

Version:
Review Date.

February 2025
February 2027

British School of Gran Canaria

Anti-Bullying

Policy Document



THE BRITISH SCHOOL OF GRAN CANARIA

ANTI-BULLYING POLICY DOCUMENT

1. SCOPE

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

2. DEFINITIONS

The School – The British School of Gran Canaria.

BSGC – The British School of Gran Canaria.

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

Pupils – synonymous with students.

Parents – parents of students at BSGC.

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

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

Support staff – Assistant teachers and lunchtime supervisors.

PSHE – Personal, social and health education.

INSET – in-service training.

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

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

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

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

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

CPOMS – the school's Child Protection Online Monitoring System

THE BRITISH SCHOOL OF GRAN CANARIA

ANTI-BULLYING POLICY

3) Rationale

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

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

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

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

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

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

This policy should be used in conjunction with the **BSGC Online Safety Policy**, **BSGC Safeguarding and Child Protection Policy**, and the **BSGC Behaviour Discipline and Exclusion Policy**.

4) Definition of Bullying

Bullying is where a person or a group exercise control over another against their will, often leaving the target feeling powerless and alone. One-off incidents, whilst very serious and always dealt with, do not fall within the definition of bullying, and the school acknowledges that patterns of one-off incidents could evolve into bullying behaviour over time. It is important for us to recognise the long-term psychological impact bullying can have, including anxiety, depression, and loss of self-esteem.

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

- An imbalance of power – the exercising of verbal, physical or psychological force on behalf of the bully towards the victim
- Intention or Impact – the conscious desire of one student to harm, threaten, or frighten another. Repeated harmful behaviour can still be considered bullying, even if the perpetrator is unaware of the full impact.

- Repetition – the aggressive action is repeated over time and generates a feeling in the victim of being the target of future attacks.

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

- Racial,
- Religious,
- Cultural,
- Sexist,
- Homophobic
- Biphobic
- Transphobic
- Special educational needs
- Disability
- Home circumstances
- Appearance
- Physical conditions or diseases
- Differences in academic performance
- Differences in social behaviour

Bullying may involve one or more of the following behaviours:

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

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

Bullying can be done by an individual or it can be done by a group. Bystanders play a crucial role in either perpetuating or preventing bullying behaviour. Inaction by those who witness bullying can unintentionally support the bully, and students are encouraged to take responsibility by intervening when safe to do so or reporting the behaviour to a trusted adult.

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

Regardless of the bully's intention, bullying can cause significant emotional distress and have a lasting negative impact on the mental health and well-being of the victim. It is the effect of the behaviour on the target, rather than the intent of the perpetrator, that defines the seriousness of the bullying.

5) Prevention of Bullying

This policy will be promoted through a comprehensive approach, including PSHE lessons, workshops and regular assemblies that educate students about the importance of empathy, respect, and the impact of bullying. Anti-bullying messages will be incorporated into teaching across all subjects, reinforcing the values of kindness, inclusion, and mutual respect in all aspects of school life.

All staff members will actively work to build and sustain a positive, inclusive school culture by modelling respectful behaviour and encouraging students to develop positive peer relationships. High standards of behaviour will be maintained in all areas of the school to

create an environment where bullying cannot thrive.

All members of staff will be vigilant in identifying and correcting early signs of negative behaviour, such as pushing, 'play fighting,' and other boisterous behaviour, as well as more underhand behaviour intending to belittle, humiliate or exclude others. Restorative conversations may be used to help students understand the impact of their behaviour on others and encourage personal responsibility. Staff will immediately challenge and correct any form of discriminatory language or behaviour, including name-calling, racial slurs, sexist terms, and other derogatory remarks.

Staff will take a proactive approach to supervision. Staff can patrol areas that are either known to be or are suspected of being areas of potential bullying activity. These areas will almost certainly include the playground, pupil toilets and covered outside areas. Through a proactive approach to duties, problems can be prevented or resolved before they escalate. Positive interactions with students while on duty help build trust and provide opportunities for students to report concerns or seek help.

6) Communication of anti-bullying policy

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

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

7) Levels of Responsibility

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

a. Stage 1 – Initial assessment of the situation

- Primary: class teacher or subject teacher.
- Secondary: tutor (of target of suspected bullying) supported by Head of Key Stages.

b. Stage 2 – Bullying identified

- Primary: Head of Sector (Infants or Juniors).
- Secondary: Head of Key Stage supported by Assistant Head of Secondary in charge of students.

c. Stage 3 – Bullying persists or very serious incidents

- Primary: Head of Primary.
- Secondary: Assistant Head of Secondary in charge of students supported by Head.

8) BSGC Community Responsibility

All students have a shared responsibility to ensure that the targets of bullying are not isolated or

marginalized. Students are encouraged to foster an inclusive, supportive environment and intervene in safe and appropriate ways when they witness bullying. They should report any suspected or witnessed bullying to a trusted adult, such as a teacher or school staff member, immediately. By taking action students contribute to a positive school culture where bullying is not tolerated.

When dealing with bullying incidents, teachers and senior staff will work collaboratively with all relevant members of staff, supporting each other and sharing information in a continuous and consistent way. The school's Child Protection Online Monitoring System (CPOMS) will be used consistently by all staff members with the relevant members of staff alerted to incidents of students in their care.

All teaching and support staff will be kept fully informed of any suspected or confirmed cases of bullying. It is essential that the entire staff works together in a coordinated manner, monitoring the situation, sharing observations in CPOMS, and implementing appropriate strategies. Effective communication and sharing information on CPOMS among staff will help prevent further incidents and ensure the well-being of all students involved.

Additionally, staff should regularly check in with both the victim and other students involved to monitor their well-being and ensure that the situation has been effectively resolved. A coordinated, school-wide approach, where everyone takes responsibility, is key to creating a safe and supportive learning environment.

9) Our Approach to Dealing with a Bullying Incident

At the British School of Gran Canaria, we are committed to fostering a safe, respectful, and inclusive school community. When conflicts arise, we use restorative interventions to guide students through a process of reflection, accountability, and relationship repair. Rather than relying solely on punitive measures, we encourage meaningful dialogue to help students understand the impact of their actions and explore ways to make amends. Facilitated processes such as mediation, restorative meetings, and restorative circles provide structured opportunities for students to answer key questions: What happened? Who has been affected? How can the harm be repaired? By prioritizing empathy, respect, and personal responsibility, we aim to create a positive and supportive school environment where all members feel valued and heard.

At the British School of Gran Canaria, restorative interventions will be used following an incident to help rebuild relationships and prevent future conflicts. When an issue arises, those involved will be invited to share their perspectives in a structured and respectful manner. Trained staff will facilitate discussions, ensuring that students feel safe and supported as they work towards a resolution. This process encourages students to take responsibility for their actions, acknowledge the impact on others, and collaboratively find ways to move forward. By embedding restorative practices into our daily interactions, we cultivate a culture of mutual respect, where students learn valuable social and emotional skills that contribute to a harmonious and productive learning environment.

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

a. Stage 1 – Initial assessment of the situation

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

b. Stage 2 – Bullying identified

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

INTERVENTION

- With the target

The student will be asked to identify a member of staff with whom they feel comfortable. This member of staff will offer support to the target of bullying by having daily conversations with the student and being the first point of reference for the student. A support group will be created with students identified by the target of bullying. This group of peers will support the target, accompany him/her throughout the school day and report any incidents to their tutor.

The target of bullying will be offered support and guidance by the members of staff responsible at Level 2 on self-esteem, self-confidence and assertiveness. The need to involve external support agents will be considered and parents informed.

- With the bully (either individual or group)

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

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

The Level 2 members of staff will assess the nature of the bullying and implement the disciplinary measures that best apply to the situation. They are also responsible for adding further information into CPOMS.

Guidance will be offered to the perpetrators to help them change their behaviour. Empathy with the target will always be encouraged. Through discussions and dialogue, the school will aim to guide student/s through a process of reflection, accountability, and relationship repair.

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

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

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

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

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

PSHE lessons.

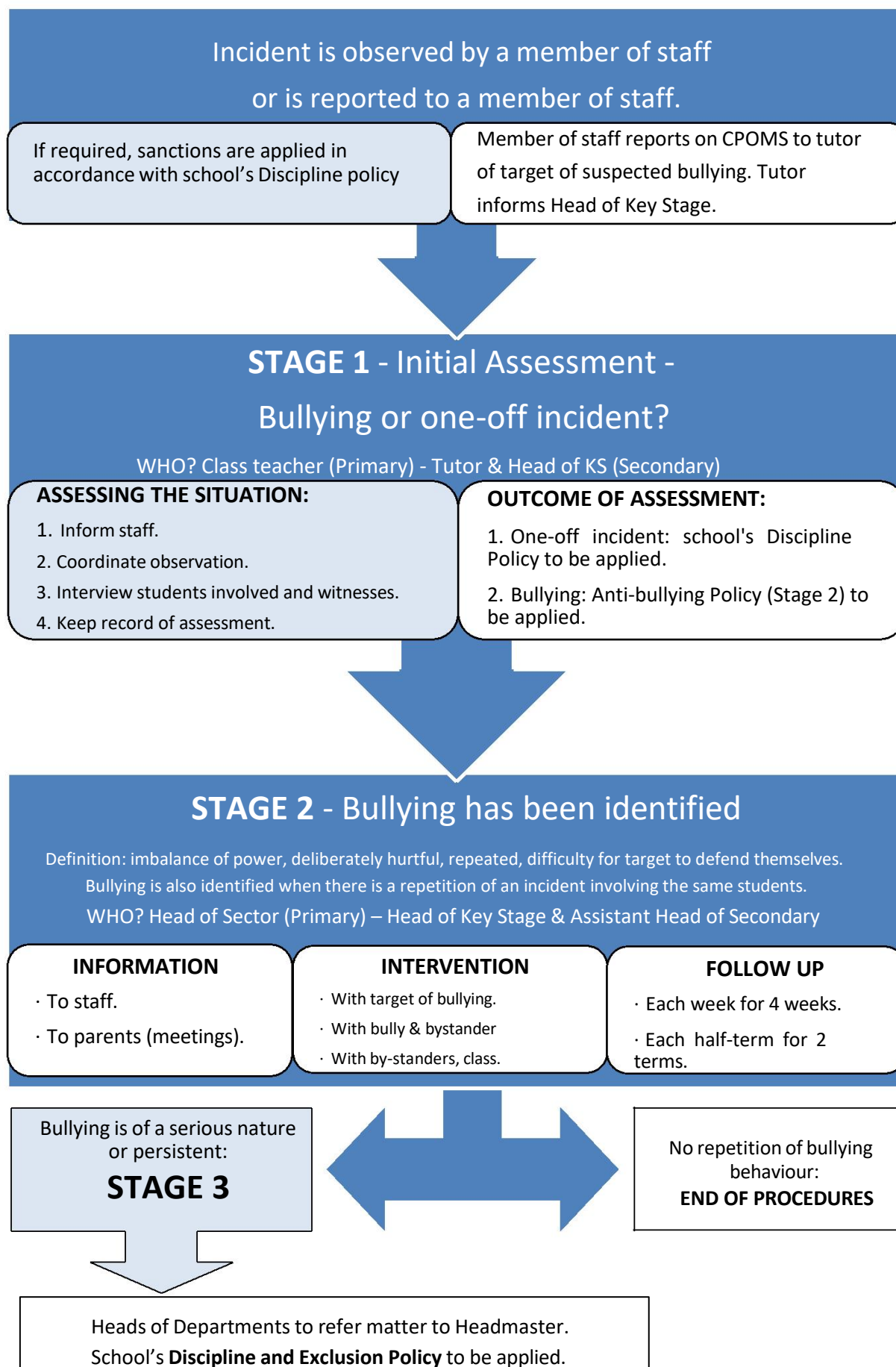
- FOLLOW UP TO ACTIONS

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

c. Stage 3 – Bullying Persists or Very Serious Incidents

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

Appendix B – Flowchart of Procedures



Appendix C – Anti-Cyberbullying Code - Advice to Students

Being sent abusive or threatening messages, seeing harmful comments about you online, or being targeted in group chats can be extremely upsetting. This code offers key tips to protect yourself and your friends from cyberbullying, and guidance on how to report it if it occurs.

1. Always Respect Others

When communicating online—whether through text, social media, messaging apps, or gaming platforms—you cannot see the impact your words or images may have on the other person. What may seem like a joke to you could be very hurtful to someone else. Always treat others with respect and think carefully before sending messages or sharing images. Ask for permission before tagging or posting pictures of others.

If you receive a mean or hurtful message about someone else, do not forward it or share it. Doing so could make you part of the bullying and could also break the law.

2. Think Before You Share

Before posting or sharing any image, comment, or personal information about yourself or others, take a moment to think. Once online, it can be difficult or impossible to remove—even from private chats. Always consider the long-term consequences of what you share, including how it might affect your relationships, reputation, or future opportunities. Would you be comfortable if your teacher, parent, or future employer saw it?

3. Secure Your Accounts

Treat your passwords like you would your toothbrush—never share them with anyone and change them regularly. Choose strong, unique passwords with a combination of letters, numbers, and symbols. This will help keep your accounts safe from hacking or misuse by others. Only share your personal contact details—like your phone number or email address—with trusted people.

4. Block and Report the Bully

Most social media platforms, messaging apps, and online services provide tools to block or report individuals who are behaving inappropriately. If someone is sending you hurtful messages or comments, use these features to protect yourself. These tools are there for your safety—don't hesitate to use them.

5. Avoid Retaliation

Responding to cyberbullying messages with anger or retaliating will only give the bully what they want. Instead, step away and take time to cool off. Never engage in a back-and-forth exchange with a bully—it can escalate the situation and make things worse.

6. Save the Evidence

Make sure to keep a record of any bullying messages, screenshots, or online conversations. These records are important if you need to show a trusted adult, your school, or even the authorities what has happened. Saving evidence will also help in any investigation into the cyberbullying.

7. Tell Someone You Trust

If you're being cyberbullied, don't suffer in silence. Talk to a trusted adult, whether it's a teacher, parent, or guardian, who can help guide you on what to do next. Reporting the bullying to the platform, your school, or even the authorities is a positive step toward stopping it.

Remember, no one deserves to be bullied online, and there are people who can help. You have a right not to be harassed and bullied online.

There are people that can help:

- Tell an adult you trust who can help you to report it to the right person.
- Tell the provider of the service you have been bullied on, for example, your mobile phone operator or social network provider. Check their websites to see

where to report.

- Tell your school. Your teacher or the anti-bullying coordinator at your school can support you and can discipline the person bullying you.
- You can contact the *Servicio Contra El Acoso Escolar* on 800 007 368. This is a free service (in Spanish) open Monday- Friday from 8:00 to 20:00

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

Appendix D – Advice for teachers

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

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

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

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

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

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

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

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

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

Helpline: 0300 323 0169

Appendix E – the legal context

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

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

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

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

The Spanish Constitution (SC)

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

Real Decreto 732/1995

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

Educational Legislation

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

Penal Code

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

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