



South Gloucestershire and Stroud College

Learner Anti-Bullying Policy & Procedure

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Please contact the Human Resources Department**

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Learner Anti-Bullying Policy & Procedure

1. Policy Intent

- 1.1 South Gloucestershire & Stroud College (SGS) is committed to providing a caring, friendly and safe environment for all our learners so they can study and learn in a relaxed and secure atmosphere. The College has a responsibility to respond promptly and effectively to issues of bullying.
- 1.2 By its nature, bullying is contrary to these values and is unacceptable. If bullying does occur, all learners should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. We strive to be a **TELLING College**. This means that *anyone* who knows that bullying is taking place is expected to tell a member of staff.

2. Scope

- 2.1. This policy applies to all College learners at their place of study, on College grounds, on College transport, on off-site visits and at other locations while undertaking work placement and apprenticeships.
- 2.2. The College is not responsible for bullying at other locations. However, support is available to learners involved in bullying incidents. Strategies will be explored through the tutorial programme and other College activities and events to prevent bullying and promote anti-bullying.

3. Objectives

- 3.1. All governors, senior management, academic and non-academic staff, learners, apprentices and parents / carers should understand what bullying is.
- 3.2. All governors, senior management, academic and non-academic staff should know what the College policy is on bullying, and follow it when bullying is reported.
- 3.3. All learners and parents / carers should know what the College policy is on bullying and what they should do if bullying arises.
- 3.4. As a College we take bullying seriously. Learners, parents / carers and staff should be assured that they will be supported when bullying is reported.
- 3.5. Bullying will not be tolerated.
- 3.6. Ensure that all staff and learners of the College have access to the policy.
- 3.7. To monitor complaints of bullying and to deal with them promptly and efficiently.

3.8. To recognise the sensitivity of issues involving bullying.

4. What is bullying?

- 4.1. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a learner is adopted, in care or has caring responsibilities. It might be motivated by actual differences between learners, or perceived differences.
- 4.2. Bullying often involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
- 4.3. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.
- 4.4. Bullying can be:
 - **Physical** – e.g. hitting, kicking, pushing, punching, slapping or any use of violence, unwanted physical contact, taking or breaking someone's possessions.
 - **Verbal** – e.g. name calling, racist / sexist remarks, sarcasm, spreading rumours, teasing, threatening to cause harm.
 - **Emotional** – being unfriendly, excluding, tormenting.

5. What is cyber-bullying

- 5.1. The rapid development of, and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside of College. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

5.2. Cyber bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

- excluding a learner from online games, activities or friendship groups.
- sending threatening, upsetting or abusive messages.
- creating and sharing embarrassing or malicious images or videos.
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games.
- voting for or against someone in an abusive poll.
- setting up hate sites or groups about a particular learner.
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

6. Indicators of bullying / cyber-bullying

- Low self-esteem.
- Not wanting to come to College by either walking or on public transport.
- Poor attendance or runs away.
- Becoming withdrawn and anxious, interrupted sleep, nightmares.
- Feeling ill in the mornings.
- Personal possessions being damaged, money stolen.
- Unexplained cuts and bruises.
- Falling achievement in class work.
- Attempts or threatens suicide.
- Is nervous and jumpy when a cyber-message is received.
- Is afraid to use the internet or mobile phone.
- Problems with eating or sleeping.

7. The law

7.1. Bullying itself is not against the law, **but harassment is**. This is when the unwanted behaviour is related to one of the following:

- Age
- Sex
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

7.2. Harassment is unlawful under the [Equality Act 2010](#).

7.3. For incidents of Peer on Peer Abuse, Serious Violence and Sexual Harassment and Sexual Violence please refer to the [Safeguarding Learners & Child Protection Policy & Procedure](#).

8. Key priorities

8.1. The key priorities of this policy are:

- that learners are protected from harm;
- that they achieve their full potential in education;
- that they have a happy and stimulating childhood whilst at College;
- that they grow up healthily, physically and mentally whilst at College;
- that they feel good about themselves and respect others;
- that they develop the essential personal and social skills to help them throughout life;
- that they become active citizens and participate in society;

- reducing bullying and bullying behaviour within the College environment;
- promoting an understanding of bullying and the implications of bullying amongst all members of the College community;
- recording, monitoring and reporting incidents of bullying and monitoring, evaluating; and
- regularly reviewing the effectiveness of prevention and responses to bullying.

9. Policy implementation

9.1. The College will establish, maintain and regularly review:

9.1.1. the use of tutorial time and other elements of the curriculum to raise learners' awareness of bullying issues and to develop learners' assertiveness in order that they may feel better able to deal with bullying situations;

9.1.2. the encouragement of staff to be proactive in combating bullying to serve as good role models for learners;

9.1.3. regularly reminding learners and staff that the College is an organisation in which reports of bullying will be heard sympathetically;

9.1.4. a quick response to all types of bullying;

9.1.5. sanctions against bullies:

- official warnings to cease offending;
- exclusion from certain areas of the College premises;
- minor fixed-term exclusion;
- major fixed-term exclusion; and
- permanent exclusion

9.1.6. support for victims of bullying;

- the recording of all bullying incidents on My Concern;
- the monitoring of victims and bullies and the provision of special arrangements for any learners considered to be at risk, including guidance, counselling and information on other sources of support;

- factors which may influence the risk of bullying behaviour e.g. the College environment, supervision arrangements, College routine and procedures, security, staff guidelines etc.
- communication of the policy to all staff, learners, governors, providers, parents and other stakeholders;
- this policy may be amended in light of experience, legislation, changing circumstances etc.;
- this policy and the College ethos and protocols for dealing with bullying will be part of the induction process for staff and all learners;
- the communication of anti-bullying information, help lines and contact details for reporting incidents through different media throughout the College;
- posters and links to additional online material to raise awareness of cyberbullying and how it can be addressed amongst staff and learners; and
- those individuals identified as ‘bullies’ will be offered guidance counselling and / or training with an Education & Wellbeing Mentor.

10. Allegations against members of staff by learners (including supply staff and volunteers)

- 10.1. Any allegation against a member of staff or volunteer should be reported to the appropriate Head of Faculty (HoF) who will liaise with the Head of Human Resources (HR) as a matter of priority.
- 10.2. Consideration will be given, in serious circumstances, as to whether suspension of the staff member, pending an investigation, should be requested from the Principal.
- 10.3. In the event that the allegation is made by a learner, the Inclusion Manager and DDSL will be involved in any initial discussions from a potential Safeguarding perspective.

11. Learners with learning difficulties and / or disabilities

- 11.1. Some learners with learning difficulties and / or disabilities may especially be vulnerable to bullying. Any indication of bullying of these learners should be reported in the same way as for other learners, according to established procedures.
- 11.2. Where bullying is suspected, learners who have difficulties in communicating should be given the chance to express themselves to a

member of staff with appropriate communication skills and / or be provided with an advocate.

- 11.3. The College aims to create an atmosphere in which learners with learning difficulties and / or disabilities feel confident and able to discuss these matters.

12. Monitoring, evaluation and review

- 12.1. It will be the responsibility of the Inclusion Manager and DDSL to review and monitor this policy and procedure and assess its implementation and effectiveness. The policy and procedure will be promoted and implemented throughout the College.
- 12.2. The Inclusion Manager and DDSL will provide an annual Safeguarding report, which will include an outline to the Corporation on anti-bullying activity.

13. Responsibilities

- 13.1. It is the duty of all learners and those visiting the College premises, to take responsibility for their behaviour; bullying is not acceptable under any circumstances. In the event of a failure to do so, disciplinary action in accordance with the College's Learner or Staff Disciplinary Procedure may be a consequence and anyone found responsible may also be held personally liable.

13.2. The Governors of the College will:

- ensure that the College has a Learner Anti-Bullying Policy;
- ensure that the policy is available to both learners and parents / carers; and
- ensure that policies and procedures are reviewed at least every two years and included on the Corporation's agenda.
- The Designated Safeguarding Lead and the Assistant Principal for 16-18 Curriculum will:
- ensure that the College disciplinary procedures for staff and learners respectively makes provision for wilful or recurrent non-compliance with the Learner Anti-Bullying Policy; and
- report to Governors on request.

13.3. Designated Members of Staff will:

- co-ordinate the procedures for dealing with bullying issues;
- oversee the investigation of all reports of bullying;
- ensure all new staff are inducted in the procedure;
- organise appropriate staff training and awareness raising sessions;
- ensure that all learners are fully aware of the contents of the Learner Anti-Bullying Policy;
- ensure that opportunities exist to promote a positive, supportive and secure environment which provides learners with a sense of being respected and valued; and
- ensure that all incidents of bullying are recorded and investigated using the correct recording mechanisms.

13.4. Head of Faculty (HoF) and Learning Area Manager (LAM) are responsible for:

- ensuring that the delivery of the curriculum does not contravene the requirements or spirit of this policy.

13.5. Tutors are responsible for:

- ensuring that any allegations of bullying are treated as serious and are investigated thoroughly; and
- supporting their learners through any investigation into allegations of bullying.

13.6. All staff are responsible for:

- being aware of the Learner Anti-Bullying Policy and the procedures for reporting bullying;
- all staff who witness acts of bullying, or who are approached in confidence by learners who are being bullied or by learners who have witnessed such actions have a duty to take action in line with this policy to prevent the reoccurrence of these acts; and
- treating all learners with dignity and respect, to ensure their own conduct does not cause offence or misunderstanding.

13.7. All learners are responsible for:

- following the Learner Charter & Learner Codes of Conduct;
- Being aware of the Learner Anti-Bullying Policy and Procedure; and
- reporting bullying using the procedures in place.

14. Policy Implementation

14.1. Any learner or parent / carer who reports a case of bullying needs to know that the allegation will be taken seriously and investigated promptly. No promises should be made about the outcome.

14.2. Sometimes counter allegations are made by the alleged perpetrator. These will also be investigated so that a full picture is obtained. The learner or parent / carer initially reporting the allegation should be made aware of this possibility and sensitively asked whether they are aware of any claims that the alleged perpetrator might make. They should be reassured that this would not condone the behaviour they are reporting and that an investigation will still proceed.

14.3. Learner Procedures if bullied

14.3.1. Complaints of bullying could come from the following sources:

- Informal complaints
- Third party or witness complaints
- Counter complaints
- Formal complaints
- Cyberbullying complaints

14.4. Reporting and Investigation

14.4.1. If a learner or parent / carer reports a case of bullying to you, you should:

- reassure the learner, parent / carer and find out what has happened. Keep notes of this conversation. Try to find out when (dates / times), where (places) and who (names of the bully / bullies). Learners, parents / carers are not always keen to provide this information as they are concerned about the repercussion if the bully / bullies find(s) out. Please reassure them as we cannot deal with specific cases of bullying if we do not have this information.

- Refer the case to the LAM of the perpetrator and Log on My Concern.
- The LAM may suggest you deal with the situation if it is straightforward and you feel that you are able to do so, e.g. name-calling in a classroom situation.
- The learner should consider how they want to approach the alleged perpetrator. They may choose to meet with them; they might want to phone or write a letter to them. Help with this may be given by a member of staff chosen by the learner. If the decision is made to meet with the alleged perpetrator the member of staff may need to mediate. Guidelines for mediation are given in Appendix 2.
- The alleged perpetrator needs to understand the impact of their actions and realise that it is unacceptable and must be stopped. If it comes to light that there is any underlying problems that are causing the action of the perpetrator, support e.g. Counselling can also be offered to deal with those issues.
- The LAM may invite parents to discuss the problem.
- Once the alleged perpetrator has been made aware of the complaint, he / she must be given the right to respond. He / she has the right to be accompanied to any meeting by a parent, friend or member of staff. This stage of the process may solve the problem.
- If Safeguarding issues are involved seek advice from the Inclusion Manager and DDSL.
- If the situation remains unresolved, there may be no alternative but to take formal action. If this happens the learner would be encouraged to keep a record of any incidents including dates, times, location, names of individuals involved including witnesses, actions they may have taken and how they were affected by the incident. This should then be investigated by the Inclusion Manager and DDSL.

14.5. Follow-up

- 14.5.1. Learners who have been the target of bullying should be considered 'vulnerable' for a period of time after the event. Staff involved should be responsible for monitoring the learner's progress closely and ensuring that access to appropriate support is available.

14.6. Monitoring and Reporting

- 14.6.1. Information about alleged incidents of bullying, whether dealt with informally or formally, should be logged on My Concern.

14.7. Serious Criminal Offences

- 14.7.1. In cases of an alleged assault or alleged behaviour that is considered to be a criminal offence, the College through the Inclusion Manager and DDSL should contact the Police for their appropriate action if the complainant so wishes and if the member of staff considers the incident to be a serious criminal offence. Staff dealing with this issue can seek further advice from the Designated Safeguarding Lead (DSL).

14.8. Third party or Witness Complaints

- 14.8.1. If a learner witnesses behaviour that is perceived to be inappropriate, they should consult with their personal tutor.
- 14.8.2. If a member of staff witnesses behaviour that is perceived to be inappropriate, they should consult with their line manager.
- 14.8.3. If following this consultation it is concluded that the behaviour should be investigated further, the informal or formal stages of this procedure should be followed.

14.9. Counter Complaints

- 14.9.1. If an alleged perpetrator, following a complaint, makes a counter-complaint, the two complaints may be investigated separately or simultaneously. The member of staff undertaking the investigation will make a judgement about the appropriate course of action according to the extent to which evidence, witnesses etc., are the same in both cases.

14.10. Cyberbullying Complaints

- 14.10.1. Most cases of cyberbullying will be dealt with through the College's existing Learner Anti-Bullying Policy.
- 14.10.2. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The member of staff dealing with the complaint should:
- identify the person responsible where possible;
 - advise learners and staff to keep a record of the bullying as evidence;

- speak to the perpetrator;
- investigate how wide spread the circulation could be;
- impose sanctions, e.g. limiting use of College ICT; and
- in cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

14.10.3. In cases where the identity is not known, key areas will be investigated:

- look into College ICT logs;
- conduct interviews with other parties involved;
- involve the police if there is a need to trace calls or look at the data of another user; and
- preserve any evidence: all incidents should be recorded, e.g. printing screen shots etc.

14.11. Complaints against a Member of the Corporation

14.11.1. If a complaint of bullying is made against a member of the Corporation, this should be directed in the first instance to the Clerk to the Corporation.

14.12. Time Limits

14.12.1. The investigation of a reported bullying incident should normally be completed within 2 weeks of the complaint being received. On occasions e.g. where the collection of evidence can be a lengthy process, it will not be possible to keep within this timescale. In these circumstances, the complainant and the alleged perpetrator must both be kept informed of any need for an extension and the expected timescale for completion.

14.13. Outcomes

- The bully / bullies may be asked to genuinely apologise.
- In serious cases, suspension or even exclusion will be considered.
- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change.

- If possible, the learners will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored by an Education & Wellbeing Mentor to ensure repeated bullying does not take place. This will be within one month after the initial reported incident. Progress may be communicated to parents / carers.

14.14. Support for the Person being bullied

- Offer emotional support; reassure them that they have done the right thing in telling.
- Advise the person not to retaliate or reply. Instead, keep the evidence and upload it to My Concern.
- Ask the person to think about information they may have in the public domain.
- Ensure that the person understands simple ways to prevent it from happening again e.g. by changing contact details, blocking contacts or leaving a chatroom.

14.15. What learners can expect

- When staff see or are told about bullying they will deal with it thoroughly using the approved system.
- To be free to talk about their concerns without feeling afraid of what might happen to them if they do.
- To be listened to and to know that something will be done, without being made to feel that they are making a fuss about nothing.
- Not to put up with bullying of any sort. If anyone puts up with bullying it only encourages the bully to think that they have got away with it.
- To be contacted after actions have been taken to confirm that the situation has been resolved.

14.16. Safeguarding Learners & Child Protection Policy & Procedure

- 14.16.1. If a case of bullying is considered to be a Safeguarding issue in relation to the Safeguarding Learners & Child Protection Policy, the appropriate referrals will be made according to the procedures.

15. Other departmental advice and guidance

- 15.1. [Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)
- 15.2. [DfE Behaviour and Discipline in Schools Guidance](#)
- 15.3. [DfE Preventing and tackling bullying – advice for headteachers, staff and governing bodies July 2017](#)
- 15.4. [Keeping Children Safe in Education \(KCSIE\)](#)
- 15.5. [Mental health and behaviour in schools advice for school staff](#)
- 15.6. [Working together to safeguard children](#)

16. Legislative links

- 16.1. Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and Education (Independent School Standards) (England) Regulations 2014
- 16.2. [Power to tackle poor behaviour outside school](#)
- 16.3. [The Equality Act 2010](#)

17. Enforcement

- 17.1. Any failure to adhere to this policy, or to comply with related procedures may result in disciplinary action.

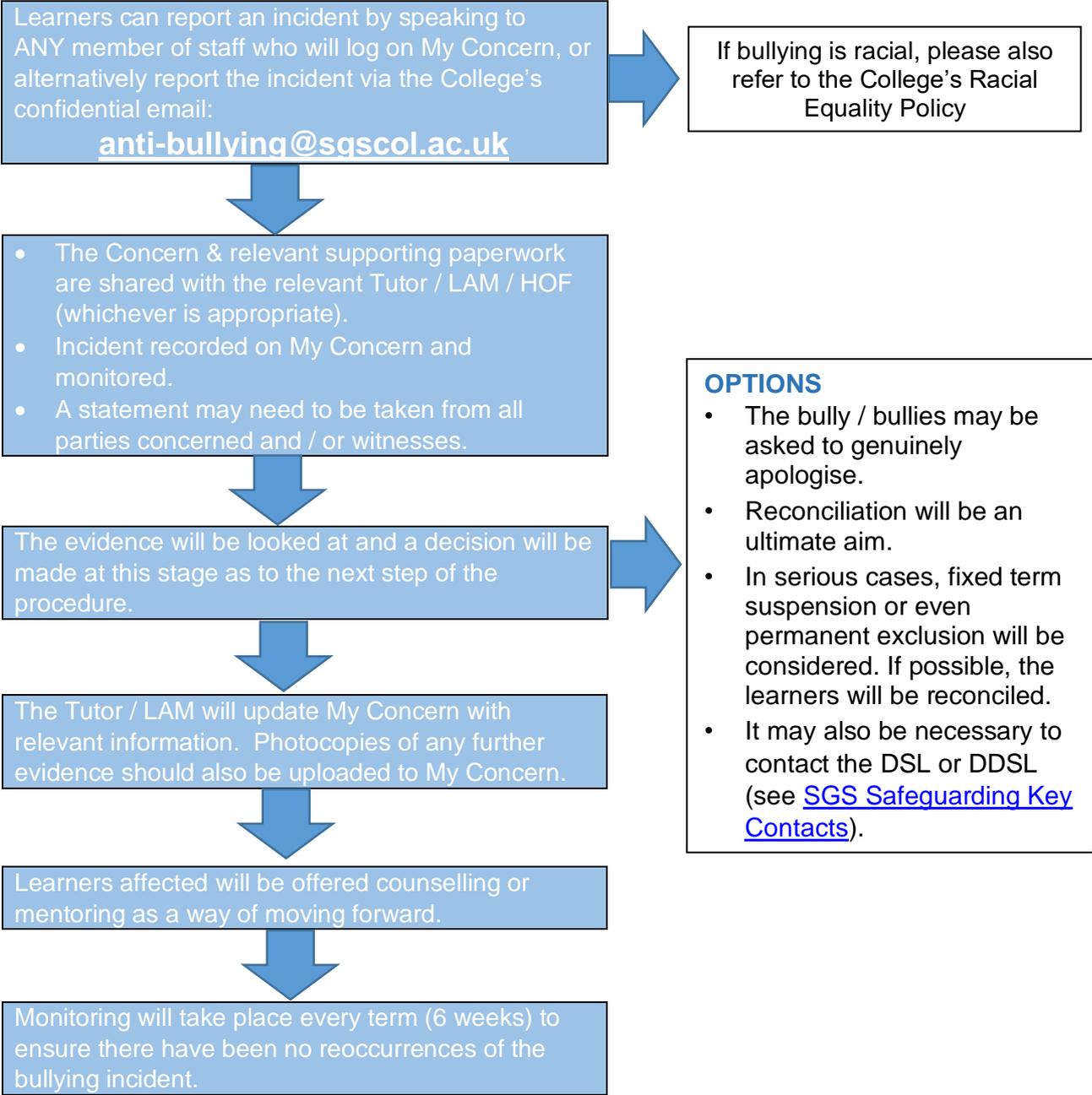
18. Related policies, procedures, charters, plans, guidance and legislation

- 18.1. This Policy should be read in conjunction with the following documents:
 - 18.1.1. [Health & Safety Policy](#)
 - 18.1.2. [Learner Charter & Learner Codes of Conduct](#)
 - 18.1.3. [Learner Disciplinary Policy](#)
 - 18.1.4. [Safeguarding Learners & Child Protection Policy & Procedure](#)
 - 18.1.5. [Single Equality Policy](#)
 - 18.1.6. [Staff Disciplinary Policy](#)

19. Impact

The impact of this policy and related procedures is to minimise bullying incidents for our learners and to ensure that any concerns are acted on in accordance with this policy and related legislation and guidance.

Appendix 1 Anti-Bullying Intervention Procedure



Appendix 2 Mediation Guidelines

- The mediator will normally be a member of the relevant Faculty / Department. The mediator can help participants to resolve their dispute and to co-exist at the College, through using the following procedure:
- Both parties define the problem as they see it, alone with the mediator.
- The impartial mediator identifies the key issues for both parties – these are listed on paper.
- At the end of the individual session with the mediator, the mediator ascertains whether or not the parties are willing to meet together, along with the mediator. This is the point when real mediation can take place, if both parties are willing to try to move towards reconciliation.
- At the joint meeting, led by the mediator, both parties should be encouraged to speak and express their opinion with only one person allowed to speak at a time. The mediator needs to firmly control the meeting to ensure it does not turn into a battle.
- The mediator sets up a plan of action which will satisfy each party and obtains agreement on these.
- A follow up meeting is agreed and the situation monitored at agreed intervals.
- Outcomes are likely to involve apologies, changed behaviour and perhaps some support to achieve changed behaviour e.g. anger management or other skill improvements.
- The mediation approach cannot always replace a disciplinary approach and learner perpetrators may be placed on a contract or in more extreme or repeated cases be excluded using the [Learner Disciplinary Procedures](#).
- The outcomes of all investigations should be recorded on the perpetrator's learner file.

SGS COLLEGE ANTI-BULLYING CHARTER



INCLUSION of all students and staff, including: those with learning difficulties and/or disabilities; black and ethnic minority groups and all sexual/asexual genders.

RESPECT all students and staff and by treating everyone fairly and equally.

LISTEN and look for signs to prevent and reduce bullying in the college: poor attendance or unexplained lateness; changes in behaviour and physical appearance; withdrawn or isolated.

CHALLENGE all forms of verbal and non-verbal behaviour towards students or staff: physical; verbal; emotional; sexual; homophobic; racist and religious; cyber and hate crime.

UNDERSTAND all students and staff should understand the harm and hurt caused by bullying, harassment and cyber-bullying.

CELEBRATE differences in everyone and actively visibly welcome differences in people across all campuses.

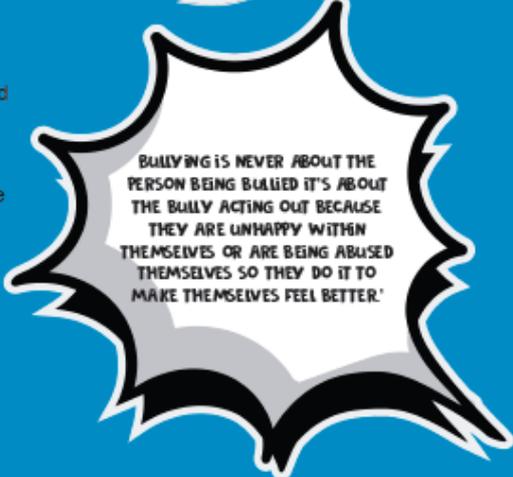
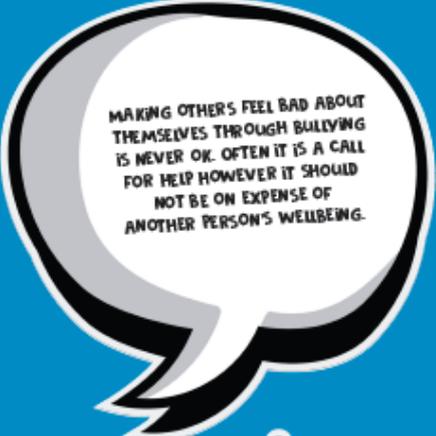
RECOGNISE when you are part of or directly part of inappropriate behaviour that will lead to you being recognised as a bully.

RESCUE be in control of your own behaviour – everyone makes mistakes but it is how you change for the better that matters and not what has gone on before.

REPORT and respond quickly to any incidents of bullying according to the college's anti-bullying policy.

ACTION all staff and students who witness acts of bullying or harassment, or who are approached in confidence by someone being bullied or harassed or who has witnessed such actions have a duty to take action in line with this charter.

anti-bullying@sgscol.ac.uk



MANDATORY INITIAL IMPACT SCREENING		
Completed by:		
Name Jo Johnson	Title Inclusion Manager & DDSL	20/09/2021
I have read the guidance document: Completing a Policy Impact Assessment?		✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:		✓



EQUALITY AND DIVERSITY IMPACT ASSESSMENT	
Characteristic	This policy seeks to:
Age	Supports staff and learners to recognise that prejudice and discrimination on the grounds of age are unacceptable in an educational establishment
Disability	Treat with equal dignity, all learners and staff; and monitor participation, performance and progress of learners and staff with disabilities and act to address inequalities.
Faith or Belief	Supports staff and learners to recognise and address religious or racial discrimination and incitement to religious hatred
Gender	Protect staff and learners from sexism in all forms
Race or Ethnicity	Commits the college to positive action to promote equality and foster good relations between members of different racial and ethnic groups
Orientation	Eliminate discrimination on the grounds of sexual orientation and promote equality of opportunity through a supportive, inclusive environment
Gender reassignment	Respect the rights of individuals and address the inequality of right for persons under the age of 18.
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful
Rural isolation	Use available resources to identify and address any issues of inequality as a result of rural isolation. Supporting learners and staff, both academically and pastorally in order to access College services and be successful.
Marriage	Support staff and learners to recognise and challenge discrimination on the basis of marriage
Pregnancy & maternity	Promote equality of opportunity through a supportive, inclusive environment
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the College's stakeholder groups:	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the College's stakeholder groups:	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
If you have ticked yes (red), which characteristic will be most affected? Choose an item.	
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/> Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 2 Non-discrimination Art. 3 Best interests of the child Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 5 Right to liberty and security Art. 14 Prohibition of discrimination

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official College systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	✓