

1. AIM

The aim of the anti-bullying policy is to ensure that learners learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The aim of our policy is to allow all learners to fully benefit from the opportunities available in college.

2. OBJECTIVES

- To define what is meant by bullying
- To make staff and learners aware of possible signs of bullying, and their responsibility in reporting bullying
- To ensure that teaching, support staff and learners are aware that incidents of bullying will be fully followed up and not tolerated.

3. DEFINITION AND EXAMPLES OF HARRASSMENT/ BULLYING

Harassment is defined as any behaviour which is inappropriate, demeaning, and offensive, unwanted by the recipient, creates distress and an unpleasant or intimidating working environment. Harassment may take many forms in response to an individual's race, sexual orientation, religion, physical or mental disability, ethnic origin or nationality or adherence to political beliefs that deny equality in one or more of these categories.

The following are some examples of inappropriate behaviour covered by the policy:

Sexual, homophobic harassment: involves unwanted attention which emphasises an individual's sexuality. Examples include unwanted contact, sexual innuendo and display of indecent material.

Transphobic harassment: because someone is or thought to be transgender

Racial, religious harassment: offensive remarks on basis of skin colour, race, ethnicity, faith origin or nationality. Manifestations of it may include racist jokes, graffiti, images and insignia.

Disablist: involving young people with disabilities

Bullying and cyber bullying: This may be verbal or physical and occurs when someone deliberately threatens, frightens, abuses or hurts another person. This could be physical, verbal or mental. This includes hitting, name calling, teasing, leaving someone out, putting someone down, racism, threatening gestures and looks, damaging belongings, ganging up, demanding money or sexual harassment. It includes bullying by electronic means, including instant messaging, text messaging, posting comments on a social media site or blog, e-mailing, doctoring photographs etc.

Hate Crime: Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or

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perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.

4. PREVENTION OF BULLYING

The College raises awareness of this policy through staff training and development opportunities. The pastoral programme includes content which deals with the topic of bullying and Hate Crime. This will help deter bullying through education of the consequences for both the perpetrator and victim.

Learners and staff receive detailed advice on cyber-bullying whilst at college.

Learners are aware that all allegations of harassment and bullying are taken seriously and followed up thoroughly.

5. PROCEDURES FOR DEALING WITH COMPLAINTS OF HARASSMENT AND BULLYING

Learners are informed that they can disclose complaints of harassment or bullying to any member of staff. All members of staff are asked to understand the procedures that are set out in this policy. The lead on responding to disclosures is taken by the Tutor or Centre Manager (preference of the learner). This lead involves arranging the necessary meetings and action plans as laid out in the Bullying Procedure Flowchart. It is important to note that some learners will not feel comfortable about disclosing bullying or may not clearly state that they are being bullied. It is therefore the responsibility of staff to be sensitive to what is taking place and to be vigilant. If a member of staff suspects that bullying is taking place, they need to ensure that there is an opportunity for the learner that they are concerned about to disclose.

6. CONFIDENTIALITY

As a general guideline, members of staff will request a learner's agreement to pass on any information. However, if a learner is at risk, confidentiality must not be promised. In some cases, the individual may just want to talk about the harassment or bullying but may not wish to take matters further. Whilst this wish should be respected, it would be good practice for that member of staff to encourage the learner to seek help by highlighting that Eat That Frog will endeavour to ensure that the harassment and/ or bullying ceases. In many cases, parents/ carers are keen to be involved with the process of resolving cases of alleged bullying. This is perfectly acceptable if the learner is comfortable with this.

7. INVESTIGATING AND RECORDING DETAILS

When following up a disclosure of bullying or harassment, staff should provide the information below. Following the initial contact, the learner should be encouraged to work with staff to make records and notes to include the following, where possible:

- Date, time and place of incident(s)
- Names of those alleged to be responsible
- Name of any witnesses
- What actually happened

- How it made them feel
- Any action taken e.g. if reported to a member of staff
- Copies of any correspondence or written material connected with the issue (this may include screenshots of electronic communications)

This information will help with the following up of the allegation, as a basis for mediation or as evidence in a formal disciplinary action. It is important to record information carefully and this may include the use of the Anti-Bullying Report Form (Appendix 2), racist incident report (Appendix 3) form or a written record that includes the details above. This will help with record keeping and deciding on/ recording the next steps.

The member of staff dealing with the disclosure will meet with the learner as many times as appropriate in order to work through this process. There should also be a meeting with the alleged bully, to take their account of events and, if appropriate, signpost to support to help them to cope with the allegation and/ or change their behaviour. They should also arrange to meet, as soon as is practicable, with any witnesses of the incident(s) in order to gather their evidence (and add this to the records).

There may be cases where a bullying allegation involves a group of learners. Here, each person involved should still be followed up. It is important to do this so that the dynamics of the situation can be understood. The college keeps a log of reported bullying incidents (including details on what has happened, how it has been followed up and the outcomes).

8. RESPONDING TO INSTANCES OF BULLYING

As a result of the meetings that have taken place during the investigation stage there should be a clear view of the agreed actions that are to be taken forward.

Potential outcomes include:

- (i) **Mediation** If the learner feels comfortable with mediation this can be organised. The mediator(s) can be other neutral tutors, managers or members of the Safeguarding team. Then mediator(s) can help participants resolve their dispute and to co-exist at college. They should use the process below.
- 1) In the mediation, both parties define the problem as they see it. This is in an individual session without the other party being present.
 - 2) The mediator(s) are impartial, identifying the key issues for both parties and then listing them on paper.
 - 3) At the end of this initial session a judgement is made as to whether the parties are willing to meet together with a mediator.
 - 4) At the joint meeting, both parties are able to speak and express their opinion, but this is led by the mediator.

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Eat That Frog
Group

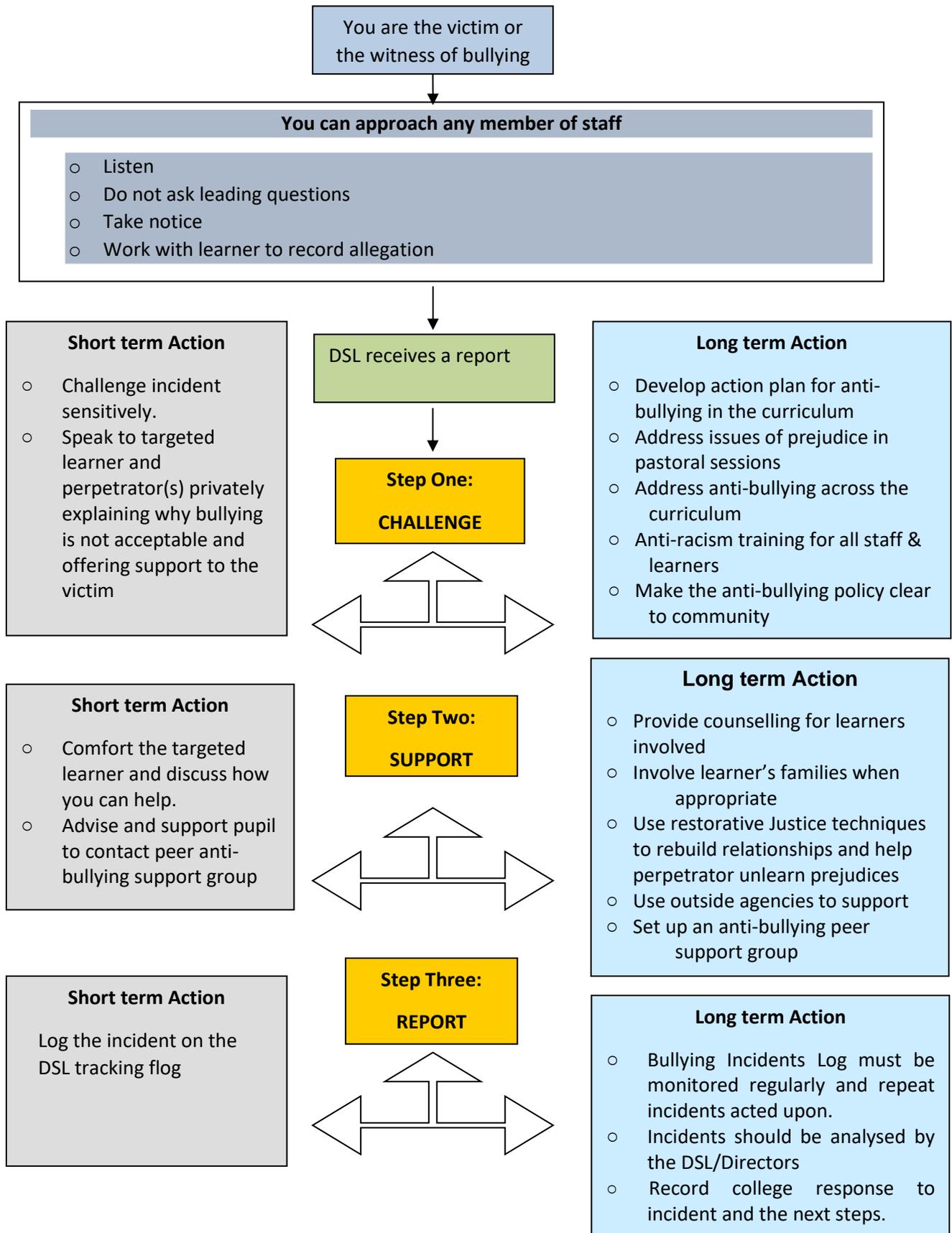
- 5) Both parties are given the opportunity to offer solutions to the issues so that ways to progress can be looked at
- 6) The mediator can then draw up an agreed plan of action with consensus from all parties
- 7) Follow up action can be agreed and monitored.

(ii) **Formal Learner Conduct Procedure** There will be occasions where the formal procedures need to be invoked. The member of staff dealing with the allegation should refer to the procedures and involve other members of staff as appropriate. Where there is evidence of gross misconduct this can lead to Suspension and a recommendation to the Directors for permanent exclusion.

(iii) **Other Possible Outcomes** There are a number of other outcomes that can be taken forward. These can include Emotional Health and Well Being referrals, referrals to outside agencies or discussion with parents.

- Inform the victim and alleged bully of the outcome of the investigation as soon as possible (as well as parents and staff if appropriate and consent is given).

Appendix 1 FLOWCHART FOR DEALING WITH BULLYING & HARASSMENT CASES





Appendix 2: Student Anti-Bullying Report Form

Bullying incident report form

Incident details				
Date of incident		Time of incident		
Location / event				
Where did the incident occur?				
Nature / type of incident				
<input type="checkbox"/> Extortion	<input type="checkbox"/> Written			
<input type="checkbox"/> Isolation – being ignored or left out	<input type="checkbox"/> Possessions – possessions taken or damaged			
<input type="checkbox"/> Physical – being hit or hurt	<input type="checkbox"/> Forced into actions against will / hazing			
<input type="checkbox"/> Verbal – name-calling, taunting, mocking, threatening	<input type="checkbox"/> Cyber – online, social media, email, text, posting photos / videos			
<input type="checkbox"/> Spreading rumours	<input type="checkbox"/> Other (specify):			
Are there indications that the incident was motivated by any of these? Tick all that apply	<input type="checkbox"/> General appearance / demeanour	<input type="checkbox"/> Race / ethnic origin		
	<input type="checkbox"/> Disability / SEN	<input type="checkbox"/> Sexual orientation		
	<input type="checkbox"/> Gender / sexism	<input type="checkbox"/> Home circumstances		
	<input type="checkbox"/> Religion	<input type="checkbox"/> Sports ability		
Individuals involved				
	Name	Gender*	Age	Role*
1				
2				
3				
4				
5				
6				
* Gender: F – Female / M – Male / NB – Non-binary / Another – please write in				
* Role: V – Victim / R – Ringleader / A – Associate / B – Bystander				

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Brief summary of incident(s)

Action taken	
Include any sanctions, exclusions, parental involvement, or involvement with external agencies.	
Overall (include details if incident was referred on)	
With each individual involved (noted on page 1)	
Declaration	
Form completed by (print your name)	
Your signature	✕
Today's date	

Appendix 3: Racist Incident Report Form

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CHILDREN'S SERVICES

REPORT FORM FOR RACIST INCIDENTS

Please send a copy of completed forms to Lesley.gibbins@torbay.gov.uk, any issues please ring 01803 208916

A racist incident is 'any incident which is perceived to be racist by the victim or any other person'.
(Recommendation 12 of the Stephen Lawrence Inquiry).

This includes refusal to co-operate with others on the basis of race, racist remarks or jokes, racial intimidation & name-calling or cyber bullying.

This form should be used by a school to report any racist behaviour on school premises or on journey to and from school by any member of the school community. Its purpose is to provide information about racist incidents that occur so that preventative action can be taken.

The information is shared within Torbay Council, Children's Services to support the safeguarding and wellbeing of all pupils.

Type of incident: (Please tick as appropriate)	
Disrespect and non co-operation	<input type="checkbox"/>
Verbal Abuse, harassment or racial provocation	<input type="checkbox"/>
Derogatory name calling, insults and racist 'jokes'	<input type="checkbox"/>
Racist comments in the course of discussions	<input type="checkbox"/>
Violent attacks or physical intimidation of persons of different ethnic backgrounds	<input type="checkbox"/>
Racist comments via text messaging or social networking, cyber bullying	<input type="checkbox"/>
Other racist incidents:	<input type="checkbox"/>

Alleged victim (please tick)	Alleged perpetrator (please tick)
Pupil <input type="checkbox"/>	Pupil <input type="checkbox"/>
Year Group: <input type="checkbox"/>	Year Group: <input type="checkbox"/>
Member of school staff <input type="checkbox"/>	Member of school staff <input type="checkbox"/>
Visitor <input type="checkbox"/>	Visitor <input type="checkbox"/>
Gender: Male / Female <input type="checkbox"/>	Gender: Male / Female <input type="checkbox"/>
Ethnicity: <input type="checkbox"/>	Ethnicity: <input type="checkbox"/>

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Date, time and location of incident (including incidents off school premises):

Brief description of the incident, include a record of all discussions & meetings, the effect on the victim, any medical treatment required

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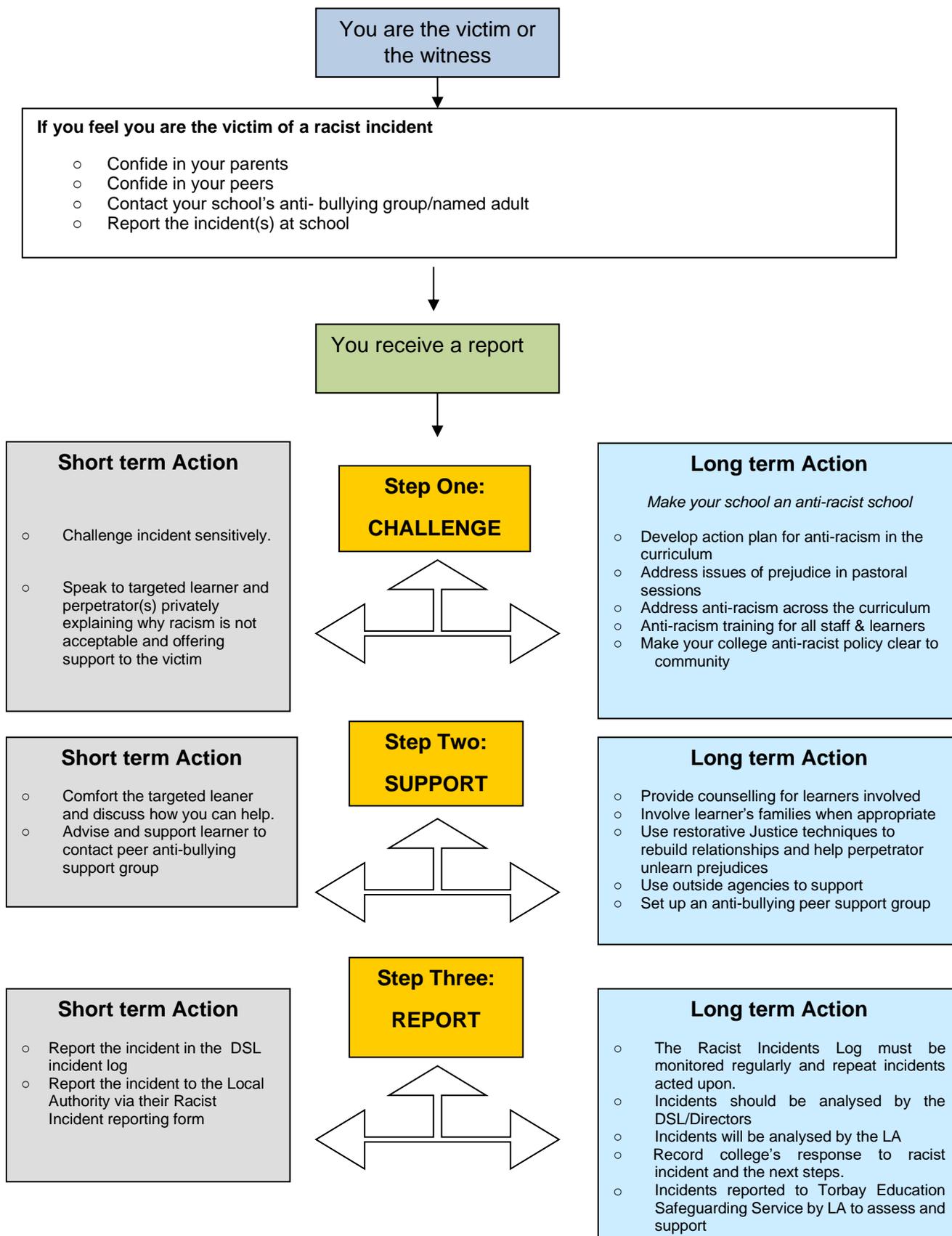


Action taken	Tick		Tick
Discussion with victim(s)		Discussion with perpetrator (s)	
Contact with victims parent(s)		Contact with perpetrators parent(s)	
Headteacher involvement		Governor involvement	
Police involvement			
Other support to victim (describe):			
Other action (describe):			

Are the victim and family satisfied that the matter has been dealt with effectively?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>

Signed		Date	
Position		School	

Racist Incident Reporting - Process



Note: adapted from Babcock Racist Incident policy <http://www.babcock-education.co.uk/ld>