



British College La Cañada

Whole School

ANTI- BULLYING POLICY

Statement of Intent

At British College La Cañada we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment.

Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

If bullying does occur, everyone should be able to tell and know what incidents will be dealt with promptly and effectively in accordance with this policy. We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff

Aims and Objectives

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- the school will meet the legal requirement for all schools to have an anti-bullying policy in place;
- all teaching and non-teaching staff, pupils and parent/guardians will have an understanding of what bullying is;
- all teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported;
- all pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs;
- pupils and parents/guardians will be assured that they will be supported when bullying is reported ;
- a positive, caring ethos will be created within the school environment where everyone can work, play and express themselves free from the fear of being bullied.

What is Bullying?

Bullying is the use of aggressive behaviour, name-calling or intimidation with the intention of hurting another person.

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STP- it happens Several Times On Purpose).

Bullying is mean and results in worry, fear, pain and distress to the victim/s



Bullying can cause serious psychological damage.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

In order to consider a behaviour as bullying it needs to meet these three criteria's simultaneously:

Intention (that the intention to cause hurt exists) and Repetition (repeated aggressive behaviours).

An unbalancing of power (physical, psychological or social).

Helplessness/Personalization: The subject of the mistreatment is normally aimed at one pupil who is then placed in a situation of helplessness.

Forms of Bullying:

Bullying among peers can appear in many different ways. It is not only manifested through beatings or physical aggression, it is often presented as a set of different types of intimidation that leave the victim without a response. Here are some of those intimidating behaviours

Verbal – insults, name calling, badmouthing somebody, and start rumours or hoaxes, any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Psychological - cause fear and threats, achieve some object or money and also to force them to do things against their will, blackmail and public ridicule, graffiti, notes, letters, messages, mobile and threatening emails.

Using the internet, social networks, forums, blogs, chats, cyberbullying, etc., with intent to do harm by (sending mass emails, distributing images without consent, ...) and exclusion (left out of groups, not belonging to a particular group).

Physical – direct - pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things;

- Indirect – theft and destruction of school material, clothes and other personal items.

Racist - racial taunts, graffiti, gestures, making fun of culture or religion;

Sexual - unwanted physical contact or sexually abusive or sexist comments, homophobic because of/or focusing on the issue of sexuality; sexual violence and harassment (please see separate policy on this).

Peer on Peer Abuse

All staff should recognise that children are capable of abusing their peers. Issues of learners hurting other learners have traditionally been dealt with under processes outlined in settings' behaviour policies. It is important that peer on peer harm should be considered as a safeguarding issue.

This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; causing someone to engage in sexual activity without consent; sexting; upskirting which typically involves taking a picture under a person's clothing without their permission and initiation/hazing type violence and rituals.

At BCLC, Incidents are taken seriously. These will never be tolerated or passed off as 'banter', just having a laugh' or 'part of growing up'. Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention. It is understood that peer on peer harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics. Also that peer on peer abuse can affect mental health. It is important that incidents of harm are treated under safeguarding policy and process and records will be kept on the child's safeguarding/child protection file.

BCLC is committed to undertaking the following:

- Early identification of vulnerability to peer on peer harm by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.
- Securing the immediate safety of learners involved in an incident and sourcing support for other young people affected. If a disclosure is made – staff will listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- Those who experience abuse will never be given the impression that they are creating a problem by reporting, nor will those who experience abuse ever be made to feel ashamed for making a report.
- The child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort. The need to not promise confidentiality should be considered as it is very likely that information will need to be shared with others.
- When an incident of sexual violence and sexual harassment occurs, reference to Part 5 of Keeping Children Safe In Education 2021 and guidance Sexual violence and sexual harassment between children in schools and colleges 2021 should be



made in relation to taking protective action. These incidents must be reported immediately to the DSL/ Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified.

- If the incident constitutes a criminal offence, the setting will liaise with the police.

Contextual safeguarding approach to peer on peer harm:

BCLC will minimise the risk of peer on peer abuse by taking a contextual approach to safeguarding by increasing safety in the contexts of which harm can occur – this can include the school environment itself, peer groups and the neighbourhood. Following any incidents of peer on peer harm, the DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any lessons learned. This can include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

What role does gender play?

Children of all gender identities can both perpetrate and be the victim of peer on peer abuse, but this often manifests itself differently. Girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

When does behaviour become abusive? (Threshold)

It can be difficult to distinguish between abusive behaviour, which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute abuse, such as low level bullying (where the school's Anti-Bullying Policy should be followed) or age appropriate sexual experimentation.

Among the factors which may indicate that behaviour is abusive include:

- a) where it is repeated over time and/or where the perpetrator intended to cause serious harm;
- b) where there is an element of coercion or pre planning and
- c) where there is an imbalance of power, for example, as a result of age, size, social status or wealth.
- d) where the behaviour focuses on a specific person with the intention of converting him or her into a victim and/or to cause a serious harm.; and/or
- e) the state of defenselessness of the victim.

This list is not exhaustive and staff should always use their professional judgment and discuss any concerns with the DSL.

How can I identify victims of peer on peer abuse?



Identifying peer on peer abuse can be achieved by being alert to children's well-being and to general signs of abuse. Signs that a child may be suffering from peer on peer abuse overlap with those relating to other types of abuse – see indicators of abuse, earlier in this document.

Signs can include:

- a) failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect.
- b) physical injuries.
- c) having difficulties with mental health and/or emotional wellbeing.
- d) becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much.
- e) drugs and/or alcohol use.
- f) changes in appearance and/or starting to act in a way that is not appropriate for the child's age.

This list is not exhaustive and the presence of one or more of these signs does not necessarily indicate abuse.

Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be affected by peer on peer abuse and staff should be alert to signs of such abuse amongst all children. Research suggests that:

- a) peer on peer abuse is more prevalent amongst children aged 10 and older, although it also affects younger children, including by way of harmful sexual behaviour.
- b) children who are particularly vulnerable to abuse or to abusing others include those who have (i) witnessed or experienced abuse or violence themselves; (ii) suffered from the loss of a close family member or friend; or (iii) experienced considerable disruption in their lives.
- c) children with SEN/D and those who identify as LGBT+ are particularly vulnerable to both abuse and peer on peer abuse.

How prevalent is peer on peer abuse?

By way of reference, recent research suggests that peer on peer abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). Two thirds of contact sexual abuse experienced by children aged 17 or under was perpetrated by someone who was also aged 17 or under (Radford et al 2011) and over a third of young boys in England admitted to watching porn and having negative attitudes towards women (University of Bristol and University of Central Lancashire, 2015).

What should I do if I suspect either that a child may be being abused, or that a child may be abusing others?

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of



staff should report their concern to the DSL without delay in accordance with this policy. If a child is in immediate danger, or at risk of harm, a referral to Authorities should be made immediately.

How will the DSL respond to concerns of peer on peer abuse?

The DSL will discuss the behaviour with the member of staff and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child. Where the DSL considers or suspects that the behaviour might constitute abuse, Authorities will be contacted immediately and, in any event, within 24 hours of the DSL becoming aware of it. The DSL will discuss the incident with Social Services and agree on a course of action, which may include:

- (a) taking any steps to ensure the safety and wellbeing of any children affected;
- (b) further investigation;
- (c) referral to other agencies such as the police and the Prosecution Services (where a crime may have been committed), a specialist harmful sexual behaviour team.

Any response should be decided in conjunction with Social Services and other relevant agencies and should:

- investigate the incident and the wider context and assess and mitigate the risk posed by the perpetrator(s) to the victim(s) and to other children;
- consider that the abuse may indicate wider safeguarding concerns for any of the children involved
- treat all children (whether perpetrator or victim) as being at risk - while the perpetrator may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves;
- take into account the complexity of peer on peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting
- take appropriate action in respect of the perpetrator – any action should address the abuse, the causes of it, attitudes underlying it and the support that may be needed if the perpetrator is at risk. Factors to consider include: the risk the perpetrator(s) poses and will continue to pose to other children, their own unmet needs, the severity of the abuse and the causes of it. Disciplinary action may be appropriate, including (a) to ensure that the perpetrator takes responsibility for and realises the seriousness of his or her behaviour; (b) to demonstrate to the perpetrator and others that abuse can never be tolerated; and (c) to ensure the safety and wellbeing of the victim and other children in the school. Permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the victim(s) and other children in the school
- provide on-going support to victim(s) including by (a) ensuring their immediate safety; (b) responding promptly and appropriately to the abuse; (c) assessing and addressing any unmet needs; (d) following the procedures set out in this Safeguarding Policy (including where the child is in need of early help or statutory intervention); (e) monitoring the child's wellbeing closely and ensuring that s/he receives on-going support from all relevant staff members within the school; (f) engaging with the child's parents and any external agencies to ensure that the child's needs are met in the long-term



- consider the lessons that can be learnt from the abuse and put in place measures to reduce the risk of such abuse recurring. This may include, for example: gender and equalities work, work around school safety, security and supervision, awareness raising for staff, students and parents about a particular form of abuse, training for staff on handling certain types of incidents or abuse.

How does the school raise awareness of, and reduce the risk, of peer on peer abuse?

Staff are trained on the nature, prevalence and effect of peer on peer abuse, and how to prevent, identify and respond to it. The school actively seeks to prevent all forms of peer on peer abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of peer on peer abuse and any cases of bullying (no matter how trivial) promptly and appropriately.

Children are educated about the nature and prevalence of peer on peer abuse via PSHE, they are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including vulnerability of the perpetrator. They are regularly informed about the school's approach to such issues, including its zero tolerance policy towards all forms of bullying and peer on peer abuse.

Please see the school Managing Sexual Violence and Sexual Harrassment between Children Policy.

Where does bullying happen?

It can happen anywhere - in the classroom, in the corridor, in the toilets, in the dining room, in the playground. Bullying may also happen on the way to and from school and outside of school via online social media platforms or messaging services (Cyber - bullying). We will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the bus monitor about bullying on school buses;
- Discuss coping strategies with parents;
- Talk to children about how to handle or avoid bullying outside the school premises.
- Educate pupils on what is considered bullying or cyber-bullying to avoid them being perpetrators or observers.

Signs and symptoms

A child may indicate, by different signs or behaviour, that s/he is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- Doesn't want to go on the school bus;

- Begs to be driven to school;
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Cries themselves to sleep at night or has nightmares;
- Feels ill in the morning;
- Begins to under perform in school work;
- Comes home with clothes torn or books damaged;
- Has possessions go "missing";
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Starts swearing or using aggressive language for no apparent reason;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses for any of the above.

If A Child Is Being Bullied

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow:

- Tell an adult they trust;
- Tell themselves that they don't deserve to be bullied;
- Get their friends together and say 'No 'to the bully;
- Stay with groups of people, even if they are not their friends, there is safety in numbers;
 - Try to ignore the bullying;
 - Try not to show upset, which is difficult!
 - If possible, avoid being alone in places where bullying happens;
 - Try being assertive. Shout 'No' loudly;
 - walk quickly and confidently, even if they don't feel that way inside;
 - If they are in danger, get away. Do not fight to keep possessions.
 - Fighting back may make it worse. If they decide to fight back, talk to an adult first.
 - If they are different in some way be proud of it! It is good to be an individual.

(Recommended by Kidscape)

What pupils should do if they see somebody being bullied

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways they can help without putting themselves in danger. Some ways are listed below, these are continually discussed with pupils in assemblies and PSHE times.

Don't smile or laugh at the situation;

Don't rush over and take on the bully yourself; don't be made to join in;

If safe to do so, encourage the bully to stop bullying;

If you can let the bully know you do not like his or her behaviour; shout for help;

Let the victim/s know that you are going to get help; tell a member of staff as soon as you can;
Try and befriend the person being bullied;
Encourage the person to talk to someone and get help;
Ask someone you trust about what to do;
If you don't feel you can talk about it, draw a picture or write it down;
Use the bclc email address stopbullying@bclc.info to communicate with adults anonymously regarding any bullying incident you wish to report.

Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following procedure will be used for reporting and responding to bullying or incidents.

1 Communication of a “possible” bullying situation:

- Teacher
- Management
- Head of Primary / Secondary
- Psychologist
- Pupil
- Parents and / or legal representatives of the student (s) allegedly abused or alleged perpetrator (s).
- Non-teaching staff

Whatever member of the educational community that has knowledge of a “possible” bullying situation, needs to make it known to the school psychologist and complete the form in **Appendix I**. In the case of the communication coming from parents and / or guardians of the student the following protocol will be followed 1. Assessment Team, 2. Data Collection and 3. Briefing.

The silence that surrounds bullying situations and the fear of the repercussions when reporting it, are the main reasons why many situations are not reported. Therefore, to facilitate communication of these situations of alleged harassment, there is a suggestion box, in the hall of the building of Primary Education available to the educational community with a person in charge (psychologist / a) for monitoring and / or management.

2 Formation of an immediate assessment team – that will consist of:

- Management
- Head of Primary / Secondary
- Psychologist
- Teacher



The assessment team will meet to discuss the suspected bullying situation and they will complete the form in **Appendix II**.

In the event that the communication of a "possible" bullying situation comes from the school (any member of the school community), and not directly from the parents of the student (s) allegedly harassed or alleged perpetrator (s), a member of the assessment team will meet (1st Meeting) with parents to inform them that the team will make an initial assessment of the suspected "possible" bullying situation reported by a member of the school community and once conclusions have been drawn, the parents will be called in again (2nd meeting) to have a meeting which discusses the results of the initial assessment and the measures that will be implemented or already implemented so far.

It is considered desirable that the Assessment Team keep a record of the actions taken, the agreements reached and the dates of these, monitoring and analysis of developments in the case and the review thereof (**Appendix X** shall be used).

3 Initial Assessment of the situation:

The objective of this phase is "testing the possible situation of bullying" to avoid raising the alarm.

The Assessment Team will consider the facts as they arise.

A member of the Assessment Team (psychologist) will gather information on the situation. This process is carried out with the utmost confidentiality in the context of the complaint and in others that may arise.

At this time, the management may establish immediate preventive measures to protect the alleged victim, such as:

- Surveillance in those places where the alleged harassment may occur, always bearing in mind the essential confidentiality of the process.
- Accompanying the student supposedly harassed by several peers of their choice during an appropriate amount of time (Support Group). Their work will be to accompany the student allegedly harassed and communicate any incident that occurs.
- Daily monitoring by the class teacher and or a teacher that the pupil confides in for a closer monitoring of the situation.

If the previous initial assessment shows that there is evidence of harassment, the school management will start checking the situation.

4 Verification of the situation:

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

In the shortest possible period of time the information will be analyzed and contrasted to consolidate the existence of indications, type and severity of the allegations. The procedure described in the following paragraph shall be applied.



5 Procedure to follow:

A daily observation will take place (during approx. 2 weeks) of the supposed victim and perpetrators. (**Appendix III** will be completed). Special attention will be paid to the areas that are not frequented as often by adults such as playgrounds, corridor corners, changeover of classes, dining room, changing rooms etc).

An integral part of the assessment team (the psychologist) will carry out an investigation of the situation which will follow the following procedure, making sure that the victim and perpetrators are not together in the interviews:

a. Interview with the victim

It is important that this first contact is generated in a climate of trust and if necessary, be repeated until the student is ready to talk about the extent of the problem. The student will be reassured of the confidentiality of their information, which will not transcend to the school community (**Appendix IV** will be used).

b. Interview with witnesses

These are member of the school community who could have knowledge of the acts but not have participated in them (**Appendix V** will be used).

c. Interview or communication with the parents or guardians of the victim

The above will be informed of the acts that are being investigated, the measures that have been taken, about the steps that are being taken in managing the conflict, depending on the seriousness of the act their help maybe asked for in solving the issue. (Appendix VI will be used.)

d. Interview with the presumed perpetrator or perpetrators

*Appendix VII will be used.

e. Interview or communication to the parents and or guardians of the presumed perpetrator or perpetrators

The above will be informed of the existing accusations, the evidence there is in relation to those accusations, the legal obligations that the school needs to follow should bullying be confirmed, about the steps that are being taken in managing the conflict, their help will be asked for in solving the issue. (Appendix VIII will be used.)

f. Report on the alleged bullying situation

Appendix IX will be used

Once the interviews and questionnaires have been completed the Assessment Team will be analyse the information gathered and make an assessment of the situation, determining if there is sufficient evidence to confirm or not the existence of bullying among pupils and the seriousness of the situation. It will issue a report (Annex IX be



used) of the reported situation and deliver it to the management. Based on the information provided, it shall decide whether to initiate disciplinary proceedings against alleged aggressors by following the school our Coexistence Plan.

Conclusions (confirmation or not of an alleged bullying and communication

With parents (2nd meeting) and / or area Inspector (if the case requires) and / or

Office of Children (if the case so requires):

What to do if there are no signs of bullying in the situation

If evidence of bullying are not confirmed and there have been previous communication (1a Meeting) to the family of a suspicion of bullying, the Assessment Team should communicate (2nd Meeting), to parents and / or legal guardians of the student(s) allegedly harassed or alleged perpetrator(s), that suspicion is not confirmed. However, it will be left to the family whether the school reports it to the school inspector or not. (**Appendix XI** shall be used).

What to do if there are signs of bullying in the situation

Confirmation of bullying involves taking several parallel actions. On the one hand assess the need to communicate the situation to other institutions, and secondly, the implementation of disciplinary action immediately.

a. Communicating the situation

To the Education Inspector

Once the bullying situation has been confirmed, Management will inform families (2nd Meeting) and the Educational Inspection Service, in particular, to the Inspector (**Appendix XI** shall be used). Also, the teacher will be informed and the students involved to avoid raising the alarm and provide accurate information.

In this case, the school will ask the Educational Inspection Service for the complaint procedure and guidelines to follow.

- If necessary, inform the Department for Children: (**Appendix XII** is used).

In this case, the Department for Children will be responsible for directing research better understand the circumstances of the event, and make a decision about the need for the opening or not of a record and prosecution of it.

The Office of Juvenile will follow the procedure established as set out in the Instruction Attorney General (FGE) 10/2005 of 6 October on bullying treatment from the juvenile justice system

b. Applying disciplinary measures



When the situation is resolved in the school, the regulation applies Internal Regime. In its application people should take into account the personal, family or social of the student. If among the measures that are to be taken the opening of disciplinary proceedings is included, the management will follow the provisions of the school Coexistence Plan.

Those who should know the situation are: The Assessment Team, Educational Inspection Service and families of students involved (victim / s, perpetrator / s).

c. Following /up

Once all the measures in the previous phase have been adopted, it is important to continue monitoring the situation, through the assessment team (especially the teaching team, Head of Primary and or Secondary and the psychologist either fortnightly, monthly and termly according to the case, so that it does not happen again, and totally eradicating any aggressive behaviour.

The teacher will monitor the conflict situation, fortnightly, monthly and termly approx.) and report via e-mail to the psychologist.

The Psychologist will meet with the victim, fortnightly, monthly and termly approx.

Actions with the victim (s), the aggressor (s), peers / as observers, with the group and families:

What actions should be done with those involved in bullying situations?

The Management shall take steps to stop the negative effects and avoid similar situations occurring. Therefore the following actions may be taken (depending on the case, will choose one or the other):

a. With the Victim:

- All actions taken will be treated the upmost discretion. Avoid publicly addressing the bullying situation in the classroom to avoid any shame and humiliation.
- Observation and targeted surveillance of possible harassed (s) during breaks, breaks, bathrooms, locker rooms, class changes, etc.
- Protection framework and safety measures for the victim consistent with what the student expresses or indirect support by teachers, strengthening the circle of relationships in the classroom and in the school.
- Assigning a "trusted person" within the teaching team.
- Creating peer groups of solidarity (trained and previously assigned) to accompany the victim, mainly at times of increased risk.
- Support and monitoring (individual meetings) to promote adequate academic and personal progress of the victim.
- Request the collaboration of the family of the victim and aggressor, keeping them informed at all moments about the situation.

- Consulting (guidelines) by the teaching staff, or psychologist or specialists (in the school or out, attending courses or programs) in self-protective behaviour, assertiveness and recovery of self-esteem, managing emotions, relaxation techniques, stress management, anxiety and anger... etc.
- Recommendation for the victim to assist an outside professional to the school to reinforce the work done by the teaching staff.
- Change of class, if necessary.
- Group sessions, such as assemblies.
- Appointment of support groups in Primary Education.
- Appointment of support groups in Secondary Education: Such as Buddies.
- Applying the Pikas method.

b. Corrective measures with the aggressor / s:

The school will decide on the disciplinary measures to be taken and depending on the seriousness of the actions they may suggest the following:

- Specific supervision by the teaching staff of possible aggressor/s. Please note that aggression may be due to a lack of adequate interaction with their peers and social skills, they have learned that interpersonal relationship is governed by schemes dominance-submission.
- Apology (orally and / or in writing) to the victim.
- Help them understand how the assaulted child feels (empathy).
- Private reprimand from the teacher.
- Private reprimand from the Head of Primary/Secondary.
- Processing of appropriate sanctions and imposition of disciplinary measure according to the school Coexistence Policy.
- Awareness of the perpetrator (s) of what has happened and the consequences that their actions have.
- Define very clearly the behaviours that are not tolerated by setting limits allowed.
- The teacher will promote the integration of the aggressor (s) into the group, assuming the responsibilities that correspond to and respecting the interests and rights of others.
- Change of class if necessary.
- Intervention by a commitment to change through a contract in which the offender agrees to participate in activities and strategies to improve their social skills (assertiveness, identification and resolution of conflicts, etc.).
- Show them conflict resolution strategies, showing alternatives to aggression.
- Proposed solutions, preparation of written commitments and reviewing them for several weeks.
- Conduct behavior modification programs: the harasser (s) may conduct duties for victim, for the group or for the school, possibility of not attending or participating in activities (outings, camps, etc.).
- Participation, where appropriate, in a mediation process.

- Individualized tutoring with teaching self-control and relaxation techniques.
- Attendance at courses or programs of social / relational skills (assertiveness, conflict identification and resolution) controlling anxiety and anger, managing emotions, self-control, etc.

One aspect that should be considered is that the continued violent behaviour of a teenager could be the result of violence against him / her in the family context or other, it maybe a sign of possible domestic abuse.

c. With observers:

As well as tackling bullying it is just as important to prevent it's presence.
Please consider actions such as:

- Analyze the consequences of these behaviours (passive agents) have in situations of bullying.
- Differentiate "tell-tale" behavioural conduct into reporting – informing about the suffering of a fellow pupil. Teach the difference between being in solidarity against injustice and being a "snitch".
- Develop emotional empathy learning in order for them to put themselves in the the place of others.
- Conduct monitoring of relationships within the classroom climate.
- Teach pupils to ask for help, to overcome fear of being labelled as "tell-tales" or even to convert themselves into victims.
- Advise on the resources in the school that can be used to report situations of bullying, guaranteeing confidentiality (e.g. suggestion box).
- Involve students in creating a protective, preventive and corrective attitude to loneliness, isolation and victimization through initiatives such as mediation teams framework, circle of friends, peer tutoring, Pikas method (method of shared concern), student assistants, etc.
- Attendance at courses or programs of social / relational skills (assertiveness, conflict identification and resolution) controlling anxiety and anger, managing emotions, self-control, etc.

d. With the class:

- Make known to students that we maintain a position of zero tolerance for any kind of aggression.
- Develop anti-violence projects, campaigns, slogan contest, etc.
- Teach pupils to recognise and express feelings.
- Monitor the classroom relationships.

- Encourage the establishment of positive ties between the pupils and the assumption of personal and group responsibilities.
- To promote group cohesion through various activities (festivals, projects, etc.).
- Work to create a school climate of rejection against abuse (violence, bullying, etc.) through role playing, cases in which the issue is addressed indirectly.
- Work on empathy and expression of feelings assertively.
- Propose teaching strategies that help unite the group: cooperative working methods.
- Create support groups (supervisors, mentors other children, classroom aides, buddies at playtime, etc.)
- Start the Program "Friend of the week" in Primary Education: pupils will be awarded with a certificate delivered every Friday in the Assembly.

e. With the Families:

- Request the cooperation of the affected families for monitoring and control of their children and establish guidelines for coordinating communication on the socio-educational process. It is very important to understand that we try to help each student involved, in order to stop the suffering also to ensure that the situation is not repeated.
- Maintain a smooth, continuous school and family's relationship in order to coordinate the intervention.
- Hold individual meetings with each of the families of those affected to inform them of the behaviour of their child and of the measures the school has taken. It's not about blame, but to ask for the collaboration of the families through certain commitments.
- Give families the opportunity to express their feelings, helping them to analyze the situation in a proportionate manner without minimizing the facts or overstating the consequences.
- Provide guidance on how to help their children, whether victims or perpetrators.
- Highlight the importance of staying alert to the behaviour of the children.
- Keep the families of the affected informed of the proposed measures.
- It is not advisable to hold general meetings of families to address these issues, it is important to do so with the utmost discretion and confidentiality.
- Advise families about the need for external support to overcome the problem, if necessary.

f. With the whole school community:

- Global reflection on the co-existence within the school.
- Create the suggestion box to receive reports, claims and complaints.



- Training of students in conflict resolution: active listening, empathy, assertiveness, etc.
- In Secondary Education: Creation and promotion of teams that are involved in improving coexistence: support for new pupils, accompanying victims etc.
- Programs from the Psychologist Department (Bullying and Plan of coexistence).

See the following flowchart for outline of the procedure to follow:

What is the procedure to follow in the case of supposed bullying ?

Protocol for responding to cases of bullying between pupils

Appendix I:
Communicating the situation

Appendix II:
Formation of the assessment team

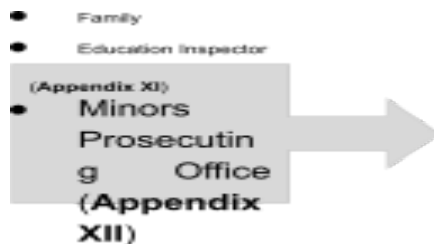
Appendix III, IV, V, VI, VII:
Evaluation and verification of the situation

Appendix IX:
Elaborate the report

BULLYING NOT CONFIRMED

BULLYING CONFIRMED

COMMUNICATION



MADE KNOWN TO.....

ACTIONS TAKEN WITHIN THE SCHOOL COMMUNITY

MEASURES TAKEN

ELABORATE THE
ACTION PLAN

Prevention and reduction of bullying

We use a variety of methods for helping children to prevent bullying through class assemblies, whole school assemblies, Circle Time or during PSHE lessons. Other initiatives include:

- Each class agreeing on their own set of class rules;
- Signing a behaviour contract;
- Children being read stories about bullying;
- Using drama activities and role-plays to help children be more assertive and teach themselves strategies to help them deal with bullying situations;
- Introducing playground improvements and initiatives;
- Using praise and rewards to reinforce good behaviour;
- Encouraging the whole school community to model appropriate behaviour towards one another;
- Organising regular training for all staff.

Monitoring and evaluation.

To ensure this policy is effective, it will be regularly monitored and evaluated. As the school grows questionnaires completed by the whole school community, children's and parents'/guardians comments and any incident forms will be used to amend this policy.

This policy will be reviewed within two years, as the school grows, in light of this, policy amendments may be made.

Author/Written By: S.Nowell (Head of Primary) M. Cerda (Psychologist)
Audience: Whole School Staff
Version control: Implemented in: Dec 2008, updated: 2014 and Oct 2016 Reviewed May 2018, July 2019, reviewed Nov 2020 (Kelly Simpson and Sarah Nowell) and July 2021, October 2021 and July 2022 Review date: July 2023

**ANEXO I: HOJA DE COMUNICACIÓN DE ACOSO ESCOLAR
(Supuesto Acoso Escolar)**

Datos de Identificación:

Centro Educativo: British College La Cañada

Origen de la Demanda:

Procedencia: (Nota: marque con X según corresponda el caso)

- Alumno/a
- Tutor/a
- Profesor/a
- Jefe/a de Estudios de Educación Primaria y/o Secundaria.
- Dirección
- Psicólogo/a.
- Personal no docente del centro.
- Progenitores y/o representantes legales del alumno(s) presuntamente acosado o del presunto agresor(es).
- Otros/as (especificar).

Documentos que se aportan:

Datos identificativos del supuesto acosado:

Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

Datos identificativos del supuesto agresor:

Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

Breve descripción de los hechos:

(Nota: Debe concretarse lo máximo posible el lugar y fecha en que tuvieron lugar los hechos).

1º

2º

3º

Fecha de comunicación de la información al centro:

Marta Cerdá Ibáñez (Psicóloga)
Fdo.

Nombre y Apellidos
Fdo.

(Persona Receptora de la demanda)

(Persona que comunica la información)

Fecha de la recepción de este documento por parte del Equipo Directivo:

Rosario Palau Domenech (Directora)

Fdo.

ANEXO II: ACTA (REUNIÓN DEL EQUIPO DE VALORACIÓN)

I. Datos de Identificación:

Centro Educativo: British College La Cañada

II. Datos de identificación del alumno “supuestamente acosado”:

Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

III. Datos de identificación del alumno “supuestamente agresor”:

Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

IV. Procedencia de la demanda:

Alumno/a

Tutor/a

Profesor/a

Jefe/a de Estudios de Educación Primaria y/o Secundaria.

Dirección

Psicólogo/a.

Personal no docente del centro.

Progenitores y/o representantes legales del alumno(s) presuntamente acosado o del presunto agresor(es).

Otros/as (especificar).

(Nota: marque con X según corresponda el caso).

V. Recogida de datos:

a) Tipo de agresión:

Verbal: (Insultos, motes, amenazas, chantajes, coacciones, otras).

Física: (Golpes, empujones, patadas, cachetes, palizas, acoso sexual, otras).

Social: (Rechazo, humillaciones, ridiculizaciones, rumores, aislamiento en concreto
“ exclusión activa: no dejar participar” o exclusión por omisión “ignorar al otro”, otras).

Tecnológica/Ciberacoso: (Mensajes SMS, Mensajes WhatsApp, correos electrónicos,
 difusión de imágenes sin consentimiento, foros, blogs, redes sociales, otras).

Material: (Rotura de materiales, esconder cosas sustracción de objetos, otras).

b) Espacios y tiempos dónde (y cuándo) se produce el maltrato:

Aula; Pasillos; Baños; Vestuarios; Comedor; Autobús; Fuera del centro; Otros lugares
o dependencias (Especificar)

Entradas y Salidas; En el tiempo de descanso entre las clases; Recreos; Otros momentos (Especificar)

Fecha aproximada (inicio):

Frecuencia de la agresión e intensidad (individual, masivo,...):

c) Comentarios del Equipo de Valoración acerca del caso:

¿Cómo es el rendimiento académico del alumno?

¿Cómo es el comportamiento del alumno/a en general? ¿A nivel social (skills)?

d) Actuaciones inmediatas del centro para modificar la situación:

¿Qué medidas se han puesto en marcha para atajar la situación conflictiva?

- Con el alumnado implicado.
- Con el grupo.
- Con las familias.
- Con el equipo docente.
- Con la comunidad educativa.

¿Qué impacto han tenido las medidas implementadas?

¿Las medidas implementadas han sido comunicadas a los padres? ¿Cuándo y por medio de qué vía?

En La Cañada

a _____ de _____ de _____

Fdo.: (Equipo de Valoración)

Especificar Nombre y Apellidos de los miembros del Equipo de Valoración que asisten a la reunión:

Inicio de la fecha de observación (mín. 2 semanas de observación):

Fin de la fecha de observación (mín. 2 semanas de observación):

Nombre y Apellidos de la persona que cumplimenta el cuestionario:

Datos identificativos del supuesto acosado:

1. Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

2. Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

Datos identificativos del supuesto(s) agresor(es):

1. Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

2. Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

Instrucciones: Por favor, puntúa cada ítem:

1. Nada, nunca, no se da
2. A veces, algo, se da un poco
3. Frecuentemente, a menudo, se da bastante
4. Siempre, se da todo el rato, mucho

El alumno/a “presuntamente acosado/a”	1°	2°	3°	4°	5°
1. ¿El alumno/a está excluido socialmente (no le dejan participar, le ignoran, le ridiculizan, rumorean sobre él/ella,...)?					
2. ¿Al alumno/a le agreden verbalmente (le insultan, le ponen motes, hablan mal de la víctima, chantajes, coacciones, etc.)?					
3. ¿Al alumno/a le agreden físicamente de forma directa (golpes: palizas, lesiones con objetos, agresiones en forma de patadas, etc.)?					
4. ¿Al alumno/a le agreden físicamente de forma indirecta (robo y destrozo de material escolar, ropa y otros objetos personales, etc.)?					
5. ¿Al alumno/a le intimidan, amenazan y/o chantajean (le amenazan para obligarle a hacer algo, le exigen dinero a cambio de no agresión, etc.)?					
6. ?					
6. ¿En el patio qué hace? ¿Juega solo o con un grupo (especificar nombres y apellidos)? Si no juega ¿qué hace?					
7. ¿Se le ve feliz en el patio con otros niños/as?					
8. Comentar situaciones de conflicto (si se observan): ¿Qué ocurre y qué adulto media en el conflicto y qué medidas correctivas aplica?					
9. ¿Cuál es la actitud del alumno acosado ante el conflicto y tras la intervención del adulto?					

El alumno/a “presuntamente acosado/a”	6°	7°	8°	9°	10°
--	-----------	-----------	-----------	-----------	------------

1. ¿El alumno/a está excluido socialmente (no le dejan participar, le ignoran, le ridiculizan, rumorean sobre él/ella,...)?					
2. ¿Al alumno/a le agreden verbalmente (le insultan, le ponen motes, hablan mal de la víctima, chantajes, coacciones, etc.)?					
3. ¿Al alumno/a le agreden físicamente de forma directa (golpes: palizas, lesiones con objetos, agresiones en forma de patadas, etc.)?					
4. ¿Al alumno/a le agreden físicamente de forma indirecta (robo y destrozo de material escolar, ropa y otros objetos personales, etc.)?					
5. ¿Al alumno/a le intimidan, amenazan y/o chantajea (le amenazan para obligarle a hacer algo, le exigen dinero a cambio de no agresión, etc.)?					
6. ¿?					
6. ¿En el patio qué hace? ¿Juega solo o con un grupo (especificar nombres y apellidos)? Si no juega ¿qué hace?					
7. ¿Se le ve feliz en el patio con otros niños/as?					
8. Comentar situaciones de conflicto (si se observan): ¿Qué ocurre y qué adulto media en el conflicto y qué medidas correctivas aplica?					
9. ¿Cuál es la actitud del alumno acosado ante el conflicto y tras la intervención del adulto?					

OBSERVACIONES-DIARIO

DÍA 1

DÍA 2

DÍA 3

DÍA 4

DÍA 5

DÍA 6

DÍA 7

DÍA 8

DÍA 9

DÍA 10

Fdo.

ANEXO III: CUESTIONARIO SOBRE UNA POSIBLE SITUACIÓN DE ACOSO EN CLASE

(Este informe tiene carácter confidencial)

Inicio de la fecha de observación (mín. 2 semanas de observación):

Fin de la fecha de observación (mín. 2 semanas de observación):

Nombre y Apellidos de la persona que cumplimenta el cuestionario:

Datos identificativos del supuesto acosado:

1. Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

2. Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

Datos identificativos del supuesto(s) agresor(es):

1. Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

2. Alumno/a:

Curso y grupo:

Tutor/a:

Edad:

Instrucciones: Por favor, puntúa cada ítem:

1. Nada, nunca, no se da
2. A veces, algo, se da un poco
3. Frecuentemente, a menudo, se da bastante
4. Siempre, se da todo el rato, mucho

El alumno/a “presuntamente acosado/a”	1°	2°	3°	4°	5°
1. ¿El alumno/a está excluido socialmente (no le dejan participar, le ignoran, le ridiculizan, rumorean sobre él/ella,...)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a.					
2. ¿Al alumno/a le agreden verbalmente (le insultan, le ponen motes, hablan mal de la víctima, chantajes, coacciones, etc.)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a.					
3. ¿Al alumno/a le agreden físicamente de forma directa (golpes: palizas, lesiones con objetos, agresiones en forma de patadas, etc.)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a.					
4. ¿Al alumno/a le agreden físicamente de forma indirecta (robo y destrozo de material escolar, ropa y otros objetos personales, etc.)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a.					

5. ¿Al alumno/a le intimidan, amenazan y/o chantajea (le amenazan para obligarle a hacer algo, le exigen dinero a cambio de no agresión, etc.)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a?					
El grupo					
6. ¿Muestra falta de atención hacia el profesor/a?					
5. ¿Muestra rechazo hacia la instrucción?					
6. Responde a la autoridad con expresiones verbales fuertes, amenazas, demandas, etc.					
7. ¿Se atiene a las normas de clase?					
8. Interrumpen las explicaciones del profesor con preguntas constantes y llamadas inoportunas					
9. ¿Trabaja bien en grupos pequeños?					
10. ¿Muestra falta de motivación e interés?					
11. ¿Mete ruido que desenfoca la actividad docente e instructiva?					
12. ¿Hay muchos subgrupos con actitudes dispares? ¿estos subgrupos provocan disrupción?					

El alumno/a “presuntamente acosado/a”	1°	2°	3°	4°	5°
1. ¿El alumno/a está excluido socialmente (no le dejan participar, le ignoran, le ridiculizan, rumorean sobre él/ella,...)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a.					
2. ¿Al alumno/a le agreden verbalmente (le insultan, le ponen motes, hablan mal de la víctima, chantajes, coacciones, etc.)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a.					
3. ¿Al alumno/a le agreden físicamente de forma directa (golpes: palizas, lesiones con objetos, agresiones en forma de patadas, etc.)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a.					

4. ¿Al alumno/a le agreden físicamente de forma indirecta (robo y destrozo de material escolar, ropa y otros objetos personales, etc.)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a					
5. ¿Al alumno/a le intimidan, amenazan y/o chantajea (le amenazan para obligarle a hacer algo, le exigen dinero a cambio de no agresión, etc.)? Si hay situación de conflicto, indicar medidas adoptadas por el tutor/a					
El grupo					
6. ¿Muestra falta de atención hacia el profesor/a?					
7. ¿Muestra rechazo hacia la instrucción?					
6. Responde a la autoridad con expresiones verbales fuertes, amenazas, demandas, etc.					
7. ¿Se atiene a las normas de clase?					
8. Interrumpen las explicaciones del profesor con preguntas constantes y llamadas inoportunas					
9. ¿Trabaja bien en grupos pequeños?					
10. ¿Muestra falta de motivación e interés?					
11. ¿Mete ruido que desenfoca la actividad docente e instructiva?					
12. ¿Hay muchos subgrupos con actitudes dispares? ¿estos subgrupos provocan disrupción?					

OBSERVACIONES-DIARIO

DÍA 1

DÍA 2

DÍA 3

DÍA 4

DÍA 5

DÍA 6

DÍA 7

DÍA 8

DÍA 9

DÍA 10

Fdo.

ANEXO IV: ALUMNO PRESUNTAMENTE ACOSADO

(Sujeta a personalizar según el caso)

- Las situaciones de maltrato no suelen evidenciarse ante los ojos de los adultos. El alumno víctima no suele reconocer la situación, por ello conviene hacerle saber que esta situación no debe ocultarse, hacerle sentirse seguro, valorado y eliminar sentimientos de culpabilidad.
- Debemos averiguar si realmente se está dando la situación de maltrato, o si responde a otras situaciones.
- Nunca se realizarán juicios de valor.
- En caso necesario, explicarle al alumno tomadas y cada una de las medidas que se tomarán para proporcionarle seguridad.

Datos identificativos del supuesto acosado:

Centro: British College La Cañada

Alumno/a: _____

Curso y grupo: _____

Tutor/a _____

Edad: _____

Fecha de la entrevista: _____

1. Recogida de información:

- ¿Cómo te va en el centro?
- ¿Cómo te llevas entre compañeros/as?
- ¿Tienes buenos amigos en el centro?
- ¿Consideras que las agresiones entre compañeros son un problema en este centro?
- ¿Cuáles son en tu opinión las formas más frecuentes de maltrato entre compañeros/as? (insultar, poner mote, reírse de alguien, ridiculizar, hacer daño físico, hablar mal de alguien, amenazar, chantajear, obligar a hacer cosas, aislar, rechazar, no juntarse).
- ¿Qué ha ocurrido? (Descripción de las distintas situaciones).
- ¿Con qué frecuencia ocurre?
- ¿Cuándo y dónde ha sucedido? ¿Dónde suelen ocurrir estas situaciones? (En clase sin profesor, con profesor, en los pasillos, en los baños, en el patio, en el gimnasio, en los vestuarios, en la salida, en el transporte, en la calle, por email, por mensajes de móviles, por WhatsApp, por google drive,...).
- ¿Quiénes son las personas que lo hacen?
- ¿Por qué crees que lo hacen? (Por molestar, por ser más fuertes, por gastar bromas, porque te lo merecen)
- ¿Qué sientes ante esas actuaciones de algunos compañeros/as?
- ¿Cómo crees que se sienten los que te tratan mal?
- ¿Hay alguien que lo haya visto?
- ¿Quién conoce la situación?
- ¿A quién has contado estas situaciones que estás viviendo (a nadie, a compañeros/as, al tutor/a, a profesores, a mis padres, a la psicóloga, al equipo directivo,...)? ¿A quién podrías contarlas?
- ¿Hay alguien que te proteja?
- ¿Desde cuándo se producen estas situaciones?
- ¿Tú, qué es lo que haces cuando esto sucede?
- ¿Qué tendría que suceder para que se arreglase el problema?

- ¿Qué estarías dispuesto a realizar para que esta situación se resolviera?

2. Informar de las medidas que se van a tomar intentando tranquilizar a la presunta víctima.

3. Concluir, volviendo a preguntar para que haga un resumen: ¿Así que dices que....?

En La Cañada, a de de

Fdo.: Marta Cerdá (Psicóloga)

**ANEXO V: GUÍA PARA LA ENTREVISTA CON LOS ALUMNOS
OBSERVADORES NO PARTICIPANTES**

(Sujeta a personalizar según el caso)

- Los observadores de las situaciones de maltrato suelen guardar silencio por presión de los agresores o por miedo a convertirse en víctimas.
- Los espectadores pasivos de las situaciones de maltrato padecen las consecuencias en la misma medida. Deben tener conciencia de la necesidad de romper “la ley del silencio” para impedir que se produzcan situaciones de maltrato.
- Los observadores nos pueden ayudar a saber si realmente se está dando la situación de maltrato, o si responde a otras situaciones.
- Es aconsejable en la entrevista utilizar términos que los alumnos comprendan.
- Se insistirá en la confidencialidad de la entrevista y se garantizará su anonimato.
- Nunca se realizarán juicios de valor.

Datos identificativos del ALUMNO OBSERVADOR (Se realizará la entrevista uno a uno):

Centro: British College La Cañada

Alumno/a: _____

Curso y grupo: _____

Tutor/a _____

Edad: _____

Fecha de la entrevista: _____

Escribir el nombre del observador y la relación con el presunto acosado, no preguntando directamente estos datos.

- ¿Consideras que las agresiones entre compañeros/as son un problema en este centro?
- ¿Cuáles son en tu opinión las formas más frecuentes de maltrato entre compañeros/as? (insultar, poner motes, reírse de alguien, ridiculizar, hacer daño físico, hablar mal de alguien, amenazar, chantajear, obligar a hacer cosas, aislar, rechazar, no juntarse, ...).
- ¿Has sido testigo de situaciones de maltrato a algún compañero/a? (Alguna vez, con frecuencia, casi todos los días)
- ¿Qué tipo de maltrato ha sido? (insultar, poner motes, reírse de alguien, ridiculizar, hacer daño físico, hablar mal de alguien, amenazar, chantajear, obligar a hacer cosas, aislar, rechazar, no juntarse).
- ¿Qué ha ocurrido? (Descripción de las distintas situaciones).
- ¿Cuándo y dónde ha sucedido?
- ¿Quiénes son las personas que lo hacen?
- ¿Por qué crees que lo hacen?
- ¿Hay alguien que lo haya visto?
- ¿Quién conoce la situación? ¿El alumno/a víctima se lo ha contado a alguien? ¿Y tú a quién podrías contárselo?
- ¿Hay alguien que le proteja?
- ¿Desde cuándo se producen estas situaciones?
- ¿Tú, qué es lo que haces cuando esto sucede?
- ¿Qué tendría que suceder para que se arreglase el problema?
- ¿Qué estarías dispuesto a realizar para que esta situación se resolviera?

En La Cañada, a _____ de _____ de _____

**ANEXO VI: GUÍA PARA LA ENTREVISTA CON LA FAMILIA
DEL PRESUNTO ALUMNO ACOSADO**

(Sujeta a personalizar según el caso)

En las entrevistas con las familias es necesario tener en cuenta que:

- Es importante hacer ver a los padres o tutores la preocupación y el interés de todo el profesorado para que los alumnos puedan acudir al centro con seguridad y en un ambiente de relaciones sociales serenas y tranquilas.
- Algunos padres pueden pensar que el maltrato entre iguales forma parte de la evolución natural y que siempre ha ocurrido. Hay que actuar en estos casos con firmeza si tratan de restar importancia.
- No estamos buscando culpables, solamente tratamos de mejorar las relaciones entre todos.
- Algunas familias se sienten culpables cuando descubren que su hijo está siendo víctima de malos tratos.
- Algunos padres pueden enfadarse con el centro al entender que no se están prestando las suficientes medidas de atención a su hijo.
- El centro debe crear un clima de confianza y trabajar conjuntamente con la familia para abordar el conflicto y buscar respuestas adecuadas que ayuden a restablecer unas relaciones satisfactorias.
- Nunca hay que quitar importancia a una situación de conflicto donde alguien está claramente perjudicado, pero tampoco aumentar su significado creando situaciones de enfrentamiento mayores.
- Hay que trabajar con la mayor confidencialidad
- Nunca se realizarán juicios de valor.

Datos identificativos del ALUMNO PRESUNTAMENTE ACOSADO:

Centro: British College La Cañada

Alumno/a: _____

Curso y grupo: _____

Tutor/a _____

Edad: _____

Fecha de la entrevista: _____

Acuden en calidad de: Padre; Madre; Tutor/a Legal

Datos identificativos del padre:

Nombre y apellidos del Padre: _____

Teléfono de contacto del Padre: _____

Dirección de correo electrónico del Padre: _____

Datos identificativos de la madre:

Nombre y apellidos de la Madre: _____

Teléfono de contacto de la Madre: _____

Dirección de correo electrónico de la Madre: _____

1.- Con objeto de poder tranquilizar a la familia del presunto alumno acosado es aconsejable desarrollar los siguientes pasos:

- 1.1 Informar de los hechos que se están investigando.
- 1.2 Informar de las actuaciones inmediatas emprendidas por el centro (si fueran necesarias).
- 1.3 Informar de las medidas que se ponen en marcha en el centro para modificar la situación.

2.- Recogida de información referida a los hechos denunciados.

- 2.1 ¿Qué conocimiento tenía de los hechos?
- 2.2 ¿Qué datos aporta la familia?
- 2.3 ¿Qué respuestas ha dado el alumno ante las distintas situaciones?
- 2.4 ¿Cómo está repercutiendo en su hijo/a lo sucedido?
- 2.5 ¿Qué compañeros/as pueden haber participado?
- 2.6 ¿Qué medidas han sido tomadas por la familia?

3.- Recabar información de la dinámica familiar y relaciones con el objetivo de profundizar en comportamientos en casa, relaciones con distintos miembros de la familia, relaciones sociales, actividades de ocio, posibles cambios de comportamiento.

4. Informar a la familia de cómo puede colaborar.

En La Cañada, a de de

Fdo.: Marta Cerdá (Psicóloga)

**ANEXO VII: GUÍA PARA LA ENTREVISTA CON LA FAMILIA DEL
PRESUNTO ALUMNO AGRESOR** (Sujeta a personalizar según el caso)

- Debe analizarse la conveniencia de realizar una entrevista directa con el agresor y en ese caso recoger información sobre los aspectos contemplados en este Anexo, evitando preguntas directas.
- Debe existir confidencialidad respecto a las fuentes informativas que han producido la entrevista, sobre todo si es la víctima la fuente.
- Como los agresores suelen desmentir la acusación que se les atribuye, no bastará solo con preguntarle a él sino que debemos indagar por otros medios para esclarecer los hechos.
- A pesar de ello, debemos hablar con él, mostrarle nuestra disposición a ayudarlo en todo lo éticamente posible e indicarle que, en caso de ser culpable, deberá asumir su responsabilidad.
- Una característica general de los agresores suele ser la incapacidad para ponerse en el lugar de la otra persona, no creen que sus actos puedan repercutir en la otra persona haciéndola daño.
- Debemos averiguar si realmente se está dando la situación de maltrato, si responde a otras situaciones.
- Es aconsejable en la entrevista utilizar términos que los alumnos comprendan.
- Nunca se realizarán juicios de valor.

Datos identificativos del ALUMNO PRESUNTAMENTE AGRESOR:

Centro: British College La Cañada

Alumno/a: _____

Curso y grupo: _____

Tutor/a _____

Edad: _____

Fecha de la entrevista: _____

1. Recogida de información.

- ¿Cómo te va en el centro?
- ¿Cómo te llevas con tus compañeros/as?
- ¿Consideras que las agresiones entre compañeros/as son un problema en este centro?
- ¿Cuáles son en tu opinión las formas más frecuentes de maltrato entre compañeros/as? (Insultar, poner mote, reírse de alguien, ridiculizar, hacer daño físico, hablar mal de alguien, amenazar, chantajear, obligar a hacer cosas, aislar, rechazar, no juntarse,...).
- ¿Con qué frecuencia ocurren estas formas de maltrato?
- ¿Por qué crees que algunos chicos maltratan a otros?
- Me han dicho que el otro día hubo un incidente con..... ¿Qué es lo que ocurrió?
- ¿Dónde ocurrió? (Intentar que haga una descripción).
- ¿Por qué crees que pasó?
- ¿Cómo te sientes en esa situación?
- ¿Cómo crees que se siente (el presunto acosado).....?
- ¿Qué tendría que ocurrir para que se arreglase el problema?
- ¿Qué estás dispuesto a hacer tú para ayudar a la persona que está sufriendo este problema? ¿A

qué te comprometes?

2. Informar de las medidas que pueden llegar a aplicarse.

3. Concluir, volviendo a preguntar para que haga un resumen: ¿Así que dices que.....?

En La Cañada, a de de

Fdo.: Marta Cerdá (Psicóloga)

ANEXO VIII: GUÍA PARA LA ENTREVISTA CON LA FAMILIA DEL PRESUNTO ALUMNO ACOSADOR

(Sujeta a personalizar según el caso)

En las entrevistas con las familias es necesario tener en cuenta que:

- Es importante hacer ver a los padres o tutores la preocupación y el interés de todo el profesorado para que los alumnos puedan acudir al centro con seguridad y en un ambiente de relaciones sociales serenas y tranquilas.
- Algunos padres pueden pensar que el maltrato entre iguales forma parte de la evolución natural y que siempre ha ocurrido. Hay que actuar en estos casos con firmeza si tratan de restar importancia.
- Algunas familias se sienten culpables cuando descubren que su hijo está actuando como agresor.
- Algunos padres de agresores entienden que la mejor forma de ayudar a sus hijos es mostrándose hostil hacia la persona que comunica los hechos y rehúsan aceptar la implicación de su hijo.
- La agresividad en un escolar no es atribuible en todos los casos a factores familiares.
- No estamos buscando culpables, solamente tratamos de mejorar las relaciones entre todos.
- Cortar cualquier comentario negativo acerca del niño agredido.
- Hay que detener inmediatamente las amenazas. Tienen que entender que si persiste la conducta puede tener efectos muy negativos para todo el grupo.
- El centro debe crear un clima de confianza y trabajar conjuntamente con la familia para abordar el conflicto y buscar respuestas adecuadas que ayuden a restablecer unas relaciones satisfactorias.
- Nunca hay que quitar importancia a una situación de conflicto donde alguien está claramente perjudicado, pero tampoco aumentar su significado creando situaciones de enfrentamiento mayores.
- Hay que trabajar con la mayor confidencialidad.
- Nunca se realizarán juicios de valor.

Datos identificativos del ALUMNO PRESUNTO ACOSADOR:

Centro: British College La Cañada

Alumno/a:

Curso _____ y _____ grupo:

Tutor/a _____

Edad:

Fecha de la entrevista:

Acuden en calidad de: Padre; Madre; Tutor/a Legal

Datos identificativos del padre:

Nombre y apellidos del Padre:

Teléfono de contacto del Padre:

Dirección de correo electrónico del Padre:

Datos identificativos de la madre:

Nombre y apellidos de la Madre:

Teléfono de contacto de la Madre:

Dirección de correo electrónico de la Madre:

1.- Con objeto de poder tranquilizar a la familia del presunto alumno acosado es aconsejable desarrollar los siguientes pasos:

1.1 Informar de los hechos que se están investigando.

1.2 Informar de las actuaciones inmediatas emprendidas por el centro (si fueran necesarias).

1.3 Informar de las medidas que se ponen en marcha en el centro para modificar la situación.

1.4 Informar de las consecuencias disciplinarias y legales que pueden existir en los ámbitos escolares y sociales (Fiscalía de Menores, Servicio de Atención a la Infancia, Adolescencia y Familia de la Dirección General de Servicios Sociales).

2.- Recogida de información referida a los hechos denunciados.

2.1 ¿Qué conocimiento tenía de los hechos?

2.2 ¿Qué datos aporta la familia?

2.3 ¿Qué respuestas ha dado el alumno ante las distintas situaciones?

2.4 ¿Cómo está repercutiendo en su hijo/a lo sucedido?

2.5 ¿Qué compañeros/as pueden haber participado?

2.6 ¿Qué medidas han sido tomadas por la familia?

3.- Recabar información de la dinámica familiar y relaciones con el objetivo de profundizar en comportamientos en casa, relaciones con distintos miembros de la familia, relaciones sociales, actividades de ocio, posibles cambios de comportamiento.

4. Informar a la familia de cómo puede colaborar.

En La Cañada, a de de

Fdo.: Marta Cerdá (Psicóloga)

**ANEXO IX: INFORME UNA SUPUESTA SITUACIÓN DE
ACOSO ESCOLAR DEL EQUIPO DE VALORACIÓN**

(Este informe tiene carácter confidencial)

Centro: British College La Cañada

Origen de la denuncia (Familia, alumnos, tutor/a, etc.):

1. Datos de identificación:

Alumno(s) presuntamente acosado (s):

Nombre y Apellidos:

Curso y clase:

Tutor/a:

Edad:

Presunto(s) alumno(s) acosador(es):

Nombre y Apellidos:

Curso y clase:

Tutor/a:

Edad:

Presunto grado de implicación: Líder; Alto; Acompañante activo; Acompañante

Tipo de observadores (alumnos/as, profesores/as,....):

2. Lugares y Fechas de las agresiones:

3. **Descripción de los tipos de agresiones y frecuencia de las**

mimas:

Verbal: (__ Insultos, __ motes, __ amenazas, __ chantajes, __ coacciones, __ otras).

Física: (__ Golpes, __ empujones, __ patadas, __ cachetes, __ palizas, __ acoso sexual, __ otras).

Social: (__ Rechazo, __ humillaciones, __ ridiculizaciones, __ rumores, aislamiento en concreto “ __ exclusión activa: no dejar participar” o __ exclusión por omisión “ignorar al otro”, __ otras).

Tecnológica/Ciberacoso: (__ Mensajes SMS, __ Mensajes WhatsApp, __ correos electrónicos, __ difusión de imágenes sin consentimiento, __ foros, __ blogs, __ redes sociales, __ otras).

Material: (__ Rotura de materiales, __ esconder cosas sustracción de objetos, __ otras).

4. **Objetivo de la agresión:**

5. **Consecuencia de las agresiones:**

6. **Resumen de las reuniones celebradas, especificando asistentes, actitudes de los mismos y fecha de realización las mismas; así como de posibles acuerdos alcanzados si se logró alguno.**

7. **Conclusiones:**

En La Cañada, a de de

Fdo.: (Equipo de Valoración).

ANEXO X: REGISTRO DE ACTUACIONES

ACTO	FECHA	OBSERVACIONES
RECEPCIÓN DE LA SOLICITUD		
CONSTITUCIÓN DEL EQUIPO DE VALORACIÓN		
RECOGIDA DE INFORMACIÓN		
Observación (2 semanas mínimo)		
RECOGIDA DE INFORMACIÓN: Entrevistas con alumnos observadores		
RECOGIDA DE INFORMACIÓN: Entrevista con presunto/s agresor/es		
RECOGIDA DE INFORMACIÓN: Entrevista con presunto/s agredido/s		
RECOGIDA DE INFORMACIÓN: Entrevistas con las familias		
ESTABLECIMIENTO DE MEDIDAS INMEDIATAS PREVENTIVAS (si resultan necesarias)		
ANÁLISIS Y VALORACIÓN DE LA INFORMACIÓN		
EMISIÓN DEL INFORME		
COMUNICACIÓN A LAS FAMILIAS		
ELABORACIÓN DEL PLAN DE ACTUACIÓN		
INTERVENCIÓN		
SEGUIMIENTO		
FINALIZACIÓN Y CIERRE DEL PROTOCOLO		
REMISIÓN A INSPECCIÓN EDUCATIVA y/o FISCALÍA DE MENORES		

**ANEXO XI: INFORME DE LA DIRECCIÓN SOBRE LA
SUPUESTA SITUACIÓN DE ACOSO ESCOLAR AL
SERVICIO DE INSPECCIÓN EDUCATIVA**

(Este informe tiene carácter confidencial)

Centro: British College La Cañada

Origen de la denuncia (Familia, alumnos, tutor/a, etc.):

1. Datos de identificación:

Alumno(s) presuntamente acosado (s):

Nombre y Apellidos:

Curso y clase:

Tutor/a:

Edad:

Presunto(s) alumno(s) acosador(es):

Nombre y Apellidos:

Curso y clase:

Tutor/a:

Edad:

Presunto grado de implicación: Líder; Alto; Acompañante activo; Acompañante

Tipo de observadores (alumnos/as, profesores,...):

Origen de la solicitud (familia, alumno/a, tutor/a,...):

2. **Lugares y Fechas de las agresiones:**

3. **Descripción de los tipos de agresiones y frecuencia de las mismas:**

Verbal: (__ Insultos, __ motes, __ amenazas, __ chantajes, __ coacciones, __ otras).

Física: (__ Golpes, __ empujones, __ patadas, __ cachetes, __ palizas, __ acoso sexual, __ otras).

Social: (__ Rechazo, __ humillaciones, __ ridiculizaciones, __ rumores, aislamiento en concreto “ __ exclusión activa: no dejar participar” o __ exclusión por omisión “ignorar al otro”, __ otras).

Tecnológica/Ciberacoso: (__ Mensajes SMS, __ Mensajes WhatsApp, __ correos electrónicos, __ difusión de imágenes sin consentimiento, __ foros, __ blogs, __ redes sociales, __ otras).

Material: (__ Rotura de materiales, __ esconder cosas sustracción de objetos, __ otras).

4. **Objetivo de la agresión:**

5. **Consecuencia de las agresiones:**

6. **Resumen del procedimiento desarrollado:**

7. **Medidas aplicadas:**

Protección a la víctima:

Medidas:

Responsable:

Aplicación de medidas disciplinarias cautelares:

Medidas:

Responsable:

Apertura de expediente disciplinario: Sí NO

Fecha de apertura:

Datos del alumno/a:

8. **Otras medidas y actuaciones previstas:**

Actuaciones:

Con el alumno/a implicado

Con el grupo

Con las familias

Con el equipo docente

Con la comunidad educativa

Recursos necesarios:

Temporalización:

Evaluación y Seguimiento del plan:

9. Conclusiones:

En La Cañada a de de

Fdo.: Rosario Palau Domenech (Directora)

<p>GENERALITAT VALENCIANA</p>	<p>MODEL DE COMUNICACIÓ AL MINISTERI FISCAL DE CONDUCTES GREUMENT PERJUDICIALS PER A LA CONVIVÈNCIA AL CENTRE I QUE PODEN SER CONSTITUTIVES DE FALTA O DELICTE PENAL</p> <p>MODELO DE COMUNICACIÓN AL MINISTERIO FISCAL DE CONDUCTAS GRAVEMENTE PERJUDICIALES PARA LA CONVIVENCIA EN EL CENTRO Y QUE PUEDEN SER CONSTITUTIVAS DE FALTA O DELITO PENAL</p>	MP031754
A DADES DEL CENTRE / DATOS DEL CENTRO		
Codi del centre / Código del centro	Nom del centre / Nombre del centro	
Localitat / Localidad	Província / Provincia	Telèfon / Teléfono
B DADES DE QUI REALITZA LA COMUNICACIÓ / DATOS DE QUIEN REALIZA LA COMUNICACIÓN		
DNI	Nom / Nombre	Cognoms / Apellidos
Càrrec que exercix en el centre / Cargo que desempeña en el centro		
Fax	Telèfon de contacte / Teléfono de contacto	Correu electrònic / Correo electrónico
C INFORME / INFORME		
<p>El dia _____ de _____ de l'any _____ s'ha produït la incidència que a continuació es descriu. La direcció del centre considera que hi ha una conducta greument perjudicial per a la convivència en el centre i que pot ser constitutiva de falta o delictes penal. En compliment de l'article 44 del Decret 39/2008, de 4 d'abril, del Consell, es comunica al Ministeri Fiscal.</p> <p><i>El día _____ de _____ del año _____ se ha producido la incidencia que a continuación se describe. La dirección del centro considera que existe una conducta gravemente perjudicial para la convivencia en el centro y que puede ser constitutiva de falta o delito penal. En cumplimiento del artículo 44 del Decreto 39/2008, de 4 de abril, del Consell, se comunica al Ministerio Fiscal.</i></p>		
D DESCRIPCIÓ DE LA INCIDÈNCIA / DESCRIPCIÓN DE LA INCIDENCIA		
<p>(En la descripció han de constar els noms de l'agressor i la víctima i les adreces dels seus domicilis)</p> <p><i>(En la descripción deben constar los nombres del agresor y la víctima y las direcciones de sus domicilios)</i></p>		
E MESURES CAUTELARS ADOPTADES PEL CENTRE / MEDIDAS CAUTELARES ADOPTADAS POR EL CENTRO		
<p>La incidència ha sigut comunicada al registre central del PREVI</p> <p><i>La incidencia ha sido comunicada al registro central del PREVI</i></p> <p>_____, _____ de _____, de _____</p> <p>Firma _____</p>		
<p><small>Les dades personals que conté l'imprès podran ser incloses en un fitxer perquè siguin tractades per la Consellera d'Educació, Cultura i Esport, fent ús de les funcions pròpies que té atribuïdes en l'àmbit de les seues competències, i es podrà dirigir a qualsevol òrgan seu per a exercir els drets d'accés, rectificació, cancel·lació i oposició, segons disposa la Llei Orgànica 15/1999, de 13 de desembre, de Protecció de Dades de Caràcter Personal (BOE núm: 298 de 14 desembre de 1999).</small></p> <p><small>Los datos personales que contiene este impreso podrán ser incluidos en un fichero para su tratamiento por la Conselleria de Educación, Cultura y Deporte, en el uso de las funciones propias que tiene atribuidas en el ámbito de sus competencias, pudiendo dirigirse a cualquier órgano de la misma para ejercitar los derechos de acceso, rectificación, cancelación y oposición, según lo dispuesto en la Ley Orgánica 15/1999, de 13 de diciembre, de Protección de Datos de Carácter Personal (BOE núm: 298 de 14 de diciembre de 1999).</small></p>		

1/3 EXEMPLAR PER A LA FISCALIA / EJEMPLAR PARA A LA FISCALIA

CECO - SDGITE

DIN - A4

IA - 18651 - 01 - E

MINISTERI FISCAL / MINISTERIO FISCAL. FISCALIA / FISCALÍA _____

PROVÍNCIA / PROVINCIA _____

07/07/14

**BRITISH
COLLEGE** 
LA CAÑADA