



School Bullying Prevention Policy

How do we ensure the safety and well-being of our students at school? Measures related to the prevention of bullying.

Created: January 2022
6th Revision: July 2025

INDEX

1. INTRODUCTION TO THE SCHOOL BULLYING POLICY
 - a. Definition and characteristics
 - b. Places where it occurs
 - c. Warning signs in victims
 - d. Warning signs in bullies
 - e. Warning signs in the group of bystanders
 - f. Types of bullying
2. PROCEDURE TO FOLLOW IN THE EVENT OF BULLYING
 - a. Reporting incidents that may constitute bullying.
 - b. Investigations: gathering information.
 - c. Meeting to decide whether or not bullying has taken place.
 - d. Specific intervention in cases of bullying
 - e. Communication to the Juvenile Prosecutor's Office
 - f. Notification to the Territorial Area Directorate
3. CONFLICT PREVENTION AND RESOLUTION
4. SCOPE
5. ROLES AND RESPONSIBILITIES
6. APPENDICES
 - a. ANNEX Ia
 - b. ANNEX II
 - c. ANNEX III
 - d. ANNEX IV
 - e. ANNEX V
 - f. ANNEX VI
 - g. ANNEX VII
 - h. ANNEX VIII
 - i. ANNEX INTERVIEWS
7. AUDIT

1.- INTRODUCTION TO THE SCHOOL BULLYING POLICY

The management of Laude International School Aravaca understands that the prevention of bullying is a key element of the school's management, to which all members of the educational community must pay the utmost attention and effort in order to achieve a safe working environment in which cases of peer abuse are dealt with as strictly as possible in accordance with the protocol, avoiding negative repercussions on the entire educational community.

Laude International School Aravaca adopts this policy based on the following principles:

- Bullying among peers in the classroom must be treated with the same professional rigour as other issues dealt with at school.
- Awareness-raising activities will be promoted so that the entire educational community is aware of and applies the policy.
- Incidents of bullying will be recorded and reported.
- The school management will maintain and monitor the protocol, as well as compliance with current legislation.

To this end, it establishes and approves the Harassment Prevention Policy, which:

1. Includes a commitment to comply with the prevention of bullying and to continuously improve the Protocol for Prevention and Intervention in Cases of Bullying,
2. Includes a commitment to comply with legal and other requirements that the school subscribes to in relation to bullying,
3. Is communicated and applied by all Centre staff,
4. Is communicated to subcontracted staff,
5. Is available to the public, as well as to families.

The School is currently developing, studying and improving the Bullying Plan and the Plan for Improving Coexistence. We will have a first draft for the 23/24 academic year (with the collaboration of SILENOLE), so that with training and improvements, the next plan for preventing bullying and improving coexistence will be established. This process

will be completed during the 2024/25 academic year and will be reflected in future editions of this policy.

Some of the improvements established are:

- Training for all school staff, which will be extended to monthly training during the 2023/24 academic year.
- Introduction of specific dynamics by stages in the PAT for each academic year.
- Creation of a coexistence team with two teachers involved in each stage.
- Involvement of students through the Student Council programme in improving coexistence and preventing bullying.
- Weekly meetings of the coexistence team to review cases, improvements, follow up on the PAT and support tutors.

Definition and characteristics

According to the classic definition by D. Olweus (1983), a pioneer in research on peer abuse, bullying is physical and/or psychological persecution by one student against another, whom they choose as the victim of repeated attacks. This negative and intentional action places the victim in a position from which they can hardly escape on their own.

According to this definition, we can establish that when we talk about school bullying, the following characteristics are present:

- The intention to cause harm (physical, verbal or psychological).
- The imbalance of power, which makes the victim powerless to escape the situation on their own. The most conclusive defining feature of bullying is considered to be the imbalance: the superiority or advantage of the perpetrator over the disadvantage or inferiority of the victim, which is why it is often referred to as peer abuse due to abuse of power.
- Repetitive behaviour: this is another distinctive feature of bullying, which distinguishes it from isolated conflict. The repetition of harmful behaviour causes a progressive decline in the victim's self-esteem and underpins the relationship of dominance-submission that characterises this peer abuse. However, Olweus (1999) himself considers that a single episode can be so virulent that it is sufficient to establish a lasting relationship of domination.

Types of bullying

- Social exclusion can be active ("not allowing someone to participate") or passive ("ignoring").
- Verbal aggression can be direct ("insulting" and "giving offensive nicknames") or indirect ("speaking ill of someone or spreading harmful rumours").
- Physical aggression can be direct ("hitting") or indirect, seeking to harm the victim through their property ("hiding things," "breaking things," and "stealing things").
- Threats: a distinction is made between those intended to frighten the victim and those made with weapons. Threats are part of blackmail to force someone to do something they do not want to do.
- Physical sexual harassment and verbal sexual harassment
- When harassment is carried out through information and communication technologies, it is called cyberbullying.

Victims are usually not only victims of one form of abuse, but often several types are combined.

Places where it usually occurs

- During break time and in playgrounds;
- in queues;
- in bathrooms, corridors, etc.;
- in the classroom, when the teacher turns to the blackboard to give an explanation, while attending to another student;
- during class changes;
- in the dining hall;
- on the school bus;
- at the entrance or exit of the school;
- outside the school;
- via mobile phone (messages, anonymous calls, etc.); via the Internet, through social networks, chat rooms and email.

Warning signs in victims

- Recurrent absences/serious truancy.
- Decline in academic performance.
- Difficulty concentrating.
- Feelings of guilt.
- Assumption of responsibility for the events.
- Depressive symptoms: irritability, insomnia, nightmares, loss of appetite.
- Apathy.
- Aggressive behaviour. Aggressiveness/low self-control.

- Escape and avoidance behaviours.
- Somatic symptoms of anxiety: gastrointestinal symptoms, generalised discomfort, fatigue and muscle stiffness, chest tightness, feeling of suffocation, dizziness, headaches, etc.
- Psychological and emotional symptoms of anxiety: restlessness, nervousness, pessimism, apprehension, feeling of tension, fatigue...
- Fear/panic symptoms: (trembling, palpitations, feeling of suffocation, etc.).
- Fear of losing control.
- Fear of being alone.
- Helplessness.
- Suicidal thoughts, threats of suicide, and suicide attempts.
- Isolation from peers.
- Denial of facts or inconsistencies.
- Emotional lability: uncontrolled crying, extreme emotional responses.

Warning signs of potential bullies

- Verbal and physical aggression.
- Insults.
- Threats.
- Poor self-control.
- Impulsiveness.
- Violent behaviour.
- Abuse of power.
- Psychological harassment.
- Sexual harassment.
- Assaults against property.
- Body language: looks and gestures of rejection.
- Coercion

Warning signs of observers involved in harassment

- Collaborate in the harassment.
- They record assaults.
- They approve of them with their presence.
- Reinforce the behaviour of the harasser.
- They ignore and isolate.

2.- PROCEDURE TO FOLLOW IN CASES OF BULLYING

All actions shall be carried out with due **confidentiality** and discretion: it is particularly important that the information is not made public or disseminated randomly, as this could aggravate and distort the facts.

The protocol must be followed, and headteachers are obliged to comply with it and are directly responsible for the procedure.

At any stage of the process, schools may request advice from the Education Inspection Service.

The basic sequence is as follows:

1. Notification of incidents that may constitute bullying.
2. Investigations: gathering of information.
3. If necessary, a meeting will be held and fluid contact will be maintained with the Community of Madrid's guardian agents in order to receive advice from both the school and the families.
4. Meeting to decide whether or not bullying has taken place based on the information gathered.
5. Specific intervention in cases of bullying:
 - a. A follow-up will be established in accordance with the guidelines of the Regional Ministry in its protocols for action by schools in cases of bullying or behaviour that affects the emotional well-being of students, and it will be evaluated periodically. This phase includes communication with the families of the students involved.
6. They must be reported to the Coexistence and Anti-Bullying Unit as soon as they occur.
7. Reporting the existence of bullying at the school to the Juvenile Prosecutor's Office (where applicable).
8. Reporting the existence of bullying at the school to the relevant Regional Directorate.

A. Notification of incidents that may constitute bullying.

Any member of the educational community who is aware of a possible situation of bullying must report it to the school.

If the situation does not involve physical aggression, threats, abuse or humiliation and is determined to be an isolated case, the school's standard conflict resolution process for such cases will be initiated. (See 3. Conflict Prevention and Resolution Phase.)

For these initial investigations, school staff do not need authorisation from the student's legal guardians or their presence.

If the situation is likely to be considered bullying, **the headteacher** will be asked to be **notified in writing** of the existence of evidence of bullying of a pupil at the school ([ANNEX I.a](#)). This document will contain basic information (facts, witnesses, author of the notification, etc.) about the complaint.

In order to encourage **students**, who are often witnesses and aware of situations that may go unnoticed by adults, to easily report situations of possible bullying that they witness or are aware of, they are reminded that they can also write to the "I need to talk" form or use [ANNEX I.b](#), specifically intended for them, which should be available in accessible places in the school: classroom notice board, reception, etc.

In addition, the centre conducts several questionnaires from Year 3 onwards to assess the atmosphere of coexistence. In these questionnaires, pupils can report situations of physical, social or verbal harassment or cyberbullying of which they are aware. The aim is to facilitate communication channels so that action can be taken in situations that are susceptible to bullying.

B. Investigations: Gathering information

Immediately upon receiving the notification ([ANNEX I.a](#)), the headteacher will appoint the school's designated representatives to obtain the information necessary to determine whether or not bullying has taken place. To this end, they will provide the selected individuals with [ANNEX II](#).

The designated professionals shall immediately and diligently gather the relevant information in accordance with the reported facts and the content of [ANNEX II](#).

Information gathering procedure:

Systematic observation of risk areas will be carried out to select data on the functioning of students at the centre, their interaction characteristics, existing levels of aggression, situations in which aggression occurs, etc.

An investigation of the situation will be carried out using the following procedure and in the order determined by the aforementioned team, ensuring that the alleged victim and the alleged perpetrator do not coincide. For this first phase of information gathering, the family's authorisation or presence during the preliminary interviews is not necessary.

- Interview with the allegedly bullied student. The confidentiality of the student's information must be guaranteed.
- Interview with non-participating observers. These are members of the educational community who may be aware of the facts but are not actively involved in them.
- Interview with the parents or legal guardians of the alleged victim. They will be informed of the facts under investigation, the measures taken, and the steps to be taken in managing the conflict, depending on the seriousness of the incident, and their cooperation will be requested in resolving it.
- Interview with the alleged aggressor or aggressors.
- Interview with the parents or guardians of the alleged perpetrator(s). They will be informed of the allegations, the evidence available in relation to them, the legal actions that the school is responsible for taking if the bullying is confirmed, the steps to be taken in managing the conflict, and their cooperation will be requested in resolving it.

An indicative model of the minutes of the meeting with the families of those involved is included as [ANNEX VII](#).

After the appropriate inquiries have been made, the annex shall be returned signed to the headteacher. All actions relating to the gathering of information must be carried out with

prudence and confidentiality, and it is particularly important that the reported evidence is not considered proof before it has been verified.

C. Meeting to decide whether or not bullying has taken place.

Immediately after the delivery of ANNEX II, the headteacher will hold a meeting to make a decision, the minutes of which will be taken in accordance with ANNEX III.

The coordinator of the stage, the tutor of the allegedly bullied student, the school counsellor, the safeguarding leader and the two professionals who have completed ANNEX II shall be invited to this meeting.

At this meeting, which is intended to assess the information collected in ANNEX II and to make decisions about the existence of bullying, three situations may arise:

1.- There is NO evidence of bullying: in these cases, the Intervention Plan is not activated. It is advisable to carry out systematic observation and record the information obtained, which will be included in the case documentation, and to monitor the case for as long as deemed appropriate.

2.- There is evidence of bullying: an extraordinary Coexistence Assembly is convened to implement the Intervention Plan in accordance with ANNEX IV. In this case, at the same meeting, the Intervention Plan (ANNEX IV.b, based on the guidelines and proposals set out in ANNEX IV.a) will be designed and completed, including urgent and/or precautionary measures, where appropriate, depending on the seriousness of the case, aimed at ensuring the safety of the victim. The SIE and the Coexistence Unit shall be notified of this circumstance and of the measures taken by the centre. The disciplinary process shall be carried out as specified in the Coexistence Plan.

3.- There is insufficient evidence at this time or the evidence is inconclusive: Further observation, data recording and monitoring will be planned, with provisional organisational and surveillance measures being put in place if deemed appropriate. The family of the possible victim will be informed of these measures, which will be recorded in the minutes for the record. Once the agreed time for observation and recording has

elapsed, this meeting will be repeated, with new minutes, incorporating the follow-up records.

D. Specific intervention in cases of bullying

Confirmation of bullying entails the adoption of several parallel actions. On the one hand, assessing the need to communicate the situation to other institutions and, on the other, the immediate implementation of disciplinary measures as set out in the Coexistence Plan.

The Intervention Plan, which appears as ANNEX IV, will be activated.

This annex will contain the specific actions of the Plan selected by the centre for intervention with the bullied student, the bully, their families, the teaching team and the groups of student spectators. The member of the action group responsible for each action will also be recorded. The frequency of monitoring and evaluation will also be indicated.

Those responsible for the actions will evaluate their compliance (yes/no), their impact (positive/negative/irrelevant) and agree on their continuity (yes/no).

E. Communication to the Juvenile Prosecutor's Office: ANNEX V

Teachers, the school's management team or any person who becomes aware of criminal acts are obliged to report the facts to the relevant law enforcement agencies or the Public Prosecutor's Office.

F. Report to the TERRITORIAL AREA MANAGEMENT: ANNEX VI.

This report shall be completed and sent to the Director of the corresponding Territorial Area immediately after the communication has been sent to the Juvenile Prosecutor's Office. Copies of the following annexes to the protocol shall be attached to the report: ANNEX II, ANNEX III and ANNEX IV.b).

3.- CONFLICT PREVENTION AND RESOLUTION

The school seeks to prevent any conflict from turning into a situation of bullying and, to this end, promotes a culture of peaceful dialogue and the establishment of agreements between the parties (mediation).

Participation in mediation requires the willingness of those involved and a commitment to confidentiality.

Participation in pre-mediation and/or mediation is considered a mitigating factor in the severity of the offences stipulated in the school's Coexistence Plan.

To this end, training and awareness-raising sessions are held for students and teachers, and the entire educational community is informed about the characteristics of the programme and how to proceed to resolve conflicts and when there is a suspicion of a situation of bullying.

Therefore, conflicts between students are attempted to be resolved by following these strategies:

1. The conflict is reported by families, teachers, students, other members of the educational community, maintenance staff, kitchen staff, transport staff, extracurricular staff, etc. through the available channels: email, DSL Team and the physical mailbox in the primary school hall. In addition, there is the Coexistence Climate questionnaire, which is carried out twice a year from the third year of primary school to the second year of secondary school.
2. Pre-mediation with the support of tutors: The tutors of the students involved will carry out pre-mediation, a conflict resolution process based on dialogue, which is recorded and documented in Annex I, Record of Agreements. If no agreement is reached, mediation (step 7) is activated. This is a conflict resolution method in which a third party with specific training intervenes with the aim of helping the parties to reach a satisfactory agreement.
3. Families are informed that pre-mediation has taken place via the PSP platform in events.
4. The pre-mediation agreement is monitored and supervised.

5. If the conflict has been dealt with and resolved in the pre-mediation phase, the tutor will document this in writing and send it to the Assembly via the mediating teachers. Tutors can review the agreements on resolved conflicts on a monthly basis, as specified in the tutorial action plan.
6. However, if the conflict cannot be resolved in the classroom, mediation is initiated. A conflict is considered unresolved when one of the parties has breached the agreement.
7. Mediation: One or two mediators (teachers and/or students) are appointed to carry out mediation. Those affected participate in a conflict resolution process (which will also be recorded and documented in Annex I Register of Agreements) but this time with the participation of specialised mediators.
8. Families are informed that mediation has taken place via the PSP platform in events and by means of a statement.
9. The mediation agreement is monitored and supervised.
10. If the agreement has been fulfilled, the mediation is successfully closed. The mediator will document this in writing and send it to the Assembly. If any of the parties has breached the mediation agreement, an extraordinary Assembly for Coexistence will be convened and the management team will be informed.
11. In the event that the protocol is activated (see section 2. Procedure to be followed in cases of Bullying), the Assembly for Coexistence invites those affected: parents or guardians, teachers and students involved, to a meeting. This meeting will result in a signed commitment specifying the agreements, always taking into account the obligation to activate the protocol if there are signs of bullying, the sanctions and criteria established by the Community of Madrid. The maximum period for intervention is 15 school days from the date of the start of the proceedings.

At the same time, in primary school there are resources for working on conflict resolution in the classroom, such as Puente Hacia la Paz (Bridge to Peace) and Reino de la Convivencia (Kingdom of Coexistence), which are activated in classes where it is considered necessary.

4.- SCOPE

The School Bullying Prevention Policy is developed by the school's guidance and management team, signed by the management team and adopted by all levels of the organisation. The policy shall also apply to any associated body that has unsupervised access to the school's pupils, and to any contractor.

5.- ROLES AND RESPONSIBILITIES

ROLES

- Headmistress: Marta Martínez (m.martinez@ia.edu.es)
- Primary Coordinator: Valme García (v.garcia@ia.edu.es)
- Secondary Coordinators: Alice Pallarés (a.pallares@ia.edu.es)
- Sixth Form Coordinator: Tatiana Calvo (t.calvo@ia.edu.es)
- Guidance Counsellor and DSL: Miriam Serrano (m.serrano@ia.edu.es)
- DDSL and Coexistence: Miguel Asensio (m.asensio@ia.edu.es)

LOCAL SAFEGUARDING BODIES

1.- Guardians

Address: Calle Francisco y Jacinto Alcantara, 2, 28008 Madrid

Telephone 917 584 624 Email: agtutormoncloa@madrid.es

2.- Anti-Bullying Support Team

Address: C/ Santa Hortensia, 30. 2nd floor 28002 Fax: 91 732 51 80

Email: equipoapoyoacoso@madrid.org

Mr Andrés Enrique Crespo Espert Telephone: 91 276 71 51

Mr. José Antonio Luengo Latorre Telephone: 91 276 71 52

Ms Raquel Yévenes Retuerto Telephone: 91 276 71 53 / 913442432

3.- Education Inspectorate

The DAT Capital Education Inspection Service is located at Calle Isaac Peral, No. 23 - 28040 - Madrid

Telephone: 91 720 22 00 - Fax: 91 544 30 95 -

Email: jefatura.sie.mc@madrid.org

Coexistence and Anti-Bullying Unit

This unit is responsible for advising and monitoring schools in the Community of Madrid on matters relating to school coexistence, prevention and intervention against bullying, and the emotional well-being of students. The Unit has three teams: a coexistence team, dedicated to promoting and consolidating coexistence in schools; an anti-bullying team, dedicated to combating this scourge; and a team providing socio-emotional counselling to students, to support schools in this area.

The Unit will be responsible for:

- Planning and developing measures to promote coexistence in schools.
- Coordinating the different services and units involved in conflicts of coexistence in schools and situations of bullying.
- Responding to requests for guidance and information from the school community.
- Advising schools on the prevention and resolution of conflicts between members of the educational community (students/families/teachers/administrative and support staff) and collaborating with them in resolving these conflicts.
- Collaborating in identifying the training needs of those involved in these matters, in coordination with the Educational Inspection services.

6.- APPENDICES

The following annexes mentioned in this policy can be found at the following links:

- ANNEX I. a) Notification to the headteacher [1a ANNEX Ia.pdf](#)
- APPENDIX I. b) Document for [students 1b APPENDIX Ib.pdf](#)
- ANNEX II. Document for data collection [2 Annex II.pdf](#)
- ANNEX III. Minutes of the meeting for decision-making [3 ANNEX III-2021.pdf](#)
- ANNEX IV. a) Basic intervention plan once bullying has been detected in the school [4a ANNEX IVa.pdf](#)
- ANNEX IV. b) Intervention plan designed by the school in accordance with the proposals in ANNEX IV a. [4b ANNEX IVb.pdf](#)
- ANNEX IV. c) Minutes of the follow-up to the intervention plan [4c ANNEX IVc.pdf](#)
- ANNEX V. Communication addressed to the Juvenile Prosecutor's Office [5 ANNEX V.pdf](#)
- ANNEX VI. Report to the Director of the Territorial Area [6 ANNEX VI.pdf](#)
- ANNEX VII. Template for minutes of meetings with families [7 ANNEX VII.pdf](#)
- ANNEX IX Guidelines for conducting interviews to gather information. [ANNEX IX GUIDELINES FOR INTERVIEWS](#)
- ANNEX VIII. Supplementary sheet to Annex [8 ANNEX VIII.pdf](#)

7. AUDIT, NOTIFICATION, REVIEW AND SIGNATURE

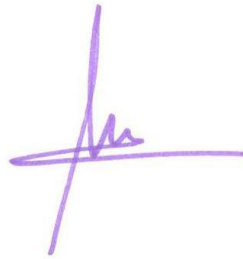
Elements relating to safeguarding practices at IA school are included in the annual safety audit and are reviewed in the event of a visit by the H&S team.

The H&S team, the Regional Director and the Directors will review the implementation notes regularly, at least once every two years.

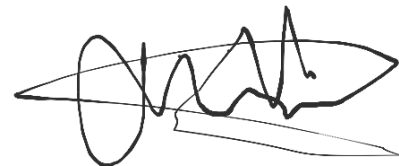
REVIEW DATE: JULY 2024

Signatures

Headteacher - Marta Martínez



Coord. Guidance Department and DSL Designated
Safeguarding Lead - Miriam Serrano



DDSL Deputy Designated Safeguarding Lead -
Miguel Asensio

