

Bullying action protocol

The basis for the actions and procedures to be followed in cases of bullying is established.

In general terms, the action protocol should follow these steps

1. Communication of detected cases of harassment

Any member of the educational community who knows about a situation of bullying should inform the school management, either verbally or in writing, by requesting an interview. If you choose to do so in writing, you will use the information collection form set out in Annex I.

2. How to act in schools when reporting bullying

When the complaint has been made in the school itself. In this case we have summarized the actions in four phases:

Phase 1: First steps

The director of the centre, or the person to whom he or she delegates, with the help of the "Information Collection Sheet" (see Annex I), shall:

Appointing and receiving the family and the bullied student in an individual interview to find out the extent of the problem.

Appointment and reception of the family and the bullying student, as well as the rest of those involved in the individual interview.

Convene the Teaching Team, the Guidance Department and/or the Coexistence Commission to present the case and consult or ask for consensual guidance on the measures to be taken in each case.

To request the technical support of the centre's guidance counselor for intervention in certain cases, assessing the possible collaboration of the Specific Behavioral Alterations Team in the event that the actions planned do not produce the desired result and a more specific and specialized intervention is deemed appropriate.

Report to the Inspection Service according to the model that the service will provide.

Inform all parties of the obligation to inform the authority of any risk situations that may affect a minor without prejudice to the provision of any immediate assistance required (Article 13 of Organic Law 1/1996, of 15 January, on the Legal Protection of Minors). To this end, a situation of serious and proven continued harassment may be considered a situation of risk and must be reported to the juvenile prosecutor's office.

Notify the families when there is clear evidence of alleged criminal acts, informing the families involved of the communication, if necessary, to the Public Prosecutor's Office for Minors.

With regard to the victim's family, information will be provided on the steps to be taken in managing the conflict. When there is clear evidence of alleged criminal acts, the family shall be warned of the legally established possibility of reporting the acts, if they constitute a criminal offence.

The family of the aggressor or aggressors will be informed of the steps to be taken in managing the conflict and will be asked to be involved in resolving it.

Where there is clear evidence of alleged criminal offences, the family shall be informed of the legal proceedings that fall within the competence of the educational establishment.

Before taking any action, it is necessary to compare information from various sources: direct observation and monitoring, teachers, students and families. For each situation, the need to use different methods should be assessed, always requiring a high degree of confidentiality.

Phase 2: Analysis of the information and measures to be taken

Rapid, urgent and effective intervention is needed. The process must also be conducted with due discretion, otherwise it could lead to further violence and tension.

The Teacher's Board, the Guidance Department and/or the Coexistence Committee, convened by the Director or the person to whom he or she delegates and assisted by the information collection sheet to facilitate an orderly analysis of each case, will decide on the possible measures to be applied, in accordance with the Internal Regulations of the school (RRI). However, we suggest the following measures:

Protection for the victim. We can point out, among others:

Specific surveillance of stalker(s) and stalkers.

Individualized tutoring of those involved.

Ask for the family's collaboration in the supervision and control of their children.

Change of group.

Guidelines for self-protection of the victim.

Corrective measures with the aggressor or aggressors: These will be decided according to the seriousness of the facts and may be:

Oral and/or written apologies.

Participation in a mediation process.

Carrying out specific work during non-school hours related to the damage caused.

To request the family's collaboration for the vigilance and control of their children.

Carrying out tasks related to improving coexistence in the centre.

Involvement of socio-educational tasks.

Proposed participation in specific social skills courses or programs with family authorization outside of school hours.

Private admonishment from the tutor.
Private admonishment by management.
Appearance before management on a regular or ad hoc basis.
Change of group of aggressor(s).
Suspension of the right to participate in complementary and extracurricular activities.
Suspension of the right to attend the centre for a maximum period of three days.
Opening of disciplinary file with date, instructor and data of the students involved for the instruction of the same.

Phase 3: Written record of agreements on the measures decided. Plan of action

It is important to record, in writing, the agreements and action measures adopted. This documentary record must include the following sections:

Actions with the students involved (individualized):

Victim.

Stalker or stalker.

Spectators.

The class group.

All Students

Actions with the families.

Actions with Teaching Teams.

External collaborations (specified in the following point).

Resources used.

Timing.

Monitoring and Evaluation.

Phase 4: Specific intervention of the Guidance Department.

In this last phase of intervention and in order to avoid the recurrence of the case and favour the eradication of aggressive behaviour, we mean a method of mediation.

When the complaint has been made at the educational inspection service.

In this case, the Educational Inspection Service must inform the centre of the complaint and the guidelines to be followed. The centre may use the protocol for action included in these guidelines as soon as the complaint becomes known.

When the complaint comes from the Juvenile Procurator's Office.

When the child abusers are over 14 years of age.

In these cases, which fall within the scope of application of the Juvenile Criminal Law (Organic Law 5/2000), the Public Prosecutor must inform the centre's management of the complaint filed with regard to the appropriate effects and, in particular, to prevent the situation from continuing during the processing of the judicial file. The Prosecutor shall communicate the open file and the name of the victim and of any aggressors to the address of the centre.

When the child abusers are under 14 years of age.

The public prosecutor's office will send a report of what has been done to the educational centre where the abuses are taking place. The management of the centre shall, within its

powers, take appropriate measures to put an end to such acts and to protect minors who are suffering from them.

The Management Team, in the event of receiving a complaint of bullying from the Public Prosecutor's Office, is obliged to acknowledge receipt of the complaint received from the Public Prosecutor's Office. This measure is aimed at articulating the circulation of information between the competent authorities in the field: the Public Prosecutor's Office and the school's staff.

Once the complaint is known, the centre can use the protocol for action included in this document.

INFORMATION SHEET ON BULLYING .

Date:

Teacher:

Student/Victim:

Course:

Age:

1st Aggressor Student:

Course:

Age:

Student Aggressor 2^a:

Course:

Age:

Student Aggressor 3^a:

Course:

Age:

B. Origin of the request:

Family Student Tutor Teacher

Inspection Office of the Prosecutor Other

C. Collection of information

c.1. Type of aggression (mark the action that occurs):

| | YES | NO |
|--|-----|----|
| Verbal: Insults Motes Threats Blackmail | | |
| Social: Rejection Social isolation (vacuuming) | | |
| Physics: Blows Material breakage Vejections Sexual harassment Humiliations: | | |
| Psychological: Ridiculing: Rumors: Phone messages, emails, paintings.... | | |

c.2. Spaces where abuse occurs (mark where it occurs):

| | Yes | No |
|-------------------------------|-----|----|
| Classroom | | |
| Corridors (change of classes) | | |
| Bathrooms | | |
| Changing rooms | | |
| Inputs and outputs | | |
| Dining room | | |
| School bus/transportation | | |
| Outside the center | | |
| Others | | |

c.3. Facts observed:

Conduct observed:

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Observer:.....