Anti-Bullying Policy

Policy:	Version 5 (V4 24/V3 20 / V2 18 / V1 17)
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Reviewed by:	Whole Team (September 24)
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Responsible:	Ceo/Heads of Stage
Approved by:	Executive Leadership Team
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Please read this policy in conjunction with our Safeguarding, Behaviour, Secondary Conflict Resolution, and SEND, ICT Policy and Procedures.

Also refer to the Equality and Inclusion Policy, and the role of the Coordinador/a de Bienestar y Protección, as required under Ley Orgánica 8/2021.

1. Aims and Commitment

The British School of Costa Daurada is committed to providing a safe and inclusive learning environment for all students. This policy aims to address and prevent bullying, including any acts of discrimination or harassment, in accordance with the Equality Act 2010.

Our school priority is to foster an environment that respects and values all students, regardless of their protected characteristics.

Bullying, discrimination, and harassment are not tolerated, and we will take appropriate action to address incidents promptly, support victims, and promote equality and inclusivity throughout our school community.

This commitment is reinforced by Keeping Children Safe in Education (KCSIE) 2025, Working Together to Safeguard Children (2023), and Spain's Ley Orgánica 8/2021 (LOPIVI), which obliges schools to prevent, detect, and respond to all forms of violence or harassment involving minors.

In line with KCSIE 2025, when a child reports a concern, the school states:

- You will be listened to.
- We will take you seriously.
- We will act quickly to protect you.
- You will not get in trouble for reporting.

The school is aligned with the Anti-Bullying Alliance (ABA) and actively draws on their research-based resources, national guidance, and annual themes. This ensures that our preventative work, staff training, pupil education, and Anti-Bullying Week programmes reflect UK best practice.

The school is committed to early intervention, consistent documentation, and rapid protective measures whenever there is a concern about bullying or peer-on-peer abuse.

2. Definition of Bullying

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involved an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online" - Anti-Bullying Alliance definition of Bullying.

This includes peer-on-peer abuse, prejudice-based bullying, online harm, or coercive control, as recognised in KCSIE 2025.

The following related concepts are also recognised within this policy:

- Prejudice-based bullying (explicitly named in Anti-Bullying Alliance guidance)
- Sexual harassment / harmful sexual behaviour
- Microaggressions (LOPIVI considers these part of escalating violence)
- Banter vs bullying (important in KS3–4 contexts, particularly where "joking" becomes harmful)

3. Equality Act 2010

Our school acknowledges and upholds the Equality Act 2010, which prohibits discrimination, harassment, and victimisation based on the following protected characteristics:

a. Age

This refers to a person's age, whether young or old. Discrimination based on age includes both direct discrimination (treating someone less favorably due to their age) and indirect discrimination (applying a provision, criterion, or practice that puts people of a certain age group at a disadvantage).

b. Disability/SEND

Disability refers to a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out day-to-day activities.

c. Gender reassignment

This characteristic applies to individuals who have undergone, are undergoing, or intend to undergo a process to change their gender from their assigned sex at birth. It protects transgender individuals from discrimination and unfair treatment.

d. Marriage and civil partnership

People who are married or in a civil partnership are protected against discrimination on this basis. This includes both the status of being married or in a civil partnership and the history of being in one.

e. Pregnancy and maternity

Discrimination based on pregnancy, childbirth, or related maternity matters is prohibited. This ensures that individuals are not treated unfairly due to their pregnancy or maternity leave.

f. Race

This characteristic covers an individual's race, color, nationality, or ethnic origin. Discrimination based on race includes direct discrimination, indirect discrimination, harassment, and victimization.

g. Religion or belief

Individuals are protected from discrimination based on their religion, religious beliefs, or philosophical beliefs. This includes the right to practice one's religion or belief and protection against unfair treatment due to these beliefs.

h. Sex

Discrimination based on sex, which includes gender, is prohibited. Both males and females are protected from being treated less favorably due to their sex, gender identity, or gender expression.

i. Sexual orientation

Discrimination based on sexual orientation is prohibited. This covers individuals who identify as heterosexual, homosexual, or bisexual, protecting them from unfair treatment and prejudice based on their sexual orientation.

These principles are also consistent with Spain's *Ley Orgánica 4/2023* for equal treatment and non-discrimination, and *LOPIVI*, which requires all schools to implement preventive measures and protocols against violence and bullying.

4. Other supporting laws

- Department for Education's statutory guidance KCSIE (2025) and Working Together to Safeguard Children (2023)
- Ley Orgánica 8/2021, de 4 de junio, de Protección Integral a la Infancia y la Adolescencia frente a la Violencia
- Ley Orgánica 3/2020, de 29 de diciembre, de Educación
- Ley Orgánica 2/2006, de 3 de mayo, de Educación
- Ley Orgánica 5/2000, de 12 de enero, Reguladora de la Responsabilidad Penal de los Menores
- Ley Orgánica 1/1996, de 15 de enero, de Protección Jurídica del Menor
- Ley Orgánica 4/2023, de Igualdad de Trato y No Discriminación

5. Prohibited Conduct

Our school strictly prohibits bullying, discrimination, and harassment based on any of the protected characteristics outlined in the *Equality Act 2010* and local laws.
 This includes, but is not limited to:

- Verbal abuse, derogatory language, or offensive comments.

- Physical aggression or unwanted contact.

- Spreading rumours or false statements.

- Exclusion or isolation of individuals.

- Cyberbullying or online harassment.

The BSCD promotes through embedding the school values within the day-to-day expectations about how all pupils, staff, and parents should treat each other. These expectations are committed annually as teachers sign a Code of Conduct while parents sign a Parent-School Agreement.

All staff and students are expected to uphold the school's Core Values, British Values, and Plan de Convivencia.

6. Reporting and Procedures — Roles and Responsibilities

1. For clear and consistent pastoral support, the first point of contact for concerns about behaviour is:
- Secondary: Head of Pastoral

- Primary/EYFS: Head of Stage

All concerns received by these staff must be passed immediately to the DSL.

However, in line with KCSIE 2025, any student, staff member, or parent may report a concern directly to the DSL or DDSL at any time. No individual is required to go through another member of staff in order to make a report.

2. Lead for Investigations

The DSL determines who leads each investigation, based on the level of concern:

- Low-level concerns / developmentally typical social behaviours that need redirecting: Investigated by the Head of Pastoral (Secondary) or Head of Stage (Primary/EYFS), under DSL supervision.

- Serious or repeated concerns:
   Led by the DSL.

- Safeguarding threshold cases (including physical harm, sexual harassment, coercive control, or serious emotional harm):

   - Managed exclusively by the DSL

   - Recorded only in the Safeguarding Folder

   - Reported to the Inspectora de Educación

   - External agencies involved where required

3. Liaison with External Agencies

All communication with:

- Inspectora de Educación

- DGAIA

- Mossos d'Esquadra

- Health or social services

is managed solely by the DSL.

4. Parent Communication

Low-level concerns / developmentally typical social behaviours:

- Parents are contacted by the assigned investigator.

- The DSL must be copied into all communications and present at formal meetings.

Serious or repeated concerns:

- All contact made by the DSL with SLT informed.

Safeguarding threshold cases

- All contact made by the DSL with SLT informed.

7. Recording of Incidents

- The member of staff who observes or responds to the incident must record it on the same day.

- The DSL oversees and quality-assures all records.

  Recording Pathways for tracking low-level concerns:

- Secondary: Additio (Low-level concerns / Follow up action sections)

- Primary/EYFS: Tapestry (Concerns section)

- Safeguarding threshold: Safeguarding Folder only (never Additio or Tapestry)

8. Monitoring and Pattern Review

- In the case of Primary, the DSL coordinates with the Headteacher and , where necessary, the school SENDCO and/or School Psychologist.

- In the case of Secondary, the Wellbeing Committee reviews patterns twice monthly and reports to the Secondary Headteacher.

- The DSL oversees pattern analysis and escalates recurring or systemic concerns to the Senior Leadership Team.

9. Reporting Bullying Incidents — How to Report

Anyone who experiences or witnesses bullying, discrimination, or harassment should report it immediately to:

- The DSL or DDSL, or

- A trusted adult, teacher, or designated staff member, who must pass the information directly to the DSL without delay.

Reports may be made:

- In person

- By email

- In writing

- Or in any format the reporting person feels most comfortable using

The staff member receiving the disclosure is responsible for initiating the reporting procedure immediately.

LOPIVI Reporting Requirement

In accordance with Ley Orgánica 8/2021 (LOPIVI):

- The Coordinador/a de Bienestar y Protección (DSL) must be informed of all confirmed or repeated cases of bullying or violence.

- The Coordinador/a de Bienestar y Protección coordinates communication with:

  - Serveis Socials d'Atenció a la Infància i l'Adolescència (DGAIA)

  - Mossos d'Esquadra, where appropriate.

When receiving a disclosure, staff must, where appropriate, explicitly reassure the pupil, in line with KCSIE 2025:

- You will be listened to.

- We will take you seriously.

- We will act quickly to help you.

- You will not be in trouble for reporting.

All bullying incidents and concerns must be recorded on the same day.

10. Confidentiality and Support:

- All reports of bullying, discrimination, or harassment will be treated confidentially, respecting the privacy of the individuals involved, as far as is reasonably possible given safeguarding responsibilities.

- Anyone who reports incidents will be provided with appropriate support, guidance, and reassurance.

Confidentiality cannot be promised where a safeguarding risk is identified; in such cases the DSL will explain who needs to know and why.

11. Immediate Protective Measures

Upon receiving a report of bullying or suspected bullying, the DSL and designated investigator will consider immediate protective measures, which may include:

- Separating the students involved during lessons, social times, or transport.

- Increasing staff supervision in identified hotspots (e.g., playgrounds, corridors, buses).

- Providing the victim with a named safe adult and/or safe space.

- Adjusting seating plans or temporary timetable measures.

- Restricting unsupervised access to digital devices in cases of cyberbullying.

- Making an immediate referral to external agencies (DGAIA, Mossos, health services) if there is risk of significant harm.

These measures must be recorded on the incident form and/or in the Safeguarding Folder.

12. Impact on the Victim

As part of the investigation, the DSL or investigator will assess and record the impact on the victim, including:

- Emotional wellbeing (e.g., anxiety, low mood, withdrawal).

- Attendance (e.g., increased absence, lateness, requests to go home).

- Learning and concentration (e.g., decline in engagement or attainment).

- Social relationships (e.g., isolation, conflict with peers).

- Digital safety risks (e.g., exposure to harmful content or online harassment).

This impact assessment will inform both immediate support and longer-term monitoring.

13. Investigation and Response

- Upon receiving a report, our school will conduct a thorough investigation, following the principles of fairness and impartiality.

- All involved individuals will be given an opportunity to provide their account of the incident.

- Appropriate disciplinary measures will be implemented if the allegations are substantiated.

- All incidents and follow up will be recorded in the form linked to this policy.

- Records will be kept confidentially and reviewed termly by the DSL to identify patterns or systemic issues.

The investigation record must also include:

- Immediate protective measures taken.

- Summary of evidence reviewed.

- Parent contact log (dates, times, and outcomes of conversations).

- Recommended follow-up actions.

- A monitoring review date (e.g., in 1–2 weeks).

- Date the case is considered resolved and signed off by the DSL.

14. Restorative Practice

Regular assemblies, peer supporters, confident "upstander" training, and restorative practice are part of our culture.

Where appropriate and safe to do so, restorative conversations may be used to repair relationships and promote accountability. Notes of these conversations must include:

- A brief summary of what was discussed;

- Any agreements or commitments made by those involved;

- Behaviour expectations going forward;

- Any consequences agreed or explained;

- A review date to check that the agreement is being upheld.

Restorative approaches never replace safeguarding procedures or disciplinary action where these are required.

15. Preventive Measures

Our school will implement proactive measures to prevent bullying and discrimination inside and outside the school, such as:

- Bus monitors and clear expectations on transport.

- External talks from the police regarding cyber-bullying.

- Regular awareness through PSHE / DCE lessons.

- An inclusive curriculum.

- Anti-bullying education programmes run in collaboration with the school's Wellbeing department.

Staff members receive regular training on recognising and addressing bullying, discrimination, and harassment, with a specific focus on the protected characteristics outlined in the Equality Act 2010.

Every term, attendance records will be reviewed to identify potential patterns of absences that could indicate bullying issues.

The school improvement and action plan is regularly reviewed and updated.

Every year the school will run parents' and pupils' questionnaires to assess their overall well-being and perceptions.

- Regular assemblies
- Peer supporters
- Confident "upstander" training
- Restorative practice

The school uses Anti-Bullying Alliance (ABA) materials, toolkits, and annual national themes to guide our Anti-Bullying Week focus and to reinforce prevention throughout the year.

The school also implements initiatives such as the "Friendship Bench" to promote inclusion, encourage positive peer support, and provide visible, practical tools for pupils to seek help.

16. Some Strategies that may be implemented

1. Transport

To reduce the risk of bullying during travel to and from school:

- Buddy systems for vulnerable or new pupils.

- Clear communication and regular training for all bus monitors on recognising and responding to bullying and peer conflict.

- Designated seating plans where concerns have been identified.

- Clear behaviour expectations shared with pupils and parents for all school transport.

- Immediate reporting procedures for bus-related incidents to the Head of Pastoral (Secondary), Head of Stage (Primary/EYFS), and DSL.

- Parental involvement where transport-related issues arise, with agreed strategies for monitoring and support.

- Regular review of transport incidents to identify patterns or hotspots.

2. Cyber-Bullying *(See also Annex 2)*

To prevent and respond to cyberbullying:

- A structured Digital Citizenship Programme delivered through PSHE and computing lessons.

- Regular staff training on online safety, peer-on-peer abuse, and digital risks.

- Parental workshops and guidance on online safety, social media use, and age-appropriate digital behaviours.

- Regular checks and monitoring of school-owned devices, software, and internet usage.

- Clear reporting routes for online harm, ensuring immediate escalation to the DSL where safeguarding thresholds may be met.

- Immediate action to secure devices, preserve evidence, and restrict access where cyberbullying is suspected.

- Collaboration with external agencies (including police and specialist online safety services) where required.

3. Playground, Social Times, and Unstructured Settings

- Increased adult supervision in identified hotspots (playgrounds, corridors, toilets, dining areas).

- Offers of structured playground activities to promote inclusion and reduce social isolation.

- Calm Zones / Safe Spaces available for pupils who need time out or emotional regulation support.

4. Classroom and Curriculum-Based Strategies
- Clear class charters and shared expectations for respectful behaviour.

- Daily circle time / form time and discussion-based activities to explore empathy, boundaries, and respectful communication.

- Use of real-life scenarios and restorative discussions in PSHE.

- Anti-bullying themes embedded across subjects where appropriate.

5. Peer Support and Student Voice
- Peer supporters to promote positive behaviour and report concerns.

- Upstander training to empower pupils to challenge bullying safely.

- Friendship Bench initiative to visibly support inclusion and peer connection.

- Chats and Check-ins boxes for classrooms and directly for DSL.

6. Staff Training and Supervision
● Annual whole-staff safeguarding and anti-bullying training.

● Induction training for new staff on reporting and recording procedures.

● Fortnightly updates on emerging risks (online trends, peer dynamics, safeguarding alerts).

7. Parent Partnership
● Regular communication with parents about behaviour expectations.

● Online safety updates and guidance packs.

● Support meetings for parents where bullying concerns arise.

17. Support and Well-being

- Anyone who has been affected by bullying, discrimination, or harassment will be provided with appropriate support, which may include counselling, mentoring, or referral to the Wellbeing Department.
- Support may be required not only for the victim but also for the perpetrator and any bystanders, in order to address underlying needs, reduce repeat behaviours, and promote a positive school culture.

18. Curriculum Integration

- Our school will incorporate anti-bullying and equality education into the curriculum to foster a positive and inclusive school community in conjunction with our Core Values.
- Lessons and activities will promote empathy, respect, and understanding of diversity and the importance of equality.

19. Review and Monitoring:

- This policy will be regularly reviewed and updated to ensure its effectiveness and compliance with the Equality Act 2010 and applicable Spanish legislation.
- The school's Leadership Team and staff will monitor the implementation of the policy and take necessary actions for improvement.
- Our record and monitoring of incidents system is reviewed periodically (Anti-bullying Monitoring Record).
- Next review due: September 2026, or sooner following changes to statutory or Spanish legislation.
- Each individual case must include a monitoring review date (for example, one or two weeks after the incident) and further reviews if needed. These review dates, and any subsequent concerns or improvements, must be recorded on Additio, Tapestry, or in the Safeguarding Folder, as appropriate.
- The DSL will formally close a case only once there is reasonable assurance that the

bullying has ceased and no new concerns have been raised for an agreed period.

20. Useful Resources:

Anti-Bullying Alliance – https://anti-bullyingalliance.org.uk

DfE Guidance – *Preventing and Tackling Bullying (2023)*

Catalonia's Child Protection Services (DGAIA) – https://treballiaferssocials.gencat.cat

Annex 1. Anti-Bullying Incident Reporting Form

Name of the student/person being bullied:

Year/position:

Age:

Gender:

Date of the incident:

Time of the incident:

Location of the incident (e.g., classroom, cafeteria, playground):

Description of the incident (provide as much detail as possible, including actions, words spoken, and any witnesses):

Select the type of bullying (check all that apply):

   - Physical bullying (e.g., hitting, pushing, stealing belongings)

   - Verbal bullying (e.g., name-calling, teasing, threatening)

   - Social bullying (e.g., exclusion, spreading rumors, manipulating friendships)

   - Cyberbullying (e.g., online harassment, sharing inappropriate content)

   - Other (please specify):

Names of any witnesses present during the incident:

Immediate protective measures taken:

Your name (if reporting as a student):

Your role (if reporting as a leader):

Follow up:

Impact on victim (emotional, attendance, learning, social):

Parent contact log (date/time and summary of conversation):

Where recorded:

- Additio (Secondary)

- Tapestry (Primary/EYFS)

- Safeguarding Folder only (safeguarding threshold met)

Restorative conversation notes (if applicable):

Recommended follow-up actions:

Monitoring review date(s):

DSL signature and date case closed:

Annex 2. Cyber-bullying

Definition of Cyberbullying

Cyberbullying refers to any form of bullying that takes place online, through digital devices, or via electronic communication platforms. This includes, but is not limited to, social media, email, messaging apps, and online gaming.

In accordance with Keeping Children Safe in Education 2025 and Ley Orgánica 8/2021 (LOPIVI), cyberbullying is recognised as a form of peer-on-peer abuse and digital violence that must be identified and reported through the safeguarding procedures of the school.

Prevention Strategies:

1. Education and Awareness
    - The school provides regular educational programs for students, staff, and parents on the responsible use of technology and the potential risks associated with cyberbullying.
    - Promote a culture of digital citizenship, emphasizing the values of respect, empathy, and responsible online behavior.
2. Reporting Mechanisms
    - Establish clear and accessible channels for reporting incidents of cyberbullying.
    - Encourage students, staff, and parents to report any concerns promptly.
    - Reports may be made to the DSL or DDSL. Where necessary, cases will be referred to the Mossos d'Esquadra or Serveis Socials d'Atenció a la Infància i l'Adolescència (DGAIA) in accordance with *LOPIVI.*
3. Acceptable Use Policy
    - Develop and enforce an Acceptable Use Policy for all digital devices and online platforms used within the school.
    - Clearly outline expectations for appropriate online behavior and consequences for violations.

Procedures for Addressing Cyberbullying

1. Reporting
    - Any individual who experiences or witnesses cyberbullying should report the incident to a teacher, staff member, or designated person.
    - Anonymous reporting options should be made available to ensure a safe reporting environment.
2. Investigation
    - All reported incidents will be promptly and thoroughly investigated by the designated person or a member of the school's leadership team.
    - Interviews with the parties involved and any witnesses will be conducted discreetly and sensitively.
3. Support and Intervention
    - Provide support for the victim(s) of cyberbullying, including counseling services if necessary.
    - Implement appropriate interventions for the individuals involved, such as education programs, disciplinary actions, or conflict resolution strategies.
    - Restorative approaches will be prioritised where appropriate, promoting accountability and empathy.
4. Communication
    - Communicate with parents of both the victim and the perpetrator, keeping them informed about the incident, actions taken, and potential consequences.
    - Collaborate with external agencies or authorities if required.
    - When external agencies are involved, the DSL will coordinate all communication to ensure consistency and confidentiality

5. Follow-Up
   - Monitor the situation to ensure that the cyberbullying ceases and does not recur.
   - Provide ongoing support for the victim and offer guidance to the perpetrator to prevent future incidents.

Cyberbullying incidents that meet the safeguarding threshold (for example, sexualised content, threats of serious harm, or coercion) must be recorded ONLY in the Safeguarding Folder, and not on Additio or Tapestry.