Scarborough UTC

Anti-bullying Policy: Students

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Statement of intent

Scarborough UTC believes that all students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the college's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the college.

The Education and Inspections Act 2006 outlines several legal obligations regarding the college's response to bullying. Under section 89, colleges must have measures in place to encourage good behaviour and prevent all forms of bullying amongst students. These measures are part of the college's Conduct for Learning, which is communicated to all students, college staff and parents.

All staff, parents and students work together to prevent and reduce any instances of bullying at the college. There is a zero-tolerance policy for bullying at the college.

Principal   Date:

Chair of Governing
Board   Date:

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006

- Equality Act 2010

- Protection from Harassment Act 1997

- Malicious Communications Act 1988

- Public Order Act 1986

- Communications Act 2003

- Human Rights Act 1998

- Crime and Disorder Act 1998

- Education Act 2011

- DfE (2017) 'Preventing and tackling bullying'

- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

- DfE (2018) 'Mental health and wellbeing provision in schools'

- DfE (2021) 'Keeping children safe in education 2021'

- DfE (2020)'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

1.2. This policy operates in conjunction with the following college policies:

- Conduct for Learning

- Child Protection and Safeguarding Policy

- Social, Emotional and Mental Health Policy

- Searching, Screening and Confiscation Policy

- Exclusion Policy

- Relationship Sex and Health Education Policy

2. Definition

2.1. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2. Bullying is generally characterised by:

- **Repetition**: Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent**: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting**: Bullying is generally targeted at a specific individual or group.
- **Power imbalance**: Whether real or perceived, bullying is generally based on unequal power relations.

2.3. Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

2.4. Vulnerable students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.

Bullying is not:

- Teasing and banter between friends without intention to cause hurt.
- Falling out between friends after a quarrel or disagreement.
- Behaviour that all parties have consented to and enjoy (though watch as coercion can be very subtle).

3. Types of bullying

3.1. Many kinds of behaviour can be considered bullying and can be related to almost anything.

3.2. Teasing another student because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

3.3. Bullying is acted out through the following mediums:

- Verbally

- Physically

- Emotionally

- Online (Cyber)

3.4. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

3.5. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

3.6. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

3.7. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

3.8. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

3.9. **Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

3.10. **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

3.11. **Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

4. Roles and responsibilities

4.1. The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the college adopts a tolerant and open-minded policy towards difference.
- Ensuring the college is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

A duty to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity and to foster good relationships between people who share a protected characteristic and people who do not share it.
  'The Equality Act 2010'
- Safeguarding children.
  '*Keeping children safe in education' (DfE July 2015)*
  Working Together to Safeguard Children (DfE March 2015)

4.2. The principal is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a [Bullying Report Form](#) of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

4.3. Pastoral Managers are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for students and parents, when more serious bullying incidents occur.

4.4. Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for students who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Pastoral Managers of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a student for support.

4.5. Parents are responsible for:

- Informing their child's tutor if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.

- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

4.6. Students are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other students in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

5. Statutory implications

5.1. The college understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

5.2. The college understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the college to be breached by failing to take bullying seriously.

5.3. The principal will ensure that this policy complies with the HRA; the principal understands that they cannot do this without fully involving their teaching staff.

5.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

6. Our expectation of schools and other settings

6.1. Schools/settings should establish:

- Measures to make all parents/carers aware of the anti-bullying policy and to involve them in policy review.

- Opportunities for parents/carers to develop their own understanding of bullying and their role in preventing/responding to this.

- Measures to carry out anonymous surveys of parents'/carers' opinions of bullying.

- Measures for parents/carers to share any concerns about bullying and to ensure that they are informed and engaged promptly when their child is involved in bullying.

- Measures to provide advice and support to parents/carers whose children are targets of bullying or responsible for bullying behaviour.

- Measures to make parents/carers aware of formal complaints procedures if they are not satisfied by the way their concern has been dealt with by the school/setting.

- Partnership working with a range of external agencies who can support anti-bullying initiatives and interventions.

7. Prevention

7.1. A strategic anti-bullying lead has been identified who co-ordinates the whole school/setting response, leading on policy development and evaluation.

7.2. The college clearly communicates a whole-college commitment to addressing bullying in the form of a written statement (which is regularly promoted across the whole college) as part of The Safeguarding Poster and on the website.

7.3. All reported or investigated instances of bullying will be investigated by a member of staff.

7.4. Staff will encourage student cooperation and the development of interpersonal skills using group and pair work.

7.5. All types of bullying will be discussed as part of the LPD curriculum, assemblies and tutor time.

7.6. Diversity, difference and respect for others is promoted and celebrated through all lessons.

7.7. Seating plans will be organised and altered in a way that prevents instances of bullying.

7.8. Potential victims of bullying are placed in working groups with other students who do not abuse or take advantage of others.

7.9. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, STEM challenges, sporting activities and enrichment activities.

7.10. All members of the college are made aware of this policy and their responsibilities in relation to it.

7.11. All staff members receive training on identifying and dealing with the different types of bullying.

7.12. The Pastoral Office is available for students to go to during free time if they feel threatened or wish to be alone.

7.13. Staff supervising in the Pastoral Office will speak to students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

7.14. Students deemed vulnerable, as defined in [section two](#), will meet with their tutor once per week to ensure any problems can be actioned quickly.

7.15. Tutors will also offer an 'open door' policy allowing students to discuss any bullying, whether they are victims or have witnessed an incident.

7.16. Before a vulnerable student joins the college, the student's tutor and the DSL will develop a strategy to prevent bullying from happening – this will include giving the student a buddy to help integrate them into the college.

7.17. The college will be alert to, and address, any mental health and wellbeing issues amongst students, as these can be a cause of bullying behaviour.

7.18. The college will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

8. Signs of bullying

8.1. Staff will be alert to the following signs that may indicate a student is a victim of bullying:

- Being frightened to travel to or from college
- Asking to be driven to college
- Unwillingness to attend college
- Truancy
- Becoming anxious or lacking confidence

- Saying that they feel ill in the morning
- Decreased involvement in college work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing lunch money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

8.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

8.3. Students who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

8.4. In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the student becoming aggravated
- They have been the victim of domestic abuse
- Their academic performance has started to fall, which has meant they are stressed

8.5. If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's form tutor, who will investigate the matter and monitor the situation.

9. Staff principles

9.1. The college will ensure that prevention is a prominent aspect of its anti-bullying vision.

9.2. Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

9.3. Unpleasantness from one student towards another is always challenged and never ignored.

9.4. Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

9.5. Staff always respect students' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

9.6. If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the DSL immediately.

9.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

10. Preventing peer-on-peer sexual abuse

10.1. The college has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

10.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

10.3. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

10.4. Sexual violence refers to the three following offences:

- **Rape**: A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration**: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault**: A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

10.5. The college's Child Protection and Safeguarding Policy outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

10.6. To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the college will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and LPD lessons.

10.7. The college will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in LPD lessons, RSE and

group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

10.8. All staff will be aware that students of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

10.9. All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls and boys being sexually touched or assaulted, and girls and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

10.10. All staff will be made aware of the heightened vulnerability of students with SEND, who are three times more likely to be abused than their peers.

10.11. Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.

10.12. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children.

10.13. The college's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

10.14. Students will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

10.15. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

Managing disclosures

10.16. Victims will always be taken seriously, reassured, supported and kept safe.

10.17. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

10.18. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic

principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL/DDSL.

10.19. The DSL/DDSL will be informed of any allegations of abuse against students with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the student in mind at all times.

Confidentiality

10.20. The college will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

10.21. If a victim asks the college not to tell anyone about the disclosure, the college will not make this promise.

10.22. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

10.23. The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

10.24. More information regarding the college's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

10.25. The college's Student Confidentiality Policy will be adhered to at all times.

11. Cyber bullying

11.1. Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target students, staff and others, and may take place inside college, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

11.2. Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages

- Threatening or embarrassing pictures and video clips

- Disclosure of private sexual photographs or videos with the intent to cause distress

- Silent or abusive phone calls

- Using the victim's phone to harass others, to make them think the victim is responsible

- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name

- Menacing or upsetting responses to someone in a chatroom

- Unpleasant messages sent via instant messaging

- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

11.3. The college has a zero-tolerance approach to cyber bullying.

11.4. The college views cyber bullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.

11.5. All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify students who may be experiencing issues and intervene effectively.

11.6. Many of the signs of cyberbullying will be similar to those found in the 'Signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a student is being cyberbullied:

- Avoiding use of the computer

- Being on their phone routinely

- Becoming agitated when receiving calls or text messages

11.7. Staff will also be alert to the following signs which may indicate the student is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near

- Acting in a secretive manner when using the computer or mobile phone

- Spending excessive amounts of time on the computer or mobile phone

- Becoming upset or angry when the computer or mobile phone is taken away

11.8. Parents will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the principal if their child displays any of the signs outlined in this section.

11.9. Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online

- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity

- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

11.10. The college will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

11.11. In accordance with the Education Act 2011, the college has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the college's Searching, Screening and Confiscation Policy will be followed at all times.

11.12. The college will support students who have been victims of cyber bullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

11.13. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to a criminal offence, the device must be given to the police as soon as it is reasonably practicable.

11.14. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the principal will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

11.15. The college's Conduct for Learning Policy regarding searching, screening and confiscation will be followed at all times.

## 12.	Procedures

12.1. Minor incidents are reported to the victim's tutor, who investigates the incident, sets appropriate sanctions for the perpetrator and informs the Pastoral Manager in writing of the incident and outcome using the Bullying Report Form.

12.2. When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff take the student immediately to the college nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- The principal will gather evidence of a cyberbullying incident; this may involve text messages, emails, photos, etc. provided by the victim
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned students are informed that they must not discuss the interview with other students

12.3. Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## 13.	Sanctions

13.1. If the Pastoral Manager/DSL is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents.

13.2. The Pastoral Manager/DSL informs the student of the type of sanction to be used in this instance (detentions, service-based activities, etc.) and future sanctions if the bullying continues.

13.3. If possible, the Pastoral Manager will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

13.4. The perpetrator is made to realise, by speaking once per week with their tutor, that some students do not appreciate the distress they are causing, and that they should change their behaviour.

13.5. Parents are informed of bullying incidents and what action is being taken.

13.6. All staff involved in managing instances of bullying will be aware that taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.

13.7. The college will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The college's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

13.8. The Pastoral Manager informally monitors the students involved over the next half-term.

13.9. The college will remain cognisant of the fact that continued access to college can be important for rehabilitation of harmful behaviour, and will not exclude students unless as a last resort – where there have been serious or consistent incidents of bullying, the college will act in line with the Exclusion Policy.

14.   Support

14.1. In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the college counsellor

- Reassurance that it was right to report the incident and that appropriate action will be taken

- Liaison with their parents to ensure a continuous dialogue of support

- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff

- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online

- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

14.2. For a month after the initial complaint of bullying, the tutor holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.

14.3. The Pastoral Manager holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the Pastoral Manager and victim are confident the bullying has stopped.

14.4. If necessary, group dynamics are broken up by members of staff by assigning places in classes.

14.5. The victim is encouraged to tell a trusted adult in college if bullying is repeated.

14.6. The victim is encouraged to broaden their friendship groups.

14.7. The college, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.

14.8. The college will acknowledge that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session, to assist with any underlaying mental health or emotional wellbeing issues.

14.9. The college will work with the perpetrator regarding any underlaying mental health or emotional wellbeing problems.

15. Follow-up support

15.1. The progress of both the bully and the victim are monitored by their tutors.

15.2. One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

15.3. If appropriate, follow-up correspondence is arranged with parents one month after the incident.

15.4. Students who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their Pastoral Manager or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

15.5. Students who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

15.6. Students who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

15.7. In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the college, the principal and DSL will look to transfer the student to another mainstream college.

15.8. Where a child has developed such complex needs that alternative provision is required, the student who has been the victim of bullying, their parents, the principal and DSL will meet to discuss the use of alternative provision.

16. Bullying outside of college

16.1. Staff will remain aware that bullying can happen both in and outside of college, and will ensure that they understand how to respond to reports of bullying that occurred outside college in line with the Child Protection and Safeguarding Policy and the Peer-on-peer Abuse Policy.

16.2. The principal has a specific statutory power to discipline students for poor behaviour outside of the college premises. Section 89(5) of the Education and Inspections Act 2006 gives the principal the power to regulate students' conduct when they are not on college premises, and therefore, not under the lawful charge of a college staff member.

16.3. Teachers have the power to discipline students for misbehaving outside of the college premises. This can relate to any bullying incidents occurring anywhere off the college premises, such as on college or public transport, outside the local shops, or in a town or village centre.

16.4. Where bullying outside college is reported to college staff, it is investigated and acted on.

16.5. In all cases of misbehaviour or bullying, members of staff can only discipline the student on college premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a college trip.

16.6. The principal is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a student.

16.7. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

17. Record Keeping

17.1. The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

17.2. The principal and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain students that may need to be handled, e.g. with pastoral support.

- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.

- Considering whether there are wider cultural issues at play within the college, e.g. whether college culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.

17.3. Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

18. Monitoring and review

18.1. This policy is reviewed every two years by the principal and the DSL.

18.2. The scheduled review date for this policy is November 2023.

19. Further Support

19.1. Resources:

- 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies' (DfE October 2014).

- 'No place for bullying' (Ofsted 2012) – report (full and summary versions) and case study examples.

- Cyberbullying: Advice for Headteachers and school staff (DfE November 2014).

- Advice for parents on cyberbullying (DfE November 2014).

- 'Lets Fight it Together '(Cyberbullying DVD):

  http://www.youtube.com/watch?v=dubA2vhllrg

- 'School, Academy and College Anti-Bullying Checklist' NSPCC.

- 'School support for children and young people who are bullied' (DfE March 2014).

- Getting started – a toolkit for primary schools on challenging HBT language and bullying

  http://www.stonewall.org.uk/sites/default/files/getting_started_tookit_-_primary.pdf

- Getting started – a toolkit for secondary schools in challenging HBT language and bullying

  https://www.stonewall.org.uk/sites/default/files/getting_started_-_a_toolkit_for_secondary_schools.pdf

- North Yorkshire County Council PSHE curriculum entitlement framework for Key stage 1-4 available in the PSHE room on Fronter.

Websites:

- Anti-bullying Alliance – **www.anti-bullyingalliance.org.uk/**

- Childline www.**childline.org.uk/**

- Young Minds www.**youngminds.org.uk/**

- NSPCC www.**nspcc.org.uk**

- Kidscape www.**kidscape.org.uk/**

- Bullying UK www.**bullying.co.uk**

- Childnet www.**childnet.com**

- Stonewall www.**stonewall.org.uk**

- Schools Out www.**schools-out.org.uk**

- DfE www.**education.gov.uk/schools/pupilsupport/behaviour/bullying**

- Cyberbullying www.**internetmatters.org/**

- The Diana Award www.**antibullyingpro.com/**

Bullying Report Form

This form should be sent to the Pastoral Manager and DSL upon completion.

Personal details	
Name of person reporting incident:	
Name of student(s) being bullied:	
Gender:	
Year group:	
Tutor group:	

How may we contact you (please circle)?	
At college	**At home**
Home address:	
Email:	
Telephone:	

Incident details
What happened?

Where did the incident take place?

When did the incident occur?

Who has been suspected of bullying?

Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?