



**THE  
SOUTHLAND  
SCHOOL**

**ACTION AND PREVENTION PROTOCOL  
FOR BULLYING AND SCHOOL  
VIOLENCE**

## 1. 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 an education in tolerance, patience, respect for diversity and personal limitations acceptance is essential. This will undoubtedly favor the development of safer educative environments and will avoid any form of school violence or bullying within the school organization.

## 2. General Assumptions

- The school violence phenomenon's prevention incorporates each of the school sectors because of its importance for each individual's development within a social arrangement of coexistence, this is, directors, teachers, students and parents.
- Interventions must care for the recovery of both, the victim and the aggressor.

## 3. Definitions

- **Bullying** is an intentional, repeated and unjustified maltreatment conduct performed by one or more individuals against one or more victims, causing them serious negative effects. It is present in a verbal, physical and virtual way or by induction to indifference by the group of the person implied. In the bullying phenomenon, the attacked person is in an unfavorable situation, whether physical, social (few friends) or intellectual, being unable to defend him/herself, what leads to power differences or an asymmetrical situation.
- **School violence** is every situation that implies aggression among two or more people. This concept includes bullying, but it may also include those cases that, without an asymmetric situation, has a violent participation; for example, physical fights, by which both parties confront equally, and the misuse of the cybernetic result to offend each other.

#### 4. Preventive Measures

Preventive Measures	The Responsible(s)
Diagnoses within normal environments of students (classroom/yard), in respect with peer relationships, acceptance and management of differences in a grade itself, treatment conditions and capacity to solve problems.	Head teachers, subject teachers, psychologist.
School staff training, in respect to the school violence issue: How to identify it on time and what ways to follow.	Guidance Department, external school specialists (Police of Investigations, others).
Parents training. Incorporating the issues of bullying and school violence into the contents to be addressed, during meeting instances.	School executive staff, Guidance Department
Incorporating the issues of bullying, respect and self-protection into other issues of each grade council.	Head teachers, psychologist
Incorporating the description of conducts that will be sorted as violent and its sanctions, into the Internal Regulations. Making the Internal Regulations available to all the educative community.	School executive staff, Inspectorate
Head teacher and student interview to deal with violence and the role to prevent it and treat it.	Head teachers
During breaks, adults in charge shall observe students' behavior and delimit school sectors to be visited during breaks, to avoid children getting away from less supervised or isolated zones.	Shift yard teachers, Inspector's office

## 5. Remedial Measures

Action measures	The Responsible (s)
<p>In an aggression complaint, the first step is investigating.</p> <p>The head teacher should: Interview witnesses and the affected person. Report to the inspectorate and the School executive staff. Record this information in writing.</p>	<p>Head teacher, subject teacher, psychologist</p>
<p>The Head teacher along with the Guidance department and the Inspectorate welcome the attacked student, making the school support evident, clearly establishing that aggressiveness is not and will not be allowed in any form.</p> <p>Parents of the aggressor will be contacted to say that the problem is being dealt with.</p>	<p>Psychologist, Inspectorate, Head teachers.</p>
<p>The Head teacher or psychologist talks to the aggressor/s to be informed of the situation from his/her point of view and evaluate the level of recognition, honesty capacity and awareness about what happened.</p>	<p>Head teachers, psychologist</p>
<p>Based on the Internal Regulations, the students involved are informed about the consequences from their actions.</p>	<p>Head teachers, psychologist</p>

<p>Parents of victims and aggressors will be appointed individually to communicate the situation occurred and make sanctions that students involved will be subject to, available to the respective parents.</p> <p>Parents must be committed to adopt, as a family, a rejection attitude towards aggressive actions in school and in any other context.</p> <p>If necessary, either the attacked student and/or the aggressor's parents must sign a commitment to offer medical and/or psychological treatment to their child.</p> <p>The interview will be recorded in writing and signed by each participating part.</p>	School Executive staff, psychologist.
Application of sanctions stipulated in the Internal regulation.	Head teacher, Inspectorate
Check relationships of the ones involved in the situation (interviews, field observations)	Head teachers, psychologist

## 6. General criteria in case of school violence

### a) As for aggressors:

Sanctions for an aggressive conduct will be applied, according to severity of the event.

- a.1 It is contemplated a written warning for aggressors, which will be recorded in his/her curriculum within the context of inspectorate.
- a.2 If reiterated, it comes a probation letter.
- a.3 In case of keeping this conduct of aggression, the enrolment cancellation is possible.
- a.4 Transferral to an external professional may be recommended (doctor and/or psychologist). If necessary in this situation, the enrolment may be subjected to follow a treatment indicated by the specialist.

**b) As for the victims:**

- b.1 Highlight what is important and positive to report about the afflicting situation.
- b.2 Give confidence to the attacked student and make him/her see the school support. This support will be given through teacher's peers and the guidance department welcome, or the student will be transferred to an external professional, if necessary.

**c) Recommendation**

**c.1 For the family**

- Control Access media at home, through which children many times get information that promotes an aggressive conduct, as if it is positive.
- Consolidate family life situations (be gathered for dinner, practice sports, have leisure spaces, visit relatives, invite friends to avoid not having sharing situations.
- Promote through dialog, the capacity to foresee consequences in acts.
- Be an example of a reflexive conduct, acting respectfully and solving conflicts from peaceful strategies.
- Help to recognize emotions talking about them.
- Do not discredit and talk negatively about people of a grade, even less when children are present.
- Do not permit brothers maltreatment or consider it as "normal".
- Control video games that promote violence.

**c.2 For teachers**

- From daily activities in the classroom, promote sympathetic attitudes with peers (listen to each other, take turns, look for a mediator in case of conflict, thank and please, etc.).
- Promote activities to help students to anticipate consequences of their acts by encouraging a reflexive thinking.
- Foresee problems in the labor to form working groups.
- Intervene immediately in any aggressive event, such as jokes, nicknames, inappropriate language, etc.).
- Teach the students to accept their responsibility and consequences of their acts.

### c.3 **For students**

- Make a reflection about bullying consequences for aggressors and victims.
- Be aware of self-control importance.
- Be tolerant with adversity.
- Do not normalize bullying situations. Denounce them explicitly or anonymously.
- Join all classmates in every sport or leisure activity.
- Do not discredit peers or talk about them negatively, if they are absent.