



South Gloucestershire and Stroud College

Learner Anti-Bullying and Harassment Policy & Procedure

**If you would like this document in an alternate format
Please contact the Human Resources Department**

Prepared by:	Nicki Wyss/ Pez Perrin
Job Title/Role:	Inclusion & DDSL / DSL
Ref. No.: Q/P 103	Date of this version: 04/04/2023 Review date: 01/04/2025 (Subject to any legislative changes) Upload to College website? Yes
Approved by:	SGS Further Education Corporation
Date:	05/07/2023

Learner Anti-Bullying and Harassment Policy & Procedure

1. Policy Intent

- 1.1 South Gloucestershire & Stroud College (SGS) is committed to safeguarding all learners and creating a positive, caring, friendly and safe environment for all. Bullying of any kind is unacceptable both inside and outside of campus and the College has a responsibility to respond promptly and effectively to issues of bullying and harassment.
- 1.2 We strive to be a **TELLING College**. This means that *anyone* who knows that bullying has taken place is expected to tell a member of staff. If bullying or harassment do occur, this document outlines the procedure for reporting any incident and staff roles for who will carry out the investigation.

2. Scope

- 2.1. This policy applies to all SGS College learners, on College grounds, College transport, on off-site visits and at other locations while undertaking work placement or apprenticeships.
- 2.2. SGS College is not directly responsible for bullying or harassment that takes place outside the learning environment and off SGS College premises but may take appropriate action if such activities have an impact on any learner's safety or if SGS College's reputation is at risk.

3. Objectives

- 3.1. SGS is committed to creating and maintaining a working and learning environment that is safe, secure and free from any form of bullying and harassment for all students. Where bullying or harassment does occur, individuals should feel supported in reporting incidents and be clear about the steps they should take.
- 3.2. All governors, staff, learners, and parents / carers/ guardians should understand what bullying is.
- 3.3. All governors, staff, learners, and parents / carers/ guardians should know what the SGS College policy is on bullying, and what they should do if bullying arises.
- 3.4. At SGS College we take bullying seriously. Learners, parents / carers/ guardians and staff should be assured that they will be supported when bullying is reported and complaints of bullying will be dealt with promptly and efficiently.
- 3.5. Bullying will not be tolerated.
- 3.6. SGS College will recognise the sensitivity of issues involving bullying
- 3.7. Ensure that all staff, learners, and parents / carers / guardians have access to the policy.
- 3.8. Ensure this policy and the College ethos and procedures for dealing with bullying will be part of the induction process for staff and all learners

4. What is bullying?

- 4.1. The National Bullying Helpline UK state that Bullying and Harassment can be defined in many different ways and can be described as unwanted conduct of behaviour designed to cause harm or distress to another person. It can be characterized as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. Bullying can be related to age, sex, race, disability, religion, sexual orientation, nationality or any personal characteristic of the individual, and maybe persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient.
- 4.2. Bullying falls under four main categories (although there are also others), Psychological, Verbal, Physical and Cyberbullying and its effects can have far-reaching consequences. Bullying can have an impact on anyone, children and adults in Schools/College/ University or at work. It can seriously affect someone's physical and mental health. Sustained bullying can cause stress, emotional issues, social problems, physical disorders and in some serious cases, self-harm or even death.
- 4.3. Different Types of Bullying include but are not limited to;

4.3.1. **Emotional/Psychological**

- Exclusion
- Isolation
- Humiliation
- Intimidation
- Slander/ talking badly with intent to hurt someone

4.3.2. **Verbal**

- Name-calling
- Personal insults
- Threatening violence
- Spreading rumours/slander
- Consistently putting another down

4.3.3. **Physical**

- Any unwanted physical contact i.e. hitting, kicking, scratching.
- Spitting
- Slapping
- Tripping someone up
- Invading personal space
- Stealing/damaging another person's belongings

4.3.4. **Cyber-bullying**

Cyber-bullying can be in many forms. This is the case whether the alleged causer of harm is known to the complainant or is acting anonymously. Forms can include but are not limited to;

- Unpleasant messages across a variety of different technologies
- Taking and sharing unpleasant images
- Videoing others experiencing bullying
- Sending anonymous or threatening messages
- Forwarding unsuitable content including images and videos

- Accessing someone else's accounts
- Posting unpleasant content on social media accounts
- Making private information public
- SGS specific group chats

4.3.5. **Hate Crime**

The law recognises five types of hate crime on the basis of:

- Race
- Religion
- Disability
- Sexual orientation
- Transgender identity

The Police and CPS define Hate Crime as, "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 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". They say, "There is no legal definition of hostility so we use the everyday understanding of the word which includes ill-will, spite, contempt, prejudice, unfriendliness, antagonism, resentment and dislike".

Any crime can be prosecuted as a hate crime if the offender has either:

- Demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity

OR

- Been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity

Included below are examples of behaviours typical of hate crime categories. The examples include but are not limited to;

Racism

- Insulting language/gestures based on a person's actual or perceived ethnicity
- Insulting language/gestures based on a person's actual or perceived religion or belief
- Hostility towards a particular group based on actual or perceived ethnicity or religion.
- Racially or religiously motivated violence
- Racially or religiously motivated "banter"
- Name calling
- Racial discrimination

Sexual

- Sexually insulting images/gestures
- Name-calling
- Unwanted physical contact
- Sexually inappropriate messages
- Spreading rumours of a sexual nature
- Pressuring sexual activity
- Pressure to perform sexting
- Posting sexually inappropriate images
- Inappropriate sexual innuendo that is persistent and unwelcome
- Graffiti of sexual content

Revenge Porn

Revenge porn is now a convictable offence. Revenge porn is defined by Gov.uk as “the sharing of private, sexual materials, either photos or videos, of another person, without their consent and with the purpose of causing embarrassment or distress”.

The offence applies both online and offline, and to images which are shared electronically or in a more traditional way, so it includes the uploading of images on the internet, sharing by text and e-mail, or showing someone a physical or electronic image.

Under the new offence, private materials are those showing anything not usually seen in public. Sexual material not only covers images that show the pubic region, but anything that a reasonable person would consider to be sexual so this could be a picture of someone who is engaged in sexual behaviour or posing in a sexually provocative way,

Homophobic

- Insulting language/ gestures based on a person’s actual or perceived sexuality
- Homophobic motivated violence
- Sharing of homophobic content
- Suggesting someone is inferior based on a person’s actual or perceived sexuality
- Exclusion based on a person’s actual or perceived sexuality

Transphobic/ Gender Specific

- Sexism in all forms
- Using or threatening violence
- Ridiculing another based on their gender
- Use of offensive or humiliating sexist/transphobic language
- Reversal of pronouns with intent - he/she/they
- Questioning another’s gender identity
- Exclusion based on gender
- Sharing transphobic/sexist content, physically or electronically

Age-Related

- Insulting language/gestures based on a person’s actual or perceived age
- Age motivated violence
- Restricting certain opportunities
- Intimidation

SEN and/or Disability related

- Insulting language/gestures based on a person’s actual or perceived disability or learning difficulty
- Exclusion/ Isolation
- Disability related violence
- Ridiculing another based on their SEN and/or Disability

5. Policy Intent

The key priorities of this policy are:

- Learners are protected from harm;
- Learners achieve their full potential in education;

- Learners feel good about themselves and respect others;
- Learners develop the essential personal, emotional and social skills to help them throughout life;
- Learners 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, and evaluating;
- Regularly reviewing the effectiveness of prevention and responses to bullying.

6. Allegations against members of staff (including supply staff and volunteers)

- 6.1. Any allegation against a member of staff or volunteer should be reported to the Director of People and Organisational Culture as a matter of priority.
- 6.2. In the event that the allegation is made by a learner, staff will record this on My Concern and the DSL will liaise with the Human Resources (HR) team from a potential Safeguarding perspective.
- 6.3. 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

7. Learners with learning difficulties and / or disabilities

- 7.1. 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.
- 7.2. 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.
- 7.3. The College aims to create an atmosphere in which learners with learning difficulties and / or disabilities feel confident and able to discuss these matters.

8. Responsibilities

- **Governors** are responsible for the implementation and bi-annual review of this Policy.
- **The Assistant Principal for 16-18 Curriculum** will ensure that the College's Positive Behaviour Policy and disciplinary procedures makes provision for wilful or recurrent non-compliance with the Learner Anti-Bullying and Harassment Policy.
- **The DSL** will provide an annual Safeguarding report, which will include an outline to the Corporation on all bullying activity.

- **The Inclusion and DDSL** is responsible for the review of this Policy and will organise appropriate staff training and awareness raising sessions.
- **All staff** have a responsibility to ensure learners feel safe, and that all incidents of bullying and harassment are treated seriously and dealt with appropriately. That they are aware of this policy and the procedure for reporting bullying and harassment. The SGS Wellbeing Team should be informed of any report of a learner being harassed or bullied and an incident should be logged on MyConcern.
- **Tutors** have responsibility 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 via the Tutorial programme.
- **SGS Wellbeing Service** will take the appropriate course of action to support learners post-incident and can also be used as a source of advice or guidance to a complainant, alleged person causing harm or the member of staff investigating the incident.
- **All Learners** have a responsibility to behave in a way that is not perceived to be intimidating to others and adhere to the Learner Charter & Learner Codes of Conduct. All Learners should be fully aware of the contents of the Learner Anti-Bullying and Harassment Policy and report concerns to a member of staff.
- **All Parents/Guardians/Carers** have a responsibility to inform SGS College if they are made aware of any incidents that would affect the emotional wellbeing of a learner. That if they make a report of bullying or harassment that their allegation will be taken seriously and investigated promptly.

9. Reporting and Investigation

- 9.1. If an incident happens which a learner thinks may be bullying, they may prefer initially to attempt to resolve the problem informally by themselves. In some cases, it may be possible and sufficient for them to explain clearly to the person engaging in the unwanted conduct that the behaviour in question is not welcome, that it offends, or makes the learner feel uncomfortable. It should be made clear that such behaviour should stop.
- 9.2. In circumstances where this is too difficult or embarrassing to do on their own, the learner should seek support from a friend, tutor or member of SGS staff.
- 9.3. If the learner is in doubt as to whether an incident or series of incidents which have occurred constitute as bullying, then in the first instance they should approach any member of staff. Following this, the staff member should report the incident on My Concern and follow procedure as depicted in the flow chart in Appendix 1
- 9.4. The learners will then meet with the relevant member of staff who will be investigating the incident (Tutor, Learning Area Manager, Assistant Principal) to discuss.
- 9.5. The alleged causer of harm(s) and witness(s) will meet [separately] with the member of staff investigating to discuss the incident and details will be recorded accordingly on My Concern. Meeting held with the alleged causer of harm will occur if deemed appropriate i.e. will not escalate the issue. This will be assessed and judged by the member of staff investigating and in conjunction with the Lead Safeguarding Officer.

- 9.6. Learners will be advised that it may be necessary to inform their parents/guardians/carers.
- 9.7. Mediation can be offered to all parties involved, with two members of staff present. If mediation is not taken up then strategies are implemented to assist the individuals involved.
- 9.8. It may be necessary to refer complainants and/or alleged causer of harm to the Wellbeing Team and/or external services.
- 9.9. Staff will refer to the Positive Behaviour Policy for guidance on sanctions for those that have been found to have caused harm to others.
- 9.10. During and after the investigation, the situation will be monitored by staff to ensure that the bullying does not reoccur. Learners are expected to keep staff updated on the situation and to report if there are any further concerns.
- 9.11. Should a Learner be the alleged causer of harm, then support and guidance will be offered to help avoid situations occurring in the future.
- 9.12. All incidents will be monitored by the Safeguarding team via My Concern.
- 9.13. Throughout the process, Tutors and Parents/Carers/ Guardians are kept informed, if necessary.

10. Serious Criminal Offences

- 10.1. In cases of an alleged assault or alleged behaviour that is considered to be a criminal offence, the College through the Safeguarding team 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).

11. Third party or Witness Complaints

- 11.1. If a learner witnesses behaviour that is perceived to be inappropriate, they should consult with their personal tutor.
- 11.2. If a member of staff witnesses behaviour that is perceived to be inappropriate, they should consult with their line manager.
- 11.3. 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.

12. Counter Complaints

- 12.1. If an alleged causer of harm, 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.

13. Cyberbullying Complaints

- 13.1. Most cases of cyberbullying will be dealt with through the College's existing Learner Anti-Bullying and Harassment Policy.
- 13.2. 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:
 - advise learners and staff to keep a record of the bullying as evidence, including taking screen shots of inappropriate content;
 - investigate how wide spread the circulation could be;
 - liaise with IT Services and Digital Services team to look into College IT logs, impose sanctions, e.g. limiting use of College ICT;
 - in cases of illegal content, the safeguarding team will contact the police, with learner's permission if over 18yr, who can determine what needs to be kept for evidential purposes.

14. Time Limits

- 14.1. 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 causer of harm must both be kept informed of any need for an extension and the expected timescale for completion.

15. Outcomes

- In serious cases, suspension may be considered whilst investigation takes place.
- If exclusion is to be considered this must first be taken to Safeguarding panel to discuss.
- The outcome must include helping the person who caused harm to recognise the consequence of their actions and provide support to enable their attitude and behaviour to change.
- If possible, the harm caused will be repaired and learners will be reconciled through mediation or a restorative approach, if both parties consent.
- After the incident / incidents have been investigated and dealt with, each case will need to be monitored to ensure repeated bullying does not take place. Progress may be communicated to parents / carers.

16. Support for the Person experiencing harm

- 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.

17. What learners can expect

- When staff see or are told about bullying they will deal with it thoroughly.
- 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.
- To be contacted after actions have been taken to confirm that the situation has been resolved.

18. Safeguarding Learners & Child Protection Policy & Procedure

- 18.1. 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.

19. Student Consultation and Feedback.

- 19.1. Students are consulted at regular intervals throughout their course of study, to survey the effectiveness of bullying prevention and intervention. This is also to assess the impact and effectiveness of strategies in place. Students are consulted and give feedback via;

- Student Surveys
- The Wellbeing Department services
- Anti-bullying workshop evaluation form
- Individual Tutorials held with their tutor
- Campaigns and Events e.g. Anti-Bullying Week
- Induction Presentations
- Wellbeing at SGS Booklets

The Student Union are responsible for putting together the SGS College Anti-Bullying Charter (Appendix 3).

20. Enforcement

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

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

21.1. This Policy should be read in conjunction with the following documents:

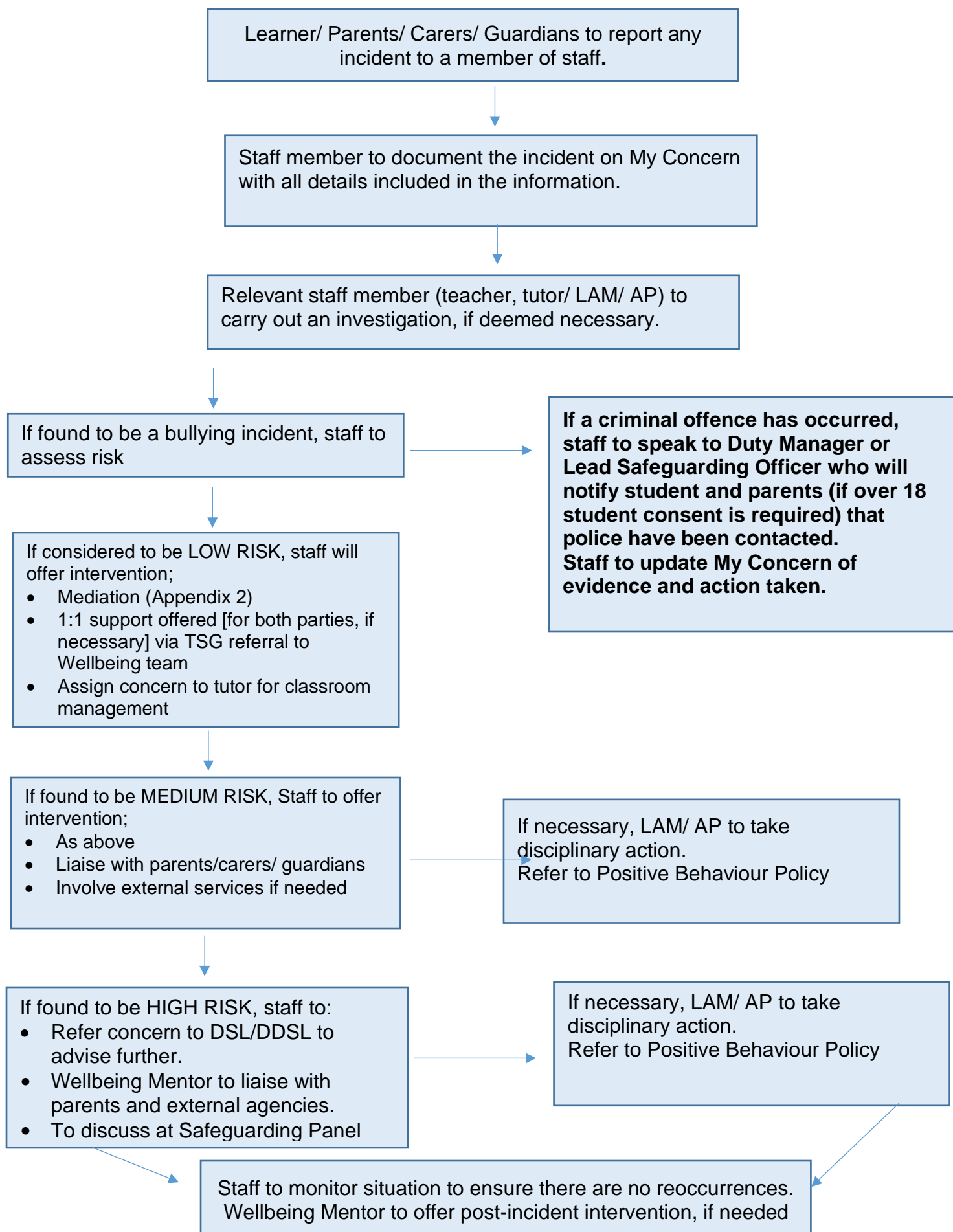
- [Health & Safety Policy](#)
- [Positive Behaviour Policy](#)
- [Safeguarding Learners & Child Protection Policy & Procedure](#)
- [Single Equality Policy](#)
- [Staff Disciplinary Policy](#)
- [Guidelines on maintaining Professional Boundaries](#)
- IT Acceptable Use Policies
- [Online Safety Policy](#)

22. Impact

22.1. 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/ Restorative approach 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:
- Meet with both parties individually to define the problem as they see it. Ask both parties: What happened? Who was affected by the behaviour? How were they affected? What needs to happen to ensure it doesn't happen again?
- The impartial mediator identifies the key issues for both parties and records this on My Concern.
- 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 and any supporter they wish to attend with them. Inform them the Wellbeing Mentor can support and be present at this meeting if they wish. 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. support around managing difficult emotions, or other skill improvements.
- The mediation approach cannot always replace a disciplinary approach and causers of harm may be placed on a contract or in more extreme or repeated cases be excluded using the Learner Positive Behaviour Policy
- The outcomes of all investigations should be recorded on My Concern.

Appendix 3 SGS College Anti-Bullying Charter

Bullying can happen anywhere and everywhere, so we must actively try to prevent it happening to the victims and the bullies themselves.

Making others feel bad about themselves through bullying is never ok. Often it is a call for help however it should not be on expense of another person's wellbeing.



Bullying is never about the person being bullied it's about the bully acting out because they are unhappy within themselves or are being abused themselves so they do it to make themselves feel better.

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.

wellbeingsservice@sgscol.ac.uk



MANDATORY INITIAL IMPACT SCREENING		
Completed by:		
Name Pez Perrin	Title Director of Wellbeing & DSL	15/05/2023
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"/>
If you have ticked yes (red), which characteristic will be most affected?	
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
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:	✓