



## **BCA Anti-Bullying Policy**

### **Statement of Intent**

BCA is committed to the emotional and physical well-being of every student. Bullying is a completely unacceptable behaviour. All schools have a legal duty to prevent bullying.

This policy aims to promote a safe, inclusive, and respectful environment for all students by preventing bullying and establishing clear procedures for handling bullying incidents. This aligns with the school's Mission and Values, Anti-Discrimination statement, Behaviour Policy, Inclusion Policy, and Safeguarding and Child Protection Policy.

This policy sets out the means by which bullying at BCA is prevented, identified, reported, dealt with and recorded. Whilst the causes of bullying must be understood in order to properly address it, supporting both victim and perpetrator, it can never be tolerated. If bullying does occur, all students must be able to tell and know that incidents will be dealt with promptly and effectively.

The procedures followed are fully aligned with those mandated by the Govern d'Andorra (see 'Policy development and legislative framework', below).

### **BCA Mission**

*The British College of Andorra provides opportunities for all our students to achieve academic, artistic and sporting excellence, lasting physical, spiritual and mental health and to be inspired to accomplish personal and professional success.*

### **BCA Values**

*We especially value the following in guiding the learning experience and promoting wellbeing at The British College of Andorra:*

- *Communication Skills*
- *Inquisitiveness*
- *Appreciation of Diversity*

- *Ability to Solve Problems*
- *Sense of Responsibility*
- *Commitment to Sustainability*
- *Tenacity*
- *Courage*
- *Self-awareness*
- *Team-working skills*
- *Inventiveness*
- *Compassion*

### **Application of Policy**

The primary audiences for this Policy are:

- All BCA staff
- BCA students
- BCA parents
- External agencies and specialists seeking a detailed statement of the school's approach to bullying.

This policy applies to the school environment, both on and off-campus. Bullying incidents that occur in the home environment but affect the school community are also subject to this policy.

In relation to cyberbullying, this policy applies to all forms of digital communication, whether using school-provided devices or personal devices. It covers cyberbullying that occurs on-campus (using school networks, computers, or during school hours) or off-campus (incidents outside of school, such as at home, if the cyberbullying negatively affects a student's well-being and school experience)

The policy applies at all times. There are no special conditions, restrictions or exclusions. Any special situations are covered with the text of the policy itself.

Isolated incidents of harm (physical or verbal) that do not meet the definition of bullying are addressed through the BCA Behaviour Policy. Cases of peer on peer abuse are addressed firstly through the BCA Safeguarding Policy. If repeated, or established to have taken place over a period of time, these may be reclassified as bullying. Similarly, bullying cases may also constitute a safeguarding concern requiring an additional response and reporting/notification to authorities.

This policy relates only to the bullying of students. Workplace bullying between adults is beyond the scope of the policy and is covered by the respective employment law. It is also recognised that cases of bullying of an employee by a group of students can also occur in schools.

Related policies:

- BCA Anti-Discrimination Statement
- BCA Behaviour Policy
- BCA Educational Technology Policy
- BCA Inclusion Policy
- BCA Mobile Phones and other devices Policy
- BCA Safeguarding and Child Protection Policy

### **Policy development and legislative framework**

Resources prepared by the following organisations have been used in the development of this policy:

Anti-Bullying Alliance (UK) <http://anti-bullyingalliance.org.uk/>

Govern d'Andorra: *Fulletó sobre l'assetjament i el ciberassetjament en l'àmbit escolar* [https://www.educacio.ad/images/stories/ministeri/Relacions\\_Internacionals/Triptic\\_Ajuding.pdf](https://www.educacio.ad/images/stories/ministeri/Relacions_Internacionals/Triptic_Ajuding.pdf) (2024). See Appendix 1.

Kidscape (UK) <https://www.kidscape.org.uk/>

UNICEF Andorra.

[https://unicef.ad/wp-content/uploads/2020/02/Guia\\_Assetjament\\_Escolar\\_UNICEF.pdf](https://unicef.ad/wp-content/uploads/2020/02/Guia_Assetjament_Escolar_UNICEF.pdf) (2019)

In Andorra, school bullying, including cyberbullying, is addressed through a national strategy focused on prevention, intervention, and support. The Ministry of Education introduced a National Plan for the Prevention of Bullying and Harassment in Schools from 2016-2019, which remains the basis for current approaches.

Furthermore the Ministry of Education in Andorra has provided detailed guidance and information to the school, including the protocol in Appendix 1 and the mandatory reporting forms provided in Appendices 2, 3 and 4.

### **Publication Information**

This Policy is for both Internal and External publication (BCA website and Parent Portal)

Effective: November 2024  
Review date: June 2026  
Policy approved by: Principal

## Policy Statement

### 1. Definition of Bullying

1.1 BCA defines bullying as *“any behaviour that is intended to hurt, is repeated and where there is an imbalance of power (or it is hard for the person on the receiving end to defend themselves)”* Source: Kidscape: Help with Bullying

1.2 Teasing, conflict and friendship fallouts do not in themselves constitute bullying. Likewise, if hurt is clearly caused accidentally, or as an isolated incident of misbehaviour,, then it may not constitute bullying (though is still unacceptable)

1.2 Bullying can occur both on and off-campus, and in both the school and home environment.

1.3 Bullying includes:

Physical bullying: Hitting, pushing, or damaging property.

Verbal bullying: Teasing, name-calling, or threatening harm.

Social/relational bullying: Excluding someone, spreading rumours, or damaging someone's social relationships.

Cyberbullying: The use of digital platforms, including social media, messaging apps, emails, and websites, to deliberately harass, insult, threaten, or harm others. Cyberbullying includes:

- Harassment: Repeated sending of hurtful or threatening messages.
- Impersonation: Pretending to be someone else online to cause harm or damage relationships.
- Public Shaming: Posting or sharing private information or content intended to embarrass or harm someone.
- Exclusion: Intentionally excluding someone from online groups, conversations, or activities in a way that causes distress.

1.4 Appendix 5 contains Annex 1 of the Govern d'Andorra protocol, with a checklist of observable behaviours which may indicate bullying. This can be used to support the steps outlined in section 4.4 below.

### 2. Prevention Measures

2.1 Education and Awareness: the school curriculum will include classroom teaching and discussion about the effects of bullying, respectful behaviour, and appreciation of diversity. The school will support students with managing relationship conflict, promote assertive

behaviour strategies and discuss with students how they can respond to verbal, physical and online harassment.

Students will learn about responsible online behaviour, the impact of cyberbullying, and safe online practices. The school will outline appropriate use of digital devices on school grounds.

2.2 Parental and Community Involvement: the school will engage parents through meetings and resources to discuss bullying and promote positive behaviour at home. The school will engage parents through workshops on recognizing cyberbullying signs and fostering positive digital habits.

2.3 Student Leadership: the school will encourage student involvement through peer mentoring programs and student-led initiatives promoting kindness and respect.

2.4 Clear Communication: the school will clearly display anti-bullying posters, provide information in student handbooks, and discuss the policy regularly in classrooms.

2.5 Bus, Playground and Dining Hall Monitors will be trained in the contents of this policy and how to recognise behaviours that might constitute bullying.

### **3. Reporting Bullying**

3.1 Reporting Channels: Reports can be made to teachers or the school administration directly, or anonymously. Regardless of the reporting route, the Principal must be informed as soon as reasonably possible.

3.2 Encouragement to Report: The school encourages students, staff, and parents to report bullying incidents promptly to prevent escalation.

3.3 Required Details: Reports must include details of the incident, dates, times, and any relevant witnesses. In the case of cyberbullying, screenshots and timestamps may be necessary.

3.4 Reporting and Recording Platform: The iSAMS Wellbeing Manager is the platform where any adult may raise a concern and where all cases are logged and then tracked through to conclusion.

3.5 The Principal or a designated member of the school leadership team will lead the response.

### **4. Response to Bullying Incidents**

4.1 The school follows the steps set out in the Protocol d'Actuacio mandated by the Govern d'Andorra (Appendix 1)

4.2 An 'Intervention Team' will be formed, led by the Principal or designated member of the leadership team. The designated member/s of staff must respond as soon as reasonably practicable.

4.3 The Principal will inform the School Board (governance) and provide updates regarding the follow up and outcome.

4.4 Investigation Process: All reported incidents will be investigated confidentially by designated staff members, and a response will be determined based on the investigation findings.

4.5 Parental Notification: Both the victim's and the offender's parents or guardians will be informed of the incident, the investigation, and the school's response.

4.6 Support for Victims: Counselling and support will be provided for victims to ensure their safety, well-being, and continued participation in school activities. In the case of cyberbullying, victims will be provided with help managing privacy settings and blocking perpetrators.

4.6 Resolution and Mediation: When appropriate, mediation between the parties involved may be conducted to foster understanding and reconciliation.

4.7 Recording: accurate records must be kept of all steps in the process, including interviews with students and meetings with parents.

## **5. Responding to Cyberbullying: a Home-School Partnership**

5.1 Determining responsibility for cyberbullying incidents between home and school can be challenging, as cyberbullying often blurs the lines between students' personal and academic lives. By clearly delineating responsibilities and fostering collaboration between school and home, cyberbullying can be more effectively managed.

The following factors must be considered:

### **5.2 Impact on the School Environment**

**School Responsibility:** If cyberbullying affects a student's ability to learn, participate in school activities, or feel safe at school, the school is generally responsible for addressing it. The school has a duty to maintain a safe and supportive environment for all students, even if the cyberbullying occurs off-campus.

**Home Responsibility:** If the bullying occurs in a private context that doesn't impact the school environment, parents and guardians may bear primary responsibility. They should be encouraged to manage it through guidance, monitoring online activity, and working with other families if needed.

### **5.3 Location and Timing of the Cyberbullying Incident**

**During School Hours/On School Devices:** If the incident occurs during school hours or on school-owned devices or networks, it is likely the school's responsibility to address the behaviour directly.

Outside of School Hours/On Personal Devices: If the cyberbullying occurs outside school hours or on personal devices, the primary responsibility may lie with the parents. However, if the incident disrupts the school environment, the school may need to get involved.

#### 5.4 Severity and Nature of the Incident

School Involvement: Severe cases of cyberbullying, such as threats of violence, hate speech, or repeated harassment that affects a student's mental health or well-being, often require both school and parental involvement, even if they occur off-campus.

The school will collaborate with local authorities (police, children's services) in the case that there is a threat of harm, or where illegal content has been shared online.

Parent-Handled Situations: Less severe incidents, such as minor disagreements or misunderstandings that don't escalate, can often be addressed at home, with parents facilitating conversations between students or monitoring future behaviour.

#### 5.5 Collaboration between School and Parents

Joint Responsibility: Schools and parents must work together for any case of cyberbullying that straddles home and school boundaries. This might include sharing information, discussing strategies, and cooperating on solutions to ensure students feel supported in both environments.

Clear Communication Channels: Having open lines of communication between school staff and parents ensures that both sides understand their roles. The school can offer digital safety resources, while parents can reinforce online safety practices at home.

#### 5.6 Education on Digital Citizenship

School's Role: The school must incorporate digital citizenship lessons to help students understand the impact of their online actions. This empowers students with the tools and understanding to act responsibly, reducing the likelihood of cyberbullying both in and out of school.

Home Role: Parents should reinforce these lessons at home by discussing online safety, monitoring social media use, and setting boundaries for respectful online interactions.

### **6. Consequences for Bullying**

6.1 Notification. In the case that a case of bullying is confirmed, the school will meet its obligation to notify the Ministry of Education (see Appendices 1 and 3)

6.2 Disciplinary Actions: Consequences may range from warnings and behaviour contracts to suspension or expulsion, depending on the severity and frequency of the bullying behaviour. For cyberbullying, suspension of school network access may be necessary.

6.3 Behavioural Interventions: It is likely that the offender themselves has lagging skills or unresolved problems that require intervention and support to provide a long term solution.

These might include a digital citizenship course or broader social and emotional counselling and/or skill acquisition.

Bullying rarely takes place in isolation, so the school will consider the involvement of the wider peer group and any additional work that is needed.

## **7. Monitoring and Follow-Up**

7.1 Regular Monitoring: After an incident, the school will monitor the situation to ensure that bullying does not recur and that the victim feels safe and supported.

7.2 Continued Support: Follow-up counselling and support for both the victim and the offender (if needed) will be provided as part of the school's commitment to student well-being.

7.3 Administrative closure: the school will inform the Ministry of the successful resolution and closure of the case (Appendix 4)

7.4 Digital Safety Support: In the case of cyberbullying, the school will provide continued resources to help students manage their online interactions, including training on online privacy and security.

## **8. Policy Review and Evaluation**

This policy will be reviewed annually, incorporating feedback from students, parents, and staff to address emerging issues and improve effectiveness.

October 2024

Updates March 2025

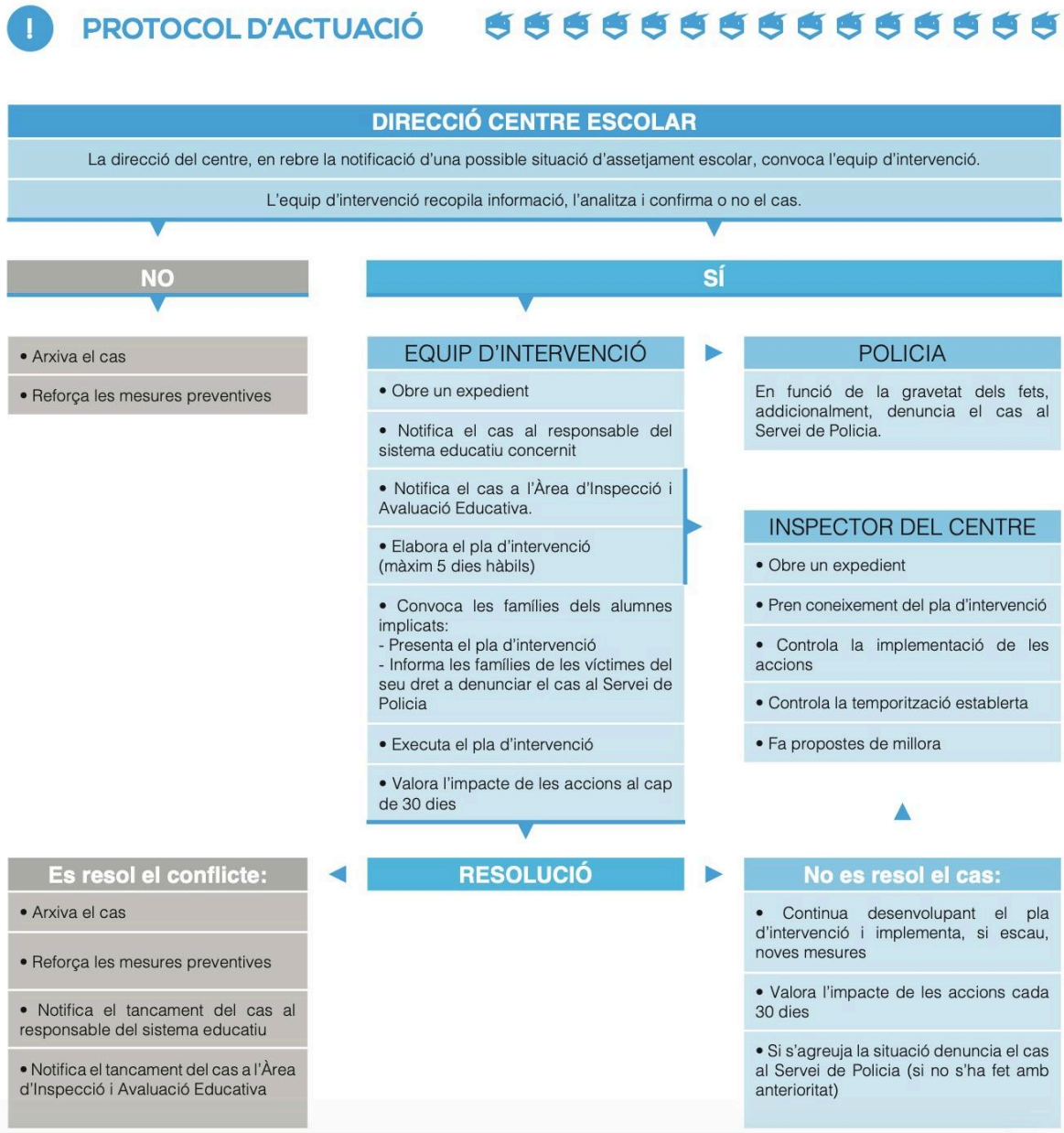
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## Appendix 1

### Protocol d'Actuació.

Any more recent versions of the protocol will supersede the one shown before:



Source:

[https://www.educacio.ad/images/stories/ministeri/Relacions\\_Internacionals/Triptic\\_Ajuding.pdf](https://www.educacio.ad/images/stories/ministeri/Relacions_Internacionals/Triptic_Ajuding.pdf) (accessed October 2024)

## Appendix 2

### Notification of a case of suspected school bullying



Govern d'Andorra  
Ministeri de Relacions Institucionals,  
Educació i Universitats

### NOTIFICACIÓ D'UN CAS DE SOSPITA D'ASSETJAMENT ESCOLAR

#### Dades del centre educatiu

Centre educatiu	
Telèfon de contacte	
Correu electrònic	

#### Descripció dels fets

Persona que detecta els fets	
Implicats en la situació	
Descripció dels fets	

**Composició de l'equip d'intervenció**

Nom i cognoms	Funció dins de l'equip d'intervenció

**Fonts de recollida d'informació**

Font d'informació	Persona que la recopila

Lloc i data  
directiu

Signatura de l'equip

### Appendix 3

#### Notification of a case of school bullying



Govern d'Andorra  
Ministeri de Relacions Institucionals,  
Educació i Universitats

## NOTIFICACIÓ D'UN CAS D'ASSETJAMENT ESCOLAR

### Dades del centre educatiu

Centre educatiu	
Telèfon de contacte	
Correu electrònic	
Data obertura cas	

### Descripció dels fets

Persona que detecta els fets	
Tipologia d'assetjament	
Víctima: nom/cognoms/curs	
Presumptes agressors:	

Descripció dels fets	
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<b>Composició de l'equip d'intervenció</b>
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Nom i cognoms	Funció dins de l'equip d'intervenció

<b>Proposta Pla d'Intervenció ( documents annex)</b>
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Lloc i data  
directiu

Signatura de l'equip

## Appendix 4

### Notification of the closure of a case of school bullying



Govern d'Andorra  
Ministeri de Relacions Institucionals,  
Educació i Universitats

## NOTIFICACIÓ DEL TANCAMENT D'UN CAS D'ASSETJAMENT ESCOLAR

### Dades del centre educatiu

Centre educatiu	
Telèfon de contacte	
Correu electrònic	

### Cas tractat

<b>Víctima/es:</b> <ul style="list-style-type: none"><li>- Nom i cognoms</li><li>- Cicle/curs</li></ul>	
<b>Agressor/s:</b> <ul style="list-style-type: none"><li>- Nom i cognoms</li><li>- Cicle/curs</li></ul>	

Mesura	Valoració de la mesura

**Resolució del cas d'assetjament (especificar els motius)**

Data  
directiu

Signatura de l'equip

## Appendix 5

### Indicators of possible bullying situations (Annex 1 of Govern d'Andorra protocol)



Govern d'Andorra  
Ministeri de Relacions Institucionals,  
Educació i Universitats

## Annex 1

### Indicadors observables de possibles situacions d'assetjament escolar

*Les situacions d'assetjament solen produir-se al marge de la supervisió dels adults i la majoria dels casos poden no ser detectats. Cal estar atents i tenir present que, en una situació d'assetjament, l'alumne maltractat pot manifestar més d'un símptoma i de diferent categoria. Tanmateix, l'observació d'algun d'aquests indicis no s'ha d'associar exclusivament al comportament d'assetjament. Alguns dels següents indicadors s'hauran de prendre en consideració quan es presentin de manera inusual.*

Indicadors físics	
Verbalitza i/o s'observen <b>evidències físiques de violència</b> de difícil explicació: blaus, rascades o talls, roba trencada o feta malbé, etc.	
<b>S'expressa amb dificultat</b> , fins i tot quequejant.	
Presenta <b>tics nerviosos</b> .	
Mostra <b>somatitzacions</b> (es queixa molt sovint de malestars que no tenen una causa clara com ara mals de cap, d'estómac o d'un altre tipus)	
<b>Atempta contra la seva integritat física</b> (s'autolesiona, fa intents suïcides).	

Indicadors de comportament	
Alumne assetjat	
<b>S'absenta reiteradament a classe</b> : necessita sortir de l'aula, anar al lavabo...	
<b>Evita realitzar determinades activitats</b> (sortides, viatges, activitats esportives, festes, etc...) així com anar a determinats llocs de l'escola (lavabos, zones del pati, etc.)	
<b>Refusa anar a l'escola o rebutja la institució escolar</b> , presenta absències regularment o arriba amb retard freqüentment a l'inici de les classes i després del pati	
Presenta <b>canvis sobtats en les rutines</b> diàries (deixa de voler anar al pati, no vol seure en un lloc determinat, vol quedar-se a la classe, s'aïlla, es mostra poc comunicatiu, demana als adults que l'acompanyin, etc...).	
Mostra <b>manca d'atenció</b> i dificultats per concentrar-se.	



Presenta un <b>comportament d'alerta</b> , hipervigilància, de recel, d'ocultació.	
Baixa el seu rendiment escolar.	
Mostra <b>dificultats de relació</b> amb els iguals.	
Fa <b>canvis en les relacions personals</b> (s'observa o verbalitza que ha canviat de grup d'amics, que s'ha quedat sol, que en les activitats de grup no el reclamen mai, etc.).	
Fa <b>canvis en els seu comportament</b> (comença a amenaçar o agredir a altres alumnes, menteix, fa estranyes justificacions, etc.).	
<b>Busca la companyia dels adults</b> (al pati, a les sortides, a l'aula...).	
Verbalitza o s'observa que: <b>és insultat, burlat, coaccionat, anomenat amb malnoms, agredit</b> , etc.	
<b>Intenta passar desapercebut.</b>	
<b>L'obliguen a actuar en contra de la seva voluntat:</b> en els deures, obeir a ordres (portar la motxilla, l'esmorzar, robar coses, etc.), etc.	
El responsabilitzen de fets en els que no ha participat o <b>l'inculpen</b> del que surt malament a l'aula o al grup.	
<b>Manifestats per part d'altres alumnes o en l'entorn</b>	
<b>El seu nom apareix escrit, amb connotacions pejoratives</b> , en pintades de portes, de banys, parets, taules, etc.	
A la classe <b>se n'enriuen molt d'ell, el rebutgen</b> pel seu aspecte físic, per com vesteix...no volen seure al seu costat, etc.	
<b>Corren rumors sobre un possible cas d'assetjament</b> en relació a l'alumne.	
<b>Coaccionen els possibles amics per tal que no interactuïn amb ell.</b>	
<b>Li demanen diners o pertinences personals, li apareixen objectes fets malbé o li desapareixen.</b>	

<b>Indicadors emocionals</b>	
<b>Perd interès</b> en jocs i activitats escolars de dins o fora de l'aula (festes, sortides, viatges...).	
Fa <b>canvis inexplicables i sobtats d'estat d'ànim</b> : es mostra trist, depressiu, plora, presenta accessos de ràbia, labilitat emocional, etc.	
<b>Presenta inseguretat</b> : titubeja, evita el contacte visual, etc.	
<b>Presenta ansietat</b> : hiperventilació, sudoració, tremolors, etc.	

<b>Indicadors en relació amb l'ús d'eines tecnològiques</b>	
<b>Es mostra enfadat, depressiu o frustrat</b> després d'utilitzar els dispositius tecnològics.	
<b>Deixa d'utilitzar els dispositius tecnològics o incrementa el seu ús</b> , de forma sobtada.	
Mostra <b>canvis sobtats de comportament després d'una trucada, missatge, accés a una xarxa...</b>	
<b>Difonen per les xarxes socials rumors, mentides, intimitats, fotos</b> , etc., sobre ell, <b>li fan arribar notes o mails insultants o amenaçadors</b> .	
Es detecta que se l'ha <b>coaccionat a compartir dades personals, fotos, vídeos, contrasenyes</b> , etc.	
<b>S'ha suplantat la seva identitat en xarxes socials.</b>	
Es detecta que <b>el bloquegen o està aïllat dels grups</b> compartits a les xarxes socials	

Altres indicadors observats