



**THE
SOUTHLAND
SCHOOL**

Action Protocol for Bullying and Cyber-bullying Facts

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I. Introduction

School violence is a more growing topic within school contexts. We are in a society that works very fast, with children and adolescents with a troubling sense of immediacy. This is why it is essential an education in tolerance, patience, respect for diversity an personal limitations acceptance, what will undoubtedly favor the development of safer educative environments, and will avoid any form of school violence or bullying within a school organization.

From the above mentioned, arise the need to work purposefully in the school coexistence and environment, to facilitate safe settings for students that favor learning and good treatment.

II. Role and actions of the school community

As a community, **prevention** of violent facts is essential, being necessary that all members are in line with this problem. For this, the following **actions** are recommended:

FAMILY

- ✓ Consolidate family life instances (have breakfast, dinner together, practice sports or make leisure activities, get in touch with families of friends, share and keep company).
- ✓ Coherence and consistency to apply rules and limits. Both parents shall be in line with it.
- ✓ Promote dialog and be clear with acts and their consequences.
- ✓ Help to the recognition of emotions and talk about them. Validate feelings.
- ✓ Be an example through a respectful way of acting, and through a peaceful way to solve conflicts. Validate school's acting.

- ✓ It is very important that children feel supported in what they do. Talk to your sons and daughters, show that you care about them and validate their effort.
- ✓ Develop a formative labor to convey a cultural capital. Develop skills in your children, such as empathy, cooperation and respect. Develop learnings such as order, discipline, flexibility and adjustment to tasks and solving problems.
- ✓ Control the access and use of electronic devices, with a defined time and permanent supervision.
- ✓ Create networks with the parents of friends to promote self-protection and minimize risky behaviors.

TEACHER

- ✓ Promote daily activities, empathy and respect attitudes with peers (hear, ask for permission to speak, respect turns, say please, thank and solve conflicts in a peaceful way). Be a mediator.
- ✓ Intervene immediately at any sign of maltreatment between peers or adults (jokes, nicknames, insults, among others). If they persist, inform the Guidance Department.
- ✓ Observe the dynamic of grade links and potentiate strengths and weaknesses. Identify and work on aspects that are necessary to be considered. if a risky situation is identified, inform the Guidance Department.
- ✓ Promote conflict solution in a peaceful way through dialog.
- ✓ Guide the formation of working groups, avoiding the exclusion of any student.
- ✓ Implement the school formation program to foster reflection, expression, dialog and agreement among students.
- ✓ Create awareness in students, related to consequences of their acts, to encourage their reflection.

STUDENTS

- ✓ Do not cover or silence bullying or aggression situations. If you are an active witness, ask any responsible adult for help and support, so that they can stop the situation.
- ✓ Use electronic devices and their communication ways properly.
- ✓ Understand that every act has a consequence, and that my behavior affects myself and the rest within the real and virtual world.
- ✓ Be tolerant with diversity, valuating and respecting differences.
- ✓ Be positive leaders. Welcome and integrate peers.
- ✓ Become aware of the importance of treating adults and peers well.

III. Definitions:

1. Bullying:

Bullying or school harassment is a situation of violence, in which one or more individuals are attacked by another or other individuals **steadily and repeatedly**.

Bullying has the following elements:

- a. It happens between students
- b. It is steady
- c. It involves difference of power, defense is impossible
- d. It constitutes a victimization experience

It is important to note that in a school community the situations of violence that many times occur are specific, they do not have the connotation of bullying. Teachers and professionals will address these situations immediately. They will be reported to guardians promptly.

2. Cyber-bullying:

Intentioned and aggressive act executed **steadily and repeatedly** over time via cybernetic contact (social networks, messages, applications, among others) by an individual against his/her victim, who cannot defend easily.

A cyber-bullying act may not be repeated over time. However, its characteristics produce a phenomenon that transcends the initial aggression.

a. **Cyber-bullying types:**

- Insults through the Internet
- Harassment
- Denigration
- Identity theft
- Unveiling (Disclosing third parties information)
- Exclusion

- Cyber-persecution (Cyber-bullying)
- Happy slapping (Record fights and upload them onto the web)

b. Participants of bullying or cyber-bullying (Aggressor, victims and witnesses)

The phenomenon of bullying and cyber-bullying is a group dynamic, where it is useful to identify the different actors: Aggressor, Victim and witnesses.

It is difficult to make a comprehensive profile of the aggressor and the victim. This is for the wide-range of existent typologies and theories, and for the influence of different social, psychological and family factors. Many studies have found shared characteristics between victim and aggressor. Among them, there may be self-control alterations, positive beliefs towards aggression and school and family environment where each of them lives.

Violence witnesses are especially important for the mentioned dynamic, since they intensify humiliation and helplessness sensation of the victim. If an adult is not informed or witnesses do not ask for help, we are talking about passive viewers.

In other occasions, witnesses become accomplices that permit the aggression to be repeated over time. They may be part of the aggression mocking at the rest, writing a comment, sharing pictures, videos and/ or excluding an individual from games, activities or groups.

3. Differences between aggression, conflict and bullying:

a. Conflict

- Behavior confronting another person to set limits to a threatening situation.
- It lies in every person to defend of someone else's attack.
- Unpleasant emotional experience. However, it is a characteristic of human relationships and many times results in a positive experience, if there is a good solution.

b. Aggression

- Situation between two or more people, in which two people confront with different incompatible positions and interests.
- It may be physical or verbal.
- **If there is not a timely intervention, for a good solution of situations, sometimes it may be the beginning of maltreatment or bullying.**

c. Bullying

- Bullying is an aggressive and undesirable behavior between individuals. This implies an unbalanced power that is real or perceived. This behavior is repeated over time.

IV. ACTION PROTOCOL

- **Bullying or cyber-bullying and steps to be followed:**

STEPS	DESCRIPTION	ACTIONS	DEADLINES
<p>1. Denounce reception and investigation.</p>	<p>In the face of a suspect of bullying or cyber-bullying, every student, and guardian may come and describe the experience, as a victim or witness to:</p> <ul style="list-style-type: none"> •Head Teacher •Guidance Department (psychologist) •Any reliable person in school. <p>This could be oral written or via email.</p> <p>The situation may also be described by another student as a witness.</p>	<p>An investigative dossier to file all records of interviews, evidence records and others.</p> <p>The Head teacher compiles information with other teachers via email or orally. (An email or written record copy will be left in the investigative dossier.)</p> <p>The school psychologist and the Head teacher will make separate interviews to:</p> <p>1. ‘The Victim’ He or she is welcome and his or her description is validated, supporting the content and explaining that school will investigate and take the corresponding measures to avoid this kind of situations.</p> <p>2. ‘The Aggressor’ He or she is welcome without making any accusation. Instead, it arises the concern about the information received, and there is an instance to explain and present views.</p>	<p>24 hours as maximum from the reception of information.</p>

		<p>3. Classmates or possible 'Witnesses'. Two students not involved in this situation, as minimum.</p> <p>They are asked for collaboration and offered protection to them and the information delivered.</p> <p>The Coexistence Committee, through the Head teacher, will contact guardians of the 'Victim' and 'Aggressor' (by phone – interview), to contextualize the situation and gather more data (description, audios, pictures, messages, social network screenshots, and others).</p> <p>In case that some of the students has the support of a specialist (Psychologist, Psychiatrist, Psycho-Pedagogist, etc.), they may be contacted via email or phone to ask for background.</p> <p>Each of the interviews made is recorded in writing in a dossier of investigation.</p>	
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2.	<p>Intervention and application of measures</p>	<p>Once it is established that the fault is a bullying situation or cyber bullying, a solution will be searched with an agreement between parties.</p> <p>*In case that a bullying or cyber-bullying situation are validated, guardians of both students will be appointed separately, to generate agreements and commitments that evidence our concern and intention to deal with this issue, to improve coexistence and make a following of it, to avoid more complex situations.</p>	<p>With all data gathered, if a bullying or cyber bullying is confirmed.</p> <p>Head teacher and cycle coordinator will interview guardians individually to present actions to be followed and define agreements</p> <p>In cases that merit, disciplinary measures established in the School Coexistence Manual are applied.</p> <p>Both parties may be guided to initiate or re-take supports, (if they had psychologist, psychiatrist and/or other).</p> <p>Supports must be guided to particular needs of each student.</p> <p>Treating specialist reports and the commitment to attend therapies indicated by them must be submitted to the school.</p>

		<p>Never lose from sight the fact that there are not good or bad people. They are children or youngsters that need support to break this dynamic.</p>	
<p>3.</p> <p>Remedial measures, monitoring and closing</p>	<p>Remedial actions are applied to promote good coexistence</p>	<p>The grade group must be addressed to promote good treatment and healthy coexistence (workshops, lectures, among others). Work during guidance hours, as merited.</p> <p>Responsible adults may promote and mediate spaces of meeting, where both 'Victim' and 'Aggressor' may share and they progressively achieve some closeness. This must be done under constant supervision and mediation.</p> <p>Here, it is important that all adults involved may deal with the situation responsibly, and understand that both parties need help and support.</p> <p>Students involved may:</p> <ul style="list-style-type: none"> • Apologize in a prepared and protective environment for that occasion. 	<p>Once defined transferals, agreements and sanctions.</p>

	<p>Follow up to the established agreements</p> <p>A permanent monitoring of the 'Aggressor' and the 'Victim' is the key.</p> <p>Closing</p>	<ul style="list-style-type: none"> • Prepare a work or presentation referred to a healthy school coexistence and good treatment, to show it in a subject or activity context. • Participate in any workshop or activity organized by the school, which deals with school violence thematic. <p>In a first stage, monthly meetings, where guardians, head teachers and the school psychologist, along with teachers and external specialists participate individually with the 'victim' and 'aggressor'.</p> <p>Weekly individual conversations with the school psychologist.</p> <p>Socialization measures and advances with all who work with students, being secretive and discrete.</p> <p>If there are not new episodes of violence or aggression, and if agreements are fulfilled, the case must be closed in an individual meeting with guardians of the 'Victim' and 'aggressor'</p>	<p>Depending on the date, it could be quarterly, biannually or annually.</p>
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