



exeter college

# Anti-Bullying Policy and Procedure

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## 1 Purpose

1.1 Exeter College takes all incidents of bullying and harassment seriously and will always act to ensure that any bullying incident is dealt with as promptly and effectively as possible. The College is committed to keeping all students safe by providing an environment where there is a zero tolerance culture to bullying behaviours.

1.2 Bullying in any form, is entirely contrary to the values and principles we work and live by; the College believes that all members of the College community have a right to work in a secure and respectful environment. We all have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment. The aim of this anti-bullying policy is to ensure that all students can learn in a supportive, caring and safe environment without fear of being bullied.

*“Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools and colleges can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.”*

‘ Preventing and Tackling Bullying ‘DfE July 2017

1.3 This policy aims to ensure that:

- Bullying is not tolerated in any form; by anyone, on any college site; including: off-site trips, visits, residential visits, within any College accommodation settings or in the workplace
- The Principal, Governors, Senior and College Leadership teams, teaching and non-teaching staff know what the procedures are and know when and how to report bullying
- Students and parents/guardians are assured that they will be supported when bullying is reported

1.4 Exeter College will:

- work to create a welcoming and safe environment for everyone
- encourage the values of mutual respect and tolerance, in line with our wider College values
- model fair and respectful behaviour through leadership
- challenge all forms of prejudice and promote equality and diversity
- discourage young people from colluding with bullying
- consult with students about bullying through our Learner Voice process
- make sure that students and parents/guardians of students, know what the College’s position is on bullying and know how to report any incidents or concerns
- respond to bullying incidents in a timely manner
- work to create change in the perpetrator of bullying behaviours, wherever possible

## 2 Definitions

### 2.1 What is Bullying?

*“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.”* ‘Preventing and Tackling Bullying’ DfE July 2017

2.1.1 Many experts say that bullying 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.

### 2.2 How does bullying differ from banter?

2.2.1 **Bullying:** There is a deliberate intention to hurt or humiliate. There is a power imbalance that makes it hard for the victim to defend themselves. It is usually persistent. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, or homophobic bullying and when young people with disabilities are involved. If the victim might be in danger then intervention is urgently required.

2.2.2 **Banter:** Is defined as ‘the playful and friendly exchange of teasing remarks is seen as a form of bonding and humour.’ However, banter can become a bullying activity when it is directed at an individual, is persistent and offensive to them. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

### 2.3 Bullying can be:

- **Emotional** - being unfriendly, excluding someone, tormenting (e.g. threatening gestures, interfering with personal possessions), threatening language, persistent teasing or harassment
- **Physical** - pushing, kicking, hitting, punching or any use of physical violence
- **Racist and Religious** - Racist and Religious 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, ethnicity, culture, faith community, national origin or national status’
- **Sexual** - 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** -Transphobic bullying refers to bullying because someone is, or is thought to be transgender.
- **Homophobic** - Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation).

- **Verbal** - name-calling, sarcasm, spreading rumours, teasing, and graffiti
- **Cyber** - all areas of internet, such as social networking, email, and chat room misuse. Threats/abuse by text messaging or calls from any mobile device. Misuse of associated technology i.e. phones, tablet, camera, video...
- **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.

This is not a definitive list of behaviours but identifies some of the key aspects we understand as bullying type behaviours.

### 3 Policy

3.1 This policy applies to all students and staff at Exeter College and visitors to the College.

3.2 Exeter College adopts a zero tolerance approach to bullying and will not tolerate bullying in any form. If bullying behaviour does occur; all students should be able to report their concerns or easily and know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of the College staff or Safeguarding Team.

3.3 If a student feels that they are being bullied by a member of College staff; then they should be directed to the Designated Safeguarding Lead in the first instance.

### 4 Implementation

4.1 Everyone in the College has a responsibility to report and deal with bullying. However, the College also has a nominated 'anti-bullying team' who provides a focus for anti-bullying work. The nominated team are the Faculty Tutorial Leads, the Safeguarding Team. The Safeguarding Team work with Lead Tutors and Head of Faculties to ensure that any bullying incidents are dealt with in a timely and effective manner.

This leadership role includes responsibility for:

- Responding to bullying incidents
- Maintaining the policy
- Delivering or arranging training for staff and students
- Ensuring that records are kept and that data on bullying incidents is collected and held securely
- Reporting to the Governors and the Safeguarding Team on bullying data
- Linking with partners and multi-agency groups where appropriate

#### 4.2 How to Respond to Bullying

4.2.1 When bullying does occur, a clear consistent response is essential. The goals of any intervention should always be the same, no matter who is dealing with the incident. The aims should be to:

- Make the victim/alleged victim safe
- Stop the bullying immediately
- Change bullying behaviours in individuals and groups

- Make clear to every learner that bullying is unacceptable at Exeter College
- Reinforce the anti-bullying message through curriculum, activities, events and campaigns

#### 4.3 **Why is it Important to Respond to Bullying?**

##### 4.3.1 The College has a responsibility to respond promptly and effectively to all issues of bullying.

Bullying hurts and has long term consequences for the victim and for the bully. Everybody has the right to be treated with respect and no one deserves to be a victim of bullying. Students who are bullying others need to learn different ways of behaving.

#### 4.4 **Signs that Bullying may/is taking place**

##### 4.4.1 All college staff should be aware and alert to possible signs which could include an individual:

- being frightened of walking to or from college
- not wanting to go on their usual mode of transport
- changing their usual routine
- being unwilling to go to home
- unwilling to attend college; having a poor attendance record or showing changes to a usually good attendance record
- becoming withdrawn, anxious, or lacking in confidence
- self-harming behaviours
- talking about feeling suicidal or attempting suicide
- running away/going missing
- having difficulty sleeping
- showing signs that their college work is suffering
- having personal possessions damaged or being taken/go missing
- having unexplained physical injuries
- becoming aggressive, disruptive or unreasonable
- bullying other students
- showing changes in their eating habits
- being frightened to say what's wrong
- giving improbable excuses for any of the above
- being afraid to use the internet or mobile phone
- being nervous or jumpy when a cyber/digital message is received

These signs and behaviours could indicate other safeguarding concerns, but bullying should be considered a possibility and should be investigated

#### 4.5 **Sexual Violence and Sexual Harassment between young people**

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

4.5.1 Sexual violence and sexual harassment can occur between two young people of any age and sex. It can also occur through a group of young people sexually assaulting or sexually harassing a single child/young person or group of children/young people.

4.5.2 Children/young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can

occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

4.5.3 The College is aware in line with DfE Guidance as provided in *'Sexual Violence and Sexual Harassment Between Children in Schools and Colleges' May 2018* of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- Understanding that all of the above can be driven by wider societal factors beyond the college, such as everyday sexist stereotypes and everyday sexist language.

4.5.4 Consideration must always be given when investigating bullying concerns around sexual violence and harassment. Any allegation or concern must be taken seriously and reported to the Safeguarding Team through the CPOMS system where it will be checked, recorded and dealt with appropriately.

## 5 Procedures

- 5.1 All incidents of bullying, should be reported via the College’s online bullying reporting system. [Link to Bullying Report Form](#)
- 5.2 The alleged victim/s or the member of staff dealing with the incident/concern should complete the bullying report form (links to the online report forms can be found on the staff and student portal).
- 5.3 The online bullying report form is sent directly to the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead; they will determine how the incident should be dealt with. This will normally be via the Faculty Tutorial Lead, Tutor, Deputy Head or Head of Faculty where the individual is located, with support if needed from a member of the Safeguarding Team.
- 5.4 The member of staff who is asked to investigate the bullying incident should arrange to meet with the alleged victim/s as soon as possible so as to understand the nature of the concern.
- 5.5 The starting point for any intervention should be to talk to the student/s who has alleged that they have been bullied, in order to establish what has happened, and agree a way forward
- 5.6 The member of staff must make time to listen calmly to the alleged victim without making personal judgements and then to agree an action plan with the students consent
- 5.7 The member of staff who is asked to investigate the bullying incident should also arrange where appropriate to meet with the alleged perpetrator/s, to discuss the nature of the concern.

- 5.8 The member of staff investigating the incident may also need to gather physical evidence to help the investigation. This may include but is not limited to requesting access to a student's College IT profile.
- 5.9 Wherever possible and appropriate, parent/guardians of students involved should be informed that an incident has occurred.
- 5.10 In serious cases of bullying the '**Gross Misconduct**' procedure may need to be implemented. The member of staff who was asked to investigate the incident would then make contact with the Deputy Head and Head of Faculty of the student/s involved to begin this procedure. This is because the learner may be suspended if felt appropriate and this would need to be done by the Head of Faculty.
- 5.11 The College will always try to work with the victim/s and with perpetrator/s to build resilience and to identify where behaviours may need to be changed.
- 5.12 The member of staff investigating the bullying incident should always consider whether intervention has secured lasting change and regularly review the actions put in place. They should also continue to monitor the situation and discretely, follow up with the victim/s to make certain the bullying has stopped, and that they feel safe.
- 5.13 Where a student is on roll at a school and is attending the College as a 14-16 learner, the school should be contacted and provided with relevant information on any bullying incidents that have taken place. This will be done by the 14-16 Team who will report concerns back to the school.
- 5.14 Where the student is on roll at another provision then it is imperative that information is passed on to their safeguarding lead where there are concerns about a student perpetrating or being bullied.
- 5.15 If the individual is an apprentice and bullying is taking place in the workplace, then the Skills Officer must intervene immediately to safeguard the apprentice.

## 6 Associated Documentation and Useful Links

1. Child Protection and Safeguarding policy
2. The Conduct and Support procedure
3. The Student Agreement and Code of Conduct
4. The Staff Code of Conduct

### **Keeping Children Safe in Education DfE 2018**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Sexual Violence and Sexual Harassment between Children in Schools and Colleges DfE 2018**

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

**Anti-Bullying Alliance:** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**CEOP (Child Exploitation Online Protection):** hosts the Young people's online charter and is responsible for safety on the internet <http://www.ceop.gov.uk>

**BECTA:** information on cyberbullying [www.becta.org.uk/safeguarding.php](http://www.becta.org.uk/safeguarding.php)

**SWGfL: South West Grid for Learning:** information on digital and cyber bullying prevention and professional advice for staff <http://swgfl.org.uk/products-services/esafety>

**Childnet:** information and materials on online safety [www.digizen.org/cyberbullying](http://www.digizen.org/cyberbullying). Childnet also offers activities, posters and materials <http://www.kidsmart.org.uk>.

**EACH (Educational Action Challenging Homophobia):** provides training for local authorities to challenge homophobic bullying [www.eachaction.org.uk](http://www.eachaction.org.uk). EACH also provides a national helpline for young people experiencing homophobic bullying 0808 1000 143.

**Leap:** offers training and workshops in confronting conflict and hosts the Academy for Youth and Conflict for formal training leading to qualifications for staff <http://www.leaplinx.com/>

**Mencap:** training/awareness [www.mencap.org.uk/dontstickit](http://www.mencap.org.uk/dontstickit)

**National Youth Agency** [www.nya.org.uk](http://www.nya.org.uk)

**NSPCC:** [www.nspcc.org.uk](http://www.nspcc.org.uk)

**Stonewall:** information on tackling homophobic bullying [www.stonewall.org.uk](http://www.stonewall.org.uk)

**Transforming Conflict:** information on restorative practices and training <http://www.transformingconflict.org/>

**Keeping Children Safe in Education (2018)**

**Working Together to Safeguard Children (2018)**

**Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2018)**

## 7 Monitoring, Review and Evaluation

7.1 All bullying report forms that are submitted will be logged by the Student Experience Department for monitoring and evaluation

7.2 This policy will be reviewed every two years by Student Experience Department

## 8 Equality Analysis

Reviewed March 2019

**8.1. Is your policy equality- relevant? If yes, please list which groups of people will be affected by this policy.**

All students and staff will be subject to this policy/procedure. Protected characteristics groups are specifically highlighted within as particularly vulnerable.

**8.2. How have you involved people from minority groups who may be affected by this policy?**

Wide range of College staff and students consulted.

**8.3. What evidence have you considered?**

Existing Policy/procedures. Anti—Bullying Alliance, Mencap, NSPCC, Good practice documents from other Colleges and organisations.

**8.4. How will your policy fulfil the public sector duty by helping fight discrimination, advance equality of opportunity and foster good relations?**

Characteristic	How does your policy help fulfil the public sector duty?
Age	This policy encompasses fairness and equality for all groups of staff and students. The aim of the policy is to ensure that everyone at Exeter College is safe and protected from bullying.
Disability	
Gender	
Pregnancy & maternity	
Race	
Religion and belief	
Sexual orientation	
Transgender	

**7. 5. Describe any potential adverse impacts that may arise as a result of the policy.** None identified.

## Appendix 1

### Anti-Bullying Flow Chart for Staff

