

Bullying

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PROTOCOL FOR INTERVENTION IN CASES OF BULLYING

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BASIC ASPECTS

PURPOSE AND PRINCIPLES OF ACTION

This protocol sets out the school's actions to prevent, detect, assess and intervene in possible situations of peer bullying and cyberbullying, prioritising the protection and wellbeing of pupils, early intervention, confidentiality, coordination with families and repairing the harm done.

The school takes as its reference the Balearic Islands Protocol for the prevention, detection and intervention in peer bullying and cyberbullying (Convivèxit, September 2023 revision and updates published by the Regional Ministry).

CONCEPT OF BULLYING

A case is considered bullying when all of the following circumstances apply:

- Physical, verbal or relational aggression towards one or more pupils.
- Persistence over time.
- Imbalance of power: the pupil is in a position of clear inferiority compared with a group of pupils.
- Intention to humiliate or harm the pupil who feels victimised.

It is essential to see bullying as a situation that affects the whole group in which the bullying circle occurs:

- One pupil suffers because of the behaviour of one or more classmates. These actions are usually known to the rest of the class.
- Some pupils, directly or indirectly, carry out the aggression.
- Some pupils approve of and encourage these actions.
- Some pupils decide not to intervene because they do not feel involved.
- Some pupils do nothing because they think that acting could have negative consequences for them.
- When pupils who defend the victim appear, the bullying loses strength.

INTERVENTION

A possible case may be reported by any member of the school community or by external services. The person who receives the information will pass it on immediately to the Management. The school will initially act on the assumption that bullying may have occurred, adopting the necessary protective measures while information is gathered. Applying the protocol will make it possible to confirm or rule out, with reasons, the existence of bullying or cyberbullying.

1. INITIAL RESPONSE AND DETECTION:

The form tutor must carry out the following actions as soon as possible:

(Keep a written record of the initial report and of the protective measures adopted from the outset).

- Interview with the pupil who may be being bullied (ANNEX 1).
- Interview with the family of the pupil who may be being bullied (ANNEX 2).
- Coordinate observation and protection measures with the form tutor and, if no recent sociometric information is available, carry out a sociogram of the group before the first case management meeting.
- Talk to a group of peer helpers (ANNEX 3).

2. FIRST CASE MANAGEMENT MEETING:

At least a representative of the senior leadership team, the form tutor and a member of the Guidance Department must take part. The aims of the meeting are:

- To share the information obtained by the form tutor.
- To assess whether it is a bullying situation or another type of conflict or situation.
- To assess whether the bullying is based on discrimination.
- To assess whether there is cyberbullying between pupils at the school.
- To decide on and document the protection and intervention measures: increased supervision in places and at times of risk, necessary organisational changes, accompaniment, emotional support, measures with the group and, in the case of cyberbullying, preserving evidence and taking steps to stop further distribution. Restorative practices are compatible with the

educational, corrective or disciplinary measures that apply according to the seriousness of the facts. The protection of the affected pupil takes precedence at all times.

3. INTERVENTION:

- Individual interviews with the pupils allegedly carrying out the bullying, when considered appropriate after the first case management meeting (ANNEX 4).
- Interview with the family of the pupils who bully (ANNEX 5).
- Second interview with the pupil who is being bullied (ANNEX 6).
- Second interview with the family of the pupil who is being bullied (ANNEX 7).

4. SECOND CASE MANAGEMENT MEETING:

The form tutor, in coordination with the Guidance Department and the Management (when deemed necessary), will call the second case management meeting once the planned actions have been carried out and enough time has passed to assess their effect. Aims:

- To review the actions and assess the situation once the interventions have been carried out.
- To evaluate whether any of the people involved need specific treatment.

Agree on subsequent follow-up and any appropriate educational or disciplinary measures and, if the conditions of safety and willingness are met, consider a final restorative meeting. This will never be compulsory for the affected pupil.

5. FINAL CLOSURE BY THE MANAGEMENT:

- **Positive closure:** it is confirmed that the behaviour has stopped, that safe conditions have been restored and that the pupil's wellbeing is improving. A closure report will be issued and follow-up will continue for the period determined.
- **Closure with continued intervention:** the behaviour, risk or distress persists. Protective, educational and, where appropriate, disciplinary measures will be reviewed and reinforced; the involvement of external resources will be considered and follow-up will remain open until there are sufficient conditions for closure.

All actions, interviews, agreements, protective measures and follow-up will be recorded in writing in the school's internal system (COLESC). The principles of confidentiality, data minimisation and protection of privacy will be respected.

EXCEPTIONAL CASES:

When there are serious incidents or immediate risk, protective measures will be adopted without waiting to complete all the phases of the protocol. Corrective or disciplinary measures may be initiated from the outset where appropriate, without replacing the support and follow-up of the case.

When the facts could constitute a criminal offence, the school will report them to the Juvenile Prosecutor's Office or the police, as appropriate. If a risk of suicide or self-harm is detected, the school's specific protocol will also be activated. If indicators of abuse, sexual violence or any other situation of lack of protection appear, the corresponding specific protocol will likewise be activated, avoiding unnecessary duplicate interviews with the child.

ANNEX 1: INTERVIEW WITH THE PUPIL WHO MAY BE BEING BULLIED

The form tutor interviews the pupil who may be being bullied individually, ensuring a safe, confidential space without interruptions. Leading or blaming questions will be avoided, and absolute confidentiality that would prevent protective measures from being taken will not be promised.

Aims of the interview:

- To establish a relationship of trust and safety with the pupil. To listen carefully and validate their distress.
- To gather all the information through open questions in order to identify the indicators of the alleged bullying. (**Record 1**).
- To assess their perceived level of suffering, which will later be compared with that reported by the family. (**Record 2**).
- To identify the pupils who are bothering them and gauge each one's degree of responsibility, from highest to lowest.
- To reassure the pupil and inform them that action is being taken.
- To find out what they need and how they think the situation could be improved.
- To identify, with the pupil's consent and taking their sense of safety into account, between 3 and 6 classmates who could act as peer helpers. They will not be given surveillance, investigation or forced mediation roles.

Record 1. Record of bullying indicators.

Pupil's name:
Date:
Interviewer:

For each item answer *yes* or *no* and, if the answer is *yes*, give a number indicating how often it happens:

1. It has happened a few times.
2. It happens quite often.
3. It happens very often.
4. It happens practically every day.

The information must be gathered through open questions, with a welcoming and empathetic attitude.

Behavioural indicators			Frequency			
	No	Yes	1	2	3	4
Psychological violence (ridicule, teasing, belittling, name-calling, laughing when they make a mistake, laughing at their physical appearance, ...).						
Blackmail, coercion or threats.						
Social isolation (they ignore them, give them the cold shoulder, pick on them to make them cry and present them as weak in front of the group, break up their social support network, don't let them speak or take part in the group...).						
Social manipulation (they spread rumours/lies about them).						
Physical aggression.						
Threats of physical aggression.						
Cyberbullying.						
Sexual harassment or threats of sexual harassment.						
Damage to or theft of their personal belongings.						

Record 2. Record of the level of suffering perceived by the pupil.

Pupil's name:
Date:
Interviewer:

Rate from 0 to 5 the degree to which each of these behaviours, thoughts or feelings occurs in the pupil who may be being bullied:

0 - Does not occur.

1 - Has occurred occasionally but is not a cause for concern.

2 - Has occurred fairly frequently and is somewhat concerning.

3 - Has occurred quite frequently and causes considerable suffering.

4 - Has occurred very frequently and causes a great deal of suffering.

5 - Is currently occurring and causes a great deal of suffering.

The information must be gathered through open questions, with a welcoming and empathetic attitude.

Emotional consequences					Score
Recently shows a sense of exhaustion or of losing control over their surroundings: helplessness, passivity, a feeling of being unable to do anything...					
Depressive behaviour or feelings have appeared: sadness, not wanting to leave the house, apathy, crying, nervousness...					
For some time now, explosive behaviour involving aggression towards themselves or their surroundings has appeared, which did not happen before.					
Recently does not want to go to school: fear of going to school, anxiety, behaviour to avoid going to school (pretending to be ill, hiding).					
Absence from school that did not happen before.					
For some time now has been avoiding leisure activities for fear of meeting those who bother them. State of alertness or hypervigilance, constant anticipation of possible dangers. Social isolation.					
There is a change in the way they relate to others, as they no longer like socialising as much. Feeling of not fitting in with their peer group, embarrassment, lack of initiative or interest, insecurity, fear of doing activities in front of others.					
Worsening academic results: grades drop, and a difficulty concentrating or paying attention appears that did not exist before.					
Appearance of physical reactions that seem related to stress: loss of appetite or compulsive eating, inability to sleep, headaches, stomach aches, etc., which did not happen before.					
Has recently shown suicidal ideation, attempts on their life or self-harming behaviour.					
TOTAL SCORE					
LEVEL OF SUFFERING	Mild (1 to 10)	Moderate (11 to 20)	Intense (21 to 30)	Serious (31 to 40)	Severe (41 to 50)

ANNEX 2: INTERVIEW WITH THE FAMILY OF THE PUPIL WHO MAY BE BEING BULLIED.

Aims of the interview:

- To gather as much information as possible about the alleged bullying.
- To assess the level of suffering. (**Record 3**).
- To explain to the family how the school will act and what steps will be followed, and to build confidence in the school's response.
- To find out what the family needs and how they think the situation can be put right, and to assess the protective measures needed.
- To guide the family so that they cooperate in the peaceful management of the conflict, trust the school's intervention and avoid possible confrontations with other families, which would hinder the peaceful management the school intends to carry out. The family must understand that intervention with the pupils involved in the bullying is exclusively the responsibility of the school's staff. They must understand that any confrontation with the pupils who bully or with their families will only make the conflict worse, complicate the situation and hinder the actions the school has to take.

Record 3. Record of the level of suffering perceived by the family.

Pupil's name:
Date:
Family member responding:
Interviewer:

Rate from 0 to 5 the degree to which (from the family's point of view) each of these behaviours, thoughts or feelings occurs in the pupil who may be being bullied:

0 - Does not occur.

1 - Has occurred occasionally but is not a cause for concern.

2 - Has occurred fairly frequently and is somewhat concerning.

3 - Has occurred quite frequently and causes considerable suffering.

4 - Has occurred very frequently and causes a great deal of suffering.

5 - Is currently occurring and causes a great deal of suffering.

Emotional consequences					Score
Recently shows a sense of exhaustion or of losing control over their surroundings: helplessness, passivity, a feeling of being unable to do anything...					
Depressive behaviour or feelings have appeared: sadness, not wanting to leave the house, apathy, crying, nervousness...					
For some time now, explosive behaviour involving aggression towards themselves or their surroundings has appeared, which did not happen before.					
Recently does not want to go to school: fear of going to school, anxiety, behaviour to avoid going to school (pretending to be ill, hiding).					
Absence from school that did not happen before.					
For some time now has been avoiding leisure activities for fear of meeting those who bother them. State of alertness or hypervigilance, constant anticipation of possible dangers. Social isolation.					
There is a change in the way they relate to others, as they no longer like socialising as much. Feeling of not fitting in with their peer group, embarrassment, lack of initiative or interest, insecurity, fear of doing activities in front of others.					
Worsening academic results: grades drop, and a difficulty concentrating or paying attention appears that did not exist before.					
Appearance of physical reactions that seem related to stress: loss of appetite or compulsive eating, inability to sleep, headaches, stomach aches, etc., which did not happen before.					
Has recently shown suicidal ideation, attempts on their life or self-harming behaviour.					
TOTAL SCORE					
LEVEL OF SUFFERING	Mild (1 to 10)	Moderate (11 to 20)	Intense (21 to 30)	Serious (31 to 40)	Severe (41 to 50)

ANNEX 3: MEETING WITH THE GROUP OF PEER HELPERS.

Based on the interview with the pupil and the sociometric information available, the lead person may meet discreetly with a group of 3 to 6 pupils, provided it is considered that this will not increase the risk or expose the affected pupil.

Aims of the meeting:

- To obtain the information the group of helpers has about the possible bullying: whether or not it is happening and in what way (where, when and who).
- To get them to help so that things start to improve and the affected pupil feels more comfortable and safe in the group. The aim is for pupils to stop being passive bystanders and commit to helping.

ANNEX 4: INTERVIEW WITH THE PUPILS WHO BULLY.

The lead person will interview individually the pupils allegedly carrying out the bullying when this is agreed at the first case management meeting and, in any case, within a maximum of 7 working days from the report, unless reasons of protection or coordination with external services advise otherwise.

For these interviews, it is necessary to choose the start of a lesson and complete the interviews within the length of one class, so that the pupils interviewed cannot communicate with each other until all of them have been spoken to. The interviews should begin with the pupil considered to be the leader or the one who causes most trouble and, using the same criterion, continue with the rest of the pupils.

Aims of the interviews:

- To stop the bullying. When the person carrying out the bullying knows that the school's teachers are aware of what they are doing, they tend to stop this behaviour.
- To make them aware of the suffering of a member of the group and of the impact their own behaviour has on that person.
- To change the role of the pupil who is bothering the other. To commit to behaving in a way that allows the pupil who was being bothered to feel comfortable and safe at school. To seek the pupil's cooperation.
- To assess their attitude and willingness to take part.

Methodology:

The interview begins by explaining that there is a situation of distress that the school must stop and asking for information about what has happened. The tone must be firm, respectful and not humiliating. The aim is for the pupil to understand the impact of their behaviour, take responsibility and commit to specific changes, without prejudging facts that are still being assessed.

It is necessary to try to obtain their cooperation in the form of changes in behaviour that help the pupil who is feeling bad to feel good. This commitment must be put in writing and signed. The pupil is then thanked for their cooperation and asked not to talk about the interview until all their classmates have been spoken to.

If they do not get involved, fail to keep their commitments or the behaviour persists, the educational or disciplinary measures set out in the school's behaviour rules will be applied, without prejudice to any other protective actions or external reports that may be appropriate.

ANNEX 5: INTERVIEW WITH THE FAMILY OF THE PUPILS WHO BULLY.

The lead person, in coordination with the Guidance Department, will assess the need for and timing of the meeting with the families of the pupils allegedly carrying out the behaviour. Whether the pupil attends will be decided according to their age, attitude, safety and the educational purpose of the interview.

The family must be received in a reassuring and empathetic way. The conflict should be presented as an opportunity to learn and not from a blaming approach. If it is felt that they need help, support from the Guidance Department or other external resources may be suggested.

Aims of the interview:

- To inform them of the intervention being carried out and of the attitude their child has shown.
- To raise the family's awareness so as to encourage empathy towards the pupil who is suffering, and to prevent them from becoming defensive.
- To get the family to cooperate in the peaceful management of the conflict, trust the school's intervention and avoid possible confrontations with other families, which would hinder the peaceful management the school intends to carry out.
- To find out what the family needs and how they think the situation can be put right, always from an approach based on responsibility and repair.
- To agree on the most appropriate educational measures to prevent their child from repeating this type of behaviour.

ANNEX 6: SECOND INTERVIEW WITH THE PUPIL WHO IS BEING BULLIED.

The lead person will meet again with the affected pupil to check whether the behaviour has stopped and to assess their wellbeing and sense of safety. This will take place once enough time has passed since the first interventions, maintaining the necessary protection and observation measures in the meantime.

If the situation has improved, a final restorative meeting may be considered only when it is safe, has a restorative purpose and the people involved freely consent to it. The affected pupil will never be obliged to take part, and the restorative meeting will not replace the protective, educational or disciplinary measures that apply.

ANNEX 7: SECOND INTERVIEW WITH THE FAMILY OF THE PUPIL WHO IS BEING BULLIED.

The lead person will meet with the family of the affected pupil, in coordination with the form tutor and the Management where appropriate, with the following aims:

- To report on the actions taken and the results obtained.
- To reassure the family.

- To reaffirm the family's cooperation with the school.

FOLLOW-UP AND REFERENCES

After closure, planned follow-up of the affected pupil, the pupils who carried out the behaviour and the group dynamics will be maintained. Incidents, wellbeing, attendance, social integration and compliance with the agreed measures will be recorded. Any recurrence of the behaviour will lead to an immediate new assessment.

CHANGE LOG

Revision	Change	Date
0	Initial edition of the document. No changes	06/04/2004
1	Change of coding	01/09/2006
0	Due to the integration of the Environmental Management system into the existing Quality System	15/04/2009
0	Integration of R&D&I into the SGCA	01/09/2013
1	Adaptation of the Management System to ISO 9001:2015 and 14001:2015 standards	30/05/2016
2	New protocol for intervention in cases of bullying. The annexes are reordered to make the protocol easier to apply.	01/09/2016 09/04/2018
3	Update in line with the regional protocol on bullying and cyberbullying and review of roles, protection, follow-up and serious cases.	22/09/2026