2026/2027

Bullying Prevention Policy

WHOLE SCHOOL

MORNA INTERNATIONAL COLLEGE

IBIZA

SINCE 1973

Owned by:

Head Teacher

1. Purpose and Scope

Morna International College is committed to providing a safe, caring and inclusive environment in which every student feels valued, respected and able to learn without fear. Bullying is not tolerated. The school is committed to preventing bullying and to responding promptly, consistently and fairly when concerns arise. The school seeks to create a culture in which respectful relationships, inclusion, safe reporting and positive bystander behaviour are explicitly taught and reinforced, and in which patterns of concern are identified early and acted upon.

This policy applies to bullying between students in EYFS, Primary and Secondary, including behaviour connected with school that occurs online or away from the school site. Concerns about conduct by employees, workplace harassment or bullying between adults are not investigated under this student bullying procedure and must be addressed through the school's relevant employment, safeguarding, complaints or other applicable procedures. Where an adult's conduct towards a student raises a safeguarding concern, the Safeguarding Policy and appropriate safeguarding procedures apply.

2. Definition and Forms of Bullying

Bullying is behaviour by an individual or group that intentionally causes physical or emotional harm and usually involves repetition and an imbalance of power. It may be physical, verbal, written, social or online. Serious one-off incidents may not meet the definition of bullying but can still cause significant harm and will be addressed promptly under the Behaviour Policy, Safeguarding Policy or other relevant procedures.

The school recognises the following forms of bullying:

- Physical bullying, including hitting, kicking, pushing, intimidation, damaging property or taking belongings.
- Verbal bullying, including name-calling, taunting, threats, mocking or offensive comments.
- Social or relational bullying, including deliberate exclusion, spreading rumours, humiliation or encouraging others to isolate a student.
- Cyberbullying, including harmful messages, posts, images, videos, impersonation, group-chat behaviour or other misuse of digital technology.
- Prejudice-based or discriminatory bullying relating to race, nationality, religion, culture, sex, gender, sexual orientation, special educational needs or disabilities, appearance, health conditions, family circumstances or another protected or personal characteristic.
- Sexist or sexual bullying, including unwanted sexual comments, gestures, rumours, images or behaviour.

3. Distinguishing Bullying from Other Behaviour

Not every disagreement, friendship difficulty, argument or isolated incident is bullying. Staff will consider repetition, intent, impact, context and any imbalance of power. Behaviour described as 'banter' will not be accepted where it causes harm, humiliation or intimidation. All concerns will be taken seriously and responded to appropriately, even where the behaviour is ultimately assessed as conflict, misconduct or a safeguarding matter rather than bullying.

4. Prevention Responsibilities

Senior Leadership Team. Senior leaders are responsible for ensuring that bullying prevention is embedded across the school, that staff understand this policy and reporting routes, that patterns and trends are reviewed, and that prevention priorities are reflected in pastoral and curriculum planning. The school will provide appropriate staff training and/or briefing on bullying prevention, recognition, reporting and response, with additional guidance provided where emerging needs or incident trends indicate this is required.

Heads of Section and Pastoral Leaders. These leaders coordinate age-appropriate prevention work, review section-level patterns, ensure supervision and pastoral responses address identified risks, and oversee the quality and timeliness of investigations and follow-up.

Tutors and Class Teachers. Tutors and class teachers reinforce respectful relationships, inclusion, online safety and positive bystander behaviour; notice emerging patterns; provide students with regular reminders about how to seek help; and pass concerns promptly through the reporting procedure.

All Staff. Staff must remain vigilant, intervene promptly where safe to do so, listen without dismissing concerns as banter or ordinary conflict, preserve relevant information, and record or escalate concerns in accordance with this policy.

Students. Students are encouraged to report concerns about themselves or others, including as bystanders, to a trusted adult and to avoid retaliation, sharing harmful material or conduct that reinforces bullying.

Parents/Carers. Parents/carers are encouraged to raise concerns promptly, preserve relevant evidence where appropriate, support agreed safety and behaviour plans, and work with the school to reinforce respectful and safe conduct.

5. Curriculum and Preventive Education

Bullying prevention will be taught through PSHE, assemblies, tutor time, circle time and other age-appropriate curriculum or pastoral opportunities. Provision will include respectful relationships, inclusion and equality, prejudice and discrimination, online conduct and cyberbullying, consent and appropriate boundaries where age-appropriate, positive bystander behaviour, reporting routes and help-seeking.

Heads of Section and relevant curriculum/pastoral leaders will review delivery during the year and adjust content in response to student needs, emerging patterns, online risks and incident trends. Prevention work may also include targeted supervision, staff briefings, student voice activities and parent information where these are indicated by identified concerns.

6. Reporting Concerns

Students and parents/carers may report suspected bullying verbally or in writing to any member of staff. Bystander reports are welcomed and will be treated seriously. A concern will not be rejected because evidence is incomplete, because the reporting person was not directly involved, or because the behaviour occurred online or outside school.

Anonymous reports will be considered and recorded. The school will assess the information available, look for corroborating information and patterns, and take proportionate protective or investigative action. An anonymous report may limit the school's ability to establish facts or communicate an outcome, but it will not be ignored solely because the reporter is unidentified.

The normal reporting sequence is: the member of staff receiving the concern passes it to the student's tutor/class teacher and relevant Head of Section or Pastoral Leader on the same school day; the designated pastoral/section leader ensures the concern is recorded in the iSAMS Wellbeing Module; an appropriate investigating lead is appointed; parents/carers are informed as set out below; and the Head of Section or Pastoral Leader reviews the outcome and follow-up.

Serious, discriminatory, sexual, safeguarding-related or persistent concerns must be escalated immediately to the Head of Section and the Designated Safeguarding Lead (DSL). Immediate safety concerns must never wait for the normal reporting sequence.

7. Staged Investigation and Response Procedure

Stage 1 - Immediate response and recording. On the same school day, or as soon as practicable if the concern is received outside normal hours, the receiving member of staff must ensure immediate safety, preserve relevant evidence and pass the concern to the appropriate pastoral/section leader. The concern must be entered in the iSAMS Wellbeing Module by the end of the next school day. iSAMS is the authoritative record for bullying and suspected bullying concerns under this policy. Safeguarding information must also be recorded in the school safeguarding record where required.

Stage 2 - Initial review and allocation. Within one school day of the concern being received, the Head of Section or designated Pastoral Leader will review the information, identify the students involved, check for previous or linked concerns, decide whether the matter is primarily a behaviour/bullying investigation or a safeguarding matter, and appoint the investigating lead. Protective measures will be put in place immediately where needed.

Stage 3 - Investigation. The investigating lead will normally begin information gathering within two school days and aim to complete the investigation within five school days of the initial report. Relevant students and witnesses should normally be spoken with separately; available records or digital evidence should be reviewed; unnecessary repeated questioning should be avoided; and the pattern, intent, impact, context and any imbalance of power should be considered. The five-school-day period is a target for timely investigation and must not result in an investigation being curtailed where further enquiries are reasonably required. Complex cases may require additional time, in which case the reason and revised timescale must be recorded and communicated to relevant parents/carers.

Stage 4 - Decision and action. As soon as reasonably practicable after information gathering, the investigating lead and relevant Head of Section/Pastoral Leader will determine whether the concern is substantiated as bullying, another form of misconduct, a safeguarding matter, or is not substantiated on the available information. Appropriate protective, pastoral, educational, restorative and/or disciplinary action will then be agreed in line with the relevant school policies.

Stage 5 - Review and follow-up. A named member of staff will check the situation within five school days of the outcome, or sooner where risk requires, and again as appropriate to confirm that the behaviour has stopped, students feel safe and there has been no retaliation. Continuing or repeated concerns must be re-escalated and linked to the earlier record.

8. Safeguarding and Behaviour Investigations

Bullying may also constitute a safeguarding concern or child-on-child abuse. Concerns involving sexual harassment or sexual violence, discriminatory abuse, threats, coercion, significant emotional harm, suspected abuse, exploitation, serious intimidation, vulnerability or other safeguarding indicators must be referred promptly to the DSL.

Where safeguarding thresholds or indicators are present, the DSL will lead or advise on the safeguarding response, including safety planning, information sharing, external referral and the sequencing of enquiries. A behaviour investigation must not compromise a safeguarding investigation or require a student to repeat an account unnecessarily. The school may continue proportionate behaviour action where this is safe and consistent with safeguarding advice.

Where no safeguarding indicators are identified, the Head of Section or designated Pastoral Leader will normally oversee the bullying/behaviour investigation under this policy and the Behaviour Policy. The relevant Head of Section retains overall responsibility for ensuring that each bullying concern is investigated, recorded, communicated and followed up in accordance with this policy, even where individual stages are delegated. The DSL may still be consulted where vulnerability, welfare or uncertainty requires advice.

9. Parent/Carer Communication

Parents/carers of students directly involved in a significant bullying concern will normally be contacted within two school days of the initial review, unless safeguarding advice, safety considerations or another compelling reason requires a different approach. The school will explain the nature of the concern, immediate measures and expected next steps without disclosing confidential information about other students.

Parents/carers will be informed of the outcome relevant to their child as soon as reasonably practicable after the investigation is concluded. Where an investigation extends beyond the normal five-school-day target, the school will provide an update and revised timescale. Follow-up arrangements and an appropriate point of contact will be communicated where ongoing monitoring is required.

10. Support and Post-Incident Response

Students who have experienced bullying may receive a named trusted adult, regular check-ins, pastoral or counselling support, practical safety measures, adjustments to routines or supervision, support to rebuild confidence and participation, parent involvement and planned follow-up. Support will be proportionate to the student's needs and reviewed after the incident.

Students responsible for bullying behaviour may receive disciplinary sanctions in line with the Behaviour Policy, restorative work where appropriate and safe, pastoral or counselling support, targeted work on empathy, relationships, prejudice, online conduct or self-regulation, parent meetings, a behaviour plan and monitoring. Serious or persistent bullying may result in suspension or withdrawal/termination of the student's place in accordance with the relevant policy.

Students who report concerns, provide information or support others must not be subjected to retaliation. Any retaliation will be treated seriously, recorded and responded to as a new concern.

11. Cyberbullying and Behaviour Outside School

Online or off-site behaviour may be addressed by the school where it affects the safety, wellbeing or education of students, damages relationships within the school community, or has a clear connection to school. Reports should follow the same staged procedure as other bullying concerns.

The school may ask students or parents/carers to preserve screenshots, messages or other relevant evidence, report harmful content to a platform or service provider, and contact the police or another agency where the seriousness of the incident makes this appropriate. Staff should avoid unnecessarily forwarding or reproducing harmful content. The response will be consistent with the Safeguarding, Behaviour and E-Safety and Electronic Devices policies.

12. Recording, Linking Concerns and Trend Monitoring

Confirmed bullying and suspected bullying concerns must be recorded in the iSAMS Wellbeing Module. iSAMS is the authoritative record for bullying and suspected bullying concerns under this policy. The record should include the date, reporting route, students involved, type of concern, locations or online context, relevant protected or personal characteristics where appropriate, immediate safety action, investigation lead, key findings, parent communication, actions, outcome and follow-up date. Safeguarding information must also be recorded in the school safeguarding record where required.

The Head of Section or designated Pastoral Leader is responsible for ensuring that repeat concerns are linked to earlier records so that patterns involving the same students, peer groups, locations, types of behaviour or online contexts can be identified across sections. Where a concern crosses EYFS, Primary or Secondary, the relevant Heads of Section will coordinate the record and response rather than treating each report in isolation.

Senior leaders will review bullying data and patterns at least termly, including repeated concerns, locations, groups, online behaviour, discriminatory or prejudice-based incidents, retaliation and the effectiveness of follow-up. Findings will inform supervision, curriculum provision, staff training, parent communication and wider prevention work. Significant safeguarding patterns will also be reviewed with the DSL.

13. False or Malicious Allegations

An allegation that is not substantiated is not automatically false or malicious. Where there is clear evidence that a student has knowingly fabricated an allegation to cause harm, the matter may be addressed under the Behaviour Policy. This must never discourage students from reporting genuine concerns or bystanders from sharing information in good faith.

14. Related Policies and Review

This policy should be read alongside the school's Whole School Behaviour Policy, Safeguarding Policy, E-Safety and Electronic Devices Policy, Diversity, Equality and Inclusion Policy and Complaints Policy.

Where procedures overlap, safeguarding requirements take priority where a child may be at risk of harm, while behaviour and pastoral procedures may operate alongside them where appropriate.

This policy will be reviewed at least annually and sooner where incident trends, safeguarding guidance, school procedures or other relevant requirements indicate that amendment is needed. Senior leaders will use monitoring information and feedback from students, staff and parents/carers to evaluate the effectiveness of prevention, reporting, investigation and post-incident support.

Policy Control

Policy Title	Whole School - Bullying Prevention Policy 2026/2027
Policy Owner	Head Teacher
Responsible Officers	Heads of Section, Pastoral Leaders and Designated Safeguarding Lead
Applies to	All enrolled students in EYFS, Primary and Secondary, and staff with student pastoral, behaviour, safeguarding, teaching or administrative responsibilities.
Approved by	Executive Director
Date Approved	15th September 2026
Review Frequency	At least annually and sooner following safeguarding, procedural or other relevant change
Next Review Date	15th September 2027
Version	2.0