Student Anti - Bullying and Harassment Policy

Policy Details	
Produced by	Head of Student Services
Date produced	August 2016
FOI Class Reference	
Version number	001
E&D Group approval date	n/a
Review by	June 2017

Contents

1. **Statement of Intent**

Seevic College aims to provide a positive and inclusive learning environment and adopts a zero tolerance approach to both bullying and harassment. The anti bullying and harassment policy addresses the issues of bullying and harassment and provides a simple and transparent procedure for investigating bullying and harassment.

All students and staff are expected to adhere to the College's values; the three Rs (Respect, Responsibility, Results). These are displayed across College and also discussed with students during induction.

2. **Introduction and Purpose**

2.1 Seevic College is committed to providing a friendly, supportive and safe environment for all students to promote relaxed and successful learning. **Bullying or harassment of any kind is unacceptable**.

Any student who is aware that bullying or harassment is happening should tell a member of staff. Bullying and harassment are listed in the College's Student Disciplinary Policy as examples of possible gross misconduct.

This policy and its associated procedures apply to all Seevic College students regardless of the level, type and location of their studies. While the College is not directly responsible for dealing with bullying/harassment which is perpetrated by people not associated with the college, staff will endeavor to provide appropriate support and help, making referrals to relevant external agencies appropriately.

We would strive to address bullying or harassment of students in circumstances generated by the college for example work placements or college visits or by visitors to the college.

2.2 **Examples of Bullying and Harassment**

The term bullying refers to a range of harmful behaviour, both physical and psychological. The key is the actions or comments are viewed as demeaning and unacceptable to the recipient. Bullying behaviour usually has the following four features.

- It is repetitive and persistent — though sometimes a single incident can have the precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying
- It is intentionally harmful — though occasionally the distress it causes is not consciously intended by all of those who are responsible

- It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it
- It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end

(Source: www.teachernet.gov.uk)

2.3 **Cyber bullying/harassment**

Social networking is a relatively new phenomenon that raises issues for the College in terms of bullying and harassment. Extremely popular sites such as Facebook and Twitter are new ways in which students can communicate with each other. Students can be unaware of the implications of their comments/postings. In particular, a comment that might be throwaway when spoken face to face can become something much more powerful when saved online and viewable by a wide circle.

Bullying can be:

- Emotional   being unfriendly, tormenting (e.g. hiding books, threatening gestures)
- Physical   pushing, kicking, hitting, punching or any use of violence
- Racist   racial taunts, graffiti, gestures
- Sexual   unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on the issue of sexuality
- Verbal   name-calling, sarcasm, spreading rumours, teasing
- Cyber   All areas of internet ,such as email, social networking and internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology , i.e. camera &video facilities

(Source www.kidscape.org.uk)

People who are bullied often describe that a person or group of people make them feel:

- 'badly different', alone, unimportant and/or unvalued
- physically and/or mentally hurt or distressed
- unsafe and/or frightened
- unable to do well and achieve
- unable to see a positive future for themself

(Source: www.teachernet.gov.uk)

Harassment covers a wide range of offensive behaviour. It is commonly understood as behaviour intended to disturb or upset. In the legal sense, it is behaviour which *is* found threatening or disturbing. It is also commonly related to discriminatory behaviour linked to:

- Age
- Sex
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sexual orientation

3. **Legal background or relevant legislation**
- Protection from Harassment Act 1996: harassment and stalking
- Criminal Justice & Public Order Act 1994: intentional harassment for causing another person harassment, alarm or distress by using threatening, abusive or insulting words or behaviour
- Keeping children safe in education 2016
- Criminal law of assault

4. **Linked Policies and Procedures**
- Safeguarding Policy
- Disciplinary Policy
- Equality and Diversity Policy
- Complaints Policy

5. **Link to Procedure or Guidance**
Use of Intervention procedure

6. **Responsibilities – Nominated Persons**

6.1 **Staff** to whom the incident is reported or who discover the incident should
- Ensure all students are safe
- Detail the incident and immediately pass to student's Personal Tutor or Learning Coach, advising other relevant staff as appropriate

6.2 **Subject Tutor should:**
- Manage the situation using appendix 1, the Guidance for Student Management – Behavioural Issues (as appropriate)
- Record on Livenet if appropriate
- Ensure all students are immediately safe and can travel home safely
- Refer to Personal Tutor or Learning Coach if appropriate according to Student Management Behaviour procedural guidance

6.2 **Personal Tutor or Learning Coach and/or Subject Tutor should:**
- Invoke necessary intervention procedures
- Involving HOF or AD as appropriate
- Conciliate between students involved
- Record on ProMonitor if appropriate
- Log incidents and disclosures

6.3 **Wellbeing Adviser should (where appropriate):**
- Ensure all students are safe
- Make appropriate referrals e.g. parents, counselling etc.
- Offer relevant ongoing support and monitoring
- Where relevant, ensure the student(s) has relayed the incident or concern in their own words

7. Monitoring, Review and Evaluation

The College will review the Student Bullying and Harassment Policy every two years or sooner to take account of any new Government legislation or best practice documents.

Incidents are monitored by the seven strands of equality to identify any trends that need to be addressed.

8. Communication

This Policy is published on the College Intranet for members of staff and for students. Students are made aware of this policy at induction.

This policy can be made available on request in a number of formats as required; this includes one to one verbally.

Under the Freedom of Information Act 2000, the policy will be listed in the Publication Scheme and made available to the public on request.

9. Equality & Diversity Impact Assessment Summary

	AGE	DISABILITY	GENDER Reassignment	RACE	RELIGION or BELIEF	SEX	SEXUAL ORIENTATION
Which of the following protected characteristics may be affected by this policy or procedure? *(please tick the relevant box)*	√	√	√	√	√	√	√
Other concerns (e.g. protected groups such as carers, young parents, women during pregnancy, young people living independently)	Students with learning difficulties						

Does this policy impact on: *(please tick the relevant box)*	Staff √	Students √	Parents or Carers √	Members of the Public	External providers of services √

Does your assessment show that this policy/procedure might have an adverse impact on relations between different protected characteristics? *(please tick the relevant box)*	No
If yes, can the adverse impact be justified on the grounds of promoting equality of opportunity for one group, or as part of a wider strategy of positive action in relation to particular groups? *(please give reasonable justification)*	
Consultation What steps have been taken to ensure that the different protected groups have been consulted during the development of this policy/procedure?	Shared with Student Association Executive members; shared with College Development Day staff group.
Staff Development and Training Please list any staff development or training issues arising from this assessment.	College Development Day, Faculty meetings, including Q&A session
Change/Modification As a result of the Impact Assessment, have any changes/modifications to this policy/procedure been made?	Change of wording to include 'one to one verbally' at item 8. – Communication