Anti-bullying policy

Introduction

The European School of Alicante is committed to safeguarding the wellbeing of its pupils and to assure that they can develop in an atmosphere of tolerance and respect. This is a responsibility that all members of the school community, pupils, parents and staff must share.

1. Definition

Bullying in school is the **systematic** exercise of physical and/or psychological violence by an individual or a group against others who are not capable of defending themselves. Bullying has a distressing effect and negative consequences for the victim and the aggressor. Bullying is always deliberate and often target-oriented. (See Annex I: Bullying assessment flowchart and Annex II: Forms of bullying)

2. Approach

Nobody should suffer in silence. When a case of bullying is noticed help must be asked for immediately: **TALK ABOUT IT TO YOUR TEACHER, PARENTS & FRIENDS.**

Talk to another pupil:
- the pupil could try to talk with both bully and victim.
- the pupil advises the victim to ask for help.
- the pupil asks for help on behalf of the victim.

Talk to a teacher, a member of the Behaviour Support Group, a member of the school management:

- the teacher solves the problem himself/herself by using, for example, the "No blame approach" or other mediation techniques (see Annex III)
- the teacher asks for the intervention of another colleague, the school psychologist, the school management.
- the teacher contacts the parents as appropriate.
- the teacher reports the significant cases to the management. These reports are internal and confidential and serve to follow-up the evolution of cases and re-incidences. (For written reports, the form in Annex IV can be used as a model).
- the teacher informs the Behaviour Support Group(BSG). See Annex VI.
- the teacher checks at different times to make sure that the problem has been solved.
- in severe cases the teacher, in collaboration with the management, can propose sanctions to be applied, following the procedures outlined in the General Rules of the European School guidelines. Consult 2014-03-D-14-en-4.pdf. Articles 40-43.

Talk to your parents:
- Parents are encouraged to contact the school (class-teacher, school psychologist, management) when they are confronted with or have the suspicion that their children are involved in a bullying episode, either as victim or aggressor. They ask the school to take actions so as to tackle the problem as soon as possible.
- the parent talks with his/her child.
- the parents talk to a member of the school staff

When the school is made aware, we will try to solve the case helping all pupils, bullies <u>and</u> victims, trying to make them reflect about how they can grow personally so that inappropriate behaviour does not happen and conflict is avoided.

If this is not understood by pupils we will bring in the families so that we can work on it both from home and at school. **Disciplinary actions will be a last resort, but if needed, they will be used to ensure the wellbeing of our pupils.** (For reasons of data protection, sanctions applied will normally be confidential).
All pupils have the right to enjoy coming to school and to feel happy, safe and respected.

3. Prevention:
In order to prevent bullying, we need to be aware that we belong to a school community made up of people from different nationalities, cultures, religions and social backgrounds. We must treasure the differences and be unbiased by prejudice. The school climate must be built on the shared basic values of tolerance and respect that are integral to all school activities.
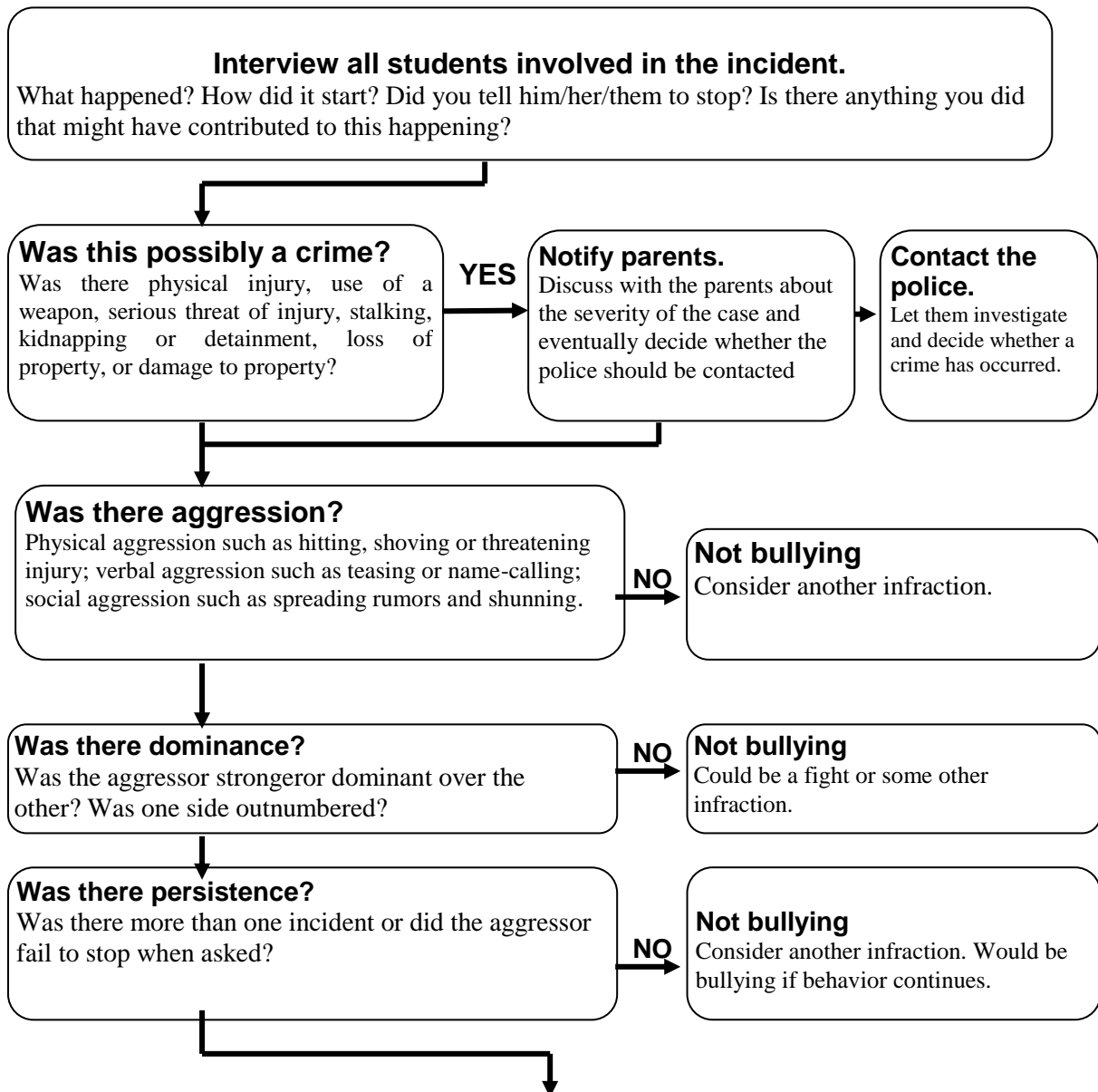
Prevention is a key aspect of our anti-bullying policy. This means systematic work inside and outside the classrooms to provide a positive pedagogical atmosphere. Therefore:

- At the start of each school year all the pupils of a particular class will have ample opportunity to get acquainted. The class teacher stimulates and supervises social activities.
- Each year at least one or two activities concerning the whole school or several classes are organized. This is aimed at strengthening the school cohesion among the different age groups and language sections.
- Every teacher systematically uses some time during his/her lessons to improve the class atmosphere; (s)he proposes activities, adapted to the level of the pupils, that link his/her subject matter with the passing on of values such as tolerance and respect, friendship and kindness.
- School trips, excursions, outings and other activities are organized to contribute to a positive social-emotional atmosphere.

4. Annexes

- Annex I. Bullying assessment flowchart
- Annex II. Forms of bullying
- Annex III: "No blame approach" and other mediation techniques
- Annex IV: Report form.
- Annex V: Information for parents
- Annex VI: Behaviour Support Group (BSG).

Annex I. Bullying Assessment Flow Chart

Interview all students involved in the incident.
What happened? How did it start? Did you tell him/her/them to stop? Is there anything you did that might have contributed to this happening?

Was this possibly a crime?
Was there physical injury, use of a weapon, serious threat of injury, stalking, kidnapping or detainment, loss of property, or damage to property?

YES →

Notify parents.
Discuss with the parents about the severity of the case and eventually decide whether the police should be contacted

Contact the police.
Let them investigate and decide whether a crime has occurred.

Was there aggression?
Physical aggression such as hitting, shoving or threatening injury; verbal aggression such as teasing or name-calling; social aggression such as spreading rumors and shunning.

NO →

Not bullying
Consider another infraction.

Was there dominance?
Was the aggressor strongeror dominant over the other? Was one side outnumbered?

NO →

Not bullying
Could be a fight or some other infraction.

Was there persistence?
Was there more than one incident or did the aggressor fail to stop when asked?

NO →

Not bullying
Consider another infraction. Would be bullying if behavior continues.

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Respond to bullying.

1. Educate and counsel all students, including bystanders, about bullying.
2. Encourage the aggressor to apologize and promise not to do it again.
3. Ask all students, "What could you do that would keep this from happening again?"
4. Ask all students, "Would you let me know if anything like this happens again?"
5. Monitor and follow-up to make sure that bullying does not recur.
6. Eventually, discipline aggressor for bullying, based on the seriousness and persistence of the behavior.

Annex II. Forms of Bullying

Physical

Mild: Pushing, shoving, spitting, kicking, hitting...

Moderate: Defacing property, stealing, physical acts that are demeaning, locking in a closed/confined place…

Severe: Physical violence against family / friends, inflicting bodily harm, threatening with a weapon…

Verbal

Mild: Mocking, name calling, dirty looks, taunting, teasing about clothing / possessions…

Moderate: Teasing about appearance, intimidating phone calls and / or e-mails…

Severe: Threats of aggression against property / possessions, threats of violence or of inflicting bodily harm…

Relational

Mild: Gossiping, embarrassing, setting up to look foolish, spreading rumours…

Moderate: Ethnic slurs, setting up to take the blame, publicly humiliating, excluding from group, social rejection…

Severe: Maliciously excluding, manipulating social order to achieve rejection, threatening with total alienation by peer group…

Intimidation

Mild: Threatening to reveal personal information, graffiti, publicly challenging to do something, defacing property / clothing, playing a dirty trick…

Moderate: Taking possessions (lunch, clothing, toys), extortion…

Severe: Threats of using coercion against family / friends, coercion, threatening with a weapon…

Extract from:
Sullivan, Keith (2000) An Anti-bullying Handbook. New York, Oxford University Press.

Annex III. Mediation approaches and techniques

The "No Blame" Approach to Bullying

It is a simple 7 step process that has the following four essential ingredients:

- The absence of blame
- The encouragement of empathy
- Shared Responsibility
- Problem Solving

The steps involved are as follows:

Step 1 - Talk with the victim: A facilitator talks to the victim to establish the impact that the bullying has had on them. It is not designed to gather "facts" about who said or did what to whom. The victim will be encouraged to suggest the names of people to form a group who should help solve the problem. These will include those involved, colluders and perhaps friends of the victim. The victim is also asked to produce a piece of writing or a picture to express how the bullying is affecting them.

Step 2 - Convene a meeting of the group: The facilitator gathers the group together ensuring that there is a balance between helpful and reliable students and those whose behaviour has been causing a problem.

Step 3 - Explain the problem: The facilitator explains that there is a problem and that "Sarah" is experiencing certain difficulties. Without discussing specific incidents or accusations the facilitator explains how "Sarah" is feeling using the piece of writing from the victim to illustrate this.

Step 4 - Share responsibility: The facilitator points out that no one is going to be punished and that the group has been convened to help solve the problem because there is a shared responsibility for "Sarah's" happiness.

Step 5 - Ask for ideas: The facilitator asks the group to suggest ways that they may be able to alleviate the suffering felt by the victim. Members of the group are encouraged to use "I" language (I will sit next to her in lessons, I will walk to school with her etc) so that they take ownership of the solutions. These ideas are not imposed on the group by the facilitator.

Step 6 - Leave it up to them:
The facilitator ends the meeting by passing responsibility for the problem over to the group, thanks them for their support and arranges a meeting to see how things are going.

Step 7 - Meet them again:
The facilitator meets each of the group individually a week later to see how things are going.

Source: http://www.happychild.org.uk/

The Shared Problem-solving approach. (An adaptation of the No-blame approach).

The Shared Problem-solving Approach to handling bullying is suitable for stopping bullying behaviour. It starts with the understanding that it is more important to solve the problem of bullying than to punish the perpetrator.

1 Interview the person being bullied
- Support them and congratulate them on telling.
- Assure them that the bullying is not their fault and they do not deserve to be bullied.
- Discuss how it feels to be bullied.
- Invite them to write down their feelings about being bullied.
- Explore any possible behaviours of their own where they may act more decisively to increase their own confidence in the situation.
- Tell them you are going to work with other people involved and some others in the group/class to get them to understand the effect that bullying or lack of support is having on one of their classmates.
- Ask them for names of people they would like included in the group.

2 Assemble a group of people
- Ask the advice of teachers who know the class or peer group well and can remain objective.
- Include the person who has been doing the bullying and his/her two main supporters.
- Include one or two bystanders who have been friends of the victim in the past.
- Include two dominant, assertive group/class members who in the past have observed the bullying but done nothing to stop the bullying.

3 Convene a meeting of the group
- Do not include the victim.
- Allow at least 30 minutes.
- Seat everyone in a circle.
- Explain the problem and share the feelings the victim has written down.
- Discuss why the victim is feeling this way.
- Don't apportion blame. This will allow the group to respond objectively to the bullying and to help find a solution.
- Talk about group responsibility for helping solve this problem.
- Encourage each group member to suggest positive ways the victim could be made happier.
- Say you will leave it up to the group to do these things to support the victim.
- Set a time for reconvening in a week (or other appropriate time lapse), to review progress.

4 Continue to support the victim yourself
- Meet with the victim informally once a day.
- Ensure the ongoing safety of the victim.

5 Re-convene the group in a week
- Discuss progress on doing the things they agreed to do.
- Praise them for any changes you have noticed.

Annex IV. Rapport consécutif à une situation de brimade

Remplissez ce formulaire aussi précisément que possible si:
- Vous êtes ou avez été victime de brimades.
- Vous avez été témoin de ce type de comportement
- Vous avez eu connaissance d'un cas de brimades.

I. PERSONNE SIGNALANT L'INCIDENT
Nom:
Adresse:
Email: Téléphone:

Elève ☐ | Parent ou responsable ☐ | Professeur ☐ | Autre ☐

II. IDENTITÉ DE LA VICTIME
S'agit-il d'un élève? Oui ☐   Non ☐
Si oui, quelle classe?:

III. IDENTITÉ DES AGRESSEURS PRÉSUMÉS
S'agit-il d'un élève ? Oui ☐   Non ☐

NOM: Prénom: Classe:
NOM: Prénom: Classe:
NOM: Prénom: Classe:
NOM: Prénom: Classe:

IV.CIRCONSTANCES DU OU DES INCIDENTS?
Date(s) et heure(s) du ou des incidents:

Lieu(x) du ou des incidents:

☐ Dans l'enceinte de l'école. Précisez:	☐ Dans le bus scolaire. Précisez:
☐ Sur le chemin de l'école. Précisez:	☐ À un autre endroit. Précisez:

V.NATURE DE L'INCIDENT

Cochez la ou les cases qui correspond(ent) le mieux aux types de brimades en question :

☐ Moqueries, Insultes ☐ Humiliations ☐ Injures racistes ☐ Mise à l'écart du groupe ☐ Colportage de rumeurs ☐ Intimidations et menaces ☐ Harcèlement téléphonique et /ou par e-mail	☐ Dégradation d'objets personnels ☐ Racket ☐ Vol d'objets personnels ☐ Bousculer ou cracher ou frapper ☐ Charger une autre personne d'accomplir l'agression ☐ Usage d'armes ou d'objets dangereux ☐ Autres. Précisez:

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DECRIVEZ LE PLUS PRECISEMENT POSSIBLE :

Ce qu'ont dit ou fait exactement les agresseurs .

Y avait-il des témoins?   Oui ☐ Non ☐

NOM:	Prénom:	Classe:
NOM:	Prénom:	Classe:
NOM:	Prénom:	Classe:
NOM:	Prénom:	Classe:

Quelqu'un est-il alors intervenu ? Si oui, qui ?

NOM:	Prénom:	Classe:
NOM:	Prénom:	Classe:
NOM:	Prénom:	Classe:
NOM:	Prénom:	Classe:

Avez-vous parlé de cette agression à quelqu'un?

☐ Amis	☐ Professeur	☐ Infirmière ou médecin
☐ Frère ou soeur	☐ Professeur de confiance	☐ Psychologue
☐ Autre(s) membres de la famille	☐ Conseiller Pédagogique	☐ Autres

Si vous n'avez parlé de cette agression à personne, pourquoi ?

Si vous êtes vous-même la victime de ces brimades, quel type d'aide attendez-vous ?

Voulez-vous ajouter quelque chose ?

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Annex V: Information for parents

Talk to your children about the school day in a casual way. Show a genuine interest in getting to know how things are going and give always the good advice about respecting others and being friendly and tolerant. Explain them that violence is never the way to solve problems and that adults are always ready to help.

If you notice any of these signs, your child could be a victim of bullying:

- Lack of interest in school or a refusal to go to school.
- Taking an unusual route to school.
- Suffering a drop in grades.
- Wanting to be left alone.
- Sad, sullen, angry or scared after receiving a phone call or e-mail.
- Torn or missing clothing.
- Physical injuries.
- Insomnia and nightmares.
- Stomach-aches, headaches and panic attacks.

If you are suspicious that your child could be a victim of bullying or bullying somebody, please, contact the school immediately. Preventing and tackling bullying when it occurs concerns us all.

Annex VI: Behaviour Support Group (BSG)

ESA   Behaviour Support Group (BSG)   Primary & Infantil.

The Behaviour Support Group has been established in Primary/Infantil to identify, track, evaluate and remediate negative behaviour among pupils of the ESA. It is an **internal working-group** composed of language section teaching staff representatives, Learning Support co-ordinator, school psychologist and doctor, and the Deputy-head. Parents of pupils involved in negative behaviour will be informed/consulted at each step as appropriate. Its functions are as follows:

1. Identify and track cases/incidents which require intervention, by liaising with class-teachers.
2. Supporting class-teachers in addressing '**Consistent Negative Behaviour.'**
3. Providing additional support for sufferers.
4. Researching the causes of the behaviour.
5. Suggesting strategies to improve the situation using policies and programmes which demonstrate best practice.
6. Providing additional support for aggressors.
7. Members make themselves available to plan strategy, observe, comfort, and supervise children involved, liaise with families where necessary, track and document the progress of the situation, propose re-enforcement of the code of behaviour of the school, devise sanctions where appropriate.
8. Providing learning experiences in this important area for pupils, teachers and parents.
9. Collaborate with the AMPA working- group on Behaviour.

Parents are encouraged to inform teachers when their children are suffering from **Consistent Negative Behaviour** by another pupil.
Teachers will use the service of the BSG to support and encourage the victim.
All professional staff will work to re-enforce the values of the school community.
Parents can support the work of the school and the BSG in positively educating their children. Class-teachers will inform parents of current members of the BSG.

By working together, the school community can ensure a safe, happy place where our pupils can learn and grow together in a positive environment.