullying is an attack against the dignity of the child and their fundamental rights (art. 10.1)

Real Decreto 732/1995

This text establishes the rights and responsibilities of the students and the rules of co-existence within schools and establishes that the Administration and Management of the school are ultimately responsible for preventing bullying within school. This means that, when faced with a case of bullying, the staff of the school are those who are responsible for putting in place measures to resolve this type of situation. Thus, the school is responsible for any damage caused to a student and for adapting any necessary measures to guarantee the best resolution.

Educational Legislation

In accordance with art. 1 of the **Ley 26/2015, of 28 July, changing the system of protection of childhood and adolescence** (modification of the Ley Orgánica 1/1996, of January 15th, on Legal Protection of Minors) – Young people must respect their teachers and other members of the school staff, as well as all their fellow students, avoiding conflictive situations and bullying in all its forms, including cyber-bullying.

Penal Code

Depending on the severity of the case, acts of bullying can be treated under Article 173.1 of the Penal Code as "*a crime against moral integrity*" or under Article 172 as "*a crime against freedom*".

The Ley Orgánica de Responsabilidad Penal del Menor applies sanctions against perpetrators of school bullying and implements measures to protect the victims.

Appendix F – Anti-Bullying Policy Stage 1

Possible target of bullying		
Possible perpetrator(s) of bullying		
Other students that could be involved		
Possible witnesses		

Head of Key Stage managing Stage 1 actions	
Assistant Head of Secondary supporting the coordinator	
Class Tutor(s)	

Concern reported by		Date:
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IMPLEMENTATION OF SCHOOL'S DISCIPLINE POLICY

Students	Reason for sanction	Sanction applied and date

ANTI-BULLYING POLICY - STAGE 1 – Steps taken during the initial assessment of the situation

ACTION	DATE	✓
Implementation of school's discipline policy (see above for details)		
Staff informed – Email Observation forms emailed and made available in Staff Room.		
Staff informed – Issue mentioned during staff meeting / forum		
Observations carried out in different areas of school and by different members of staff from		
Interview with alleged target of bullying		
Other meetings		
OUTCOME OF ASSESSMENT – Bullying not identified. One-off incident that happened on		
Records of observations filed in students' Pastoral Care folders		
Parents informed / Referrer informed		

Appendix G – Anti-Bullying Policy Stage 2

Student identified as being the target of bullying.		Year
Student(s) identified as being the perpetrators of bullying		Year

Head of Key Stage managing Stage 2 actions	
Assistant Head of Secondary supporting the coordinator	
Class Tutor(s)	

STAGE 1 – Steps taken during the initial assessment of the situation

ACTION	DATE	✓
Staff informed – Email		
Staff informed – Issue mentioned during staff meeting		
Observations carried out in different areas of school and by different members of staff	From: To:	
Records of observations filed in students' Pastoral Care folders		
Bullying identified - Need to proceed to Stage 2 of the school's Anti-bullying Policy		

STAGE 2 – Bullying has been identified

Bullying is an imbalance of power, deliberately hurtful, repeated, difficulty for target to defend themselves. Bullying is also identified when there is a repetition of an incident involving the same students. The first **objective** of this stage is to stop the behaviour and to prevent any other incidents from occurring.

RECORD OF ACTION TAKEN (Records of all meetings to be attached to this form)

INFORMATION	DATE	✓
All staff informed (email / meeting)		
Parents of identified target informed in a meeting. Members of staff present:		
Parents of identified perpetrator(s) informed in a meeting. Members of staff present:		

INTERVENTION WITH THE TARGET OF BULLYING	DATE(S)	✓
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Member of staff identified by student to have daily conversations with the student and be first point of reference. Member of staff:		
Support group created with students identified by the target of bullying. Members of the support group:		
Head of Key Stage meets target of bullying and offers support and guidance on self-esteem, self-confidence and assertiveness.		
Head of Key Stage and Assistant Head of Secondary consider that the involvement of external support agents is needed. Parents of target informed.		

INTERVENTION WITH THE PERPETRATOR(S) OF BULLYING	DATE(S)	✓
Disciplinary measures applied after incident (please circle): Verbal warning, a written or verbal apology, return of property, replacement of damaged possessions, detentions (after school or during break times), behaviour contract, behaviour monitoring report, internal suspension, exclusion.		
Head of Key Stage meets perpetrator to promote a change in behaviour and to encourage empathy with the target of bullying.		
Head of Key Stage and Assistant Head of Secondary consider that the involvement of external support agents is needed. Parents of perpetrator(s) informed.		

INTERVENTION WITH THE BY-STANDERS (Class or Year Group)	DATE(S)	✓
Plan created by Head of Key Stage and Class Tutor to reinforce the rational and objectives of the school's anti-bullying policy, stress groups' responsibility and avoid target's isolation. Description of plan / actions:		

RECORD OF INCIDENTS – All incidents reported by the target of bullying or the Support group to be recorded below.

INCIDENT & ACTION TAKEN	DATE

FOLLOW UP TO ACTIONS

WEEKLY MONITORING OF STUDENTS INVOLVED	✓	DATE(S)
Week 1 Observations carried out in different areas and at different times. Informal meetings with students involved and with by-standers.		From: To:
Week 2 Observations carried out in different areas and at different times. Informal meetings with students involved and with by-standers.		From: To:
Week 3 Observations carried out in different areas and at different times. Informal meetings with students involved and with by-standers.		From: To:
Week 4 Observations carried out in different areas and at different times. Informal meetings with students involved and with by-standers.		From: To:

HALF-TERMLY MONITORING OF STUDENTS INVOLVED (If there is no repetition of the bullying)	✓	DATE(S)
Half-term 1 Observations carried out in different areas and at different times. Informal meetings with students involved and with by-standers.		From: To:
Half-term 2 Observations carried out in different areas and at different times. Informal meetings with students involved and with by-standers.		
Half-term 3 Observations carried out in different areas and at different times. Informal meetings with students involved and with by-standers.		
Half-term 4 Observations carried out in different areas and at different times. Informal meetings with students involved and with by-standers.		

REPETITION OF BULLYING

ACTION	DATE(S)	✓
Head of Key Stage and Assistant Head of Secondary informed.		
Stage 3 of Anti-bullying policy to be applied.		
Head of school informed.		