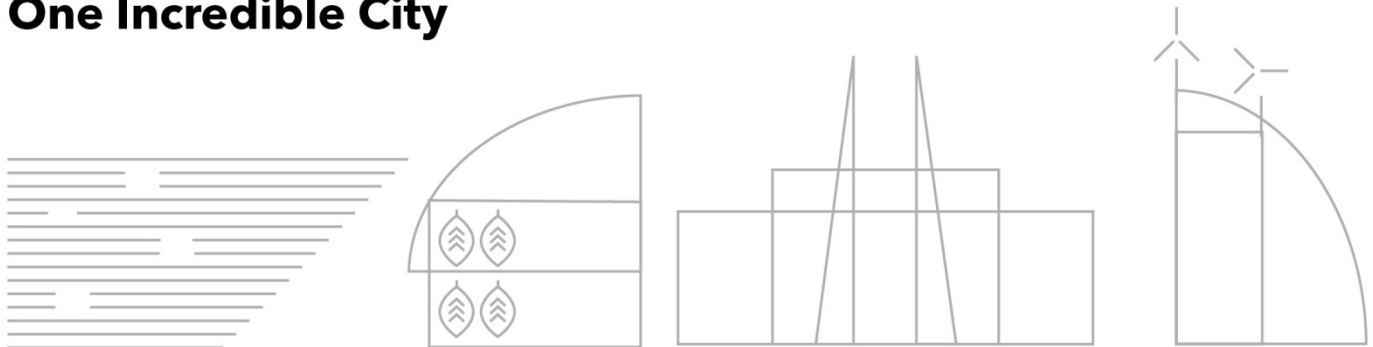


Student Anti-Bullying Policy

4 Excellent Campuses
1000s of Opportunities
One Incredible City



Document Information:

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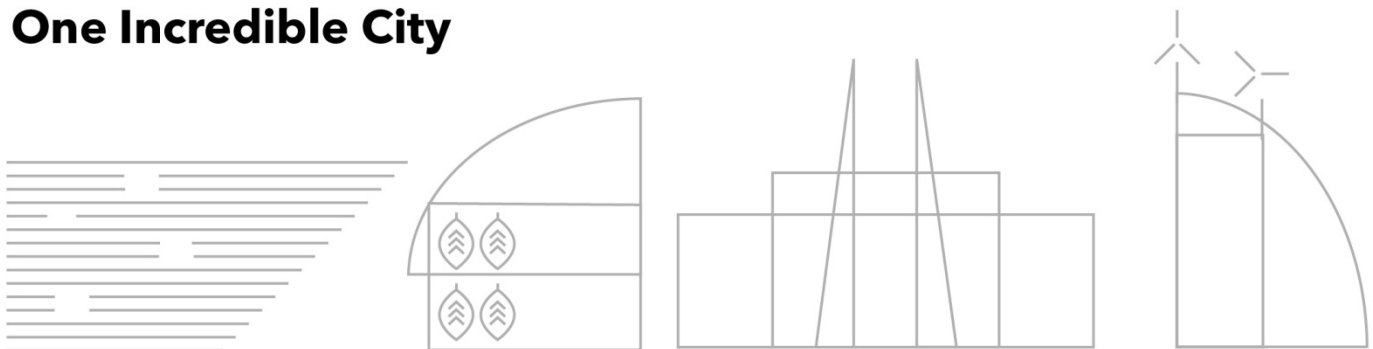
Date Issued: September 2015

Date Approved and endorsed: 28 September 2015

Filename: Student Anti-Bullying Policy - SSSP003

File Location: Policies\Student Anti-Bullying - SSSP003 – CM/JB

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Student Anti-Bullying Policy

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Document Author:	Position:	Date of Issue:	Issue No.:	File Name:
Caroline Morrison	Assistant Principal	August 2012	001	Policies\Student Anti-Bullying - SSSP003 – CM/JB
		September 2015	002	
Endorsed By:	The Sheffield College Policy & Performance Committee on behalf of the Governing Body			Date of Approval/Endorsement: 12 November 2012
Revisions Endorsed By:	The Sheffield College Policy & Performance Committee on behalf of the Governing Body			Date of Approval/Endorsement: 28 September 2015
Approved By:	The Sheffield College Student Union			Date of Approval/Endorsement: December 2012
Revisions Approved By:	The Sheffield College Student Union			Date of Approval/Endorsement: Pending 2015

1 Student Anti-Bullying Policy Statement

The Sheffield College is committed to students' right to learn in an environment that is safe and free from discrimination and bullying.

The ¹Education Act 2002 places a duty on colleges to safeguard and promote the welfare of children. Safeguarding encompasses bullying and all principles are applicable to the entire student population of the College. The College's Safeguarding Policy can be viewed on its' ²website.

The ³Education and Inspections Act 2006 requires that every school must have measures to encourage good behaviour and prevent all form of bullying amongst pupils. FE Colleges are not subject to this Act; however, this policy has been developed in accordance with the spirit of the Act and following Department for Education (DfE) guidelines on ⁴Preventing and Tackling Bullying.

The ⁵Education Act 2010 requires colleges to comply with the public sector equality duty. This policy takes those requirements into account. The College's Single Equality Scheme and Vulnerable Students and At Risk Policy are relevant to this policy.

Bullying is totally unacceptable. The College will challenge bullying in all its forms and take quick clear and decisive action to protect students.

The College is committed to creating an environment which supports staff and students to report and challenge bullying and which encourages positive intervention to prevent the occurrence of bullying.

The Colleges' Anti-Bullying Policy has been developed co-operatively with students through Student Forums and with Sheffield College Student Union.

The College is a member of the ⁶Anti-Bullying Alliance. Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance brings organisations, local authorities, schools and colleges and individuals into one network to develop a consensus around how to stop and prevent bullying; influence policy; develop and disseminate best practice.

2 Scope of the Policy

This policy is intended to address issues arising between students. Other accusations of bullying are dealt with as follows:

- Staff accused of bullying students are referred through the Complaints Procedure.
- Staff accused of bullying staff are referred through the Staff Bullying and Harassment Policy.
- Students accused of bullying staff are referred through the Student Disciplinary Procedure.

Referenced web site links

¹<http://www.Education Act 2002>

²<http://www.Safeguarding Policy>

³<http://www.Education and Inspections Act 2006>

⁴<http://www.Preventing and Tackling Bullying>

⁵<http://www.Education Act 2010>

⁶<http://www.Anti-Bullying Alliance.org.uk>

This policy applies when students are on college premises; on college transport; or on college related activities off site. The College will also take action where behaviour can be linked to the College; could bring the College in to disrepute and / or could endanger staff and students.

The Anti-Bullying Policy is aimed at the whole college community, staff, students, parents, carers, employers, volunteers and partners.

Other related policies and procedures are available on the Colleges web site:

- Student Charter and Complaints.
- Positive Engagement and Disciplinary Policy.
- Health and Safety Policy.
- Tutorial Framework.
- Safeguarding Policy.
- E-Safety Policy.

3 Responsibilities

Governors

The College Governing Body is responsible for establishing and implementing the Student Anti-Bullying Policy and for ensuring that it is regularly monitored and reviewed. The Chief Executive, as a member of the governing body, is the designated governor with specific responsibility for this policy.

Lead Staff

Assistant Principal: Student Support, Inclusion & Progression to review, update and implement the policy.

Safeguarding leads on the implementation of the Anti-Bullying Policy.

Executive Director (Human Resources) is responsible for ensuring the provision of anti-bullying training for staff.

Heads of Learning, Heads of Service and Learner Success Managers have a responsibility to investigate allegations thoroughly and to seek to resolve conflict.

Personal / Pro Tutors, Tutorial Mentors and Safeguarding Staff have particular responsibility to support students through any investigation into an allegation of bullying and / or harassment.

All staff are responsible for:

- Being aware of the Anti-Bullying Policy and the procedures for reporting bullying.
- Taking action in line with this policy should they witness acts of bullying or harassment; or are approached in confidence by students being bullied or harassed; or by students who have witnessed such actions.
- Treating all students with dignity and respect, ensuring their own conduct does not cause offence or misunderstanding; and challenging behaviour or the use of language which could cause offence.
- Role modelling behaviours which promote mutual respect and tolerance.

Students

Students are required to:

- Follow the Student Charter Agreement including the Disciplinary procedure.
- Be aware of the Anti-Bullying Policy.
- Report incidents of bullying.

Parents / Carers

The College expects parents and carers to contact College if they know or suspect their son / daughter is being bullied or is bullying others. It is also expected that parents / carers will work with College staff to resolve conflicts between students.

4 Definition of Bullying

Bullying is deliberately hurtful behaviour by an individual or group, repeated over time and where those being bullied have less power than the bully.

Bullying can take many forms, can cause stress and have an emotional impact.

Bullying can be:

- Direct – physical, verbal, non-verbal.
- Indirect – cyber-bullying, e-bullying, texting.

Bullying often relates to differences, real or perceived (see Appendix 1). Specific areas of bullying can include:

- | | |
|--|--------------------------------|
| ▪ Race / Religion. | ▪ Appearance. |
| ▪ Culture. | ▪ Ability. |
| ▪ Disability. | ▪ Health. |
| ▪ Homophobia / Sexual Orientation / Transgender. | ▪ Family / Home Circumstances. |
| ▪ Sexist. | ▪ Social Class. |

Signs of and effects of bullying are covered in Appendix 2.

The College aims to promote a common understanding of what constitutes bullying through the Student Handbook, posters, tutorial framework and via the College web site.

5 Prevention

The College is committed to establishing a culture of tolerance and positive engagement so that bullying is prevented. To establish this ethos the College has developed a number of strategies aimed at prevention (examples are listed in Appendix 3). Underpinning these strategies are the College's core values of respect for staff and students, good discipline and inclusivity.

The College aims to promote a common understanding of:

- what constitutes bullying;
- the measures the College takes to prevent bullying;
- the intervention and support strategies it uses once bullying is reported.

The involvement of students in prevention is essential. In managing its anti-bullying strategies, the College will engage with students through the representative groups (e.g. the Student Union) and also through the tutorial framework.

The support of parents and carers is extremely important to the College and every effort will be made to both communicate with them about the anti-bullying strategies and to involve them where possible in the development of these strategies.

6 Intervention procedures: how the College responds to bullying

All reports of bullying will be taken seriously and addressed as quickly as possible. The priority is to support those being bullied. The College determines the nature and extent of the bullying and takes actions appropriate to the circumstance.

In summary, once a report of bullying is received a member of staff, usually the Tutorial Mentor, Personal / Pro Tutor or member of Student Services will meet with the individual/s being bullied to discuss the circumstances and severity of the bullying and how the College intends to proceed (see Appendix 4). It may be appropriate to involve parents / carers at this stage. Anonymity cannot always be guaranteed as the College has a duty to act to protect and safeguard students, but every effort will be made to deal sensitively with the issues and, wherever possible maintain anonymity.

A record of accusations of bullying behaviour and actions taken are kept in the confidential student record and also logged by category of bullying for monitoring purposes.

When the college believes that bullying has occurred, it will be dealt with as a disciplinary matter through the disciplinary process.

Lists of possible sanctions / outcomes are contained in Appendix 4.

The disciplinary process takes into account the needs of vulnerable students including those responsible for bullying.

If the person making the allegation is dissatisfied about with how it has been dealt with, he / she has the right to appeal through the College's Complaints Procedure.

The College works with and supports those responsible for bullying to understand the impact of their behaviour.

7 Monitoring, reviews and evaluation

The Anti-Bullying policy is reviewed bi-annually by:

- Students.
- College Safeguarding Board.
- College Executive Team.
- Governing Body

The effectiveness of the policy is reviewed:

- Student opinion surveys are analysed annually.
- The record of bullying incidents as monitored by Equality and Diversity Advisory Group.
- Governors annually monitor the effectiveness of actions.

8 Anti-Bullying Help lines and organisation web sites

Help lines:

Childline	Phone: 0800 1111
NSCPCC	Phone: 0808 800 5000
Family Links	Phone: 0808 800 2222

Organisations / web sites:

Anti-Bullying Alliance
<http://www.anti-bullyingalliance.org.uk/>

National Society for the Prevention of Cruelty to Children (NSPCC)
<http://www.nspcc.org.uk/>

ChildLine
<http://www.childline.org.uk/Pages/Home.aspx>

Kidscape
<http://www.kidscape.org.uk/>

Family Lives
<http://familylives.org.uk/>

Restorative Approaches
<http://www.transformingconflict.org/content/restorative-approaches-and-bullying-3>

Stonewall
<http://www.stonewall.org.uk/>

Types of bullying

Bullying includes: a wide range of repetitive behaviours with the intent to cause harm - for example: name calling, offensive comments, hitting, pushing, theft or damage to belongings, graffiti, coercion, spreading of harmful messages through gossip, sending or spreading messages and images through mobile phones and the internet, deliberate exclusion.

Bullying is not: teasing and banter between friends without intention to cause harm, falling out between friends after a disagreement, behaviour that all parties consented to.

Bullying linked to prejudice and discrimination: bullying can also be linked to prejudicial behaviour or targeting of certain individuals or groups – for example homophobic bullying, bullying associated with disability, bullying related to health conditions and allergies, bullying related to race and religion, bullying of students who care for their parents or their siblings (young carers), and gender based bullying (e.g. transphobic, sexual and sexist bullying).

Bullying related to appearance: we also know that students can be subjected to bullying related to their physical appearance (e.g. weight, height, disfigurements, hair, teeth, skin conditions, and clothes).

Sexual bullying: sexual bullying is any behaviour with a sexual element that is harmful, non-consensual and repeated. This could include sexual comments and name-calling, spreading of sexual rumours, use of technology and social networking sites to spread sexual gossip, comments or images, non-consensual touch (e.g. touching body parts, pulling bra straps).

Cyber-bullying: the development of internet and mobile phone technology has provided different tools and methods for bullying others known as 'cyber-bullying'. However, fundamentally it is driven by the same behaviour and motivation as any form of bullying. One off incidents, such as sending an image which is then forwarded to a group, can quickly become repetitive. Cyber-bullying can include sending or posting of harmful messages, comments and images online or through mobile phones, exclusion from social networking and impersonating of others to cause harm. The College has an eSafety policy available on the web site: [Sheffield College e-Safety Policy](#)

Bullying and crime: There are times that bullying behaviour becomes criminal - but not all bullying behaviour is criminal. Some examples of bullying behaviour that could be considered criminal include threatening or actual physical assault, threatening or actual sexual assault, the use of technology to bully and harm, coercing others to commit a crime, hate crime (e.g. racism). If we think a crime has been committed, the police will be contacted for advice.

Source: General knowledge on web sites

www.education.gov.uk

⁶<http://www.Anti-Bullying Allliance.org.uk>

Signs of bullying

Bullying involves an imbalance of power; the person on the receiving end feels like they can't defend themselves. When students are bullied their lives are made miserable, they may suffer injury and will certainly lose confidence and self-esteem. In extreme cases they may even contemplate suicide. A student's change of behaviour or appearance may be an indicator that they are being bullied.

Attendance: a student may become frightened of walking to College, unwilling to use public transport, there may be increased absence, changes to their usual routine, improbable excuses given for absence.

Changes in character: being bullied can cause a student to become withdrawn, anxious, aggressive, disruptive, unreasonable, nervous and jumpy when a cyber-message has been received. They may start bullying siblings, stop using the internet or mobile phone, cry for no apparent reason or become tearful, lose things, ask for more money than usual and steal.

Changes in appearance: young people often change their appearance. However sometimes this is a sign of being bullied especially if the student seems to be covering up cuts or bruises. Sometimes there is rapid weight loss, or weight gain, or the person stops eating. More obvious signs are torn clothes.

Often bullying goes unreported as victims may feel they are either somehow to blame or that the repercussions will make matters worse. It is important therefore for all staff, students and parents/carers to work together to ensure students feel able to report bullying and to be supported when they do so.

Source: General knowledge on web sites

www.education.gov.uk

⁶<http://www.Anti-Bullying Allliance.org.uk>

Preventing bullying

The College aims to prevent bullying before it happens. Listed below are examples of the strategies which we use:

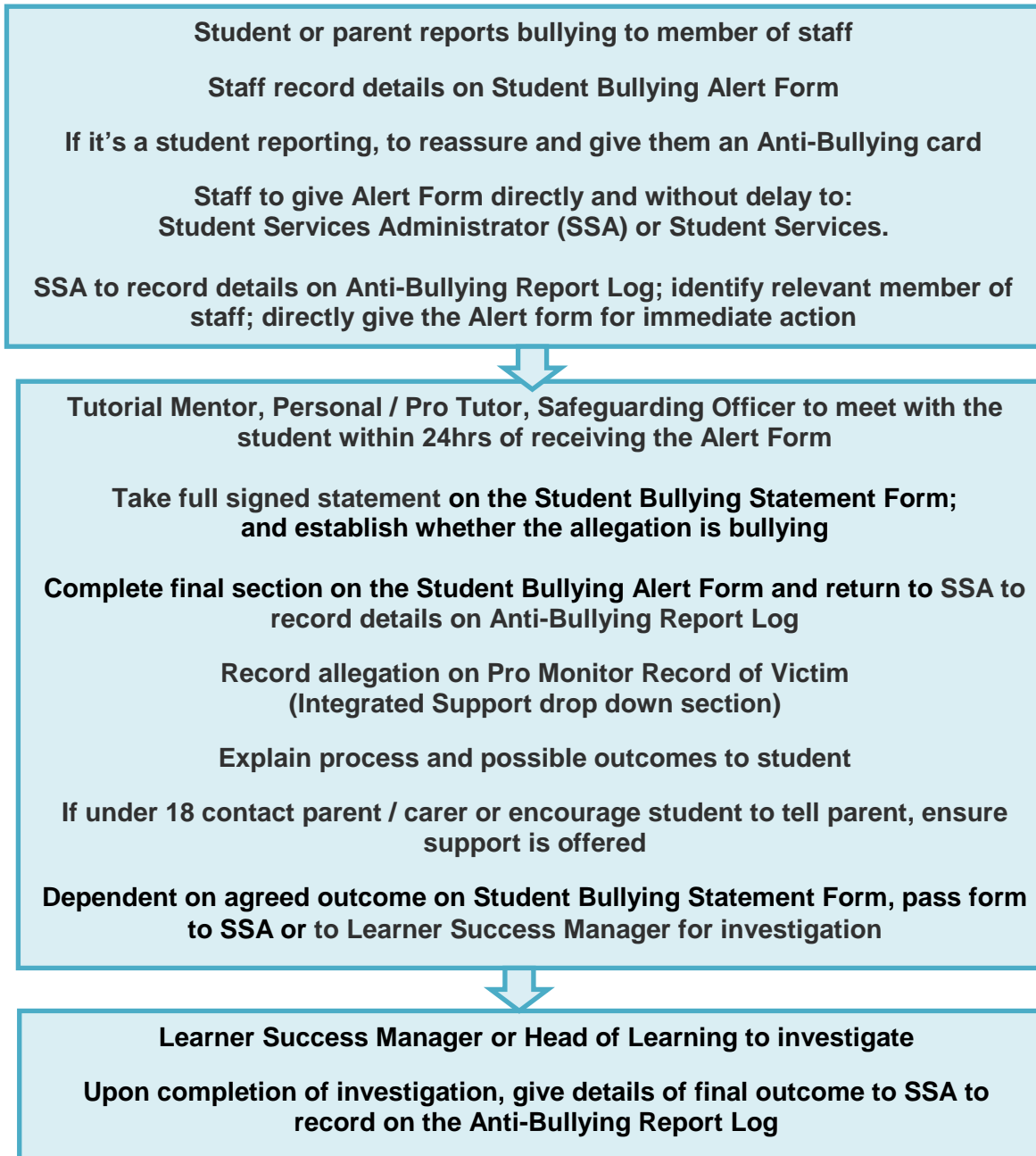
- Full time students learn about respect and bullying, citizenship, equality, diversity and social justice in group tutorials. Within this framework and also throughout the curriculum there are opportunities to develop skills such as team work, empathy, resilience.
- The College identifies students who are vulnerable and / or at risk of disengagement or underachievement through the 'Vulnerable Students and At Risk Policy'. These students are monitored closely so early interventions can be put in place to prevent issues from escalating.
- Students are encouraged to self-disclose sexual orientation, religion or belief so staff are aware of the potential for bullying. Staff will then watch out for any issues developing which could provoke a conflict.
- Anti-Bullying posters are displayed throughout the College to raise awareness and signpost support.
- The College works closely with external support agencies, for example: Fruitbowl, an LGBT Youth Support Group.
- All Tutorial Mentors and Personal / Pro Tutors receive the extended safeguarding training which covers in depth aspects such as cyber-bullying.
- Anti-Bullying Week, Equality and Diversity Month and Stay Safe Month are an established part of the College calendar.
- The College works closely with local community police to gather intelligence of situations or incidents outside the College which may have a potential for conflict between students in the College.
- Tutorial Mentors / Personal / Pro Tutors use 'Restorative Approach' to resolve conflict and to build good relationships between students.
- Support Staff work with specific vulnerable groups to develop resilience, communication skills and coping strategies.
- Expectations are made clear to students at induction and students sign the Student Charter Agreement.
- The 'Positive Engagement Process' encourages high standards of behaviour and serious breaches of the Charter are dealt with swiftly through the Disciplinary Process so students understand there are serious consequences for misconduct.
- Promote and work in partnership with the Students Union to seek advice and support; to help students share their voice and experience.

Learners with a Learning Difficulty and / or Disability

Some students with a learning difficulty and / or disability may be especially vulnerable to bullying or have difficulties in communicating problems. The College has an extensive team of specialist Special Educational Needs & Disability (SEND) staff who work closely with students to identify needs, support and advocate for students so they have the best possible chance of success on their course. The staff are skilled, experienced and often, because they work closely with students are able to identify signs early. Any report of a student with a learning difficulty and / or disability being bullied will involve a member of the SEND teams, unless it is inappropriate.

Source: General knowledge on web sites

Procedure for reporting bullying



If bullying is confirmed, it is dealt with as a Student disciplinary matter.

Possible outcomes / sanctions include:

- Conflict resolution using restorative approach or mediation.
- Restricted timetable.
- Intervention from Student Services (e.g. referral for anger management).
- Referral to SEND Support.
- Moved to another group.
- Restrictions on the use of computers.
- Written warning.
- Suspension / Exclusion.