South Gloucestershire and Stroud College

Learner Anti-Bullying and Harassment Policy and Procedure

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

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Job Title/Role:	Inclusion Manager & Deputy Designated Safeguarding Lead (DDSL)
Ref. No.:	**Date of this version:** November 2019 **Review date:** November 2021 **Upload to SharePoint?** Yes **Upload to College website?** Yes
Approved by:	Corporation
Date:	

Main aim and purpose of the policy:				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?
Age	✔	☐	☐	✔
Disability	✔	☐	☐	✔
Gender Reassignment	✔	☐	☐	✔
Race or Ethnicity	✔	☐	☐	✔
Religion or Belief	✔	☐	☐	✔
Marriage	✔	☐	☐	✔
Pregnancy/ Maternity	✔	☐	☐	✔
Sex	✔	☐	☐	✔
Sexual Orientation	✔	☐	☐	✔
Carers/ Care givers	✔	☐	☐	✔
Persons in care	✔	☐	☐	✔

Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:

How much evidence is there:	None	A little	Some	A lot
	✔	☐	☐	☐
Is there any concern that the policy may operate in a discriminatory way?	None	A little	Some	A lot
	✔	☐	☐	☐

Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	✔	☐	☐	☐	All groups are at risk of bullying and harassment
Disability	✔	☐	☐	☐	All groups are at risk of bullying and harassment
Gender Reassignment	✔	☐	☐	☐	All groups are at risk of bullying and harassment
Race or Ethnicity	✔	☐	☐	☐	All groups are at risk of bullying and harassment
Religion or Belief	✔	☐	☐	☐	All groups are at risk of bullying and harassment
Marriage	✔	☐	☐	☐	All groups are at risk of bullying and harassment
Pregnancy/ Maternity	✔	☐	☐	☐	All groups are at risk of bullying and harassment
Sex	✔	☐	☐	☐	All groups are at risk of bullying and harassment

Sexual Orientation	✓	☐	☐	☐	All groups are at risk of bullying and harassment
Carers/ Care givers	✓	☐	☐	☐	

What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High ✓	Medium ☐	Low ☐	Yes ☐	No ☐

I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required

Completed by: Jo Johnson   *Position: Inclusion Manager & DDSL*   *Date: 18/11/2019*

Learner Anti-Bullying and Harassment Policy and Procedure

1. Introduction

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. SGS College has a responsibility to respond promptly and effectively to issues of bullying and harassment.

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.

1.3. **Definition of Bullying or Harassment**

1.3.1. 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 child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

1.3.2. 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.

1.3.3. **Appendix 1** shows guidance to help distinguish between bullying and harassment

1.3.4. Bullying can be:

1.3.3.1. **Physical** – e.g. hitting, kicking, pushing, punching, slapping or any use of violence, unwanted physical contact, taking or breaking someone's things.

1.3.3.2. **Verbal** – e.g. name calling, racist / sexist remarks, sarcasm, spreading rumours, teasing, threatening to cause harm.

1.3.3.3. **Emotional** – being unfriendly, excluding, tormenting.

1.3.3.4. **Sexual** – sexually abusive comments, unwanted physical contact, looks and comments about appearance, attractiveness, emerging puberty.

1.3.3.5. **Homophobic** – focusing on issues of sexuality.

1.3.3.6. **Racist and Religious** – racial taunts, damage to property including graffiti, gestures, wearing offensive or provocative badges or other insignia, bringing racist leaflets, comics or magazines into college.

1.3.3.7. **Cyber** – all areas of the internet, such as email and social media. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera, video and computer facilities.

1.3.3.8. **Hate Crime** – is any offence committed against someone because of their disability, gender-identity, race, religion or belief, or sexual orientation. Hate crimes can include: threatening behaviour, assault, robbery, damage to property, inciting others to commit hate crimes, harassment. Hate crimes should be reported to the police.

(This is not an exhaustive list)

1.4. **Indicators of bullying / harassment:**

1.4.1. Low self-esteem.

1.4.2. Not wanting to come to college by either walking or on public transport.

1.4.3. Poor attendance or runs away.

1.4.4. Becoming withdrawn and anxious, interrupted sleep, nightmares.

1.4.5. Feeling ill in the mornings.

1.4.6. Personal possessions being damaged, money stolen.

1.4.7. Unexplained cuts and bruises.

1.4.8. Falling achievement in class work.

1.4.9. Attempts or threatens suicide.

1.4.10. Is nervous and jumpy when a cyber-message is received.

1.4.11. Is afraid to use the internet or mobile phone.

1.4.12. Problems with eating or sleeping.

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. SGS is not responsible for bullying or harassment at other locations. However, support is available to learners involved in bullying or harassment incidents. Strategies will be explored through tutorials and other College activities / events to prevent bullying and promote anti-bullying.

3. Objectives

3.1. All governors, senior management, teaching and non-teaching staff, learners, apprentices and parents / carers should have an understanding of 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 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, harassment and cyberbullying.

3.9.   **Key Priorities**

    3.9.1.   **The key priorities of this policy are:**

        3.9.1.1.   that children, young people and vulnerable adults are protected from harm;

        3.9.1.2.   that they achieve their full potential in education;

        3.9.1.3.   that they have a happy and stimulating childhood whilst at College;

        3.9.1.4.   that they grow up healthily, physically and mentally whilst at College;

        3.9.1.5.   that they feel good about themselves and respect others;

        3.9.1.6.   that they develop the essential personal and social skills to help them throughout life;

        3.9.1.7.   that they become active citizens and participate in society;

        3.9.1.8.   reducing bullying and bullying behaviour within the College environment;

        3.9.1.9.   promoting an understanding of bullying and the implications of bullying amongst all members of the College community;

        3.9.1.10.   recording, monitoring and reporting incidents of bullying and monitoring, evaluating; and

        3.9.1.11.   regularly reviewing the effectiveness of prevention and responses to bullying.

4. Policy Implementation

4.1. **The College will establish, maintain and regularly review:**

4.1.1. 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;

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

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

4.1.4. a quick response to all types of bullying;

4.1.5. sanctions against bullies:

4.1.5.1. official warnings to cease offending;

4.1.5.2. exclusion from certain areas of the College premises;

4.1.5.3. minor fixed-term exclusion;

4.1.5.4. major fixed-term exclusion; and

4.1.5.5. permanent exclusion

4.1.6. support for victims of bullying;

4.1.7. the recording of all bullying incidents in a central recording system;

4.1.8. 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;

4.1.9. factors which may influence the risk of bullying behaviour e.g. the College environment, supervision arrangements, College routine and procedures, security, staff guidelines etc.

4.1.10. communication of the policy to all staff, learners, governors, providers, parents and other stakeholders;

4.1.11. this policy may be amended in light of experience, legislation, changing circumstances etc.;

4.1.12. this policy and the College ethos and protocols for dealing with bullying will be part of the induction process for staff and all learners;

4.1.13. the communication of anti-bullying information, help lines and contact details for reporting incidents through different media throughout the College;

4.1.14. posters and links to additional online material to raise awareness of cyberbullying and how it can be addressed amongst staff and learners; and

4.1.15. those individuals identified as 'bullies' will be offered guidance counselling and / or training with an Education & Wellbeing Mentor.

4.2. **Allegations against members of staff or volunteers (by learners)**

4.2.1. 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.

4.2.2. Consideration will be given, in serious circumstances, as to whether suspension of the staff member, pending an investigation, should be requested from the Principal.

4.2.3. In the event that the allegation is made by a young person (under 18) or vulnerable adult, the Inclusion Manager and DDSL will be involved in any initial discussions from a potential Safeguarding perspective.

4.3. **Learners with Learning Difficulties and / or Disabilities**

4.3.1. 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.

4.3.2. Where bullying is suspected, learners and vulnerable adults 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.

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

4.4. **Monitoring, Evaluation and Review**

4.4.1. 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.

4.4.2. The Inclusion Manager and DDSL will provide an annual Safeguarding report, which will include an outline to the Corporation on Anti-Bullying activity.

5. **Responsibilities**

5.1. It is the duty of all learners and those visiting the College premises, to take responsibility for their behaviour; bullying and harassment 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.

5.2. **The Governors of SGS College will:**

5.2.1. ensure that the College has a Learner Anti-Bullying and Harassment Policy;

5.2.2. ensure that the policy is available to both learners and parents / carers; and

5.2.3. ensure that policies and procedures are reviewed at least every two years and included on the Corporation's agenda.

5.3. **Appointed Designated Safeguarding Lead and Assistant Principal for 16-18 Curriculum:**

5.3.1. ensure that the College disciplinary procedure makes provision for wilful or recurrent non-compliance with the Learner Anti-Bullying and Harassment Policy; and

5.3.2. report to Governors on request.

5.4. **Designated Members of Staff will:**

5.4.1. co-ordinate the procedures for dealing with bullying issues;

5.4.2. oversee the investigation of all reports of bullying;

5.4.3. ensure all new staff are inducted in the procedure;

5.4.4. organise appropriate staff training and awareness raising sessions;

5.4.5. ensure that all learners are fully aware of the contents of the Learner Anti-Bullying and Harassment Policy;

5.4.6. ensure that opportunities exist to promote a positive, supportive and secure environment which provides learners with a sense of being respected and valued; and

5.4.7. ensure that all incidents of bullying are recorded and investigated using the correct recording mechanisms.

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

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

5.6. **Tutors are responsible for:**

5.6.1. ensuring that any allegations of bullying and / or harassment are treated as serious and are investigated thoroughly; and

5.6.2. supporting their learners through any investigation into allegations of bullying and / or harassment.

5.7. **All staff are responsible for:**

5.7.1. being aware of the Learner Anti-Bullying and Harassment Policy and the procedures for reporting bullying;

5.7.2. all staff who witness acts of bullying or harassment, or who are approached in confidence by learners who are being bullied or harassed 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

5.7.3. treating all learners with dignity and respect, to ensure their own conduct does not cause offence or misunderstanding.

5.8. **All learners are responsible for:**

 5.8.1. following the Learner Charter & Learner Codes of Conduct;

 5.8.2. being aware of the Learner Anti-Bullying and Harassment Policy and Procedure; and

 5.8.3. reporting bullying using the procedures in place.

6. Related Policies, Procedures, Codes of Conduct, Charters and Legislation

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

 6.1.1. Single Equality Policy

 6.1.2. Safeguarding Children, Young People and Vulnerable Adults Policy and Procedure

 6.1.3. Learner Disciplinary Policy

 6.1.4. Staff Disciplinary Policy

 6.1.5. Learner Charter & Learner Codes of Conduct

 6.1.6. Health & Safety Policy

 6.1.7. Equality Act 2010

7. Procedure (Flowchart – Appendix 3)

7.1. 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.

7.2. 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.

7.3. Learner Procedures if Bullied / Harassed

 7.3.1. Complaints of bullying or harassment could come from the following sources:

7.4. Reporting and Investigation

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

      7.4.1.1.   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.

      7.4.1.2.   Refer the case to the LAM of the perpetrator and Log on My Concern.

      7.4.1.3.   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.

      7.4.1.4.   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**.

      7.4.1.5.   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.

7.4.1.6. The LAM may invite parents to discuss the problem.

7.4.1.7. 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.

7.4.1.8. If Safeguarding issues are involved seek advice from the Inclusion Manager and DDSL.

7.4.1.9. 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.

7.5. Follow-up

7.5.1. Learners who have been the target of bullying or harassment 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.

7.6. Monitoring and Reporting

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

7.7. Serious Criminal Offences

7.7.1. 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).

7.8. **Third party or Witness Complaints**

7.8.1. If a learner witnesses behaviour that is perceived to be inappropriate, they should consult with their personal tutor.

7.8.2. If a member of staff witnesses behaviour that is perceived to be inappropriate, they should consult with their line manager.

7.8.3. 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.

7.9. **Counter Complaints**

7.9.1. 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.

7.10. **Cyberbullying Complaints**

7.10.1. Most cases of cyberbullying will be dealt with through the College's existing Learner Anti-Bullying and Harassment Policy.

7.10.2. 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:

7.10.2.1. identify the person responsible where possible;

7.10.2.2. advise learners and staff to keep a record of the bullying as evidence;

7.10.2.3. speak to the perpetrator;

7.10.2.4. investigate how wide spread the circulation could be;

7.10.2.5. impose sanctions, e.g. limiting use of College ICT; and

7.10.2.6. in cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes.

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

7.10.3.1. look into College ICT logs;

7.10.3.2. conduct interviews with other parties involved;

7.10.3.3. involve the police if there is a need to trace calls or look at the data of another user; and

7.10.3.4. preserve any evidence: all incidents should be recorded, e.g. printing screen shots etc.

7.11. **Complaints against a Member of the Corporation or Member of Staff**

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

7.11.2. If a complaint of bullying or harassment is made against a member of staff, the informal stages of this procedure may apply. However, if a formal complaint about bullying or harassment by a member of staff is received, this should be reported in the first instance to the Human Resources Team and may be dealt with by using the Staff Disciplinary Procedure.

7.12. **Time Limits**

7.12.1. The investigation of a reported bullying or harassment 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.

7.13. **Outcomes**

7.13.1. The bully / bullies may be asked to genuinely apologise.

7.13.2. In serious cases, suspension or even exclusion will be considered.

7.13.3. 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.

7.13.4. If possible, the learners will be reconciled.

7.13.5. 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.

7.14. **Support for the Person being bullied or harassed**

7.14.1. Offer emotional support; reassure them that they have done the right thing in telling.

7.14.2. Advise the person not to retaliate or reply. Instead, keep the evidence and upload it to My Concern.

7.14.3. Ask the person to think about information they may have in the public domain.

7.14.4. 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.

7.15. **What learners can expect**

7.15.1. When staff see or are told about bullying they will deal with it thoroughly using the approved system.

7.15.2. To be free to talk about their concerns without feeling afraid of what might happen to them if they do.

7.15.3. 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.

7.15.4. Not to put up with bullying or harassment of any sort. If anyone puts up with bullying or harassment it only encourages the bully to think that they have got away with it.

7.15.5. To be contacted after actions have been taken to confirm that the situation has been resolved.

7.16. **Safeguarding Children, Young People and Vulnerable Adults**

    7.16.1. If a case of bullying and / or harassment is considered to be a Safeguarding issue in relation to the College policy, the appropriate referrals will be made according to College procedures.

7.17. **Further sources of information**

Other departmental advice and guidance

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

DfE Behaviour and Discipline in Schools Guidance

DfE Preventing and tackling bullying – advice for headteachers, staff and governing bodies July 2017

Keeping Children Safe in Education (KCSIE)

Mental health and behaviour in schools advice for school staff

Working together to safeguard children

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school

The Equality Act 2010

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards

bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying.

EACH: (Educational Action Challenging Homophobia): provides a national freephone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber-homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity.

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues.

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harrassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect NoBody: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Distinguishing Between Bullying and Harassment

Bullying: is generally described as the persecution of an individual by another person or group of people. It is a wilful, conscious desire to hurt, threaten or frighten someone else. Bullying involves dominance of one learner by another, or group of others.

Harassment: Acts of harassment usually centre around unwanted, offensive and intrusive behaviour with a sexual, racial or physical component. Measures to identify acts of harassment relate to the Equality Act 2010.

It is very difficult to distinguish between bullying and harassment and there is much overlap between the two. The following lists some of the differences between the two:

Bullying	Harassment
Primarily psychological (e.g. criticism etc.), but may become physical later, especially with males who bully.	A strong, physical component e.g. contact and touch in all its forms, intrusion into personal space and possessions, damage to possessions, including a person's work etc.
Sex, race and gender play little or no part. It is usually discrimination on the basis of Competence.	Tends to focus on the individual because of what he or she is (e.g. female, black, disabled etc.) It is usually linked to sex, race, prejudice, discrimination etc.
Rarely restricted to a single incident and tends to be an accumulation of many small incidents.	May consist of a single incident, a few incidents or many incidents.
The person being bullied may not realise for weeks or months that he / she is being bullied – until there is a moment of enlightenment.	The person who is being harassed knows almost straight away that he / she is being harassed.
The person being bullied is seen as a threat that must be controlled. If this does not work, the person bullying may try to get the person they are bullying removed from the social circle / group.	There is often an element of possession e.g. Stalking.
Tends to be secret, behind closed doors, with no witnesses.	Often, the harassment is for peer approval, bravado, macho image etc.
The person bullying is driven by envy and jealousy.	The harasser often perceives the victim as easy, albeit sometimes a challenge.
The person bullying has inadequate interpersonal skills.	The harasser often has specific inadequacies (e.g. sexual)

Bullying / Harassment – Common examples *but not a complete list*:

- Intimidation / threatening behaviour.

- Any form of physical abuse, i.e. punching and / or kicking.

- Verbal abuse – shouting at, insulting 'putting down'.

- Psychological abuse – isolating an individual, preventing them from becoming part of a group or involved in certain activities.

- Anonymous letters or spreading rumours that are designed to upset.

- Demanding money, confectionary etc.

- Demanding homework / coursework to copy against a person's will.

- Stealing, hiding or damaging belongings, i.e. books, bags and / or clothing.

- Humiliating a person about their physical appearance.

- Intimidating or threatening email or text messages.

- Being attacked because of religion, gender, transgender, sexuality, disability, appearance or ethnic or racial origin.

Cyberbullying

Cyberbullying is defined as *the use of Information and Communication Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.* It can be an extension of face-to-face bullying, but it differs from other forms of bullying in significant ways:

- It can be 24/7 – invading the home and personal space.

- It may be perceived as anonymous, the actual identity of the perpetrator can be hidden.

- Participants can be unconscious perpetrators without understanding the consequences.

- The circulation of electronic messages is difficult to control.

- The size of the potential audience can be huge.

The following are common examples of cyberbullying, *but not a complete list:*

- Threats and intimidation, by mobile phone, email, comments on websites, social networking sites or message boards.

- Sending explicit messages, also known as sexting, creating and sharing embarrassing images or videos.

- Harassment or stalking, by repeated, prolonged, unwanted texting of any nature; online stalking, constant monitoring online activity.

- Vilification / defamation, by posting upsetting or defamatory remarks online, or name-calling by mobile phone. Videoing and distributing other people being harassed.

- Ostracising / peer rejection / exclusion by, using popular social networking sites such as Bebo; Facebook; Instagram; MSN; MySpace; Pinterest; Snapchat; Twitter to exclude.

- Creating fake accounts, identity theft, unauthorised access and impersonation by 'hacking', accessing someone else's account by finding out or guessing their username and password, unauthorised access to email accounts / the virtual learning environment (TEAMS); sending instant messages or emails, using someone else's mobile phone.

- Manipulation by exerting undue pressure by email, online messaging or mobile phone.

Appendix 2 Mediation Guidelines

South Gloucestershire & Stroud College

Guidelines for Mediation

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 perpetrators learner file.

Appendix 3 Anti-Bullying and Harassment Intervention Procedure

South Gloucestershire & Stroud College
Anti-Bullying & Harassment Intervention Procedure

Learners can report an incident by speaking to ANY member of college staff who will log on My Concern, or alternatively report the incident via the College's confidential email:
anti-bullying@sgscol.ac.uk

→ If bullying is racial, please also refer to the College's Racial Equality Policy

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- The Concern & relevant supporting paperwork are shared with the relevant Tutor / LAM / HOF (whichever is appropriate).
- Incident recorded on My Concern and monitored.
- A statement may need to be taken from all parties concerned and / or witnesses.

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The evidence will be looked at and a decision will be made at this stage as to the next step of the procedure.

→ **OPTIONS**
- The bully / bullies may be asked to genuinely apologise.
- Reconciliation will be an ultimate aim.
- In serious cases, fixed term suspension or even permanent exclusion will be considered. If possible, the learners will be reconciled.
- It may also be necessary to contact the DSL or DDSL (see SGS Safeguarding Key Contacts).

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The Tutor / LAM will update My Concern with relevant information. Photocopies of any further evidence should also be uploaded to My Concern.

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Learners affected will be offered counselling or mentoring as a way of moving forward.

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Monitoring will take place every term (6 weeks) to ensure there have been no reoccurrences of the bullying incident.