

PROPOSED BY THE MORNA PTA. EXAMPLE DOCUMENT. NOT YET ADOPTED

This document is a proposal put forward by the Morna International College PTA Wellness and Safeguarding Team. The values, framework, and rules contained within have not been formally agreed or adopted by Morna International College. It is offered as an example and starting point for discussion. The school is invited to review, adapt, and adopt it in whatever form works best.

Anti-Bullying Policy

A values-led strategy for bullying prevention and response, pre-school through sixth form.

June 2026 | Proposed by the Morna PTA | For discussion | Companion to the Behaviour and Accountability Framework

1. Our commitment

Morna International College is committed to being a safe, inclusive, and high-expectation community for every child from pre-school through to sixth form. This policy sets out how the community prevents bullying, what bullying is, how we respond when it occurs, and what every member of the community can expect.

Zero tolerance, honestly applied. Bullying, including sexual harassment and online bullying, is never acceptable and is never passed off as banter, teasing, just having a laugh, part of growing up, or children being children. At the same time, the community recognises that bullying is under-reported everywhere: the absence of reports does not mean it is not happening. This policy is designed so that reporting is easy, safe, and worthwhile.

2. What bullying is

Bullying is deliberate, repeated, and targeted behaviour intended to harm, humiliate, exclude, or intimidate, where one person or group dominates or controls another. It can be carried out by one child or a group, in person or online, inside or outside school.

Forms it can take

- **Verbal:** name-calling, mockery, threats, derogatory language.
- **Physical:** hitting, pushing, intimidation, interference with belongings.
- **Social and relational:** deliberate exclusion, coordinating others against a peer, reputation targeting, rumour-spreading.
- **Prejudice-based:** conduct targeting race, religion, nationality, sex, sexual orientation, gender identity, disability or additional needs, appearance, or family circumstances and possessions. Prejudice-based conduct is treated with particular seriousness whether or not it is repeated.
- **Sexual:** sexual comments, gestures, unwanted contact, and sexual harassment in any form.
- **Online:** any of the above by digital means, plus the sharing of images or content without consent (Section 7).
- **Other recognised forms of harm between children:** teenage relationship abuse, pressure or coercion relating to nude or semi-nude images, and initiation or hazing rituals. These are handled under this policy and the safeguarding framework together.

What bullying is not

Conflict between children of roughly equal power, in the heat of the moment, typically isolated, where both sides want resolution, is not bullying. Both are taken seriously, but they require completely different responses: applying conflict resolution to a bullying situation re-victimises the targeted child. The full distinction table is in the Behaviour and Accountability Framework, Section 8.1.

How bullying presents across phases

Primary: most commonly deliberate social exclusion, physical targeting, name-calling, coordinated conduct within house or friendship groups, and status-based targeting. **Secondary:** more commonly coordinated social aggression, reputation targeting, online conduct, and sexual harassment.

3. Prevention: the programme

The evidence is clear that prevention does most of the work. A synthesis of 49 studies found that teaching bystander skills measurably reduces bullying, because most bullying depends on bystanders staying silent (Chen, Lin, Wu and Chan, 2024). The prevention programme has six strands:

STRAND	WHAT HAPPENS	WHEN
Taught values	The five values are explicitly taught in age-appropriate language, with We stand up for each other as the anti-bullying anchor.	Start of year, reinforced termly
Bystander skills	Pupils learn and practise what to do when they see someone targeted: say something, do not join in, tell an adult. Practised, not just described.	PSE programme, each phase, each year
Assembly and awareness cycle	A planned cycle covering the forms of bullying, online conduct, and reporting routes, including an annual anti-bullying week.	Termly + annual week
Staff training	All staff trained annually: recognising bullying by phase (including sophisticated social exclusion, which is hard to see without training), the response process, and recording. New staff at induction.	Annual CPD + induction
Pupil leadership	House Captains (primary) and School Council members (secondary) briefed each term on their surfacing role: they are eyes and ears, never investigators.	Termly briefing
Parent partnership	An annual parent session on the policy, online conduct at home, and how to raise a concern. The policy is published to all families.	Annual + always published

4. Reporting

- Reports can be made to any member of the Behaviour and Wellbeing Response Team, any teacher, or the Coordinador/a de Bienestar y Protección del Alumnado, who is the named, visible reference person for every child in the school.
- **The anonymous pathway:** a physical reporting box in each phase building and a monitored digital form linked from the school portal, both checked by the Response Team within one school day.
- House Captains (primary) and School Council members (secondary) can receive initial disclosures and bring them to staff.
- A child who reports in good faith will not be punished for reporting, in any circumstance. This protection is required by law (LOPIVI, Article 20) and by the value We keep it real.
- Start-of-year information on how and to whom to report is given to every pupil and kept permanently visible (LOPIVI, Article 18).

5. Response: how a report is handled

Every report follows the five-step case process below. Classification and measures are applied under the Behaviour and Accountability Framework, Section 8 (Categories 1 to 4), with its due process guarantees. A report opens on indicios or a child's disclosure alone; proof is not required to begin (LOPIVI, Article 34).

STEP	WHAT HAPPENS
1. Listen and record	Every report is taken seriously. The child is heard. The report is logged in the central conduct record the same day.
2. Assess	The Response Team assesses bullying vs conflict, the Category (Framework Section 8.2), and any safeguarding dimension. Primary incidents are assessed with regard to developmental stage. Any SEND or contributory factors are checked.
3. Act	A proportionate, documented response under the Framework: protection for the child harmed first, then the disciplinary and restorative process for the child responsible. Restorative practices complement, not replace, consequences. Parents of all children involved are informed per the Framework's notification commitments.
4. Follow up	One week: has it stopped, any retaliation, does the child feel safe? One month: relationships, further support. Check-ins continue until positive change is confirmed.
5. Review	Where patterns recur, the response is reviewed and escalated. Anonymised data feeds the termly pattern review (Section 8).

6. Support for every child involved

- **The child harmed:** a named staff contact, a safety plan where needed, and the follow-up schedule above. The child's view is heard on what would help.
- **The child responsible:** We don't leave anyone behind applies. Alongside the consequence: a structured restorative process, a check for unmet needs (SEND, safeguarding, circumstances), and support to change. Consequence is part of support, not its opposite.
- **Witnesses:** children who saw or were drawn into an incident are spoken to, supported, and taught what standing up safely looks like.

7. Online conduct

- The same standards of behaviour apply online as offline, including outside school hours where conduct affects a member of the school community or the orderly running of the school.
- **Evidence:** parents and staff should preserve evidence (screenshots with dates and usernames) and report it; pupils should not reply, forward, or retaliate.
- **Images:** nude or semi-nude images of minors are never viewed beyond what is strictly necessary, never copied or forwarded, and always handled as a safeguarding matter by the Coordinator/a, with referral per LOPIVI where indicated.
- Group-chat exclusion and pile-ons are social bullying and are handled as such. Device misuse and confiscation follow the Framework, Section 10.

8. Records, data, and review

- Every report, classification, action, and follow-up is logged in the school's central conduct record, owned by the Coordinator/a.
- A termly anonymised review by the Response Team and leadership: volume, forms, phases, locations, repeat involvement, and time-to-resolution, so support reaches the right places early.
- An annual summary is shared with the school community, alongside the policy's annual review. Pupil voice (House Captains, School Council) contributes.

9. Roles

ROLE	RESPONSIBILITY
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Coordinador/a de Bienestar y Proteccion	Named reference person, case oversight, referral decisions, data owner, training promotion (LOPIVI, Article 35).
Behaviour and Wellbeing Response Team	Receives and handles all reports consistently across phases; identifiable to pupils during break and lunch.
All staff	Trained annually; act on what they see; record what they hear; never minimise.
Pupil leaders	Surface concerns; model the values; never investigate.
Parents	Report concerns through school channels; support the process; model the values at home. See the Parental Code of Conduct.

10. Review

Reviewed annually across both phases against the termly data, changes in law (LOPIVI, the Balearic convivencia framework and Convivexit protocols, which this policy mirrors), and the experience of pupils, staff, and families.

11. Commencement

Reporting and response (Sections 4 to 7) are effective immediately on adoption: the school's duties to act on indicios are legal duties and are never deferred. The prevention programme (Section 3) phases in on the calendar published at launch: taught values and the assembly cycle from launch; staff training and the bystander-skills curriculum from the announced dates; the annual parent session within the first term.

Evidence and standards base: KCSIE 2025 child-on-child abuse requirements; DfE Preventing and Tackling Bullying (2017); DfE Behaviour in Schools (2024); Chen, Lin, Wu and Chan (2024) 49-study meta-analysis on bystander intervention; LOPIVI (Ley Organica 8/2021) Articles 18, 20, 34, 35; the Convivexit assetjament protocol (2023 revision). Full citations in the PTA's Behaviour Framework Research Report (June 2026).