



ADDRESSING ALLEGED SCHOOL BULLYING

PROCEDURE

2023 - 2024







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1. Procedure for Addressing Alleged School Bullying

As part of our commitment to creating a safe and inclusive learning environment in line with our school's mission and vision, Altamira International School (AIS) has established clear procedures for investigating suspected incidents of school bullying. This document outlines the steps to be taken by the various coordination areas of the school to ensure compliance with legal requirements as stipulated in Law 1620 of 2013 and Decree 1965 of 2013.



2. Procedures and Formats for Investigating Suspected School Bullying

Note: To ensure that parents or legal guardians are fully informed about school bullying and cyberbullying, as well as their rights, it is recommended that they refer to both Law 1620 of 2013 and Decree 1965 of 2013, along with relevant sections in the AIS Code of Conduct. In the event of a verbal report of suspected school bullying or cyberbullying, the coordinator is advised to summarize the report in writing, which should be recorded in minutes, to initiate the investigation. Simultaneously, they should encourage the person reporting the behavior to provide a written statement at the most suitable time. Coordinators must prioritize maintaining a reasonable timeframe for the investigation and ensuring all involved parties are kept informed. It is also crucial to promptly inform parents or legal guardians.

While conducting the investigation process, the school must consistently adhere to the attention protocol outlined in the AIS Code of Conduct for situations classified as Type II.

2.1 General Process Description

- **Step 1:** Documenting The Incident
- **Step 2:** Prompt Notification To Parents/Guardians
- **Step 3:** Implementation Of Provisional Measures For Safety
- **Step 4:** Review Relevant Laws, Policies, And Regulations, Including Law 1620 Of 2013, Decree 1965 Of 2013, The School Care Route, And The Policy In The Code Of Conduct Manual. Additional Policies Can Be Found At The End Of This Document.
- **Step 5:** The Coordinator Responsible For The Case Conducts And Documents The Investigation Of The Alleged Bullying/Harassment.
- **Step 6:** Analysis By Coexistence Committee
- **Step 7:** Corrective Or Restorative Actions
- **Step 8:** Informative Meeting
- **Step 9:** Formal Written Communication
- **Step 10:** Documentation Submission}



Step 1: Documenting the Incident

The Coordinator initiates the investigation following the procedures in this process and documents the investigation by completing all sections of the Process for Addressing Alleged Bullying.

- Date of Initiation:
- Person Completing the Document:
- Title:
- Person Reporting Bullying:
- Alleged Victim's Name:
- Grade/Role of Victim:
- Names of Alleged Aggressors:
- Grades/Roles of Aggressors:
- Date and Time of Incident:
- Location (e.g., school, bus):
- Brief Description of Incident:

Witnesses:

- Names of Alleged Witnesses:
- Grades/Roles of Witnesses:
- Was Incident Reported Elsewhere?

Additional Context:

- Any Previous Incidents or Threats:

Coordinator's Signature:

- Date:

Print Step 1 with the coordinator's signature.

Step 2: Prompt Notification To Parents/Guardians

Immediately inform the parents/guardians in writing regarding the accusation of bullying made against their child (the Target Student), and also inform the parents of the alleged aggressor that an investigation will take place. Request their permission for student interviews and invite them to attend the meeting. Although parents may choose to be present during the interviews, they must allow their child to be interviewed. It is strongly advised that parents attend these interviews. Parents of all involved students must be promptly notified as the investigation progresses.



Victim's Parent/Guardian:

- Name:
- Date of Contact:

Alleged Perpetrator's Parent/Guardian:

- Name:
- Date of Contact:

Alleged Perpetrator's Parents/Guardians (if different):

- Name:
- Date of Contact:

Alleged Perpetrator's Parents/Guardians (if different):

- Name:
- Date of Contact:

Step 3: Implementation of Provisional Measures for Safety

During the investigation, interim measures are taken to ensure the safety of individuals. These measures may include:

Temporary Separation of Students Involved: Students allegedly involved are temporarily separated during snack time, lunch, recess, bus rides, and class changes.

- Date of Implementation:
- Person Communicating with Parents and Students:

Designation of Companion for Escorting Students: A companion is assigned to escort students from class to class.

- Date of Implementation:
- Person Communicating with Parents and Students:

Psychological and Pedagogical Intervention: Appropriate psychological and pedagogical interventions are provided to both alleged aggressors and the victim.

Date of Implementation:

Person Communicating with Parents and Students:



Distancing Commitment: A commitment is made to keep the involved parties separated.

- Date of Implementation:
- Person Communicating with Parents and Students:

Additional Supervision: Additional supervision is provided in areas such as classrooms, cafeteria, and hallways as needed.

- Date of Implementation:
- Person Communicating with Parents and Students:

Faculty Training: Faculty members receive training on preventive actions and how to respond to similar situations.

- Date of Implementation:

Assignment of Staff Member for Monitoring: A staff member is assigned to monitor the students and schedule follow-up meetings with the alleged victim.

- Date of Implementation:
- Person Communicating with Parents and Students:

Referral to External Specialist: Both alleged aggressors and the victim may be referred to an external specialist.

- Date of Implementation:
- Person Communicating with Parents and Students:

Academic Support for Alleged Victim: Academic interventions or additional services are provided to the alleged victim if their academic performance was directly affected. They are also given the opportunity to submit or resubmit any missed schoolwork due to the situation.

Step 4: Review relevant laws, policies, and regulations, including Law 1620 of 2013, Decree 1965 of 2013, the School Care Route, and the Policy in the Code of Conduct Manual. Additional policies can be found at the end of this document.



Step 5: The coordinator responsible for the case conducts and documents the investigation of the alleged bullying/harassment. (see **FO-AB12 Follow up Meeting**)

STEP 6: Analysis by Coexistence Committee

The Coexistence Committee evaluates the reported behavior using a five-step analysis to determine if it constitutes school bullying, cyberbullying, or neither:

- a.** Was the behavior negative, such as intimidation, humiliation, ridicule, defamation, coercion, deliberate isolation, or threats?
- Yes
 - No

Proceed to Section B if Yes. If No, the behavior doesn't meet the criteria for bullying.

- b.** Was the behavior intentional?

- Yes
- No

Proceed to Section C if Yes. If No, the behavior doesn't meet the criteria for bullying.

- c.** Was the behavior methodical, systematic, or repeated over time?

- Yes
- No

Proceed to Section D if Yes. If No, the behavior doesn't meet the criteria for bullying.

- d.** Did the behavior occur within an asymmetric power relationship?

- Yes
- No

If Yes, proceed to Section E to assess if it's cyberbullying. If No, the behavior doesn't meet the criteria for bullying.

- e.** Was the behavior mistreatment through electronic means?

- Yes
- No

If Yes, it's cyberbullying. If No, the behavior doesn't meet the criteria for bullying.

Findings And Follow-Up: Regardless of the outcome, the school will protect all parties from retaliation due to their involvement in the investigation, following the Code of Conduct.



Step 7: Corrective or Restorative Actions

If necessary, corrective actions are taken to prevent future bullying incidents. Actions may include:

- Separation of the victim and aggressor during specified times.
- Permanent schedule changes.
- Interventions as per the Code of Conduct.
- Increased supervision.
- Providing a safe space for the victim.
- Follow-up meetings with a psychologist.
- Academic support for the victim.
- Therapy referral for the aggressor.

- Reporting to relevant authorities if behavior constitutes a crime.
- Professional development for supervising teachers.
- Any other relevant measures.

Additional Comments:

Coordinator's Name: _____

Coordinator's Signature: _____ **Date:** _____

Step 8: Informative Meeting

Arrange separate meetings with the parents and the student(s) to discuss the investigation results. If scheduling an in-person meeting isn't feasible, communicate the findings via phone or email.

Step 9: Formal Written Communication

Send a letter to the parents of the alleged victim and the alleged aggressor summarizing the investigation outcomes and the actions taken to address the situation. Letters must be signed by the Principal or Disciplinary Committee.

STEP 10: Documentation Submission

Provide copies of all investigation-related documents to the section office for inclusion in the student's file. Also, forward copies to the principal, who heads the school coexistence committee, for their awareness.



Student Right To Be Free From School Bullying

At Altamira International School, we are dedicated to fostering a safe and nurturing environment for all our students. We firmly prohibit and take action against any form of school bullying and cyberbullying. Moreover, we condemn and address any acts of retaliation against individuals who report such incidents or cooperate with investigations.

In addition to any disciplinary measures taken against students found responsible for bullying behavior, our school is committed to supporting and safeguarding the well-being of victims within our educational community. We ensure that they receive the necessary assistance to thrive academically and emotionally.

This policy outlines our approach to prevent and address instances of school bullying and cyberbullying involving Altamira International School students. For detailed guidelines on handling such incidents, please refer to our Code of Conduct. It's important to note that this policy works in compliance with relevant laws and regulations.

Relevant Sections of Law 1620 of 2013

- **School Bullying or Bullying:** This refers to intentional, methodical, and systematic negative behaviors that include aggression, intimidation, humiliation, ridicule, coercion, deliberate isolation, threats, or any form of mistreatment against a child or adolescent by one or more students with an imbalanced power relationship. Such behavior occurs repeatedly over time and can also involve teachers or occur in their presence, impacting the health, emotional well-being, and academic performance of students and the overall learning environment.
- **Cyberbullying:** Cyberbullying involves deliberate intimidation through the use of information technologies such as the internet, social networks, mobile phones, or online games to inflict continuous psychological harm.
- **Shared Responsibility:** Families, educational institutions, society, and the State are jointly responsible for promoting civic education, fostering coexistence at school, and educating children and adolescents about their human rights, including sexual and reproductive rights. This responsibility aligns with the objectives outlined in Article 44 of the Constitution and the Children and Adolescents Code.
- **Diversity:** The educational system values and respects the dignity of all individuals without discrimination based on gender, sexual orientation or



identity, ethnicity, or physical, social, or cultural conditions. Children and adolescents have the right to an education that promotes human dignity in peaceful, democratic, and inclusive environments.

- **Comprehensive Care Route for School Coexistence:** This route outlines processes and protocols for addressing issues related to school coexistence and safeguarding the human rights, sexual, and reproductive rights of students within educational institutions. It ensures a prompt, comprehensive, and supportive response to any challenges that may arise.

Sections Pertinent to Decree 1965 of 2013

- **Conflicts:** These arise from perceived incompatibilities between individuals and their interests.
- **Inappropriately Handled Conflicts:** These situations arise when conflicts are not resolved constructively, leading to incidents like altercations or disputes within the school community, provided there's no physical harm.
- **School Aggression:** This encompasses actions aimed at negatively affecting members of the school community, including physical, verbal, non-verbal, relational, and electronic aggression.
 - Physical Aggression: Actions intending to harm someone's body or health.
 - Verbal Aggression: Degrading, humiliating, or intimidating others through words.
 - Non-verbal Aggression: Using gestures or non-verbal communication to degrade or intimidate.
 - Relational Aggression: Actions aiming to harm relationships, like exclusion or spreading rumors.
 - Electronic Aggression: Using electronic means to harm others, such as cyberbullying or sending offensive messages.
- **School Bullying (Bullying):** Intentional, systematic negative behavior involving various forms of mistreatment against a child or adolescent by one or more students with an imbalanced power relationship.
- **School Cyberbullying (Cyberbullying):** Deliberate intimidation using information technologies to inflict psychological harm.
- **Sexual Violence:** Any sexual act against a child or adolescent using force or coercion.



- **Violation of Children and Adolescents' Rights:** Any situation preventing the full exercise of their rights.
- **Reinstatement of Children and Adolescents' Rights:** Actions aimed at restoring their dignity and capacity to enjoy violated rights.

Relevant Sections of the Care Route

Type II Situations: This category covers instances of school aggression, bullying, and cyberbullying that do not constitute a crime but meet specific criteria:

- a. They occur repeatedly or systematically.
- b. They cause bodily harm or health issues without resulting in disability for any involved party.

Protocols for Addressing Type II Situations:

- **Immediate Health Care:** Provide prompt physical and mental health care for those affected by bodily harm, documented accordingly.
- **Reinstatement of Rights:** If necessary, refer the situation to administrative authorities as per Law 1098 of 2006, with documentation.
- **Protection Measures:** Implement measures to safeguard the individuals involved from potential harm, documented accordingly.
- **Parental Notification:** Notify the parents, guardians, or caregivers of all students involved promptly, documented accordingly.
- **Open Communication Spaces:** Facilitate discussions where involved parties and their representatives can express and clarify events while ensuring privacy and confidentiality.
- **Restorative Actions:** Determine actions aimed at repairing harm, reinstating rights, and fostering reconciliation while imposing appropriate consequences for those involved in the reported situation.
- **Committee Involvement:** The President of the School Coexistence Committee will inform and involve other committee members in analyzing and monitoring the situation's resolution.
- **Meeting Minutes:** Record all proceedings and decisions made by the School Coexistence Committee, signed by all members and participants.
- **Reporting to the System:** The Committee President will ensure the case details are reported in the Unified School Coexistence Information System.



If the results of an investigation indicate that there was bullying, the School will respond promptly by taking the necessary measures and actions to prevent, address, and follow up on the incident. The respective disciplinary process will be initiated, and appropriate disciplinary measures will be taken by the School Coexistence Manual.