anti bullying policy and procedures for learners

Anti-bullying policy and procedures for learners

Contents   **Page**

1   Introduction

South Thames College is committed to ensuring the maintenance of a College community by providing a caring, friendly and safe environment in which both learners and staff can work or study in a relaxed and secure atmosphere. The College considers bullying of any kind as unacceptable, and ensures it will be dealt with promptly and effectively if it does occur.

The College requires all staff to demonstrate high standards in their management of risk and in the active protection of children and vulnerable adults from discrimination and avoidable harm and seeks to ensure that bullying behaviour is not accepted or condoned.

This Policy should be read in conjunction with the College Student Disciplinary Policy and Procedures; the Safeguarding Children and Vulnerable Adults Policy and Procedures and the Equality and Diversity Policy.

2   Purpose

The Anti-Bullying policy and procedures are designed to ensure that the College's safeguarding ethos plays a key role in creating an inclusive environment in which bullying and any form of discrimination is not tolerated.

In doing this the College will:

- Work to create a welcoming, safe ethos.
- Encourage the value of respect.
- Challenge all forms of prejudice and promote equality
- Seek to ensure that bullying behaviour is not accepted or condoned
- Take action to investigate and respond to any alleged incidents of bullying
- Encourage and facilitate learners to play an active part in developing and adopting a code of conduct to address bullying
- Discourage learners from colluding with bullying
- Consult learners about bullying and whether they feel safe
- Make sure learners and parents/carers know how to report bullying if they become aware of it
- Promote and implement this anti-bullying policy and procedures in addition to the safeguarding policy and procedures.

3   Scope

3.1   The Policy aims:

- to provide an understanding of what bullying behaviour is
- to clarify reporting procedures for staff, learners and parent/carers

3.2   The Policy applies:

- to all learners in all locations where education and training is delivered
- to those situations where learners are in a workplace setting undertaking vocational training or studying for vocational qualifications
- to collaborative provision
- to all learners studying in off-site provision

4   Definitions

4.1   The general definition of "bullying" is:

Deliberate, offensive, intimidating, malicious, abusive or insulting behaviour, which makes the individual upset, threatened, humiliated or vulnerable. Bullying results in pain and distress to the victim. Bullying is behaviour usually repeated over time that intentionally hurts another individual or group, physically or emotionally.
*(*Safe to Learn DCSF 2007)

It may be bullying when a person or group of people has been made aware of the effects of their behaviour on another person and continue to behave in the same manner.

4.2   Bullying is any behaviour by an individual or group that:

- Is meant to hurt- the person/people using bullying behaviour, knowing that they are intentionally doing so
- Happens more than once – there is often a pattern of behaviour, not just a one off incident
- Involves an imbalance of power- the person experiencing bullying usually finds it difficult to defend themselves.
  (Safe to Learn DCSF 2007)

4.3   Bullying can be:

- **Emotional/Psychological** – being unfriendly, excluding, tormenting (e.g. threatening gestures, abusive notes, interfering with personal possessions), disrespecting and de-valuing a person, intimidating, humiliating or insulting them
- **Physical** - kicking, pushing, hitting punching or any use of violence
- **Racial** - Racist bullying can be defined as '*A range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour,*

3

ethnicity, culture, faith, community, national origin or national status'- racist taunts, graffiti, gestures'

- **Sexual, Sexist or Transphobic**- sexual bullying includes any behaviour whether physical or non- physical, where sexuality is used as a weapon. It includes unwanted physical contact or sexually abusive comments. Transphobic bullying refers to bullying because someone is, or is thought to be transgender
- **Homophobic** - Homophobic bullying targets someone because their sexual orientation (or perceived sexual orientation). It can be particularly difficult for a young person to report, and is often directed at them at a very sensitive phase of their lives where identity is being developed. Homophobic bullying has been shown to have an extremely damaging impact, with depression, suicidal thoughts and self harm reported
- **Verbal** - name calling, sarcasm, spreading rumours, teasing, graffiti
- **Cyber** - all areas of internet, such as email and internet chat room misuse. Posting derogatory or abusive comments (trolling), videos or images on social network sites. Mobile threats via messaging, text messaging or calls. Sending 'sexts' to pressure learners into sending images or other activity. Misuse of associated technology i.e. camera and video facilities
- **Disablist** - bullying involving young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common. Also includes, seemingly 'low level' bullying from which there is no let up

4.4 Bullying and the wider staying safe agenda

Effective anti-bullying practice gives all learners the assurance they are part of a safe and friendly environment. It upholds their fundamental right to be safe. If young people are being bullied the achievement of their personal and social development outcomes are at risk. Effective tackling of bullying is explicitly mentioned as part of the Common Inspection Framework criteria for Leadership and Management and Safeguarding.

The College recognises that everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Learners who are bullying need to develop different ways of behaving.

5 Procedures

5.1 Identifying and responding to concerns about bullying

All concerns and allegations about bullying will be taken seriously and investigated by the College. The amount or effects of bullying can often be underestimated and students who are being bullied may not report it. It can cause considerable distress to the extent of affecting their health or, at the extreme can cause them significant harm (including self harm). There may be evidence of changes in work patterns, lacking concentration or absence from lessons therefore staff and tutors need to be alert to the signs of bullying and act promptly in accordance with this policy and procedures.

The College has a responsibility to respond promptly and effectively to issues of bullying. It is therefore the responsibility of all members of staff to report bullying.

5.2   **How to respond to Bullying**

When bullying does occur a clear and consistent response is essential. The goals of any intervention should always be the same:
- To make the victim safe
- To stop the bullying and change the bully's behaviour
- To make clear to every learner that bullying is unacceptable

5.3   If bullying is suspected or reported, the member of staff who is made aware of this should immediately investigate so as to understand the nature of the concern and refer the matter to the learner's Tutor.

5.4   Tutors should record any incidents and the actions taken and should ensure that the situation is dealt with as quickly as possible.

5.5   Where there is evidence that bullying has taken place, the perpetrator should be dealt with under the College's student disciplinary procedures. This may include the involvement of parents, where appropriate, to discuss the issues and written records must be kept of all stages in this procedure.

5.6   The 'victim' should be made to feel safe and staff must follow the safeguarding procedures by completing a safeguarding referral form. Where there are any other concerns, contact should be made with one of the College's safeguarding team (refer to the Safeguarding Procedures.)

5.7   Tutors need to monitor the situation over time and follow up discreetly with the victim to make sure that the bullying has stopped and that they feel safe.

5.8   Further guidance and help may also be available from staff in Learner Services at the main campuses

5.9   **Allegations against members of staff or volunteers**
If any allegation is made against a member of staff, the College will follow procedures in line with the Safeguarding Children and Vulnerable Adults Policy and Procedures.

6   Review
The Policy and procedures will be subject to annual review. The review will be initiated by the Vice Principal Curriculum and Learner Services

7   Access to policy
The policy will be published on Blackboard.

Produced by:	**Bev Giarraputo**
Date completed:	**September 2015**
Approved by:	**SLT**
Date Approved:	**September 2014**
Review by:	**September 2016**

IMPACT ASSESSMENT			
Equality Strand	Carried out by:	Completed (date)	Comment
Age Disability Gender Race	Janet Smith Alison Mills	September 12	Updated for 1314. Minor change to reflect changes to CIF