PREVENTING BULLYING & HARASSMENT POLICY
2015-16

This policy was adopted by the Governors' Personnel Committee on 28 February 2008 and reviewed and updated at their meeting on 13th June 2015.
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St Brendan’s Sixth Form College

Preventing Bullying and Harassment Policy

1  Background

1.1 The College’s Mission Statement says:

St Brendan’s seeks to serve the Catholic and wider community by providing post-16 education in a sixth form environment, underpinned by Christian values and ideals.

The College strives for excellence in teaching and learning

- by acting in the spirit of the Gospel
- by providing the experience of a Christian community and
- by supporting each individual as a unique creation of God.

1.2 This Policy is written with the following aims and objectives:

- To help to create a safe and inclusive environment for all members of the St Brendan’s community
- To raise awareness amongst staff, students and all other stakeholders of the nature of bullying and harassment and its harmful effect.
- To establish anti-bullying work as an integral part of the College’s curriculum
- To establish a clear and consistent procedure for the reporting and follow up of all bullying and harassment incidents
- To ensure that all students and staff are aware of the reporting procedures, what they should expect in terms of follow up action, and their entitlement to support
- To establish a monitoring procedure for bullying and harassment incidents, which will inform any future review of the Policy

1.3 The College recognises and endorses the following principles:

- All forms of bullying and harassment are always unacceptable
- Every member of our community has the right to be safe and happy, to be protected if feeling vulnerable, and to be treated with respect
- It is the responsibility of all students and staff to create a safe learning environment free from bullying and harassment
- There is a particular need to promote E-safety and to protect students and staff from cyber-bullying
• All complaints about harassment and bullying will be taken seriously and dealt with quickly with respect for all people involved. This may include the use of the staff or student disciplinary procedure

• Those who experience bullying or harassment should feel able to approach an appropriate member of the College staff confidentially to raise concerns without fear of reprisal or victimisation

• Appropriate support will be put in place for the victim during, and after, the investigation process

• Both the reporting process and the support mechanisms should be accessible to all staff and students

• The number and nature of incidents will be monitored and reported to the Senior Leadership Team and Governors as part of the safeguarding reporting processes

2 Policy and Legal Framework

2.1 In keeping with this Mission statement, we are committed to ensuring that everyone, (students, staff and other members of our community) is equally valued and treated with respect, and that no-one is subjected to any form of bullying or harassment.

2.2 This Policy has been updated in the light of the DfE Preventing and Tackling Bullying Advice for Head teachers, Staff and Governing Bodies (October 2014)¹

2.3 The Education and Inspections Act 2006 provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils, which should be part of the school’s behaviour policy and must be communicated to all pupils, school staff and parents; and gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

2.4 Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. Any such situation should be dealt with under the College Safeguarding Policy and referred to the Designated Safeguarding Officer.

2.5 Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. These must be referred to the Police through the Designated Safeguarding Officer or another member of the Senior Leadership Team.

2.6 Head teachers and Principals have a specific statutory power to discipline students for poor behaviour outside of the school premises, which can relate to any bullying incidents occurring anywhere off the school premises, e.g. on college or public transport, outside the local shops. (Section 89 (5) of the Education and Inspections Act 2006)

2.7 The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside College. Cyber-bullying can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content ‘at a click’. The wider search powers included in the Education Act 2011 give staff stronger powers to tackle cyber-bullying by providing a specific power to search for, and, if necessary, delete, inappropriate images (or files) on electronic devices. Cyber-bullying may be an offence, for example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. (See Appendix 3)

2.8 The College also recognises the particular requirements of the Equality Act to eliminate unlawful discrimination, harassment and victimisation in relation to the protected characteristics of age, disability, ethnicity, gender, gender re-assignment, marriage and civil partnership, maternity and pregnancy, religion and belief and sexual orientation. Schools and colleges are also required to take preventive action and to promote good relations between different groups.

2.9 The Act also makes it unlawful for the College to discriminate against, harass or victimise a student or potential student in relation to admissions, the way it provides education for pupils, provision of student access to any benefit, facility or service, or by excluding a student or subjecting them to any other detriment.

3 Definitions

The College uses the following definitions:

3.1 Bullying:

Bullying may take place over a long period or may consist of a single act, which the recipient finds offensive, upsetting or threatening.

ACAS states that: ‘Bullying can be threatening, offensive, abusive, intimidating,
malicious or insulting behaviour that may be an abuse of power, position or knowledge. The attacks may be verbal, mental or physical, but they usually result in the individual feeling upset, humiliated, vulnerable or losing their self-confidence, and possibly resulting in them suffering stress. The bully uses various means intended to undermine, humiliate, denigrate or injure the recipient. It may be obvious or it may be insidious. Whatever form it takes, it is unwarranted and unwelcome to the individual’.

3.2 Harassment:

Harassment may be intentional or unintentional - the main consideration is the impact that it has on the person or group targeted. Under the Equality Act, harassment may be illegal if it is related to age, disability, ethnicity, gender, gender re-assignment, marriage and civil partnership, maternity and pregnancy, religion and belief and sexual orientation.

Like bullying, harassment may also be repetitive, or may consist of an isolated occurrence against an individual or a group. It is defined within the law as “engaging in unlawful conduct which has the purpose of violating the other person’s dignity or creating an intimidating, hostile, degrading or offensive environment for that person”.

The College has specific duties to record, monitor and follow up incidents of harassment. It must also report them to external agencies (e.g. police), as appropriate, if the actions amount to unlawful discrimination or hate crime, for which the perpetrator and College could be held liable.

As a result of the Stephen Lawrence Enquiry, a racist incident was defined as:

“Any incident which is perceived to be racist by the victim or by any other person.”

This definition has been extended to cover other areas of harassment, which means that if the victim of an incident of bullying or harassment, (or any third party), perceives an incident to be racist, homophobic, disablist etc., it should be recorded and investigated as such, even if the outcome shows that this was not the case.

3.3 Victimisation

Victimisation is singling out an individual for unwanted attention, but it also has a particular legal meaning, ‘the subjection of a person to a detriment because he or she has brought or is going to bring, or is believed to have brought, or be going to bring, in good faith, proceedings under the Equality Act 2010’.

3.4 Examples of bullying and harassment include:

- Unwanted physical contact ranging from touching to serious assault
- Unwelcome sexual advances or pressure for sexual activity
- Unwanted verbal or written contact, including email, text or social media messages
  - text or multi-media messages from mobile phones or posted on internet sites
- Non-verbal harassment e.g. staring or gestures
• Indirect harassment such as spreading malicious gossip and rumours, ostracisation, isolation and exclusion from activities, inappropriate visual display of posters, graffiti, screensavers etc.
• Overbearing supervision or other misuse of power or position
• Unwarranted exclusion or victimisation
• Deliberately undermining a competent worker or student by overloading and constant criticism, consistently undermining them and their ability to do their work
• Derogatory or belittling remarks in front of others, regarding appearance, work or personal attributes
• Shouting at someone and using sarcasm to get things done
• Intimidation by, for example, aggressive or threatening behaviour or unwanted coercion e.g. pressure to join a particular “gang”, activity etc.
• Any other actions or incidents which the individual or group of individuals believe amounts to harassment or bullying.

4 Procedures

Procedures for students and staff to use if they feel they have been bullied or harassed are outlined in Appendix 1. These will be made available in a range of accessible formats e.g. in leaflet form and on Moodle and the College website.

5 Reporting

5.1 The new Ofsted framework, which came into force in September 2015, requires colleges to demonstrate (as part of their Leadership and Management):

• The impact of anti-bullying policies and how learners and staff are protected from harassment, bullying and discrimination
• How they actively promote equality and diversity, tackle bullying and discrimination
• How incidents and complaints specifically about equality, diversity and bullying are managed and acted upon proactively, including, where appropriate, providing counselling and support
• How all learners are safeguarded.

5.2 The College will put in place a process for reporting all incidents, so that trends can be identified, and preventative measures then put in place. We will also use the process to ensure that incidents are all dealt with swiftly and appropriately.
5.3 The Safeguarding Committee will review the reporting and follow up procedures for dealing with bullying and harassment at least annually, and will consider issues arising from the annual data and incorporate recommendations for action in the Safeguarding Action Plan.

5.4 A report on bullying and harassment incidents will be presented to the Senior Leadership Team and then to Governors at least annually, as part of the Safeguarding Annual Report.

6 Preventing Bullying and Harassment

The College will take a range of steps to try and prevent bullying and harassment. This will include:

- A publicity campaign highlighting the College’s approach through Moodle, plasma screens, posters and leaflets
- The incorporation of issues of bullying and harassment, (including specific guidance on keeping safe from cyber bullying) in the student induction and tutorial programme
- Continuing Professional Development and briefings for staff on aspects of bullying and harassment
- Clear and accessible reporting procedures for staff and students
- In depth training for certain staff to be able to act as ‘experts’ on staying safe
- A regular focus on bullying and harassment in the Safeguarding Committee

7 Monitoring the Policy

The Senior Leadership Team has responsibility for monitoring this Policy using information provided through a range of methods including:

- Bullying and Harassment Reporting Forms
- Feedback from staff, in particular the Pastoral Support Tutors and Managers in relation to students
- Feedback from students through the Student Union, Student Forum, Student Council and Tutor Group Reps
- Feedback from staff unions
- Feedback from staff and student consultation processes such as Staff Wellbeing Survey, student surveys
- Investor in Diversity, Investors in People and other external benchmarking processes

8 This policy should be read in conjunction with the following College policies:

Equality, Diversity and Inclusion Policy
E-Safety Policy
Safeguarding Policy
Student Charter
Health and Safety Policy
Appendix 1

PROCEDURES FOR DEALING WITH INCIDENTS OF BULLYING OR HARRASSMENT

1. **Staff**
   1.1 If a member of staff feels they have been subjected to bullying or harassment, they should follow the grievance procedure as detailed in the College’s Employment Policies and Procedures, available in the Staff Room or through a professional body representative. (See Grievance Procedure, Appendix 6).

   1.2 Advice on dealing with bullying or harassment and the procedure to follow is available from the HR Manager, and staff can also approach their Trades Union for advice and representation. Support is available through the First Assist employee scheme (and this also includes the opportunity for individual counselling).

2. **Students**
   2.1 The College’s Student Disciplinary Procedure states that certain behaviours are unacceptable and may constitute gross misconduct, for example, ‘violent or threatening behaviour, harassment or bullying (including cyber bullying), and hate crime such as homophobia, racism, disablism etc. All such behaviours will be dealt with in line with the Procedure, and may even result in suspension or exclusion.

   2.2 All incidents of bullying will be dealt with speedily and, if possible within the Informal Procedure (see below). This is likely to produce solutions which are effective and minimise embarrassment and risks to confidentiality. However, there may be occasions when the Informal Procedure is not adequate due to the nature of the incident, and the Formal Procedure is more appropriate.

   2.3 All incidents of bullying or harassment may be reported, in the first instance, to the student’s Pastoral Support Tutor (PST), the Head of Learning Development or Head of Support Services either by the student themselves, their parent/carer or another staff member. A reporting form must be completed by the staff member it has been reported to, and the Head of Support Services will log this and will decide if the incident should be addressed through the Informal or Formal Process.

   2.4 If there are concerns about the immediate safety of the student, or if the allegation is one of harassment, which may be illegal, and where there may be a requirement for external agencies (Police or Social Services) to be involved, the situation should be reported to the Designated Safeguarding Officer and dealt with under those procedures.

   2.5 If a member of staff feels that a criminal offence may have been committed, for example, under the Malicious Communications Act 1988, they should also seek assistance from the Designated Safeguarding Officer or another member of the Senior Leadership Team, who will refer the issue to the Police.

   2.6 All procedures apply equally to cyber-bullying where the impact on the victim
can be equally distressing.

3. **Informal Procedure**

3.1 The Informal Procedure will usually be managed by the relevant Pastoral Support Tutor.

3.2 When the PST receives a referral relating to bullying or harassment, if possible, the complainant should be advised to tell the person that their behaviour is causing them offence, and that they want the unacceptable behaviour to stop. They can be supported to do this, or this can be arranged to take place in the presence of the PST. Sometimes, the individual may be unaware that their actions are inappropriate, and there could have been some misunderstanding or misinterpretation on either part. The evidence should be used to ensure that the seriousness of the issue is emphasised.

3.3 Notes should be kept on the recording form of all aspects of the process and, where a member of staff is present at the meeting, copies of the agreed outcomes should be issued to both complainant and alleged bully/harasser.

3.4 If the Informal Procedure fails to produce a resolution, or if the bullying/harassment is considered by the complainant or staff member receiving the report to be serious enough, then the following formal procedure should be followed and the matter referred to the Head of Support Services (HoSS).

3.5 If the situation is resolved by the Informal Procedure, the PST should complete and sign the Bullying and Harassment Reporting Form and return it to HoSS.

4. **Formal Procedure: Reporting and Investigation**

4.1 Formal procedures can be instigated in different ways, but a Bullying and Harassment Reporting Form must be completed for every incident by the PSM, HoSS or Head of Learning Development and Safeguarding (HoLDS). The record will be held and monitored by HoSS.

a) **The victim takes the issue to a Pastoral Support Tutor who feels it is too serious to be dealt with informally**

The relevant PST will ensure that the victim is safe, and that appropriate support is in place. They may need to contact the parent/carer at this stage. They will pass the referral to HoSS or HoLDS (whoever is available at the time), who will act as the Investigating Officer. The member of SMT will carry out a preliminary investigation appropriate to the nature of the complaint within five working days. This will establish the facts involved, and may involve taking witness statements, but will not substitute for the hearing.

If the member of SMT feels that the situation can be resolved without the disciplinary process being enacted, they will convene a meeting between the complainant and the perpetrator and attempt to resolve the situation to the victim’s satisfaction. If this is achieved, they will then complete a Bullying/Harassment Reporting Form and pass it
to HoSS with any other evidence and will note any actions required of the perpetrator on the system.

If the HoSS/HoLDS feel the situation may need to result in serious disciplinary action, and needs to go to a hearing, they will conduct the investigation and follow the disciplinary procedure accordingly.

b) A formal complaint from a student or their parent/carer relating to bullying or harassment

A formal complaint from a student or their parent/carer relating to bullying or harassment will be passed to HoSS to investigate and will then be dealt with under this procedure. In addition, a Bullying/Harassment Reporting Form will be completed and reported to the Principal.

c) A report from a third party (student or staff member) who is witness to bullying or harassment

This will be passed to the relevant PST and will be dealt with as a) above.

5. Formal Procedure: Hearing

5.1 Once the Bullying/Harassment Reporting Form and evidence has been passed to HoSS, s/he will immediately make the alleged perpetrator aware of the allegation and the process to be followed. Depending upon the severity of the complaint, it may be necessary to separate the parties involved. This may involve a temporary suspension from College until the complaint has been resolved. Both complainant and alleged perpetrator will be instructed to keep the complaint confidential and not to make contact with the other party or their witnesses. Any breach of this instruction may be subject to disciplinary action.

5.2 HoSS will give a minimum of 10 working days' notice to the complainant and the alleged perpetrator of a meeting to hear the allegations. Both parties' parent/carers will be notified. HoSS will act as Chair. Both complainant and alleged perpetrator will be invited to bring a ‘friend’ for support e.g. parent/carer, fellow student etc. They can also ask their PST to be there as an advocate or support. HoSS will provide both parties with written details of the complaint a minimum of 5 days prior to the meeting.

5.3 At the meeting, the Investigating Officer (PSM or HoLDS) will present their findings. The complainant will also be invited to make a statement, verbally and/or in writing, to the meeting. The alleged perpetrator will be given an opportunity to question the Investigating Officer and to make a statement, verbally and/or in writing, to the meeting.

5.4 The meeting will be adjourned for the Chair to consider the evidence. If the Chair can reach a judgement within a short period of time, the meeting will reconvene and the outcome delivered to the parties concerned face to face, and an agreed way forward will be stated. If the Chair needs more time to consider the evidence, all parties will be informed when the meeting will re-
convene for the outcome and agreed way forward to be delivered. In all cases, the complainant and alleged perpetrator will receive a copy in writing of the outcome and way forward. A copy of this written report will be placed on both parties' files.

6. **Resolution**
All staff involved in the formal or informal process will consider a range of strategies to resolve the situation in partnership with the complainant in order to get an outcome that they are happy with. This may include use of the disciplinary process, formal or peer mediation, working with the class or group, partnership with parents/carers or restoratives approaches.

7. **Appeal**
If the complainant or their parent/carer wishes to appeal against the decision of HoSS, they can appeal within 10 days to the Assistant Principal. From this point, the appeals process of the Formal Complaints Procedure will be followed.
Appendix 2: Preventing Bullying and Harassment: Information for Students

BULLYING AND HARASSMENT WILL NOT BE TOLERATED AT ST BRENDAN’S – WE MUST ALL TAKE ACTION TO STAMP IT OUT!

What is bullying?

- Indirect harassment such as spreading malicious gossip and rumours, ostracisation, ignoring and withdrawal of friendship, isolation and exclusion from activities. It also includes unwanted posters, graffiti, screensavers etc.
- Intimidation by, for example, aggressive or threatening behaviour
- Unwanted physical contact ranging from touching to serious assault, including pushing, hitting, kicking, slapping, pulling hair, deliberately tripping, damaging belongings etc.
- Unwanted verbal or written contact including threats, name-calling, insults, public humiliation, inappropriate banter, suggestive remarks, innuendoes, ‘sexting’, ‘trolling’, offensive jokes or language.
- Non-verbal harassment e.g. staring or gestures
- Unwanted coercion such as pressure to join a particular “gang”, political group etc.
- Unwelcome sexual advances or pressure for sexual activity where this is unwelcome
- Victimisation e.g. singling out an individual for particular treatment or criticism
- Any other actions or incidents which the individual or group of individuals believe amounts to bullying
- Cyber-bullying can be any of the above sent by email, text or multi-media messages from mobile phones or posted on internet and social media sites

What is harassment?

Harassment is defined within the law as “engaging in unlawful conduct which has the purpose of violating the other person’s dignity or creating an intimidating, hostile, degrading or offensive environment for that person”. It can be constituted as hate crime and can be illegal. It involves bullying a person or group because of their age, disability, ethnicity, gender, religion or belief, sexual orientation etc.

If you are being bullied or harassed:

- Get away from the situation as quickly as possible
- Do not seek revenge
- Stay safe and defend yourself if you need to
- Try to stay calm and not to give the reaction the bully wants
- Think about why they are a bully
- Never blame yourself for what has happened

As soon as you can, you should then tell a member of College staff.
This can be:
- Your Pastoral Support Tutor or any of your teachers
- Reception
- The Student Liaison Officer
- The College Chaplain
- Anyone else you trust

- If you would rather speak to another student, contact the Student Union Equality, Diversity and Inclusion Officer (office by Café Max) or email su.student@stbrm.ac.uk
- Tell your family or a trusted friend and ask them to contact your PST
- Serious bullying or harassment (threats or violence etc.) should be reported to the Police.

When you report it, be clear about what has happened to you. You should keep a written record of all the relevant incidents, including times, dates and if appropriate, the names of any witnesses to the incident(s) and any other information relevant e.g. copies of emails, texts etc.

**If you witness someone being bullied or harassed:**

- Don’t just be a bystander and don’t forward on or join in any cyber-bullying
- If on social media, report to the administrator and block the feature
- Support the victim to take appropriate action to address the situation
- If appropriate, talk to the bully (are they aware of the impact of their behaviour?)
- Challenge the bully’s behaviour - make it clear that their behaviour is unacceptable
- Report it to a staff member (see above)
- Respect the confidentiality of those involved, whilst still taking appropriate action

**What will happen after I have reported bullying or harassment?**

- Your complaint will be dealt with, and if necessary there will be an investigation involving any witnesses and talking to the perpetrator
- The main concern will be to make sure you are safe
- The staff member should work with you and will agree what action to take to resolve the situation and you are entitled to get feedback at all stages
- If the incident is serious, or is harassment on grounds of race, religion, gender, disability, ethnicity or sexuality, it may constitute a hate crime, and this will be reported to the Police who will investigate and provide support. Your tutor will discuss this with Student Services.

**Where else can I go for advice or support?**

**AreYouOK?:** A site run by Victim Support for young people about crime and anti-social behaviour [www.are-you-ok.org.uk](http://www.are-you-ok.org.uk)

**Childline:** Freephone 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

Or write to: FREEPPOST NATN 1111 London E1 6BR
The phone call or letter is free. The helpline is confidential.

**CEOP:** (The Child Exploitation Online Protection Centre). Young people’s online charter and advice on safety on the internet. [http://www.ceop.gov.uk](http://www.ceop.gov.uk)
**Childnet:** Information and materials on a range of online safety aspects such as social networking, being a good digital citizen, and cyberbullying [www.digizen.org/cyberbullying](http://www.digizen.org/cyberbullying)

**EACH:** (Educational Action Challenging Homophobia). Helpline if experiencing homophobic bullying: 0808 1000 143 (10am - 4pm Mon-Fri) Email: info@eachaction.org.uk [www.eachaction.org.uk](http://www.eachaction.org.uk)

**Information on cyber safety:** How to get websites closed down etc. [www.bullying.co.uk/young_people/cyberbullying/index.aspx](http://www.bullying.co.uk/young_people/cyberbullying/index.aspx)


**NSPCC:** Offers a wide range of advice and support in this area, including dealing with domestic violence or neglect. [www.nspcc.org.uk](http://www.nspcc.org.uk) Email: help@nspcc.org.uk

**SARI:** (Support Against Racist Incidents) [www.sariweb.org.uk](http://www.sariweb.org.uk) Tel: 0117 9420060

**Stonewall:** Information and facts about homophobic bullying [www.stonewall.org.uk/education_for_all/default.asp](http://www.stonewall.org.uk/education_for_all/default.asp)

**Think U Know:** An excellent website with age appropriate information and advice. [http://www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)

**Transforming Conflict:** Information on restorative practices and training [http://www.transformingconflict.org/](http://www.transformingconflict.org/)
Appendix 3: Cyber-bullying

Cyber bullying is a “method” of bullying or harassment, rather than a “type” of bullying, but it is becoming increasingly common. It includes bullying through; text message, instant messenger services and social network sites, email, and images or videos posted on the internet or spread via mobile phone (and the notorious “happy slapping”). It can take the form of any of the previously discussed types of bullying or harassment – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc. and this is illegal and must be challenged.

Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyber bullying. Prolonged campaigns of harassment can occur, aimed at both students and staff. There is some evidence of a strong transition in cyber bullying; those who have been bullied can go on to do the bullying themselves. Abusive websites can be closed down, and young people need to be informed about cyber safety and there is useful guidance on www.bullying.co.uk/young_people/cyberbullying/index.aspx

Internet Safety Tips:

- Never give out your real name
- Never tell anyone where you go to College
- Only meet someone from a chat room in a public place with one of another adult. If they are genuinely who they say they are they will be happy to do this
- Never give out your address or telephone number
- Never agree to meet anyone from a chat room on your own
- Report it if someone makes inappropriate suggestions to you or makes you feel uncomfortable online

Danger signs:

- If the person tries to insist on having your address or phone number
- If the person emails you pictures which make you feel uncomfortable and which you would not want to show to anyone else
- If the person wants to keep their chats with you secret
- If the person tells you that you will get into trouble if you tell anyone else what has been going on
- If the person wants you to email them pictures of yourself or use a webcam in a way which makes you feel uncomfortable
- If the person shares information with you and tells you not to tell anyone else about it
- If the person wants to meet you and tells you not to let anyone know
Appendix 4

Bullying and Harassment Reporting Form (Students)
Please complete all applicable sections below and return form to the Director of Student Experience with all supporting evidence. If the matter is closed at the informal stage, pass the form directly to the Assistant Principal.

### BULLYING OR HARASSMENT INCIDENT DETAILS

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<th>Sexist</th>
<th>Disablist</th>
<th>Ageist</th>
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<th>Related to Religion/Belief</th>
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Other grounds (please specify): ........................................

### Type of Incident

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<th>Personal comments</th>
<th>Cyber-bullying</th>
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<th>Verbal abuse</th>
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<th>Graffiti/offensive</th>
<th>Offensive jokes/ materials</th>
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Other (Please specify)......................

### Details of complainant

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Ethnicity? (Enter code from list below-ask student)

Lesbian/Gay/Bisexual/Trans?  Disabled? (Includes additional needs)

Yes  No  Yes  No

Religion

No Religion  Atheist  Catholic  Other Christian  Muslim

Other (Please specify).
Details of alleged perpetrator

<table>
<thead>
<tr>
<th>Name in full</th>
<th>Student Number</th>
<th>Male/ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ethnicity?** (Enter code from list below-ask student)

<table>
<thead>
<tr>
<th>Code</th>
<th>Ethnicity</th>
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<tbody>
<tr>
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<td>White</td>
</tr>
<tr>
<td>32</td>
<td>Irish</td>
</tr>
<tr>
<td>33</td>
<td>Gypsy or Irish Traveller</td>
</tr>
<tr>
<td>34</td>
<td>Any other white background</td>
</tr>
<tr>
<td>35</td>
<td>White and Black Caribbean</td>
</tr>
<tr>
<td>36</td>
<td>White and Black African</td>
</tr>
<tr>
<td>37</td>
<td>White and Black Asian</td>
</tr>
<tr>
<td>38</td>
<td>Any other Mixed Background</td>
</tr>
<tr>
<td>39</td>
<td>Indian</td>
</tr>
<tr>
<td>40</td>
<td>Pakistani</td>
</tr>
<tr>
<td>41</td>
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</tr>
<tr>
<td>42</td>
<td>Chinese</td>
</tr>
<tr>
<td>43</td>
<td>Any other Asian background</td>
</tr>
<tr>
<td>44</td>
<td>African</td>
</tr>
<tr>
<td>45</td>
<td>Caribbean</td>
</tr>
<tr>
<td>46</td>
<td>Any other Black Background</td>
</tr>
<tr>
<td>47</td>
<td>Arab</td>
</tr>
<tr>
<td>98</td>
<td>Any other ethnic group</td>
</tr>
</tbody>
</table>

**Lesbian/Gay/Bisexual/Trans?**

- Yes [ ]
- No [ ]

**Disabled?** (includes additional needs)

- Yes [ ]
- No [ ]

**Religion**

- No Religion [ ]
- Atheist [ ]
- Catholic [ ]
- Other Christian [ ]
- Muslim [ ]

- Other (Please specify). [ ]

Contacts of any witnesses

<table>
<thead>
<tr>
<th>Code</th>
<th>Ethnicity</th>
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</thead>
<tbody>
<tr>
<td>39</td>
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<td>47</td>
<td>Arab</td>
</tr>
<tr>
<td>98</td>
<td>Any other ethnic group</td>
</tr>
</tbody>
</table>
Brief Details of Incident (attach any other evidence e.g. witness statements, copies of emails/texts)

Actions taken to resolve the situation:

Signed (Staff Member)………………………….            Date………………..
Appendix 5: Different types of bullying or harassment (adapted from the DfE Guidance)

Bullying related to race, religion or culture
Some surveys and focus groups have found that a high proportion of bullied young people have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment (e.g. there was an increase in the number of reported incidents of harassment against Muslim young people after the London bombings.). There is research to support the suggestion that where Black and minority ethnic (BME) young people experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME young people, young people of different faiths and Traveller young people can experience in a number of situations. Harassment on grounds of ethnicity or religion is illegal and public bodies are required to monitor and follow up all incidents.

Bullying related to sexuality (or perceived sexuality)
Evidence of homophobic bullying suggests that young people who are Gay or Lesbian or Bisexual (or perceived to be) face a higher risk of victimisation than their peers, and the results for their long term mental health can be significant (see Stonewall, Education For All). Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The student may not want to report bullying if it means “coming out” to staff and parents before they are ready to. Staff often also feel unconfident in dealing with homophobic incidents, and may hold particular views about sexuality that may inhibit them providing adequate support. Educational Action Challenging Homophobia (EACH) provides a range of training, advice and support for victims, perpetrators and staff (see contacts above.) There is also a concern about the bullying of transgendered young people and transphobia.

Bullying related to disability or additional needs
Research shows that disabled young people, and those who have additional needs, are more at risk of bullying than their peers. Public bodies have responsibilities under the Equality Act to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Disabled young people and adults, whether in mainstream or discrete provision, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect them against bullying. In addition, a lot of the information, advice and procedures produced about harassment and bullying may not be accessible to all of this group (e.g. telephone help lines may not be accessible to Deaf people, people with learning difficulties may not be able to access a College policy).

Schools and colleges should ensure that a whole-institution approach is taken to deal with bullying and harassment on grounds of disability, and that it is specifically covered in anti-bullying policies. Where disabled young people are themselves found to be bullying, in most cases (except those related to specific conditions), institutions should expect the same standards of behaviour as apply to the rest of the students, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions
Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited ruthlessly, with severe consequences.
Bullying of young carers or looked-after young people, or other bullying linked to home circumstances

Young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many report being bullied or isolated. Further information on young carers is provided via the TeacherNet website pages.

Young People in Care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents, being unable to take part in out of College activities, or because they have fallen behind in their studies.

Some students are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable young people may themselves be the subject of bullying by association.

Sexist or sexual bullying

Sexist and sexual bullying affects both genders. Males may be victims as well as females, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness etc. In addition, uninvited touching or even sexual assault, innuendos and propositions, pornographic imagery or graffiti may be used. Students are often targeted if they do not confirm to traditional gender stereotypes e.g. men studying childcare, females studying Physics. Students identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.
1. If an employee has a grievance relating to her/his employment she/he should discuss the matter initially with her/his immediate supervisor e.g. Director of Faculty or other appropriate senior member of staff.

2. The immediate supervisor should reply orally to the grievance as soon as possible, and in any case within 5 working days. The employee may, if she/he wishes, be accompanied by a work colleague or trade union representative when the matter is raised with the supervisor and/or when the supervisor replies.

3. If the complaint is not satisfactorily resolved at this stage the employee may raise the matter in writing with the Principal or, should she/he prefer, and if she/he is a member of a trade union or staff association, she/he may report the grievance to her/his trade union representative or other representative, who may then raise the matter in writing with the Principal on her/his behalf.

4. Where the grievance concerns another person a copy of the complaint should be given to the other person concerned by the Principal. Within 10 working days the person concerned should have the opportunity of submitting written observations. Unless she/he is the other person the immediate supervisor e.g. Director of Faculty or other member of staff should submit a written report to the Principal together with any relevant documents. Where the immediate supervisor is the other person concerned in the complaint a written report should be submitted to the Principal, together with any relevant documents, by another appropriate member of staff.

5. The Principal should convene a meeting to consider the matter not less than 5 and not more than 10 working days after the submission of the supervisor’s report. Where the grievance concerns another person both parties may, if they wish to, make submissions personally to the Principal. Where the grievance does not concern another person the employee may, if she/he wishes, make submissions personally to the Principal. The employee, and where the grievance concerns another person that person also, may be represented by a work colleague or trade union representative if they wish. Refusal of either party to attend should not invalidate the proceedings.

6. The Principal should reply in writing as soon as possible and in any case within one calendar month of receiving written notification of the complaint.

7(a). Where a grievance concerns the Principal, the grievance should be heard in the first instance by another appropriate senior member of staff. If this senior member of staff decides that it is necessary then, subject to the agreement of the Chairman of the Corporation, the grievance should be referred for final decision to an appropriate Committee of the Corporation.
Or alternatively

7(b). Where a grievance concerns the Principal, the employee concerned may raise the matter in writing with the Chairman of the Corporation or, should she/he prefer and if she/he is a member of a trade union or staff association, she/he may report the grievance to her/his trade union representative or other representative, who may then raise the matter in writing with the Chairman of the Corporation. The Chairman of the Corporation will then arrange for the grievance to be referred for consideration to an appropriate Committee of the Corporation.

Appeals

8. If the employee is still dissatisfied she/he must be given the opportunity to appeal against the decision or lack of one. A meeting to discuss the appeal must be arranged. It will be held by either:

a Committee of the Corporation (if paragraph 6 (above) applies); or the full Corporation (if paragraph 7(a) or (b) (above) applies).

If paragraph 7(a) or 7(b) applies, members of the Committee that made the initial decision can be present at the appeal hearing for the purpose of explaining the decision but they must not be involved in the final appeal decision.

Post-employment Procedure

9. It is good practice to provide for the hearing of grievances after an employee has left the employment of the college. The above standard grievance procedure will generally apply even after the employee has left. However, a shorter procedure may be appropriate when an employee is no longer employed by the college and:

both parties agree in writing that it should apply; or
it is not reasonably practicable for one or other party to carry out the standard procedure. For example if one of them has left the country for an extended period or becomes seriously ill.

Where this is the case paragraphs 3, 4 and 6 of the standard procedure will apply. The decision of the Principal in this case will be final. There is no right of appeal.

MODEL GRIEVANCE PROCEDURE: NOTES FOR GUIDANCE

1. Paragraphs 2 and 3

Where practicable, the supervisor or Principal should attempt to resolve the grievance in discussion with the employee and her/his representative and, if appropriate, with the other person(s) concerned and their representative(s).
2. **Paragraph 4**

   It is often helpful for the employee to raise the grievance directly and informally with the other person concerned before submitting a formal written complaint.

   Where the other person concerned submits written observations, a copy should normally be given to the employee raising the grievance.

3. **Paragraph 5**

   Reasonable notice of the meeting to consider the grievance should be given to the parties. Where practicable, there should be 5 working days notice.

   It will normally be appropriate for the grievance meeting to take the form of a hearing at which both parties hear each other's submissions and have an opportunity to respond. However, in certain cases the Principal may consider that the nature of the grievance requires the submissions to be presented separately.

4. **Paragraph 7a**

   The role of the senior member of staff should normally be to clarify the issues and, where practicable, resolve the grievance before it becomes necessary to refer it to the appropriate Committee of the Corporation for formal consideration.

5. This procedure should not apply to pension, National Insurance, income tax or health and safety matters.

6. The time limits referred to in the procedure may be varied provided that all parties agree.