

BISP

Belonging, Inclusion and Safety
Handbook

Prevention and Addressing
Child-to-Child Harm
2023-2024

Updated August 2023

BENJAMIN
FRANKLIN
INTERNATIONAL
SCHOOL

The school where
any dream is possible

Table of Content

I. Purpose and Statement of Intent	2
II. Objectives	3
III. Definition of Bullying	4
IV. Types of Child on Child Harm:	4
V. Reasons Why Students May Harm Others	6
VI. How To Get Help	6
VII. Policy and Procedures	9
VIII. Protocols and Procedures	9
IX. Review and Revise	12
X. Related Policies	13
XI. References	15
XII. Family Pledge	
XIII.	
Appendix 1: Step 1 Preliminary Assessment	
Appendix 2: STEP 2 Internal Inquiry	
Appendix 3: Behaviors that encourage BISP	
Appendix 4: Forms of Bullying	
Appendix 5: What is NOT Bullying	
Appendix 6: Warning Signs of Bullying	
Appendix 7: Terms Related to Bullying	
Appendix 8: Laws governing Bullying in the U.S. and Spain	
Appendix 9: Outside Resources and References	

I. Purpose and Statement of Intent

The Benjamin Franklin International School is committed to fostering and nurturing a positive and inclusive learning environment for all students and staff. Inclusion is the act of creating an environment or culture that welcomes and values every person as a unique and valuable member of our community. All members of the community (Students, Staff, Leadership team, Parents, and Guardians) have a **duty** to encourage, mentor, support, and celebrate behaviors that contribute to this end.

As a school, BFIS firmly stands against any form of discrimination and the various forms it can take, such as those based on race, color, national and ethnic origin, refugee status, gender identity, sexual orientation, physical ability, age, socio-economic status, religious and political views. We strongly affirm that going against our core values of respect, honesty, kindness, and responsibility can create harmful experiences with lasting effects on individuals and the community as a whole. We recognize the severity of the impact of such actions and unequivocally stand against any behavior that goes against these fundamental values.

As part of our comprehensive approach to addressing harm between children, BFIS aims to prevent, identify, and manage child-on-child harm. We encourage our students to speak to trusted adults and to be upstanders when appropriate, and we will take appropriate steps to address negative behaviors that detract from belonging, inclusion and safety and thus this policy (BISP).

This document and its appendices outline our definitions, policies, procedures, and other relevant information as it pertains to BISP and child-on-child harm. This commitment is reflected in the signature page included in this document, which all BFIS students and parents/guardians are asked to sign as an agreement to our shared values and commitments.

Furthermore, in addition to the guidelines set forth in this document, BFIS will apply any supplementary guidelines on this type of behavior that the Department of Ensenyament develops in accordance with BISP.

II. Objectives

Inclusion is about building a community where all individuals are able to thrive and reach their full potential. It is a continuous process that involves ongoing learning, awareness, and action. We will proactively work to develop an inclusive community at BFIS through a focus on:

1. **Diversity:** Inclusivity requires that people from different backgrounds, cultures, and identities are recognized, respected, and valued. This includes individuals with different races, national and ethnic origin, refugee status, religions, gender identity, sexual orientations, abilities, ages, and socioeconomic statuses.
2. **Equity:** Inclusivity means ensuring that everyone has access to the same opportunities, resources, and benefits regardless of their background or identity. This involves identifying and addressing barriers that prevent certain groups from accessing resources or participating fully.
3. **Empowerment:** Inclusivity involves creating a space where all individuals feel empowered to express themselves and contribute to the community. This includes creating opportunities for leadership and decision-making.
4. **Education and Awareness:** Inclusion requires an ongoing commitment to education and awareness. This involves learning about different cultures, identities, and experiences and actively seeking out diverse perspectives.
5. **Safe and Welcoming Environment:** Inclusion means creating an environment where everyone feels safe and welcomed. This includes addressing and preventing discrimination, harassment, and microaggressions.
6. **Collaboration and Community:** Inclusion involves creating a collaborative and supportive community where individuals work together to achieve common goals. This includes fostering a culture of respect, openness, and collaboration.
7. **Continuous Improvement:** Inclusion is a continuous process that requires ongoing reflection, evaluation, and improvement. This involves regularly assessing the effectiveness of current practices and making changes to better serve all individuals in the community.

III. Definition of Bullying

Bullying is the act of using strength or power to intentionally harm others, where there is an imbalance of power either physically, emotionally, or psychologically. It typically involves repetitive and unreasonable behavior, sometimes carried out covertly, with the conscious intention to hurt, threaten, intimidate, or frighten individuals or groups.

Child-on-Child Abuse refers to a severe form of bullying between individuals of similar ages and carries broader implications for safeguarding. It is important to acknowledge that child-on-child abuse harms both the child who is causing the harm and the child receiving the harm.

Various national and international definitions of bullying share common elements derived from children's experiences and extensive research. These definitions reflect that bullying involves a real or perceived power imbalance and encompasses the following five characteristics:

1. **Deliberate** targeting of specific individuals or groups.
2. **Unwanted behavior** that causes distress, such as being upsetting, annoying, embarrassing, isolating, humiliating, intimidating, threatening, or hostile.
3. **Repetition** of the behavior over time, potentially taking various forms.
4. Inflicts **physical, emotional, psychological harm or distress**.
5. **Unreasonable behavior** is behavior that would generally be deemed to be victimizing, humiliating, intimidating, or threatening.
 - a. *It is important to note that low-level conflict, defined as interpersonal disagreement or disagreement, does not meet the criteria for bullying. Disagreements and conflicts are natural, and they do not automatically qualify as unreasonable behavior.*

In this document, the term 'harm' will be used instead of 'bullying' and 'abuse' for clarity."

IV. Types of Child on Child Harm:

Child-on-Child Harm includes, but is not limited to, the following subcategories:

Types of Harm		
<p>Emotional Harm:</p> <ul style="list-style-type: none"> - Isolating an individual. - Excluding the individual from group activities. - Belittling abilities and achievements. - Spreading rumors about a person or persons. - Sharing information shared in confidence with others in a way that is not intended to keep them safe. 	<p>Identity Based harm:</p> <p>- Requires that we recognize and affirm the particular needs of vulnerable groups. Some instances of harm may be motivated by race, color, national and ethnic origin, refugee status, gender identity, sexual orientation, physical ability, age, socio-economic status, religious and political views.</p>	<p>Online/Electronic/Cyber-bullying:</p> <ul style="list-style-type: none"> - Using technology to hurt or humiliate an individual. - For example, text messaging, posting messages/images on the internet, or any form of social media.
<p>Emotional Harm: Verbal/Written Harm:</p> <ul style="list-style-type: none"> - Using offensive names. - Teasing or spreading rumors. - Ridiculing the appearance, way of speaking, or personal mannerisms. 	<p>Identity Based harm: Hate Incidents and Hate Crimes</p> <p>- Instances when harm is motivated by racial, ethnic, nation, refugee status, or cultural prejudice.</p>	<p>Online Sexual Harassment:</p> <ul style="list-style-type: none"> - Unwanted conduct of a sexual nature occurring online. - Can be stand-alone or part of a wider pattern of sexual violence and/or harassment.

<ul style="list-style-type: none"> - Writing offensive notes or graffiti. 	<ul style="list-style-type: none"> - Instances of harm driven by differences - Students are singled out because of the color of their skin, the way they talk, their ethnicity, religious or cultural practices, or their social economic status. 	<p>*consent</p>
<p>Physical Harm:</p> <ul style="list-style-type: none"> -Causing physical harm to a person's body or their physical possessions. 	<p>Identity Based harm: <i>Gender-Based Harm</i></p> <ul style="list-style-type: none"> - Harm directed against another person based on gender or sex. - Motivated by perceived differences in gender or sexual orientation. - Harm motivated by prejudice against people who identify as transgender. -Transphobic hate occurs when harm is motivated by a prejudice against people who identify with differing gender identities. 	<p>Online Sexual Harassment Nudes or Semi-Nudes (Sexting):</p> <ul style="list-style-type: none"> - The practice of children sharing explicit images or videos via electronic means. <p>*consent</p>
<p>Coercive Behavior/ Financial Harm:</p> <ul style="list-style-type: none"> - Exerting control over another person's behavior by using force or threats. - Causing fear or using subtler strategies. - Exerting control over another person's money or other assets. 	<p>Identity Based harm: <i>Harm based on Sexual Orientation</i></p> <p>Homophobic and biphobic hate occurs when harm is motivated by a prejudice against lesbian, gay or bisexual people.</p>	<p>Sexual Harassment /Harmful Sexual Behavior (HSB):</p> <ul style="list-style-type: none"> - Developmentally inappropriate sexual behavior or sexualized language displayed by children. - May manifest as sexual violence or sexual harassment. Unwanted conduct of any sexual nature.. - Can be stand-alone or part of a wider pattern of sexual violence and/or harassment.
<p>Initiation/Hazing-Type Violence and Rituals:</p> <ul style="list-style-type: none"> - Activities involving harassment, abuse, or humiliation used to initiate a person into a group. - May also include an online element. 	<p>Identity Based harm: <i>Disablist Harm</i></p> <ul style="list-style-type: none"> - Harm motivated by prejudice against people with any form of disability. 	<p>Abuse in Intimate Relationships Between Children:</p> <ul style="list-style-type: none"> - Instances of abuse occurring in intimate relationships between children, also known as "teenage relationship abuse." <p>consent*</p>

Consent: A free, conscious and voluntary without coercion agreement to participate in an activity that may include an intimate or sexual relationship given by a person with the cognitive capacity to do so. Consent

can be given and subsequently withdrawn at any point. Consent is not freely and voluntarily given if the person is:

- Under force
- Unconscious or asleep
- Under the influence of drugs or alcohol
- Under threat or intimidation
- In fear of bodily harm
- Subjected to the exercise of authority
- Under false or fraudulent representations about the nature or purpose of the act, or
- Under a mistaken belief that the offender was someone else (for example, their sexual partner).

Additionally, with the advancement of technology, there is an increased risk of electronic/cyberbullying. BFIS has implemented a [BFIS Secondary Technology Responsible User Agreement](#) that all students and parents must sign to address this issue.

V. Reasons Why Students May Harm Others

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Learned behavior (They too have experienced harm)
- The child causing harm may not know it is a problem or understand the impact of their action
- Contextual Safeguarding and identified areas of risk - As children transition from early childhood to adolescence, they spend more time socializing independently of their families. The nature of their schools, neighborhoods, and relationships in these settings can influence their exposure to protection or abuse

VI. How To Get Help

Who can students talk to a trusted adult if they have any concerns about harm?

- Classroom teacher
- Counselor
- Dean
- Grade Level Leader
- Advisor
- Mentor
- Leadership Team Member
- Student Support Teacher
- MYP / DP Coordinator
- Administrative Assistant Staff
- Students may also report using the [See, Sense, Say Something Form](#) in Secondary and Elementary students may use: [ES Reporting Form](#)

As part of our school policy, we are committed to a restorative justice approach to support students who have been harmed. Any response by the BFIS will take the following into consideration:

The wishes of the student who has been harmed in terms of how they want to proceed. This is especially important in the context of harmful sexual behavior when the child harmed should be given as much control as is reasonably possible over decisions.

The student harmed can feel confident that they will be listened to and supported. Students who have been harmed will receive the following support:

- **Empower the child to have a voice, ownership, and control over decisions and next steps on outcomes, whenever possible.** Giving a child who has been harmed this option is essential because it helps them regain a sense of agency and control over their own lives.
- **Offer an immediate opportunity to discuss** the experience with a counselor or member of staff of their choice. Students who have been harmed will be provided with a safe and confidential space to talk about their experience with a trained counselor or a staff member of their choice.
- **Reassure the student:** Our staff will provide reassurance and empathy to the student, acknowledging the impact of the harm and validating their feelings. They will be encouraged to express their emotions and concerns without fear of judgment or reprisal.
- **Offering continuous support:** Students who have been harmed will be offered ongoing support, including regular check-ins and follow-up meetings with the counselor or designated staff member to monitor their well-being and progress. Additional support services, such as peer mediation or counseling, may also be provided as needed.
- **Restoring self-esteem and confidence:** Our school will work towards restoring the self-esteem and confidence of students who have been harmed by promoting positive self-image, self-acceptance, and resilience. This may involve developing a [risk assessment](#) and/or [safety plan](#), implementing restorative justice practices, such as mediation or conflict resolution, to help rebuild relationships and restore a sense of safety and belonging for the student.

Students who have caused harm will be helped by:

- **Discussing what happened:** The student who caused harm will have a chance to openly discuss and reflect on the incident, including their actions, thoughts, and feelings related to the harm caused.
- **Discovering why the student became involved:** Through restorative conversations, the underlying reasons and motivations behind the student's harmful behavior will be explored in a non-judgmental and empathetic manner. This may involve identifying any underlying issues or challenges that may have contributed to their actions.
- **Establishing the harm committed and engaging in restorative justice practices:** The student will be encouraged to take accountability for the harm caused and participate in restorative justice practices, such as mediation, circles, or other appropriate methods. These practices provide opportunities for dialogue, empathy, and understanding between the parties involved, with the goal of repairing the harm and restoring relationships.
- **Identifying where change and repair can be made:** The student will be guided to reflect on how they can make amends and take steps to repair the harm caused. This may involve developing a plan for making reparations, offering apologies, or taking other appropriate actions to address the consequences of their behavior. Restorative practices should be reviewed by people who have background and training,
- **Informing parents or guardians for support:** The school will communicate with the parents or guardians of the student who caused harm, involving them in the restorative process and seeking their support in helping the student understand the impact of their actions and make positive changes. The school will adhere to our established in the [ES Code of Conduct](#) and [Secondary School Code of Conduct](#) and follow the recommended next steps as outlined in our tiered approach.
- **Monitoring and Following up:** Staff will follow up with both those experiencing harm and those who have caused harm, to ascertain the status of improved relationships and any follow up support and aftercare that needs to be addressed.

VII. Policy and Procedures

BFIS is committed to fostering an inclusive and safe environment (BISP) for all students, actively promoting behaviors that align with BISP principles (see Appendix 3) and prohibiting conduct that undermines it, including harm. BFIS recognizes that harm can result in physical, emotional, and/or mental distress, damaging confidence and self-esteem, and is also unlawful. Therefore, BFIS strictly prohibits any form or manifestation of harm.

In line with its child safeguarding and restorative justice ethos, BFIS promotes a culture of reporting incidents and ensures a fair and thorough inquiry into events. All those involved in any incident will be addressed appropriately according to BFIS guidelines and procedures, with the aim of achieving restorative outcomes that promote accountability, understanding, and healing.

These Policy and Procedures apply to all areas directly associated with BFIS, including the school campus, immediate surroundings, and school bus. It is applicable during official school hours as well as off-hours, including after-school activities, classes, special outings, community events, performances, and any other ceremonies or celebrations directly connected to the school. Below are the steps we will take to ensure our children feel safe and supported.

1. We provide a number of pathways to report and will ensure we follow the following steps:
 - See Something, Say Something Form
 - Counselors
 - CP Team Members
 - Peer Upstanders
2. We will report and follow up on any incident report within 24 hours. The threshold will determine the immediacy of follow up.
3. The CP team will create a risk assessment and create a safety plan in place for the student(s) harmed as needed
4. The CP Team will determine how to manage/or escalate the concern
5. The CP Team will decide which four scenarios apply
6. The CP Team will record and review the case regularly
7. The CP Team will create, reflect on aftercare and support

VIII. Protocols and Procedures

Reporting

Anyone may report concerns about the safety of a BFIS student at any time by approaching any staff member, and especially any member of the [CP Team](#) in person or in writing. A list of safeguarding leads can be found

BFIS is committed to maintaining confidentiality and respecting the privacy of all parties involved in the reporting process, while also taking necessary steps to address the situation in a timely and appropriate manner.

Families of students who have experienced harm

May report the incidents to teachers, school counselors and/or leadership team and via the [Parent /Guardian See, Sense, Say Something Form](#).

- Incidents should be reported immediately so that appropriate actions can be taken promptly, preventing further harm and promoting healing.

Student Upstanders /Bystanders/those who witness harm or child on child abuse incidents via the [Student See, Sense, Say Something Form](#).

- *Are encouraged* to report them to teachers, school counselors and/or the leadership team, as those who are harmed are often afraid to report.
- Upstanders can make a significant difference by taking a stand against harmful behaviors and reporting incidents promptly.

Teachers and Staff Members

- *Are required to intervene* when harm or an incident is in progress.
- *Are required to immediately report (within 24 hours) the incidents promptly* to a designated [CP member](#) for follow up and intervention.
- **Staff should not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further.**
- If a member of staff does not believe the behavior is harmful or potentially harmful, or is unsure, the behavior should be reported within 24 hours to one of the following persons:
 - In ES: Counselor, Learning Leader, Head of Section.
 - In Secondary: Counselor, Learning Leader, Grade Level Leader, Dean or Head of Section.

Roles and Responsibilities

This Policy only works if it ensures that the whole school community understands the steps that will be taken to both prevent and respond to child-on-child harm. We will take a proportionate and appropriate response to every allegation.

- We will always support those who report and will proactively ensure that equality and non discrimination informs our work.
- Our approach and response does not mean that the same actions will always be taken if a report is upheld; instead there will be a range of options with proportionality being a principle in determining consequences.
- It does not necessarily mean the use of sanctions in all cases, and where sanctions may be considered, we should ensure that we do not, through social bias,disproportionately impact children of color, those with disabilities and those already known to local authority children’s social care.
- The school leadership team will take a lead role in monitoring and reviewing this policy and communicating the policy to the school community.
- All Teaching and Non Teaching staff will be trained on the content of this policy and implement it accordingly;
- Students will abide by the policy.

Staff will always:

- **Intervene to stop harmful behavior or incidents:** Staff are responsible for taking immediate action to intervene and stop any harmful behavior or incident in progress, in line with the school's commitment to child safeguarding. This includes using appropriate strategies to de-escalate situations and prevent further harm.

- **Promote inclusive learning styles and strategies:** Teaching Staff are encouraged to promote a range of learning styles and strategies that challenge harmful behavior, foster empathy and understanding, and promote positive relationships among students. This includes promoting inclusive practices that embrace diversity and promote inclusivity, as per the values outlined in the school's mission statement.
- **Model school values:** Teaching Staff are expected to serve as role models by consistently modeling the values that the school believes in, including respect, empathy, and accountability.
- **Use least intrusive and most effective interventions:** Teaching Staff are encouraged to use interventions that are least intrusive and most effective in addressing harmful behaviors.
- **Promptly report incidents:** Teaching Staff are required to promptly [report](#) any incidents of harm or child on child harm to the designated counselors, deans, and/or members of the Child Protection Team for follow-up and intervention.

Leadership Team will always:

- **Regularly review the effectiveness of the school policy:** The Leadership Team will regularly review the school policy on child safeguarding and restorative justice to ensure its effectiveness in preventing and addressing harm in any form. This includes monitoring and evaluating the implementation of procedures and making necessary adjustments to improve the policy.
- **Implement procedures to confront harm:** The Leadership Team will implement effective procedures to confront and address harm in any form, including incidents of child on child harm. This includes ensuring that clear and consistent procedures are in place for reporting, inquiring, and responding to incidents of harm, and that appropriate actions are taken to prevent further harm and support the well-being of all students involved.
- **Promptly and thoroughly inquire into incidents:** The Leadership Team will promptly and thoroughly inquire into incidents of harm, ensuring that a fair and unbiased process is followed to gather all relevant information and perspectives. This includes listening to all parties involved, including the child who has been affected by the harm and the one causing the harm, in a sensitive and supportive manner.
- **Keep accurate records of incidents:** The Leadership Team will maintain or will delegate the maintenance of, accurate records of all incidents where harm has been caused, including details of the incident, actions taken, and outcomes. This information will be treated with confidentiality and used to inform future actions and improvements in the school's child safeguarding and restorative justice practices.
- **Share information with parents:** The Leadership Team or staff delegated to do so, will share relevant information with parents of the child who has been affected by child on child harm and the one causing the harm, as well as incidents of persistent and/or serious harmful behavior. This includes providing updates on the status of inquiry of the incidents, outcomes, and any support measures in place, while respecting privacy and confidentiality considerations.
- **Respond to parental requests for inquiry:** The Leadership Team will respond to any request from a parent to inquire into incidents of harm within 24 hours, taking appropriate actions to address the concerns and ensure that the matter is resolved in a timely and effective manner. However, it's important to note that in some cases, a resolution may take longer, where members of the CP Team, Deans, Grade Level Leaders, and Head of Section may need to gather information, inquire and engage with students, and liaise with external agencies for a comprehensive resolution.
- **Promote open management styles:** The Leadership Team will promote open management styles that facilitate communication and consultation within the school and relevant outside agencies, when appropriate.

Responding to Allegations Process

Within 24hrs of receiving a report of alleged harmful behavior between students, the DSL/ Dean/ Head of Section will conduct a preliminary assessment. Note that each stage of this process should be fully documented, with special care given to explain reasons for actions /inactions. The school personnel will engage in an inquiry when harmful behavior or incidents is reported ([see flowchart](#) / [Serious Conflict Protocol \(Dept. of Cat\)](#))

Inquiry Process (see [Step 1 Preliminary Assessment](#) & [Step 2 Internal Inquiry](#))

When a report is made, these are some of the factors that the staff responsible will consider in determining whether inappropriate behavior has escalated to the level of child-on-child harm. An assessment of an incident between peers should be completed and considered:

- Chronological and developmental ages of everyone involved
- The difference in their power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behavior and incident
- If the behavior is of a sexual nature, the Hackett Continuum of Sexual Behavior will used to decide the next steps (Hackett, 2014)
- The degree of physical aggression, intimidation, threatening behavior or bribery
- The effect on the child harmed
- Any attempts to ensure the behavior and incident is kept a secret
- The child or young person's motivation or reason for the behavior, if they admit that it occurred
- Whether the behavior is a single episode or has occurred over a period of time
- The nature of the alleged incident(s), including whether a crime may have been committed.
- Potential ongoing risks to the child harmed or other students.
- Other related issues and wider context.
- [Adherence to Spanish Law - Article 37](#)

Responding and Possible Outcomes

Any response following an internal inquiry in which it has been found that a student has most likely caused harm to other(s), will have the safety and wellbeing of students and the wider BFIS community as a first priority. Teachers or the school leadership team will take appropriate actions and respond within a range of options with proportionality being a principle in determining consequences. Potential outcomes of a child on child harm, discrimination, or harmful sexual behavior case may include but are not limited to mediation/restorative practice interventions; opening an expediente, and/or following next steps as per our [ES Code of Conduct](#) / [Secondary Code of Conduct](#) . Other measures may include:

- support for all students involved, which may include counseling conversations that lead to healing and growth
- formal warning - parents or guardians of the student will be contacted and invited to school to discuss the matter
- loss of privilege to ride the school bus if the incident takes place in the school bus
- in school or out of school suspension for one or more days in which school attendance is not permitted and absences will be considered unexcused

- creation of a *Family Contract / Carta de Compromiso* that outlines the support the student will receive to modify their behavior and the specific conditions necessary for the student to remain enrolled at BFIS
- continual monitoring and follow up with all students involved
- coordination with outside agencies (if deemed necessary) for external counseling, or mental health services
- revisit our prevention education and curriculum plan
- revisit staff training and protocols

Keeping Written Records

All actions, reasoning and decisions taken in cases of harmful behavior between students will be recorded on our Child Protection Forms, and beginning in September 2023 on CPOMS. The CP Team Member overseeing the incident is responsible for ensuring the Powerschool / CP Form and CPOMS record is factually correct and up to date.

- Child on Child Harm incident reports may become part of the student's permanent file
- BFIS will retain the bullying incident reports while the student attends BFIS

IX. Review and Revise

BFIS reserves the right to alter the means and ways by which it encourages BISP. This BISP Policy and Procedure will be reviewed on a regular basis to reflect the changes in the environment and applicable laws. The School reserves the right to revise and amend this Policy and Procedure in all applicable forms.

X. Related Policies

- [Child Protection & Safeguarding](#)
- [BFIS Secondary Technology Responsible User Agreement](#)
- [Social Media Policy](#)
- [Child Safeguarding during Distance Learning](#)

XII. References

Farrer & Co. "Addressing Child-on-Child Abuse." Farrer & Co, September 2022. <https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/addressing-child-on-child-abuse.pdf>.

Hackett, Sarah. "Children and Young People with Harmful Sexual Behavior." *Children Behaving Badly?: Peer Violence between Children and Young People*, edited by Christine Barter and David Berridge, John Wiley & Sons, Ltd., 2010, pp. 149-162.

NSPCC. "Home." NSPCC, Registered Charity England and Wales, accessed 9th March, 2023, <https://learning.nspcc.org.uk/>.

X. Family Pledge

We have read Benjamin Franklin International School's BISP Policy with our child(ren), including all appendices. We agree to encourage behaviors in our children and ourselves that contribute to the Belonging, Inclusion and Safety Policy. We further recognize that any form of child on child harm undermines BISP, and that BFIS will not tolerate it without interventions and other, more serious, consequences. We also know that, according to Spanish law, bullying is classified as a very serious offense from which civil and criminal liability can be applied to students 14 years and older.

Student Name: _____

Student Name: _____

Student Name: _____

Student Name: _____

By signing this document we acknowledge that resources are available as attached in the appendices and also from the school, should we require further assistance.

Student Signature

Student Signature

Student Signature

Student Signature

Parent/Guardian Name

Parent/Guardian Signature

Parent/Guardian Name

Parent/Guardian Signature

Date

Date

XI. Appendices

Appendix 1: Step 1 Preliminary Assessment

Appendix 2: STEP 2 Internal Inquiry

Appendix 3: Behaviors that encourage BISP

Appendix 4: Forms of Bullying

Appendix 5: What is NOT Bullying

Appendix 6: Warning Signs of Bullying

Appendix 7: Terms Related to Bullying

Appendix 8: Laws governing Bullying in the U.S. and Spain

Appendix 9: Outside Resources and References

Steps to Ensure Student Safety

1. We provide a number of pathways to report and will ensure we follow the steps below:
 - a. See Something, Say Something Form
 - b. Counselors
 - c. CP Team Members
 - d. Peer Upstanders (more to come)
2. Follow up to any incident report within 24 hours. The threshold will determine the immediacy of next steps.
3. The CP team will create a risk assessment and put a safety plan in place for the student(s) harmed as needed
4. The CP Team will determine how to manage/or escalate the concern
5. The CP Team will decide which 4 scenarios apply
6. The CP Team will record and review the case regularly
7. The CP Team will create, reflect on aftercare and support

Appendix 1: Step 1 Preliminary Assessment

Within 24 hrs of receiving a report of alleged harmful behavior between students, the Designated Safeguarding Lead (DSL)/ Dean/ Counselor/ Head of Section will conduct a preliminary assessment to determine if, in their best judgment, there is a need for a full inquiry either by BFIS and/or an external authority. As part of this preliminary assessment, the DSL/ Dean/ Head of Section/ Counselor may choose to:

- Speak with the student who has been allegedly harmed
- Speak with potential witnesses to the incident(s)
- Speak with any staff who are familiar with the students involved
- Consult with the Designated Safeguarding Lead (DSL) and/or Head of School

Insufficient Evidence to Proceed to a Full Investigation:

If there is not sufficient evidence for a full inquiry the Head of Section may offer support to the student who has raised the concern and will advise their parents/guardians of the following:

- Currently there is insufficient evidence to proceed with an internal investigation however if new information arises then this decision may be re-assessed.
- They have the right to report to the police (who have much wider investigative powers than BFIS) if they believe an investigation is warranted.
- BFIS will fully support the Spanish /Catalan Police in any criminal investigation.

Sufficient Evidence to Proceed with an Inquiry:

If there appears to be evidence to support a full internal inquiry, the Head of School and DSL should be consulted (if they are not already involved). Other resources such as the BFIS Legal Representative and Police Liaison Officer may also provide guidance at this stage.

If it appears that a criminal offense may have occurred, consideration will be given to a police report or referral to the Spanish Child Protection Service. Wherever possible BFIS will work to support the student who has allegedly been harmed to make the report themselves.

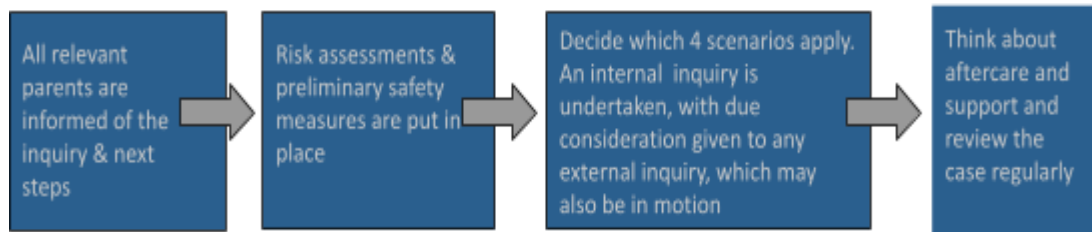
If the nature of the alleged criminal offense meets the criteria for a reportable offense under Spanish Criminal Penal Code, the Head of the School must be immediately informed about any report of a matter that might be deemed to involve a criminal offense.

If the student who has been allegedly harmed does not give consent to share information, BFIS will have to balance the student's wishes against our duty to protect the student and other children. If the school decides to go ahead and make a referral to the Child Protection Service and/or a report to the police against the student's wishes, this should be handled extremely carefully, the reasons should be explained to the child harmed and appropriate specialist support should be offered.

Spanish Law- Article 37 - Coexistence Related Infringements and Sanctions:

1. Spanish laws identify behaviors that are considered detrimental to the positive atmosphere within an educational setting. Consequences for these actions are required to be fair and proportionate with the following infractions:
 - a) Defamation, offensive treatment, physical aggression, threats, harassment, or humiliation of other members of the educational community, intentional damage to their belongings, and actions that seriously violate their privacy or personal well-being.
 - b) Unjustified and severe disruption of the normal operation of the center's activities, significant damage to the center's premises or facilities, forgery or theft of academic documents and materials, and identity fraud in all aspects of school life.
 - c) Acts or possession of means or substances that may be harmful to health, and the encouragement of such acts.
 - d) Repeated commission of acts in violation of the center's rules of coexistence.
2. **Acts or conduct, as mentioned in paragraph 1, which involve discrimination based on gender, sex, race, birthplace, or any other personal or social aspect of the individuals affected, are considered especially serious.**
3. Sanctions for committing any of the infractions listed in paragraph 1 may include the suspension of the right to participate in supplementary and extracurricular activities or the suspension of the right to attend school or specific classes. In both cases, the maximum duration is three months or the time remaining until the end of the school year, if less than three months, or permanent expulsion from the school.
4. Sanctions for committing any of the infractions listed in paragraph 1 may include the suspension of the right to participate in supplementary and extracurricular activities or the suspension of the right to attend school or specific classes. In both cases, the maximum duration is three months or the time remaining until the end of the school year, if it is less than three months or permanent expulsion from the school.

STEP 2 Internal Inquiry



The parents of any students involved will be notified of the allegation(s) and informed of the steps to be taken by BFIS. If a police report has been filed, BFIS will consult with the police as to the appropriate time for an internal inquiry to start. We will request specific written advice, but reserve the right to exercise our own judgment to undertake or suspend any inquiry in light of that advice and/or the particular circumstances.

Risk Assessment

The DSL and Head of Section will undertake a [risk assessment](#) to mitigate any potential risk to the physical or psychological safety of students involved in the incident. The [risk assessment](#) will take into consideration:

- Protection and support for the student who was allegedly harmed.
- Protection and support for the student who allegedly caused harm.
- Whether there may be other students who have been harmed or potentially may be harmed.
- What interim measures may be necessary to mitigate risk to individual students, the BFIS community, or the reputation of BFIS while the inquiry is underway.

Interim Measures

The purpose of interim measures is to ensure safety and well-being while any inquiry takes place. As such, they are not related to any outcomes from the inquiry; in particular, they do not imply any confirmation or refutation of the allegations, and so should not be perceived as penalties or sanctions. Interim measures will be based on the outcome of the risk assessment, on the availability of resources, and on the particulars of the individual children involved. As such, they will be determined on a case-by-case basis.

No Contact Arrangements

BFIS cannot guarantee complete separation between two or more students on campus. BFIS may, however, at its sole discretion, implement reasonable attempts to provide a degree of physical separation between any students who are involved in an inquiry into an incident of harmful behavior between students.. These measures may include;

- Instructing students not to contact each other through social media.
- Instructing students not to discuss the incident or investigation with other students.
- Restricting student access to certain parts of the campus.
- Limiting areas where students can play during breaks.
- Instructing students to deliberately avoid proximity to each other where possible.
- Changing seating arrangements in classrooms.
- Additional supervision (for young children).
- Changing student classes. It should be noted that there are logistical limitations to changing a student's class(es) such that this request cannot always be accommodated

Internal Inquiry

An internal inquiry is conducted by the DSL and Section Head in close consultation with the Head of School and. An inquiry may include:

- An interview with the student who was allegedly harmed
- An interview with the student who allegedly caused harm
- Statements from teachers
- Statements from students or other potential witnesses
- CCTV footage
- IT searches

Limitations of an Internal Inquiry:

It is important to note that there are limitations to the inquiry process. In particular, BFIS cannot

- Investigate historical incidents
- Lead an inquiry of incidents that occurred when the children were not under school supervision
- Compel people to talk
- Conduct forensic investigations
- Investigate incidents that occur online and outside of our school regulated IT systems

The outcome of any internal inquiry will be based on a balance of probabilities. The BFIS inquiry may reach a different conclusion to a subsequent police investigation, in which case the school may defer to the outcome of the police findings.

Appendix 3: Behaviors that Promote Inclusion and Safety

Students

<p>Students contribute to a BISP by:</p> <ul style="list-style-type: none"> ● Respecting themselves, as well as the person and property of others ● Knowing where their rights begin and end and where the rights of others begin and end ● Encouraging inclusiveness ● Praising other students for big and little acts of kindness and jobs well done ● Expressing gratitude to those around them for positive contributions to their lives ● Promoting fun and good will 	<p>Students subvert harm by:</p> <ul style="list-style-type: none"> ● Refraining from hurting others ● Intervening to protect someone being harmed (interrupting, distracting, upstanding, ...) ● Reporting all incidents that involve harming others (witnessed or experienced first-hand) to teachers or staff members
---	--

Parents

<p>The Duty of Parents toward BISP</p>	<p>Parents subvert harm by:</p>
---	--

<ul style="list-style-type: none"> ● Promote safety through your driving habits at drop off and pick up ● Pay attention to and prioritize your children ● Inspire good citizenship through your example ● Encourage them to be inclusive, especially to new children, whose entire experience in Barcelona will be colored by how they are treated at BFIS. ● Regularly monitor your child’s use of texting, Facebook, Twitter, and other social media sites. ● TALK to your child on a regular basis, so any problem is easier to share ● LISTEN to what they say ● ENCOURAGE your child to feel good about themselves, realizing that we are all different and equally important ● If you believe your child is experiencing child-on-child harm, or is the one who causes harm, talk to other adults at home or at school and explore the options. DON’T STAY SILENT ● Assure your child (if they are on the receiving end) that it is not their fault and that you are going to do something to help ● ALWAYS remember that children can’t solve bullying on their own. They NEED the support of parents/carers and our school ● REMEMBER – IT IS NOT YOUR CHILD’S FAULT 	<ul style="list-style-type: none"> ● Encouraging their children to speak up and stand up for themselves and others ● Watching for warning signs of bullying in their own children (see Appendix 3) ● Encouraging their children to report any harmful behavior to teacher, counselor or a staff member. ● Explaining to their children the implications of not reporting harmful behavior. ● Informing the school of any suspected harmful behavior, even if their children are not involved. ● Co-operating with the school during and after an inquiry, intervention and follow-up. ● Role-playing situations and dialoguing about ways to intervene and/or respond appropriately when an incident may arise
---	---

Appendix 4: Forms of Child on Child Harm

1. **Physical** – causing physical harm to a person’s body or their physical possessions
 - a. hitting, pushing or spitting at another student
 - b. interfering with another student’s property, by stealing, hiding or damaging it

2. **Verbal/Written**
 - a. using offensive names when addressing another student
 - b. teasing or spreading rumors about another student or their family
 - c. or ridiculing another student’s appearance, way of speaking or personal mannerisms
 - d. writing offensive notes or graffiti about another student

3. **Electronic/Cyber Bullying** takes place using electronic technology including devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites.
 - a. Mean text messages or emails.
 - b. Rumors sent by email or posted on social networking sites.
 - c. Embarrassing pictures, videos, websites, or fake profiles.
 - d. Unlike other forms of bullying, cyberbullying can happen 24 hours a day, 7 days a week, any time of the day or night.

- e. Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- f. Once posted, inappropriate and unwanted messages and images are difficult to remove. They may become part of a person's digital footprint and affect their future study, career and personal life.

4. Emotional

- a. excluding another student from a group activity
- b. belittling another student's abilities and achievements
- c. spreading rumors about them

5. Identity Based Harm- all children are, by definition, vulnerable. However, there is evidence that some groups are especially vulnerable and we recognise and affirm the particular needs of these groups.

- a. **Hate Incidents & Hate Crimes-** which may also include an online element and be driven by differences.
- b. **Racial, cultural, or social** occur when harm is motivated by racial, ethnic, nation, or cultural prejudice.
 - i. Racial taunts, graffiti, gestures, deliberate physical attacks
 - ii. Students are singled out because of the color of their skin, the way they talk, their ethnicity, religious or cultural practices, or their social economic status.
- c. **Gender-based** - Harm directed against another person on the basis of gender or sex, motivated by perceived differences e.g. on grounds of gender, sexual orientation, or other differences.
- d. **Homophobic and biphobic hate** occurs when harm is motivated by a prejudice against lesbian, gay or bisexual people.
- e. **Transphobic hate** occurs when harm is motivated by a prejudice against people who identify as trans
- f. **Disablist hate** occurs when harm is motivated by prejudice against people with any form of disability.

6. Initiation/hazing type violence and rituals- this could include activities involving harassment, abuse or humiliation used as a way to initiate a person into a group and may also include an online element.

7. Financial: exerting control over another person's money or other assets

8. Abuse in intimate relationships between children- (sometimes known as 'teenage relationship abuse').

9. Harmful sexual behavior (HSB)- is developmentally inappropriate sexual behavior that is displayed. It may manifest as:

- a. Sexual Violence
- b. Sexual Harassment - is 'unwanted conduct of a sexual nature that can occur online and offline and both inside and outside of school

- c. Online Sexual Harassment-this may be stand-alone or part of a wider pattern of sexual violence and/or harassment.
 - i. Nudes or semi-Nudes – also known as youth produced sexual imagery or sexting: The practice of children sharing images and videos via text message, email, social media or mobile messaging apps. In Spanish Under it is an offense to send obscene materials (for example, nude photos) through electronic means.

Consent: The free and voluntary agreement to participate in an activity that may include an intimate or sexual relationship given by a person with the cognitive capacity to do so. Consent can be given and subsequently withdrawn at any point. Consent is not freely and voluntarily given if the person is:

- Under force
- Unconscious or asleep
- Under the influence of drugs or alcohol
- Under threat or intimidation
- In fear of bodily harm
- Subjected to the exercise of authority
- Under false or fraudulent representations about the nature or purpose of the act, or
- Under a mistaken belief that the offender was someone else (for example, their sexual partner).

Appendix 5: What is NOT Bullying

Some behaviors are unpleasant, unwanted and need to be addressed, but they are not considered bullying.

Students not being friends with one another

As individuals, students have preferences as to whom they want to befriend. Those with shared backgrounds often play and do things together. Preferences in making friends and in playing/doing things together does not constitute bullying.

Exclusion

Those who play and do things together tend to include their friends and ignore others. This exclusion may result in students not being invited to certain activities such as birthday parties or games. Though it is difficult for the excluded student to deal with, this is not an act of bullying.

Strong personality

Some people speak out loudly and behave more aggressively than their peers. It is not bullying.

Accidents

Accidents could be verbal (a misunderstanding) or physical (kicking the ball to hit someone while playing a game). Although it may cause unpleasantness to the person who receives it, it is not an act of bullying.

Banter

Children like to tease one another and tell jokes about others. It is not bullying when there is no imbalance of power, and both sides take part almost equally from time to time.

Arguments/Disagreements /Fights

Disagreements, arguments and fights are part of normal development, even among the best of friends. Most disagreements, arguments and fights are not bullying, although sometimes they can turn into a bullying incident when a person involved repeatedly uses unfair tactics or behaviors to gain an upper hand or intimidate the other.

Remember, bullying is behavior that is **deliberate, unwanted, repeated** and **inflicting physical, emotional, psychological harm or distress**. If a behavior does not meet this definition, it is probably not an act of bullying.

Appendix 6: Warning Signs

A CHILD IS EXPERIENCING CHILD ON CHILD ABUSE	A CHILD IS HARMING OTHERS
<p>Performance/School</p> <ul style="list-style-type: none"> ● Declining grades, loss of interest in schoolwork, or not wanting to go to school ● Missing school frequently <p>Physical</p> <ul style="list-style-type: none"> ● Frequent headaches, feeling sick, or faking illness ● Unexplained injuries (cuts, bruises) ● Torn clothes or lost or damaged books/personal belongings <p>Emotional</p> <ul style="list-style-type: none"> ● Frightened of walking to or from school and/or of a certain person/situation ● Withdrawal, quiet, anxious and/or emotional ● Feelings of helplessness ● Lacking in confidence and/or self-esteem <p>Behavior</p> <ul style="list-style-type: none"> ● Sudden changes in routine (doesn't want to go on the school / public bus or a certain place) ● Changes in eating habits (hungry because lunch/money has been stolen, stop eating, binge eating) ● Frequent illness (feeling ill, faking illness, frequent headache or stomach ache) ● Wanting to visit the nurse regularly. ● Displaying self-destructive behavior (cutting oneself, threatening suicide or running away) ● Starts stuttering ● Difficulty sleeping (crying at night or having frequent nightmares) ● Becoming aggressive, disruptive or unreasonable ● Bullying other children or siblings <p>Social</p> <ul style="list-style-type: none"> ● Sudden loss of friends ● Isolation or avoidance of social situations ● Loss of interest in programs or activities or not wanting to participate. <p>Others</p> <ul style="list-style-type: none"> ● Unexplained missing/loss of pocket money, clothes, school materials and/ or personal belongings ● Coming home hungry (money / lunch has been stolen) ● Frequently asking for money or starting to steal money (to pay bully) 	<p>Performance/School</p> <ul style="list-style-type: none"> ● Poor performance at school ● Sent to the principal's office or to detention frequently <p>Behavior</p> <ul style="list-style-type: none"> ● Gets into physical or verbal fights ● Is increasingly aggressive ● Blames others for their problems ● Doesn't accept responsibility for their actions ● Is competitive and worried about their reputation or popularity <p>Social</p> <ul style="list-style-type: none"> ● Has friends who bully others <p>Others</p> <ul style="list-style-type: none"> ● Has unexplained extra money or new belongings

Appendix 7:

Terms Related to Bullying and Child on Child Harm

BISP: Inclusive Learning Environment Policy

Rude: A behavior that is unintentionally hurtful and occurs only once.

Mean: A behavior that is intentionally hurtful and occurs only once.

Bullying: a behavior that is deliberate, unwanted, repeated and inflicts physical, emotional, psychological harm or distress.

Harassment: Any unwelcome comments (written or spoken) or behavior which violates an individual's dignity; and/or creates an intimidating, threatening, hostile, degrading, humiliating, or offensive environment.

Intimidation: Behavior that aims to create fear in those receiving the unwanted behavior.

Bystanders: Those who witness or overhear bullying behavior and do nothing.

Up-standers: Bystanders who stand up for those who are harmed.

Appendix 8:

Laws Governing Bullying in the U.S. and Spain U.S. Law

The statutes that Office for Civil Rights enforces include Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability. <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>

Spanish Law

Legislación de aplicación en casos de acoso en Cataluña

1.- Ley 12/2009, del 10 de julio, de educación.

Publicado en DOGC núm. 5422 de 16 de Julio de 2009 Establecen pautas Art. 7, 30, 32, 33 y 37

2.- Decreto 102/2010, de 3 de agosto, de autonomía de los centros educativos

Publicado en DOGC núm. 5686 de 05 de Agosto de 2010 Establecen pautas Art. 19, 23, 25 y 25

3.- Decreto 279/2006, de 4 de julio, sobre derechos y deberes del alumnado y regulación de la convivencia en los centros educativos no universitarios de Cataluña.

Publicado en DOGC núm. 4670 de 6 de julio de 2006 Establece pautas Art. 25

4.- Ley 11/2014, de 10 de octubre, para garantizar los derechos de lesbianas, gays, bisexuales, transgéneros e intersexuales y para erradicar la homofobia, la bifobia y la transfobia.

Publicado en DOGC núm. 6730 de 17 de Octubre de 2014 Establece pautas art. 12.6

5.- Ley Orgánica 5/2000, de 12 de enero, reguladora de la responsabilidad penal de los menores

Publicado en BOE núm. 11 de 13 de Enero de 2000

6. - Ley Orgánica 1/1996, de 15 de enero, de Protección Jurídica del Menor, demodificación parcial del Código Civil y de la Ley de Enjuiciamiento Civil.

7. Ley Orgánica 5/2000, de 12 de enero, reguladora de la responsabilidad penal de los menores. Real Decreto 1774/2004, de 30 de julio, por el que se aprueba el

8. Reglamento de la Ley Orgánica 5/2000, de 12 de enero, reguladora de la responsabilidad penal de los menores.

Para cualquier consulta se puede acudir a la “Unitat de Suport a la Convivència Escolar del Departament d'Ensenyament” Teléfono 935.516.968 e-mail info.ensenyament@gencat.cat

Barcelona, 17/06/17

Appendix 9: Resources and External Support

BFIS Counselors:

Elementary School:	Sheila Sanjaime	Sheilas@bfishool.org
Middle School:	Jennine Ballew	Jennineb@bfischool.org
High School:	Victoria Butcher	Victoriab@bfischool.org
	Rhonda Leshman	Rhondal@bfischool.org

National Helpline:



Other Resources and References:

- <https://inhope.org/EN>
- <https://www.incibe.es/incibe-cert>
- <https://takeitdown.ncmec.org/CyberTipline.org>
- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/#what>
- <https://www.stopbullying.gov/index.html> (The site is available in both English and Spanish)
- <http://www.anti-bullyingalliance.org.uk/>
- <http://www.bullying.co.uk/>

Catalan Dept of Education

- [Prevention, Detection and Intervention Protocol for Harassment and Cyberbullying among Peers](#)
- [Concreció dels Protocols per a la Millora de la Convivència](#)
- [Protocol for Serious Conflict \(Dept of Cat\)](#)
- [Serious Conflict Protocol \(Dept. of Cat\)](#)
- [Catalan Dept. of Education Family Resources](#)

Belonging, Inclusion, and Safety Policy (BISP)
Preventing and Addressing Child on Child Harm