



**South Gloucestershire and Stroud College**

## **Learner Anti-Bullying and Harassment Policy and Procedure**

**If you would like this document in an alternate format  
Please contact the Human Resources Department**

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# Impact Assessment



<b>Have you consulted on this policy?</b>	Yes		
<b>Details:</b>	NSPCC – Guidelines on Anti-Bullying Procedures and Checklist		
<b>What evidence has been used for this assessment?</b>	Guidelines		
<b>Could a particular group be affected (negatively or positively)?</b>	<b>Positive Impact</b> Indicate Y where applicable	<b>Negative Impact</b> Indicate Y where applicable	<b>Evidence</b>
Age	N/A	N/A	
Disability	N/A	N/A	
Gender reassignment (inc. Transgender)	N/A	N/A	
Race (inc. Gypsy & Traveller)	N/A	N/A	
Religion and belief	N/A	N/A	
Sex	N/A	N/A	
Sexual orientation	N/A	N/A	
Marriage & Civil Partnership	N/A	N/A	
Pregnancy & Maternity	N/A	N/A	
<b>Characteristics designated by SGS as requiring due regard</b>			
Carers and Care Givers	N/A	N/A	
Persona in Care and Care Leavers	N/A	N/A	
<b>If any negative impacts are identified, are there any related policies, services, strategies, procedures or functions that need to be assessed alongside this screening? No</b> If yes, please detail:			
<b>Should this policy, service, strategy, procedure or function proceed to a full Impact Assessment? No</b>			
<b><i>We are satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</i></b>			
<b><i>We understand that the Impact Assessment is required by the College and we take responsibility for the completion and quality of this assessment</i></b>			
<b>Completed by:</b> Rosheen Hucker <b>Position:</b> Head of Learner Services			<b>Date:</b> 13.1.14
<b>Checked by:</b> Emma Jarman <b>Position:</b> Vice Principal Learner Services & Quality			<b>Date:</b> 17.1.14

# Learner Anti-Bullying and Harassment Policy and Procedure

## 1. Introduction

- 1.1. South Gloucestershire & Stroud College (SGS) is committed to providing a caring, friendly and safe environment for all our learners so they can study and learn in a relaxed and secure atmosphere. SGS College has a responsibility to respond promptly and effectively to issues of bullying and harassment.
- 1.2. By its nature, bullying is contrary to these values and is unacceptable. If bullying does occur, all learners should be able to tell a member of staff and know that incidents will be dealt with promptly and effectively. We strive to be a **TELLING College**. This means that *anyone* who knows that bullying is taking place is expected to tell a member of staff.
- 1.3. Definition of Bullying or Harassment
  - 1.3.1. Bullying may be defined as follows: It is a deliberate misuse of power or influence. It can take the form of verbal or physical threat or action and cyberbullying. It is intimidation, often repeated, of a victim(s) by a more powerful person(s) carried out with the intention of causing physical or emotional hurt. Where the intention may not be to deliberately cause hurt, it can still be considered as bullying if the victim perceives it as so
  - 1.3.2. **Appendix 1** shows guidance to help distinguish between bullying and harassment
  - 1.3.3. Sustained bullying can be:
    - 1.3.3.1. **Physical** – e.g. hitting, kicking, pushing, punching, or any use of violence, unwanted physical contact
    - 1.3.3.2. **Verbal** – e.g. name calling, racist/sexist remarks, sarcasm, spreading rumours, teasing
    - 1.3.3.3. **Emotional** – being unfriendly, excluding, tormenting
    - 1.3.3.4. **Sexual** – sexually abusive comments, unwanted physical contact, looks and comments about appearance, attractiveness, emerging puberty.
    - 1.3.3.5. **Homophobic** – focusing on issues of sexuality

- 1.3.3.6. **Racist** and religious bullying – racial taunts, graffiti, gestures, bringing racist leaflets, comics or magazines.
- 1.3.3.7. **Cyber** – All areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera, video and computer facilities.
- 1.3.3.8. **Hate Crime** – is any offence committed against a person or property which is motivated by the offender's hatred of people because they are seen as being different. People do not have to be a member of a minority community to be a target of hate crime. Any incident where an individual or group of people are targeted because they are believed to be of a different race, religion/belief, sexual orientation, gender identity or have a disability can be reported as a hate crime.

*(This is not an exhaustive list)*

#### 1.4. Indicators of bullying/harassment:

- 1.4.1. Low self esteem
- 1.4.2. Not wanting to come to college by either walking or on public transport
- 1.4.3. Poor attendance
- 1.4.4. Becoming withdrawn and anxious, interrupted sleep, nightmares
- 1.4.5. Feeling ill in the mornings
- 1.4.6. Personal possessions being damaged, money stolen
- 1.4.7. Unexplained cuts and bruises
- 1.4.8. Falling achievement in class work
- 1.4.9. Attempts or threatens suicide or runs away
- 1.4.10. Is nervous and jumpy when a cyber message is received
- 1.4.11. Is afraid to use internet or mobile phone

## 2. Scope

- 2.1. This policy applies to all College learners at their place of study, in College grounds, on College transport, on off-site visits and at other locations while undertaking work placement
- 2.2. SGS is not responsible for bullying or harassment at other locations. However, support is available to learners involved in bullying or harassment incidents. Strategies will be explored through tutorials and other college activities/events to prevent bullying and promote anti-bullying.

## 3. Objectives

- 3.1. All governors, senior management, teaching and non-teaching staff, learners, apprentices and parents/carers should have an understanding of what bullying is.
- 3.2. All governors, senior management, academic and non-academic staff should know what the College policy is on bullying, and follow it when bullying is reported.
- 3.3. All learners and parents should know what the College Policy is on bullying and what they should do if bullying arises.
- 3.4. As a college we take bullying seriously. Learners, parents/carers and staff should be assured that they will be supported when bullying is reported.
- 3.5. Bullying will not be tolerated.
- 3.6. Ensure that all staff and learners of the College have access to the policy.
- 3.7. To monitor complaints of bullying and to deal with them promptly and efficiently.
- 3.8. To recognise the sensitivity of issues involving harassment, bullying and cyberbullying.
- 3.9. Key Priorities
  - 3.9.1. The key priorities of this policy are:
    - 3.9.1.1. that young people and children are protected from harm;
    - 3.9.1.2. that they achieve their full potential in education;

- 3.9.1.3. that they have a happy and stimulating childhood whilst at SGS;
- 3.9.1.4. that they grow up healthily, physically and mentally whilst at SGS;
- 3.9.1.5. that they feel good about themselves and respect others;
- 3.9.1.6. that they develop the essential personal and social skills to help them throughout life;
- 3.9.1.7. that they become active citizens and participate in society;
- 3.9.1.8. reducing bullying and bullying behaviour within the College environment;
- 3.9.1.9. promoting an understanding of bullying and the implications of bullying amongst all members of the College community;
- 3.9.1.10. recording, monitoring and reporting incidents of bullying and monitoring, evaluating; and
- 3.9.1.11. regularly reviewing the effectiveness of prevention and responses to bullying

#### **4. Policy Implementation**

- 4.1. The College will establish, maintain and regularly review:
  - 4.1.1. the use of tutorial time and other elements of the curriculum to raise learners' awareness of bullying issues and to develop learners' assertiveness in order that they may feel better able to deal with bullying situations;
  - 4.1.2. the encouragement of staff to be proactive in combating bullying to serve as a good role model for learners;
  - 4.1.3. regularly reminding learners and staff that SGS College is an organisation in which reports of bullying will be heard sympathetically;
  - 4.1.4. a quick response to all types of bullying;
  - 4.1.5. sanctions against bullies:

- 4.1.5.1. Official warnings to cease offending;
- 4.1.5.2. Exclusion from certain areas of the College premises;
- 4.1.5.3. Minor fixed-term exclusion;
- 4.1.5.4. Major fixed-term exclusion; and
- 4.1.5.5. Permanent exclusion
- 4.1.6. support for victims of bullying;
- 4.1.7. the recording of all bullying incidents in a central recording system;
- 4.1.8. the monitoring of victims and bullies and the provision of special arrangements for any learners considered to be at risk, including guidance, counselling and information on other sources of support;
- 4.1.9. factors which may influence the risk of bullying behaviour e.g. the College environment, supervision arrangements, College routine and procedures, security, staff guidelines etc.;
- 4.1.10. communication of the policy to all staff, learners, governors, providers, parents and other stakeholders;
- 4.1.11. this policy may be amended in light of experience, legislation, changing circumstances etc.;
- 4.1.12. this policy and the College ethos and protocols for dealing with bullying will be part of the induction process for staff and all learners;
- 4.1.13. the communication of anti-bullying information, help lines and contact details for reporting incidents through different media throughout the College;
- 4.1.14. posters and links to additional online material to raise awareness of cyberbullying and how it can be addressed amongst staff and learners; and
- 4.1.15. those individuals identified as 'bullies' will be offered guidance counselling and/or training with an anti-bullying specialist member of staff

#### 4.2. Allegations against members of staff or volunteers (by learners)

- 4.2.1. Any allegation against a member of staff or volunteer should be reported to the appropriate HoF who will liaise with the Assistant Principal Human Resources (HR) as a matter of priority
- 4.2.2. Consideration will be given, in serious circumstances, as to whether suspension of the staff member, pending an investigation, should be requested from the Principal
- 4.2.3. In the event that the allegation is made by a young person (under 18) or vulnerable adult, the Head of Learner Services will be involved in any initial discussions from a potential Safeguarding perspective

#### 4.3. Learners with Learning Difficulties and/or Disabilities

- 4.3.1. Some learners with learning difficulties and/or disabilities may be especially vulnerable to bullying. Any indication of bullying of these learners should be reported in the same way as for other learners, according to established procedures
- 4.3.2. Where bullying is suspected, learners and vulnerable adults who have difficulties in communicating should be given the chance to express themselves to a member of staff with appropriate communication skills and/or be provided with an advocate
- 4.3.3. SGS aims to create an atmosphere in which learners with learning difficulties and/or disabilities feel confident and able to discuss these matters

#### 4.4. Monitoring, Evaluation and Review

- 4.4.1. It will be the responsibility of the Vice Principal, Learner Services & Quality to review and monitor this policy/procedure and assess its implementation and effectiveness. The policy/procedure will be promoted and implemented throughout SGS College.
- 4.4.2. The designated member of staff responsible will provide an annual Safeguarding report, which will include an outline to the Corporation on Anti-Bullying activity.

### **5. Responsibilities**

- 5.1. It is the duty of all learners and those visiting the College premises, to take responsibility for their behaviour; bullying and harassment is not



acceptable under any circumstances. In the event of a failure to do so, disciplinary action in accordance with the College's Learner or Staff Disciplinary Procedure may be a consequence and anyone found responsible may also be held personally liable.

5.2. The Governors of SGS College will:

- 5.2.1. ensure that SGS has a Learner Anti-Bullying and Harassment Policy;
- 5.2.2. ensure that the policy is available to both learners and parents; and
- 5.2.3. ensure that policies and procedures are reviewed at least every two years and included on the Corporation's agenda

5.3. The Vice Principals will:

- 5.3.1. ensure that SGS College's disciplinary procedure makes provision for wilful or recurrent non-compliance with the Learner Anti-Bullying and Harassment Policy and
- 5.3.2. report to Governors on request

5.4. Designated Members of Staff will:

- 5.4.1. co-ordinate the procedures for dealing with bullying issues;
- 5.4.2. oversee the investigation of all reports of bullying;
- 5.4.3. ensure all new staff are inducted in the procedure;
- 5.4.4. organise appropriate staff training and awareness raising sessions;
- 5.4.5. ensure that all learners are fully aware of the contents of the Learner Anti-Bullying and Harassment Policy;
- 5.4.6. ensure that opportunities exist to promote a positive, supportive and secure environment which provides learners with a sense of being respected and valued; and
- 5.4.7. ensure that all incidents of bullying are recorded and investigated using the correct recording mechanisms

5.5. Heads of Faculty (HoFs) and Heads of Department (HoDs) are responsible for:

- 5.5.1. ensuring that the delivery of the curriculum does not contravene the requirements or spirit of this policy

- 5.6. Tutors are responsible for:
  - 5.6.1. ensuring that any allegations of bullying and/or harassment are treated as serious and are investigated thoroughly and
  - 5.6.2. supporting their learners through any investigation into allegations of bullying and/or harassment
- 5.7. All staff are responsible for:
  - 5.7.1. being aware of the Learner Anti-Bullying and Harassment Policy and the procedures for reporting bullying;
  - 5.7.2. All staff who witness acts of bullying or harassment, or who are approached in confidence by learners who are being bullied or harassed or by learners who have witnessed such actions have a duty to take action in line with this policy to prevent the reoccurrence of these acts; and
  - 5.7.3. treating all learners with dignity and respect, to ensure their own conduct does not cause offence or misunderstanding
- 5.8. All learners are responsible for:
  - 5.8.1. following the Learner Code of Conduct;
  - 5.8.2. being aware of the Learner Anti-Bullying and Harassment Policy and Procedure; and
  - 5.8.3. reporting bullying using the procedures in place

## **6. Related Policies, Procedures, Codes of Conduct, Charters and Legislation**

- 6.1. This Policy should be read in conjunction with the following documents:
  - 6.1.1. Single Equality Policy
  - 6.1.2. Tutorial Policy
  - 6.1.3. Applicable Learner Services operating procedures
  - 6.1.4. Disability Policy
  - 6.1.5. Safeguarding Children, Young People and Vulnerable Adults Policy
  - 6.1.6. Learner Disciplinary Policy

- 6.1.7. Staff Disciplinary Policy
- 6.1.8. Learner Charter
- 6.1.9. Learner Code of Conduct
- 6.1.10. Social Networking Policy
- 6.1.11. Health & Safety Policy
- 6.1.12. Equality Act 2010

## 7. Procedure (Flowchart – Appendix 4)

- 7.1. Any learner or parent/carer who reports a case of bullying needs to know that the allegation will be taken seriously and investigated promptly. No promises should be made about the outcome.
- 7.2. Sometimes counter allegations are made by the alleged perpetrator. These will also be investigated so that a full picture is obtained. The learner or parent/carer initially reporting the bullying should be made aware of this possibility and sensitively asked whether they are aware of any claims that the alleged perpetrator might make. They should be reassured that this would not condone the behaviour they are reporting and that an investigation will still proceed.
- 7.3. Learner Procedures if Bullied/Harassed
  - 7.3.1. Complaints of bullying or harassment could come from the following sources:
    - 7.3.1.1. Informal complaints
    - 7.3.1.2. Third party or witness complaints
    - 7.3.1.3. Counter complaints
    - 7.3.1.4. Formal complaints
    - 7.3.1.5. Cyberbullying complaints
- 7.4. Reporting and Investigation
  - 7.4.1. If a learner or parent/carer reports a case of bullying or harassment to you, you should:
    - 7.4.1.1. Reassure the learner/parent/carer and find out what has happened. Keep notes of this conversation. Try to find out **when** (dates/times), **where** (places)

and **who** (names of the bully/bullies). Learners/parents/ carers are not always keen to provide this information as they are concerned about the repercussion if the bully/bullies find(s) out. Please reassure them as we cannot deal with specific cases of bullying if we do not have this information.

- 7.4.1.2. Refer the case to the HoD of the target of the bullying allegation and send a copy of the Bullying/Harassment Incident Report form in **Appendix 2** (available on SharePoint under 'Safeguarding') to the Head of Learner Services.
- 7.4.1.3. The HoD may suggest you deal with the situation if it is straightforward and you feel that you are able, eg. name-calling in a classroom situation.
- 7.4.1.4. The learner should consider how they want to approach the alleged perpetrator. They may choose to meet with them; they might want to phone or write a letter to them. Help with this may be given by a member of staff chosen. If the decision is made to meet with the alleged perpetrator the member of staff may need to mediate. Guidelines for mediation are given in **Appendix 3**.
- 7.4.1.5. The alleged perpetrator needs to understand the impact of their actions and realise that it is unacceptable and must be stopped. If it comes to light that there is any underlying problems that are causing the action of the perpetrator, support eg. Counselling can also be offered to deal with those issues.
- 7.4.1.6. The HoD may invite parents to discuss the problem.
- 7.4.1.7. Once the alleged bully/harasser has been made aware of the complaint, he/she must be given the right to respond. He/she has the right to be accompanied to any meeting by a parent, friend or member of staff. This information stage may solve the problem.
- 7.4.1.8. If Safeguarding issues are involved seek advice from the Head of Learner Services.
- 7.4.1.9. If the situation remains unresolved, there may be no alternative but to take formal action. If this happens

the learner would be encouraged to keep a record of any incidents including dates, times, location, names of individuals involved including witnesses, actions they may have taken and how they were affected by the incident. This should then be investigated by a Designated Safeguarding Officer.

#### 7.5. Follow-up

7.5.1. Learners who have been the target of bullying or harassment should be considered 'vulnerable' for a period of time after the event. Staff involved should be responsible for monitoring the learner's progress closely and ensuring that access to appropriate support is available.

#### 7.6. Monitoring and Reporting

7.6.1. Information about alleged incidents of bullying or harassment, whether dealt with informally or formally, should be forwarded to the Head of Learner Services and will be collated and monitored.

#### 7.7. Serious Criminal Offences

7.7.1. In cases of an alleged assault or alleged behaviour that is considered to be a criminal offence, the College through the lead designated person should contact the Police for their appropriate action if the complainant so wishes and if the member of staff considers the incident to be a serious criminal offence. Staff dealing with this issue can seek further advice from the Principal, or Vice Principal.

#### 7.8. Third party or Witness Complaints

7.8.1. If a learner witnesses behaviour that is perceived to be inappropriate, they should consult with their personal tutor

7.8.2. If a member of staff witnesses behaviour that is perceived to be inappropriate, they should consult with their line manager

7.8.3. If following this consultation it is concluded that the behaviour should be investigated further, the informal or formal stages of this procedure should be followed.

#### 7.9. Counter Complaints

7.9.1. If an alleged perpetrator, following a complaint, makes a counter-complaint, the two complaints may be investigated separately or simultaneously. The member of staff undertaking the investigation will make a judgement about the

appropriate course of action according to the extent to which evidence, witnesses, etc. are the same in both cases.

#### 7.10. Cyberbullying Complaints

- 7.10.1. Most cases of cyberbullying will be dealt with through the College's existing Learner Anti-Bullying and Harassment Policy
- 7.10.2. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The member of staff dealing with the complaint should:
  - 7.10.2.1. Identify the person responsible where possible;
  - 7.10.2.2. Advise learners and staff to keep a record of the bullying as evidence;
  - 7.10.2.3. Speak to the perpetrator;
  - 7.10.2.4. Investigate how wide spread the circulation could be;
  - 7.10.2.5. Impose sanctions, eg. limiting use of college ICT; and
  - 7.10.2.6. In cases of illegal content, contact the police, who can determine what needs to be kept for evidential purposes
- 7.10.3. In cases where the identity is not known, key areas will be investigated:
  - 7.10.3.1. Look into College ICT logs;
  - 7.10.3.2. Conduct witness interviews;
  - 7.10.3.3. Involve the police if need to trace calls or look at the data of another user; and
  - 7.10.3.4. Preserve any evidence: all incidents should be recorded, eg. printing screen grabs, etc.

#### 7.11. Complaints against a Member of the Corporation or Member of Staff

- 7.11.1. If a complaint of harassment or bullying is against a member of the Corporation, this should be directed in the first instance to the Clerk to the Corporation.

7.11.2. If a complaint of harassment or bullying is against a member of staff, the informal stages of this procedure may apply. However, if a formal complaint about bullying or harassment by a member of staff is received, this should be reported in the first instance to the Human Resources Team and may be dealt with by using the Staff Disciplinary Procedure.

#### 7.12. Time Limits

7.12.1. The investigation of a reported bullying/harassment incident should normally be completed within 2 weeks of the complaint being received. On occasions, eg. where the collection of evidence can be a lengthy process, it will not be possible to keep within this timescale. In these circumstances, the complainant and the alleged perpetrator must both be kept informed of any need for an extension and the expected timescale for completion.

#### 7.13. Outcomes

7.13.1. The bully (bullies) may be asked to genuinely apologise.

7.13.2. In serious cases, suspension or even exclusion will be considered

7.13.3. The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change

7.13.4. If possible, the learners will be reconciled

7.13.5. After the incident/incidents have been investigated and dealt with, each case will be monitored by a safeguarding designated officer to ensure repeated bullying does not take place. This will be within one month after the initial reported incident. Progress may be communicated to parents/carers.

#### 7.14. Support for the Person being bullied or harassed

7.14.1. Offer emotional support; reassure them that they have done the right thing in telling

7.14.2. Advise the person not to retaliate or reply. Instead, keep the evidence and take it to an appropriate member of staff

7.14.3. Ask the person to think about information they may have in the public domain

- 7.14.4. Ensure that the person understands simple ways to prevent it from happening again, eg. by changing contact details, blocking contacts or leaving a chatroom

7.15. What learners can expect

- 7.15.1. When staff see or are told about bullying they will deal with it thoroughly using the approved system.
- 7.15.2. To be free to talk about their concerns without feeling afraid of what might happen to them if they do.
- 7.15.3. To be listened to and to know that something will be done, without being made to feel that they are making a fuss about nothing.
- 7.15.4. Not to put up with bullying or harassment of any sort. If anyone puts up with bullying or harassment it only encourages the bully to think that they have got away with it.
- 7.15.5. To be contacted after actions have been taken to confirm that the situation has been resolved.

7.16. Safeguarding Children and Vulnerable Adults

- 7.16.1. If a case of bullying and/or harassment is considered to be a Safeguarding issue in relation to the College Policy, the appropriate referrals will be made according to College procedures. The Lead Designated Person will deal with the referral of learner cases and the Assistant Principal HR will deal with cases involving staff.

7.17. Useful Numbers/Websites and References

- Advisory Centre for Education (ACE) 0808 800 5793
- Children's Legal Centre 0845 345 4345
- KIDSCAPE Parents Helpline 0845 120 5204
- Parentline Plus 0808 800 2222
- [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- [www.bullying.co.uk](http://www.bullying.co.uk)
- [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- [www.nspcc.org.uk](http://www.nspcc.org.uk) 0808 800 5000



## Distinguishing Between Harassment and Bullying

**Harassment:** Acts of harassment usually centre around unwanted, offensive and intrusive behaviour with a sexual, racial or physical component. Measures to identify acts of harassment relate to the Equality Act 2010.

**Bullying** is generally described as the persecution of an individual by another person or group of people. It is wilful, conscious desire to hurt, threaten or frighten someone else. Bullying involves dominance of one learner by another, or group of others.

It is very difficult to distinguish between harassment and bullying and there is much overlap between the two. The following lists some of the differences between the two:

Harassment	Bullying
A strong, physical component, eg. contact and touch in all its forms, intrusion into personal space and possessions, damage to possessions, including a person's work, etc.	Primarily psychological (eg. criticism, etc.), but may become physical later, especially with males who bully
Tends to focus on the individual because of what he or she is (eg. female, black, disabled, etc.) It is usually linked to sex, race, prejudice, discrimination, etc.	Sex, race and gender play little or no part. It is usually discrimination on the basis of competence
May consist of a single incident, a few incidents or many incidents	Rarely restricted to a single incident and tends to be an accumulation of many small incidents
The person who is being harassed knows almost straight away that he/she is being harassed	The person being bullied may not realise for weeks or months that he/she is being bullied – until there is a moment of enlightenment
There is often an element of possession, eg. stalking	The person being bullied is seen as a threat that must be controlled. If this does not work, the person bullying may try to get the person they are bullying removed from the social circle/group
Often, the harassment is for peer approval, bravado, macho image, etc.	Tends to be secret, behind closed doors, with no witnesses
The harasser often perceives the victim as easy, albeit sometimes a challenge	The person bullying is driven by envy and jealousy
The harasser often has specific inadequacies (eg. sexual)	The person bullying is inadequate in the area of interpersonal skills

## **Bullying/Harassment – Common examples** *but not a complete list:*

- Intimidation/threatening behaviour
- Any form of physical abuse, i.e. punching and/or kicking
- Verbal abuse – shouting at, insulting “putting down”
- Psychological abuse – isolating an individual, preventing them from becoming part of a group or involved in certain activities
- Anonymous letters or spreading rumours that are designed to upset
- Demanding money, food, confectionary
- Demanding homework/coursework to copy against a person’s will
- Stealing, hiding or damaging belongings, i.e. books, bags and/or clothing
- Humiliating a person about their physical appearance
- Intimidating or threatening email or text messages
- Being attacked because of religion, gender, transgender, sexuality, disability, appearance or ethnic or racial origin

## **Cyberbullying**

Cyberbullying is defined as *the use of Information and Communication Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else*. It can be an extension of face-to-face bullying, but it differs from other forms of bullying in significant ways:

- It can be 24/7 – invading the home and personal space
- It may be perceived as anonymous, the actual identity of the perpetrator can be hidden
- Participants can be unconscious perpetrators without understanding the consequences
- The circulation of electronic messages is difficult to control
- The size of the potential audience can be huge

**The following are common examples of cyberbullying, *but not a complete list*:**

- Threats and intimidation, by mobile phone, email, comments on websites, social networking sites or message boards.
- Harassment or stalking, by repeated, prolonged, unwanted texting of any nature; online stalking, constant monitoring online activity
- Vilification/defamation, by posting upsetting or defamatory remarks online, or name-calling by mobile phone. Videoing and distributing other people being harassed
- Ostracising/peer rejection/exclusion by, using popular social networking sites such as Bebo/Facebook/MySpace/Twitter/Pininterest/MSN to exclude
- Identity theft, unauthorised access and impersonation by, 'hacking', accessing someone else's account by finding out or guessing their username and password, unauthorised access to email accounts/the Virtual Learning Environment (Moodle); sending Instant Messages or emails, using someone else's mobile phone
- Manipulation by exerting undue pressure by email, online messaging or mobile phone

**Appendix 2  
Incident Report Form**



**South Gloucestershire & Stroud College  
Bullying/Harassment Incident Report Form**

Complete this form as accurately as possible. It will support those making decisions about any further actions deemed necessary. An investigation should be carried out within 24 hours and completed within 2 weeks.

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

**Staff Name:** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Name of adult or young person being bullied:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Mobile No:** \_\_\_\_\_ **Home No:** \_\_\_\_\_

**Name(s) of alleged bully or bullies:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Date of incident(s):** \_\_\_\_\_ **Time of incident(s):** \_\_\_\_\_

Indicate type of incident – please tick ✓

Verbal		Physical	
Name-calling		Kicking	
Taunting		Hitting	
Mocking		Punching	
Making offensive comments		Pushing	
Teasing		Pinching	
Other (please state)		Other (please state)	
Emotional		Cyber	
Offensive graffiti		Offensive text messages	
Excluding from group		Offensive e-mails	
Spreading rumours		Sending degrading images	
Being forced to do something against own will		Other (please state)	
Taking possessions/money			
Other (please state)			

Indicate where incident occurred – please tick ✓

**In College**

**Out of College**

**Location:** \_\_\_\_\_ **Location:** \_\_\_\_\_

Please indicate if the incident is:

**Perceived**

**Real**

If you feel the bullying incident was in any way motivated by any of the following, please indicate with a tick.

<b>Appearance</b>	<input type="checkbox"/>	<b>Disability</b>	<input type="checkbox"/>	<b>Home circumstances</b>	<input type="checkbox"/>
<b>Gender</b>	<input type="checkbox"/>	<b>Race/ethnic origin</b>	<input type="checkbox"/>	<b>Medical condition</b>	<input type="checkbox"/>
<b>Religion</b>	<input type="checkbox"/>	<b>Sexuality</b>	<input type="checkbox"/>	<b>Homophobia</b>	<input type="checkbox"/>

Please give a brief description of incident (e.g. what happened, who was involved, how many times has this happened and for how long?) Write down any outcome requested by the person concerned. Assess any immediate risk to the person and include this in the report.

Nature of concern (continue on a separate sheet if necessary)

Action taken or outcome

Did the incident lead to the perpetrator(s) being excluded? Yes/No  
Have you had contact with the victim's parent/carer? Yes/No  
Have you had contact with the perpetrator's parent/carer? Yes/No  
Have you reported this incident to any other agencies? Yes/No  
If 'Yes' which agencies?

Resolution:

Resolved informally  Formal complaint  Formal Disciplinary

Comment: \_\_\_\_\_

Signed: \_\_\_\_\_ Position: \_\_\_\_\_

Date: \_\_\_\_\_

Return completed form to: Learner's tutor and Head of Department or Learning Mentor (Stroud only) also send copy to:-

**For Bristol Campus** – Rosheen Hucker, Head of Learner Services – Room CG11 – Filton Avenue

**For Stroud Campus** – Sonia Smith, Head of Learner Service – 'The Hub'

## Appendix 3 Mediation Guidelines

### Guidelines fo Mediation



The mediator will normally be a member of the relevant Faculty/Department. The mediator can help participants to resolve their dispute and to co-exist at the College, through using the following procedure:

- Both parties define the problem as they see it, alone with the mediator
- The impartial mediator identifies the key issues for both parties – these are listed on paper
- At the end of the individual session with the mediator, the mediator ascertains whether or not the parties are willing to meet together, along with the mediator. This is the point when real mediation can take place, if both parties are willing to try, to move towards reconciliation.
- At the joint meeting, led by the mediator, both parties should be encouraged to speak and express their opinion with only one person allowed to speak at a time. The mediator needs to firmly control the meeting to ensure it does not turn into a battle.
- The mediator sets up a plan of action which will satisfy each party and obtains agreement on these.
- A follow up meeting is agreed and the situation monitored at agreed intervals.

Outcomes are likely to involve apologies, changed behaviour and perhaps some support to achieve changed behaviour e.g. anger management or other skill improvements.

The mediation approach cannot always replace a disciplinary approach and learner perpetrators may be placed on a contract or in more extreme or repeated cases be excluded using the College Disciplinary Procedures.

The outcomes of all investigations should be recorded on the perpetrators learner file.

## South Gloucestershire & Stroud College Anti-Bullying & Harassment Intervention Procedure

Learners can report an incident by speaking to ANY member of college staff who will complete an Anti-Bullying Incident report form, or alternatively report the incident via the College's confidential email:

anti-bullying@sgscol.ac.uk

If the bullying is racial please also refer to the College's Racial Equality Policy

- The Incident Form & relevant supporting paperwork are passed on to the relevant Tutor/Learning Mentor/HOD/HOF/Head of Learner Services (whichever is appropriate)
- Incident recorded on the central Anti-Bullying Database and monitored.
- A statement may need to be taken from all parties concerned and/or witnesses.

The evidence will be looked at and a decision will be made at this stage as to the next step of the procedure

The Tutor/HOD will log the incident. Photocopies of any further evidence should be sent to the Head of Learner Services (Bristol Campus)/ Learning Mentors (Stroud Campus).

Learners affected will be offered counselling or mentoring as a way of moving forward

Monitoring will take place every term (6 weeks) to ensure there have been no reoccurrences of the bullying incident

### OPTIONS

- The bully (bullies) may be asked to genuinely apologise
- Reconciliation will be an ultimate aim.
- In serious cases, fixed term suspension or even permanent exclusion will be considered. If possible, the learners will be reconciled.
- It may also be necessary to contact the College's Designated Safeguarding & Child Protection Officers:

See list attached:

## SGS College Safeguarding Team

Filton Campus			
Name	Location	Contact No	Email Address
Rosheen Hucker Head of Learner Services	Filton Campus - Learner Services Room CG11	0117 9092231	Rosheen.hucker@sgscol.ac.uk
Alexandra Hucker College Sport Maker	WISE Campus Sports Academy	0117 9192616	Alexandra.hucker@sgscol.ac.uk
Phill McClelland Welfare Adviser	Filton Campus - Room CG11	0117 9092262	Phillip.mcclelland@sgscol.ac.uk
Nicolas Shearer-Burgess Learning Mentor	Filton Campus – Construction Department	0117 9152415	Nicolas.shearerburgess@sgscol.a c.uk
Julie Connolly Counsellor	<ul style="list-style-type: none"> <li>• Filton Campus - Room CG10</li> <li>• WISE – Room G32</li> </ul>	0117 9092298  0117 9192605	Julie.connolly@sgscol.ac.uk
Helen Done Senior Learner Liaison & Enrichment Officer	<ul style="list-style-type: none"> <li>• Filton Campus - Student Union</li> <li>• WISE – Room G32</li> </ul>	0117 9092259  0117 9192605	Helen.done@sgscol.ac.uk
Sophie Dyer Learner Liaison Officer	<ul style="list-style-type: none"> <li>• Filton Campus - Student Union</li> <li>• WISE – Room G32</li> </ul>	0117 9092259  0117 9192605	Sophie.dyer@sgscol.ac.uk
Steve Hall Work Placement Co-ordinator	Filton Campus - Learner Services Room CG11	0117 9092204	Steve.hall@sgscol.ac.uk
Jacob Bacon Sports Lecturer	WISE Sports Department Room WS9	0117 9192653	<a href="mailto:Jacob.bacon@sgscol.ac.uk">Jacob.bacon@sgscol.ac.uk</a>
Thomas Sanday Lecturer	Filton Campus -Foundation Learning Department	0117 9092280	<a href="mailto:Thomas.sanday@sgscol.ac.uk">Thomas.sanday@sgscol.ac.uk</a>
Sarah Bishop Lecturer	WISE – Public Services Department	0117 9192663	<a href="mailto:Sarah.bishop@sgscol.ac.uk">Sarah.bishop@sgscol.ac.uk</a>
Jason Cooper Enrolment Centre Assistant	Filton Campus-Enrolments Department	0117 9092269	<a href="mailto:Jason.cooper@sgscol.ac.uk">Jason.cooper@sgscol.ac.uk</a>
Caroline Dolan In-Class Support Worker	Queens Road	0117 9736259	<a href="mailto:caroline.doran @sgscol.ac.uk">caroline.doran @sgscol.ac.uk</a>
Tina Gay Accommodation Officer	Filton Campus – Learner Services Room CG11	0117 9092269	<a href="mailto:Tina.gay@sgscol.ac.uk">Tina.gay@sgscol.ac.uk</a>
Jennifer McBain Quality Officer	Filton Campus – Quality Department C222	0117 9092210	<a href="mailto:Jennifer.mcbain@sgscol.ac.uk">Jennifer.mcbain@sgscol.ac.uk</a>



<b>Stroud Campus</b>			
<b>Name</b>	<b>Location</b>	<b>Contact No</b>	<b>Email Address</b>
Sonia Smith Head of Learner Services	Stroud Campus – The Hub Learner Services	01453 761119	<a href="mailto:Sonia.smith@sgscol.ac.uk">Sonia.smith@sgscol.ac.uk</a>
Karen Young Careers Co-ordinator	Stroud Campus – Learner Services	01453 761143	<a href="mailto:Karen.young@sgscol.ac.uk">Karen.young@sgscol.ac.uk</a>
Jackie Kane Learning Mentor	Learning Mentors Room 146	01453 847319	<a href="mailto:Jackie.kane@sgscol.ac.uk">Jackie.kane@sgscol.ac.uk</a>
Becca Johnson Learning Mentor	Learning Mentors Room 146	01453 761208	<a href="mailto:Becca.Johnson@sgscol.ac.uk">Becca.Johnson@sgscol.ac.uk</a>