

ANNEXE IV

PROTOCOL FOR THE PREVENTION, DETECTION AND INTERVENTION IN THE EVENT OF HARASSMENT (BULLYING)

1. Harassment among classmates (bullying) is psychological or physical mistreatment at school by one pupil or a group of pupils against another, **in a continual manner**.
2. Harassment may be direct if the aggressor/s is/are physically present to the victim, or indirect when the victim perceives that something is not right, but does not know what is happening or who is responsible.
3. Depending on its nature, harassment may be physical, verbal, digital or involve social exclusion. If the means used are mobile phones or computers (text messages, emails, social networks, etc.), this is known as **cyberbullying**; Annexe V covers this topic.

Prevention

4. Action must take place in four areas: the school, the pupils, the teaching staff and the family. Prevention is the most important part.
5. Learning how to co-exist is an essential element in the educational process at Bell-lloc, which is why it appears in these regulations.
6. All members of the school community have the right to co-exist in a positive educational atmosphere and the duty to facilitate this with their attitudes and behaviour at all times and in all areas of activity in the school.

Detection

7. It is important to be familiar with the symptoms that a student subject to bullying normally demonstrates in order to be able to detect this phenomenon.
8. When a case of bullying is suspected, when notification is made through the family or other students that bullying may be occurring, notification must be made immediately to the Head of Section. If verified, the Director must be informed as soon as possible.

Evaluation

9. The Director may appoint a team to evaluate the matter and advise on the intervention required. It may be formed by the preceptors, tutors and Head of Section involved.
10. This team must:
 - Interview the pupils involved, both the victim and the alleged bullies.
 - Inform the families of the pupils involved
 - Write an evaluation report and proposals for action
11. The assessment team will present the report to the Director, who will evaluate if the case is one of bullying.

12. The Director, if he deems it appropriate, may notify the Inspector of Education, in order to receive advice.

Intervention

13. If bullying is verified, intervention must take place in the following manner:

- The bully: - personal attention
 - therapeutic support and/or educational measures
- The victim: - protection
 - therapeutic support and/or educational measures
- The class group: - course cohesion reinforcement
- Families: - information
 - support and guidance

14. In order to resolve the conflict, mediation may be attempted between the bully and the victim.

15. If the conflict is serious, the protocol for serious conflicts will be applied, which may include, apart from the previously noted interventions, the initiation of proceedings.

16. If the existence of an unlawful act is noted, the DGAIA (Department for Child Attention Services) must be informed

17. A report must be made, detailing how the protocol has been implemented, and the steps and decisions taken. This is used as a registry of interventions made and to facilitate monitoring.

PROTOCOL DE PREVENCIÓ, DETECCIÓ I INTERVENCIÓ ENFRONT L'ASSETJAMENT ENTRE IGUALS

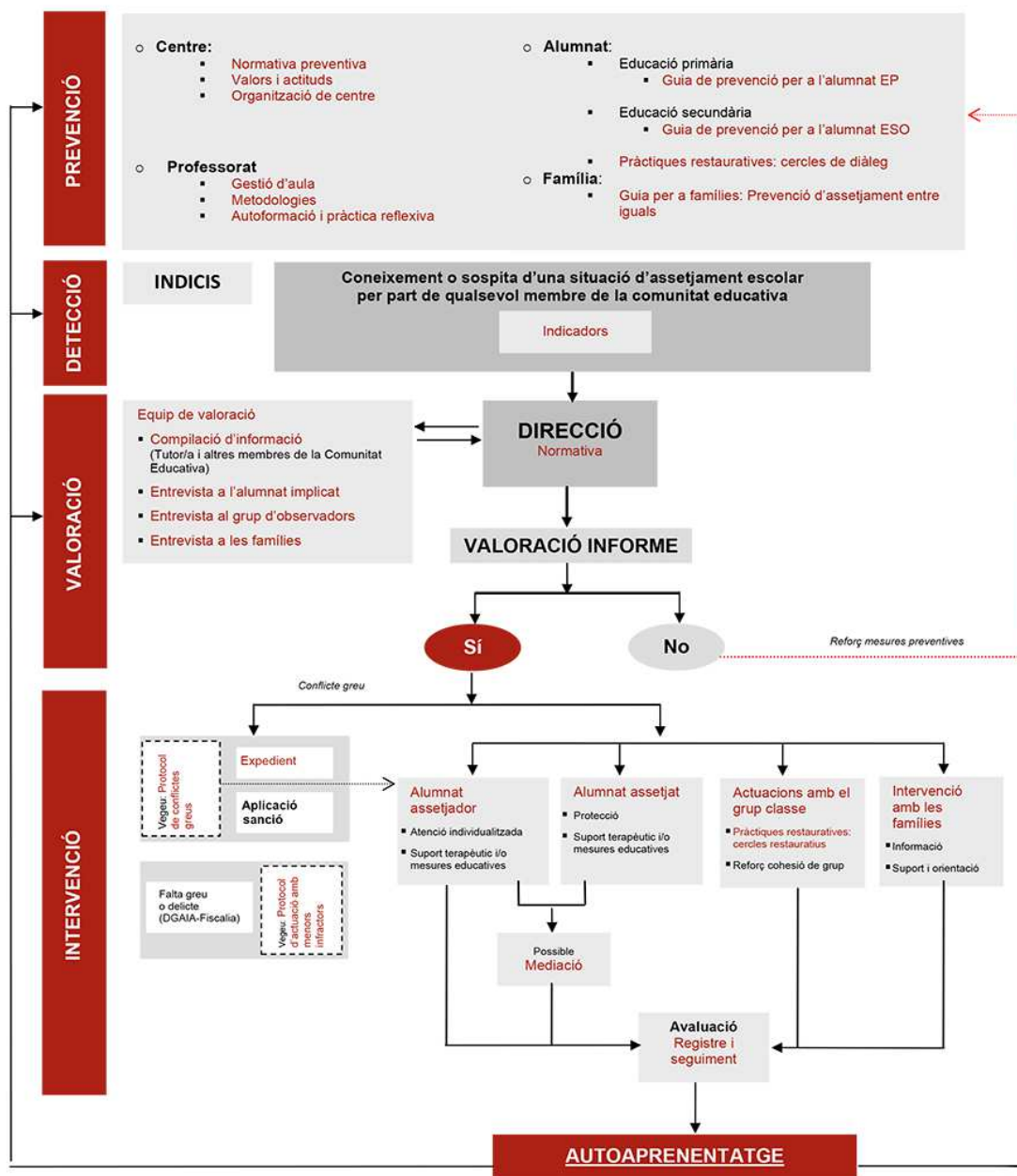
Justificació i objectius del Protocol

Assetjament entre iguals

Conducta de maltractament psicològic i/o físic, en el marc escolar, d'un alumne o grup d'alumnes a un altre de manera continuada

Per saber-ne més

- Tipus d'assetjament
- Incidència en els centres educatius
- 10 punts per conèixer millor l'assetjament



For more information:

http://xtec.gencat.cat/ca/centres/projeducatiu/convivencia/recursos/resconflictos/assetjament_i_guals/index.html