

Anti-Bullying



Policy

Position and values

This policy will help staff to achieve the vision of the school, which is that the “staff and governors at British School of Tenerife work to achieve an environment that support the school’s values of commitment, kindness, honesty and respect.” This will ensure that the school provides an environment where every child can feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all students to have a safe and secure learning environment BST will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school’s ability to educate students and a child’s ability to learn. If such a case arises, the staff at BST will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively
- keep all other students safe, happy and confident
- identify signs that indicate that a student may be experiencing bullying but are not reporting it.

Clarification of terms

Definition of bullying

Bullying is defined as repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Forms of bullying:

- **Physical:** Deliberately hurting students on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc

- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

There are many kinds of bullying including:

- bullying related to race, religion or culture
- bullying related to special educational needs
- bullying related to appearance or health
- bullying related to sexual orientation
- bullying of young carers or looked after students, or related to home problems
- sexist or sexual bullying
- cyber bullying.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harassment

BST recognises that bullying may be motivated by prejudice or discrimination. Bullying related to protected characteristics will always be taken particularly seriously. This includes bullying related to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school will challenge all forms of discriminatory language, behaviour and bullying. Incidents of

prejudice-based bullying will be recorded, monitored and addressed in accordance with the school's safeguarding, behaviour and anti-bullying procedures.

Actions NOT considered to be bullying

All students have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying are:

- not liking someone
- being excluded (unintentionally)
- accidentally bumping into someone
- making other kids play games a certain way
- a single act of telling a joke about someone
- arguments
- expression of unpleasant thoughts or feelings regarding others
- isolated acts of harassment, aggressive behaviour, intimidation, or meanness.

Reasons for bullying

Some reasons why students might bully someone include:

- they think it's fun, or that it makes them popular or cool
- they feel more powerful or important, or they want to get their own way all the time
- they feel insecure or lack confidence or are trying to fit in with a group
- they are fearful of other students' differences
- they are jealous of another child
- they are unhappy
- they are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery
- frequent headaches or stomach aches, feeling sick or faking illness
- changes in eating habits, like suddenly skipping meals or binge eating. Students may come home from school hungry because they did not eat lunch
- difficulty sleeping or frequent nightmares
- declining grades, loss of interest in schoolwork, or not wanting to go to school
- sudden loss of friends or avoidance of social situations
- self-destructive behaviors such as running away from home, harming themselves, or talking about suicide.

Roles and responsibilities

The Education Act 2011, Education and Inspections Act 2006 and Equalities Act 2010 all refer to a school's legal responsibility to prevent and tackle bullying. This means staff must act to prevent discrimination, harassment and victimisation within our school.

The Spanish "Código Civil" is what determines liability in case of student neglect:

- 1. Organic Law 8/2021, of June 4 – "Comprehensive Protection of Children and Adolescents against Violence."**
 - a. It came into force in the 2022-2023 school year and requires all educational institutions (public and private) to have a Student Well-being and Protection Coordinator.
 - b. It includes specific measures to prevent and address school bullying and cyber-bullying, integrating them into the overall policy protecting minors from any form of violence.
- 2. Organic Law 3/2020, of December 29 – "LOMLOE (the current education law)."**
 - a. It reinforces school coexistence as a central pillar of each centre's educational project.
 - b. It mandates the development of a Coexistence Plan and the inclusion of protocols for dealing with harassment, both face-to-face and digital.
- 3. Organic Law 2/2006, of May 3 – "Education Law."**
 - a. Although older, it remains the foundational regulation that guarantees the right to an education free from violence and establishes principles of respect for fundamental rights within the education system.

BST has also developed this anti-bullying policy, a copy of which is available on the school website for parents, staff and students to access when and as they wish.

During school hours, including while students are taking part in school visits and after school clubs, the school has direct responsibility to ensure students feel safe and secure. The Board of Governors (BG) supports the Designated Safeguarding Team (DST) in all attempts to eliminate bullying from the school. The BG will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The BG requires the DST to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the BG. The complaint will be dealt with in accordance with the Complaints Policy which can be accessed from the school's website.

The role of the Academic Director

It is the responsibility of the Academic Director to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying. The Academic Director will report to the BG about the effectiveness of the anti-bullying policy on request. Although it is the overall responsibility Academic Director, it is the responsibility of all staff to implement the anti-bullying policy in BST.

All staff must ensure that all students know that bullying is wrong, and that it is unacceptable behaviour in school. The school will draw the attention of students and parents to this fact at suitable moments. For example, the school may decide to use an assembly as the forum in which to discuss with the students

why bullying is wrong.

The Academic Director will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Academic Director will set the school climate of mutual support and praise for success, making bullying less likely. When students feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy and communicate clearly with all appropriate staff and parents/carers as necessary.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures regarding behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help students understand the feelings of bullied students and to practice the restraint required to avoid lapsing into bullying behaviour. Events such as end-of-term assemblies will also be used to praise, reward and celebrate the successes of all students and thus to help create a positive atmosphere.

All Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the student responsible for initiating the bullying is dealt with appropriately. The member of staff dealing with the incident will need to collect all the relevant information and then provide the Academic Director with a copy in order that they can decide on an action. All cases are individual, and various strategies will be employed by the Academic Director to address the issue. Teachers and support staff will do all they can to support a student who is being bullied.

Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a student, will be taken very seriously. The Academic Director, with the support of the BG, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Academic Director being involved in such incidents, reports will be given immediately to the Board of Governors who will also take formal action where necessary.

If you are a member of staff who is experiencing bullying (by other adults or students), you should inform the Executive Management Team and your union representative as soon as possible. You can contact the Board of Governors if you feel the situation is unresolved. For visitors to the school, any concerns should be directed to the Academic Director.

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher (Primary) Class tutor (Secondary) via email to discuss this further. If it is found that the matter is not a case of bullying, the class teacher or tutor will record the incident and resolution using the school's recording system. If the parents/carers are not satisfied with the action taken they should contact the appropriate Senior Lead Team (SLT) staff member. If they remain dissatisfied, they should contact the Executive Management Team. Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

The role of students

Students are encouraged to tell any member of staff that they trust if they feel they are being bullied, and if the conflict continues, they should inform the school's Designated Safeguarding Team (DST). The students are taught several strategies to help them with this throughout the school year.

Students are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Cyberbullying:

BST has a separate policy related to e-safety, addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The E-safety code is displayed prominently around school and discussed with students in assemblies, PSHEE classes and Computer Science classes.

Reporting, sanctions and monitoring

BST follows the Canarian Governments Anti-bullying strategy to record and manage any cases of suspected bullying ([guia-profes-acoso-escolar.pdf](#)). All members of BST are encouraged to challenge all forms of bullying including prejudice-based bullying if they come across it.

How to report bullying

Any member of staff who witnesses, receives a report of, or suspects bullying must record the concern and report it to the Designated Safeguarding Team or appropriate senior leader on the same day.

If you witness, experience or are worried you have witnessed bullying. Please record the details as clearly and factually as possible and email these to the appropriate member of staff, as outlined in the details above.

Procedures

The following steps must be taken when dealing with suspected incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observes the conflict.
2. The DST must be informed immediately if the informed member of staff is unable to resolve the situation.
3. A clear account of the incident will be recorded in writing by the members of staff dealing with the incident.
4. Members of the DST will interview all concerned and will record the incident on the school's recording system.
5. Parents will be kept informed by the DST.
6. Following a confirmed bullying incident, follow-up meetings and monitoring will take place to ensure that the bullying has ceased and that all students involved continue to receive appropriate support. The Designated Safeguarding Team will review the effectiveness of interventions and maintain communication with parents where appropriate.
7. Staff will be kept informed and asked to monitor the situation if required.
8. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include verbal or written warnings, restrictions of break and lunchtime activities, fixed term exclusion and in the event of persistent bullying, permanent exclusion. Where appropriate the Academic Director may inform the police. Such incidents include:
 - violence or assault,
 - theft
 - repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
 - hate crimes.

This school has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Early Years Foundation Stage (EYFS)

The school recognises that children in the Early Years Foundation Stage are still developing social, emotional and communication skills. Occasional conflict, disagreements and impulsive behaviour are part of normal child development and are not automatically regarded as bullying. However, repeated behaviours intended to hurt, exclude or upset another child will always be taken seriously and addressed appropriately.

Staff working in EYFS use developmentally appropriate strategies to support children in learning positive relationships, emotional regulation, kindness and respect. Further guidance can be found in the EYFS Anti-Bullying Policy.

Monitoring, evaluation and review

1. Governors, the Academic Director and staff will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. A student questionnaire will review the effectiveness of the policy. The resulting data will be considered in the annual policy review and reported to the DST.
3. A record of all such incidents will be kept both centrally and on students' files.
4. The numbers of incidents will be provided to the Board of Governors at any time on request.
5. Data around incidents of bullying will be analysed and taken into consideration during the annual review.

Support for **Victims** of Bullying:

Our main goal, if bullying has been confirmed, is to restore safety, confidence, and connection with the student and their family. We do this by:

- Ensuring immediate Safety and Protection of all students involved
- Provide appropriate emotional and pastoral support to all students involved
- Encourage social reintegration with close monitoring

Support for **Perpetrators** of Bullying:

Our main goal in supporting the perpetrator of bullying is to change the behaviour, build empathy, and address underlying issues that may have caused their behaviour. We do this by:

- Behaviour interventions
- Restorative practices
- Family engagement

Strategies to reduce bullying

BST has adopted a range of strategies to prevent and reduce bullying, to raise awareness of conflict and bullying and support students and those displaying bullying behaviour, including:

- the consistent promotion of the school's Behaviour Policy and Core Values, which require all students to respect the rights of others
- the reinforcement of the clear message that violence has no place at BST
- the reminder of the use of the STOP box (Primary) and the Wellbeing box (Secondary) to report concerns either anonymously or directly
- taking part in initiatives such as Act of Kindness Week, Anti-Bullying Week and Odd Socks Day
- training for all members of staff regarding the anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks
- the promotion of the student buddy system's
- the provision of information to all parents on the signs of bullying and the steps to take if they suspect their child is being bullied
- The celebration of all backgrounds and cultures through assemblies, tutorials, PSHEE lessons and whole school events
- raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet)
- work with multi-agency teams including police to offer talks to students about the effects of bullying
- challenge inappropriate content within verbal abuse such as racism, homophobia and gender discrimination.

Written by:	Kim Langdon
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Agreed Date:	Reviewed: September 2025		
Board of Governors			
	Print Name:	Signed:	Date:
Academic Director:			
	Print Name:	Signed:	Date:
Review Date:	September 2027		