

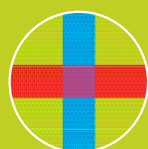


BULLYING PREVENTION AND INTERVENTION PROTOCOL

Office of the Vice-Rector for Students and University Life

Approved by the Governing Council of the CEU Cardenal Herrera University on 19th January 2018.

Approved by the Board of Trustees of the CEU Cardenal Herrera University on 7th April 2018.



CEU | *Universidad
Cardenal Herrera*

1.	Our starting point: measures against bullying in schools	4
2.	The concept of bullying in a university environment	4
3.	University regulations	5
4.	Purpose of the Protocol	7
5.	Objectives of the Protocol	8
6.	Implementation guidelines	8
7.	Participants	9
8.	Implementation of the Protocol: prevention.....	9
9.	Protocol intervention process.....	10
10.	Stages of the process	11
11.	Commencement of disciplinary proceedings	14
12.	Relevant regulations and other resources.....	14

Foreword



This Protocol is consistent with the policies of the **San Pablo CEU University Foundation (FUSP)**, which faithfully defends the fundamental rights enshrined in the Constitution and legal framework of Spain.

The Foundation has previously pioneered initiatives aimed at preventing bullying, such as the **CEU-AVE Protocol for Bullying and Violence Prevention and Intervention in Schools**.

1. Our starting point: measures against bullying in schools

This Protocol is based on the approach to this phenomenon taken by the San Pablo CEU University Foundation (FUSP) in its AVE Protocol and it draws particular inspiration from the following conceptualization of what bullying is in a school environment.

“Continuous and deliberate verbal and behavioural abuse of a child by one or more other children, who treat him or her cruelly in order to subdue, terrorize, marginalize, exclude, intimidate, or threaten the victim, or to obtain something from him or her by blackmail, violating the child’s dignity and fundamental rights.” (Translation of Piñuel and Oñate, 2007)¹

Building on the pioneering work of Dr Dan Olweus, who began working on this issue more than 30 years ago, Piñuel and Cortijo state that bullying “is disrespectful and abusive behaviour towards a child, violating the child’s right to enjoy a school environment which is free of violence and harassment. Such behaviour, which is not in any way trivial or accidental, but damaging and intentional, places the victim in a situation which may be difficult to escape from without others’ help. The repeated nature of such incidents leads to clearly negative effects on the victims: diminished self-esteem, anxiety, symptoms of depression and even of post-traumatic stress, which can have a detrimental impact on their progress and integration into the school environment in the medium term.” (Translation of Piñuel and Cortijo, 2016)²

2. The concept of bullying in a university environment

Given the measures put in place by FUSP in its schools, we have judged that it is opportune to extend their application, in order to prevent bullying wherever it occurs.

Our aim is to ensure that we respond appropriately to those incidents which occur at the University, where the victim is an adult and his or her physical or moral well-being is under threat. Protection and safeguards continue to be necessary in this respect.

As time has progressed and uptake of new technologies has continued to increase, the likelihood of suffering bullying has increased in parallel, along with the age of potential victims. Older types of bullying have given way to some extent to cyberbullying, especially

¹ Oñate, A. y Piñuel, I. (2007) *Acoso y violencia escolar en España. Informe Cisneros X*. IEDDI. Madrid.

² Piñuel, I. y Cortijo, O. (2016) *Cómo prevenir el acoso escolar. Implantación de protocolos antibullying en los centros escolares: una visión práctica y aplicada*. Fundación Universitaria San Pablo CEU. Madrid.

in the case of young adults, as technology enables such abuse to be carried out more indirectly. Common features of cyberbullying are the anonymity of the aggressors and the wide and prolonged availability of the text or images distributed. Such characteristics increase the risk and likelihood of such incidents occurring during periods of time such as university study.

Despite the 'virtual' nature of cyberbullying, its effects on victims can be just as damaging, if not more. For this reason, the procedure for dealing with such incidents in an adult environment needs to be clearly defined to ensure they are resolved quickly and effectively.

3. University regulations

In this regard, the University's regulations, specifically the Student Regulations – approved by the Governing Council of the CEU Cardenal Herrera University on 10th March 2017 and by the Board of Trustees of the CEU Cardenal Herrera University on 7th April 2017 – establish the rights and responsibilities of students. Furthermore, the concept of harassment is dealt with explicitly, and on that basis, types of unacceptable behaviour are determined and the penalties for them are established.

Part Two of the Student Regulations establishes **Student Rights and Responsibilities**, of which the following **Rights** are highly relevant with regard to harassment and bullying:

The right to equal opportunities, privacy, and not to be discriminated against, in accordance with article 14 of the Spanish Constitution.

The right to submit requests, complaints or appeals to the appropriate University authorities.

With regard to Responsibilities, the following is highly relevant:

To treat with respect the other members of the university community.

Thus, in **Part Three, Chapter II: Offences and Sanctions**, harassment is considered to be a **very serious offence**:

- Physical or psychological harassment, using computing equipment, mobile telephones or other means, by one or more students of one or more members of the university community, on or off university premises.

As a very serious offence, harassment is subject to a **range of possible penalties**:

- Loss of the right to attend the ordinary and/or extraordinary exam sittings in the corresponding year for one, several or all courses.
- Loss of the right to attend classes for one, several or all courses in the academic year in which the offence has been committed, together with the academic consequences this entails.
- Loss of the right to access exchange programmes with other universities.
- Loss of priority in the choice of schedule, specialization or place with regard to compulsory or voluntary practical training and placements.
- Loss of the right to undertake compulsory or voluntary practical training and placements, during the academic year in which the offence was committed.
- Temporary exclusion from the University for a minimum of three months. This prohibition of entry into University premises does not apply, under any circumstances, in the case of attendance at examinations. The sanctions described in sections d), e) y f) of the previous article may be applied.
- Prohibition of enrolling on other studies at the University for a two-year period, from the date of the imposition of the sanction onwards.
- Permanent exclusion from the University, entailing the definitive loss of student status.
- Redress and payment of damages caused by conduct constituting a very serious offence.

4. Purpose of the Protocol

Thus, the Student Regulations of the CEU Cardenal Herrera University establish the rights and responsibilities of students and the nature of the concept of harassment, and they determine the types of behaviour which constitute an offence and the penalties which such behaviour may incur.

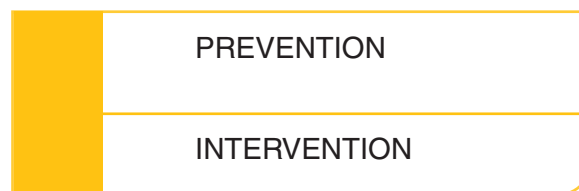
Therefore, the Student Regulations protect students from harassment or bullying and it establishes what disciplinary action may be taken in this respect, as is appropriate for a university environment.

However, the University perceives the need to provide further support to our students, as the Regulations do not provide the means with which to intervene at a more personal level.

This Protocol aims to fill this gap and focus more closely on the needs of each case, by means of a direct intervention with the students involved, ensuring that a swift and effective resolution of the conflict can be achieved. The Protocol also aims to prevent such incidents occurring and to raise awareness of the problem across the university community.

Therefore, this CEU Cardenal Herrera University Protocol, extending the application of the Ave Protocol, aims to protect and safeguard the physical and moral well-being and personal dignity of all our students, within a context of pacific coexistence, tolerance and respect.

Its objectives are:



5. Objectives of the Protocol

PREVENTION

To raise awareness of the types of behaviour which constitute bullying and to encourage a zero-tolerance culture of such behaviour

INTERVENTION

To put in place victim-focused measures which aim to anticipate and provide a swift response to cases of bullying.

To implement corrective measures with regard to possible aggressors, and to apply, if necessary, those sanctions described in the Student Regulations, while also attempting to modify any behaviour constituting bullying

6. Implementation guidelines

The following guidelines must be taken into consideration for the implementation of the Protocol:

It is **the duty** of all members of the university community **to inform the academic authorities** of any behaviour constituting bullying or harassment.

Students have the right to make **a complaint** to the appropriate body and to receive a response.

Confidentiality and data protection is guaranteed.

Complaints will be considered and **dealt with as carefully and prudently as possible**.

7. Participants

All members of the university community must be involved in bullying prevention and intervention, and responsibilities will be distributed among the different groups as follows:

Academic Staff: Academic responsibilities pertaining to the different roles they may have with regard to this issue: course lecturers, tutors, co-ordinators and academic authorities.

Administrative and Support Staff: Support services involved: mainly SOU (University Guidance Service), but also Secretary's Offices, etc.

Students: Student Representatives in their formal role and WASB as an advisory committee for students. Fellow students may also have a key role to play in accompanying complainants and in implementing the range of actions deriving from this Protocol.

8. Implementation of the Protocol: prevention

Prevention must come before intervention and in order to achieve this, a range of anti-bullying measures must be put in place. In order for these to be effective, the involvement of the whole university community is necessary. Such anti-bullying actions include:

Raising awareness: the University will undertake activities aiming to raise awareness among the educational community in general, with a particular focus on the student body.

Providing information: the whole educational community will be provided with information regarding the action taken by the University to deal with the phenomenon of bullying.

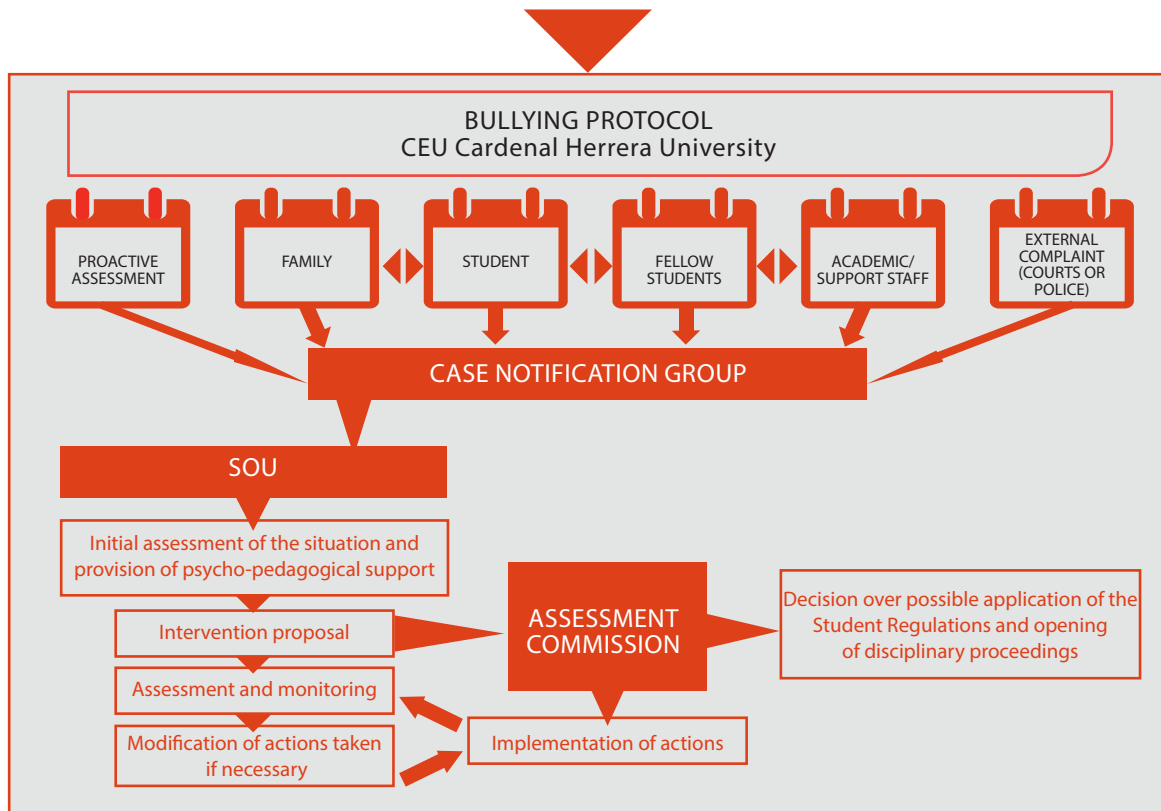
Providing training: training will be provided, mainly aimed at the student body, with the goal being to ensure students have the right personal and social skills to deal appropriately with bullying.

Measurement: processes will be put in place to objectively assess the social situation with regard to bullying, so that a baseline measurement can be established and an assessment of indicator improvement can take place after the use and implementation of the Protocol.

Intervention measures will be implemented when a situation has been identified which may constitute bullying. Once identified, the intervention process described in this Protocol will be activated.

The intervention process follows a particular course. The process is presented below, followed by a description of the different stages of the process.

9. Protocol intervention process



10. Stages of the process

The stages of the intervention process are as follows:

Stage 1. Identification and reporting. This stage concerns ensuring that the purpose of this CEU Cardenal Herrera University Protocol is fulfilled.

Stage 2. Initial assessment of the situation and personalized psycho-pedagogical support. As the specialists in this area, SOU will undertake an assessment of the situation and will then undertake a psycho-pedagogical intervention with the students involved, implementing particular protection measures and providing personalized support.

Stage 3: Case monitoring. When a case of bullying has been identified, continuous monitoring of the situation will be undertaken throughout the process and SOU will decide whether further measures must be taken after a re-assessment.

Stage 1: Identification and reporting

The actions which form part of this stage should ensure that cases of bullying are swiftly identified:

- Cases may be **identified** by a variety of different informants: family members, fellow students, academic staff, or support staff. There may also be some consultation between the different groups. It is also possible that the University may be informed of such a case by the police or the courts, or the University may detect such a case by the proactive assessment of the social situation.
- **Reporting:** informants should alert the Case Notification Group, so that appropriate action can be taken. The Group is made up of members of SOU and the academic authorities, with informants being able to contact either type of Group member.

This leads to the activation of the **Assessment Commission**.

- Its purpose is **to ensure** that all of the actions provided for in this CEU Cardenal Herrera University Protocol **are fulfilled**.
- It will be made up of the relevant **Vice-Dean**, staff from **SOU** (the University Guidance Service) and the **Academic Secretary of the relevant faculty or campus**, along with any other members that the rest of the Commission may deem **temporarily** appropriate when considering a particular case.
- This Assessment Commission will be **permanent** in nature, with a meeting of it being called immediately after receipt of an explicit complaint.

Stage 2: Initial assessment of the situation and personalized psycho-pedagogical support

The Case Notification Group will provide SOU with the information received regarding a possible case of bullying.

SOU will then undertake an initial assessment of the situation and provide personalized psycho-pedagogical support.

Nature of possible interventions:

Protective measures for the victim

- Designation of students to accompany the victim.
- Designation of lecturers/mentors to monitor the case.
- Organizational changes.
- Provision of psychological support by SOU.

Corrective measures aimed at the aggressor

- Organizational changes.
- Intervention by SOU to address bullying behaviour and prevent this from recurring.

Stage 3: Case monitoring

Once the intervention has been implemented, SOU will monitor progress of the case and provide an assessment of the effectiveness of the action taken.

If it is found that the action taken has not had the desired effect, then the relevant Academic Authority will reassess the case and take any new information into account, with SOU acting in an advisory role. New measures may then be implemented.

11. Commencement of disciplinary proceedings

After the Commission has completed its work, a request may be made for disciplinary proceedings to be opened in accordance with the Student Regulations.

12. Relevant regulations and other resources

The Spanish Constitution of 1978.

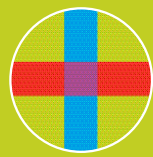
Organic Law 10/1995, of 23rd November, regarding the Code of Criminal Procedure (the *Código Penal*, amended version in force since 28th October 2015).

Organic Law 2/2006 of 3rd May on Education.

CEU Cardenal Herrera University Regulations: Student Regulations.

Protocolo CEU-AVE de Prevención e Intervención Contra el acoso Escolar y la Violencia Escolar (CEU-AVE Protocol for Bullying and Violence Prevention and Intervention in Schools)and Intervention in Schools)





CEU | *Universidad
Cardenal Herrera*

CEU CARDENAL HERRERA UNIVERSITY BULLYING PREVENTION
AND INTERVENTION PROTOCOL

