



Aylesbury College
Anti-Bullying Policy
2016/17

Responsible Officer:	Deputy Principal Learning and Quality
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Policy available:	Intranet and Website
Policy approved by:	Operational

Aylesbury College Anti-Bullying Policy

Introduction

This Policy deals with safety and well-being of all students in maintaining a learning environment that is safe, secure and free from any form of bullying or harassment.

Strategic Aims & Values

Aylesbury College is committed to providing an inclusive and respectful learning environment.

Scope

This Policy relates to all students involved in courses or activities which come under the responsibility of Aylesbury College.

Statement of Policy

- Aylesbury College holds as its highest priority the health, safety and welfare of all its students and will take reasonable steps to ensure their safety
- Respect and inclusion are fundamental values of Aylesbury College and bullying behaviour is not acceptable
- Aylesbury College have an Anti-Bullying Policy in place, which is made available to students, parents/carers and staff
- Aylesbury College will review, implement and monitor its anti-bullying practice to ensure that every student feels safe to learn and socialise and be safe from victimisation and discrimination at the College
- Aylesbury College will work with students in the development and implementation of Anti-Bullying Policies and practice
- Aylesbury College will provide training to staff in prevention and response to bullying to ensure a clear, consistent approach
- Aylesbury College will support students to develop resilience and strategies for preventing bullying and how to report bullying and concerns
- Aylesbury College will work with partners and agencies to prevent and respond to bullying including: parents, schools, the Local Authority and the Community and Diversity Officer
- Aylesbury College will monitor and report on the incidents of bullying and actions taken to address concerns

Checklist

Impact on Students/Staff

Provides a safe learning/working environment for all students and staff. A separate Harassment Policy covers staff

Impact on Equality:

This is an inclusive policy and covers different kinds of bullying including prejudicebased bullying

Impact on Health and Safety

Fundamental to health and safety and a safe learning environment

Impact on Data protection/Freedom of Speech

None

Link with Strategic Plan

Demonstrate an outstanding commitment to inclusion

Communication/Consultation Plan

Students will be consulted in the Policy and its implementation through the Student Council, Course representatives and target student focus groups

The Policy, guidelines and procedures will be communicated to staff through professional development sessions, cascading through Curriculum Managers and Advanced Practitioners and made accessible on Cloud and the website

Students and parents will be made aware of this policy through the student and parent handbooks, tutorial, student council and Cloud and the website

Process of Review

This policy will be reviewed annually or with changes in guidance and approved by the Operational group

Process of Review of Effectiveness

The Deputy Principal Learning and Quality will produce an annual report reviewing effectiveness of this policy

Aylesbury College Anti-Bullying Policy Guidelines

Forms of bullying

“Bullying is behaviour, usually repeated over time that intentionally hurts another individual or group, physically or emotionally. One person or a group can bully” (*Safe from Bullying, DCSF, 2009*)

- 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

Bullying can take the form of: name-calling, taunting, mocking, making offensive comments, kicking, punching, hitting, pushing, taking belongings, inappropriate touch, spreading hurtful and untruthful rumours, always excluding someone from a group, pressurising someone to act against their will.

Bullying can take the form of harassment. This is defined as unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

Bullies may pick on someone for no apparent reason, seizing on some aspect of the victim's appearance or personality as an excuse to bully them. This may be seen as 'harmless fun' by the perpetrator but not by the victim.

1. Cyber bullying

Increasingly bullying is happening through new technology; for example, sending inappropriate or hurtful texts messages, emails, posting malicious, offensive or degrading material on-line.

Threats and intimidation

Mobile phone, email, comments on websites, social networking sites or message boards

Harassment or stalking

Repeated, prolonged, unwanted texting of any nature, on-line stalking, constant monitoring of on-line activity. For example: can be a continuation of off-line harassment or lead to physical harassment and can include silent calls.

Vilification/defamation

Posting upsetting or defamatory remarks on-line, or name-calling by mobile phone. For example: sending messages by mobile phone or email of sexist, homophobic or racist nature, or attacking a physical or mental disability, cultural/religious background, appearance or socio-economic position.

Ostracising/peer rejection/exclusion

Using popular social websites such as Facebook, Twitter, What's App, Snap Chat to exclude.

Identity Theft/unauthorised access and impersonation

'Hacking': accessing someone else's account by finding out or guessing their username and password, unauthorised access to email accounts/the Virtual Learning Environment: sending instant messages or emails, or using someone else's mobile phone. For

example; accessing someone's information to harass or humiliate by posting on public websites, emailing, circulating copies, deleting someone's information.

Manipulation

Exerting undue pressure by email, on-line messaging or by mobile phone, for example: putting pressure on someone to reveal personal information or overtly encouraging a person to act or talk in a provocative way.

2. Prejudice-Based Bullying

Bullying may also take the form of singling out a person because they belong to a particular group.

Racist and Religious Bullying

Racist bullying can be defined as 'a range of hurtful behaviours, both physical and psychological, that make a person feel unwelcomed, marginalised, excluded, powerless, or worthless because of their colour, ethnicity, culture, faith community, national origin or national status' (*Safe from Bullying, DCSF, 2009*).

Sexual, sexist and transphobic bullying

Sexist bullying includes behaviour either physical or psychological because the victim is female or male, based on singling out something specifically gender related. Transphobic bullying refers to bullying where someone is, or is thought to be transgender.

Research shows that young people express an acceptance of sexual/sexist or transphobic insults because they are widely used, but these insults are often used to bully someone. Inappropriate touching can be a form of bullying. 'Jokes' about sexual assault or rape, if unchallenged can create an atmosphere where this behaviour is seen as more acceptable.

Homophobic Bullying

Homophobic bullying refers to bullying of someone because of their sexual orientation (or perceived sexual orientation). This can be difficult for a young person to report and is often directed at them in a sensitive phase of their lives when identity is being developed.

The term 'gay' as an insult is unacceptable and should always be challenged as such use can lead to a person feeling denigrated and even hounded. The term 'gay' is sometimes used as a proxy for racist or disablist bullying as people believe this will go unchallenged.

Disablist Bullying

This is targeted at people with disabilities and takes similar forms as other types of bullying. Additional forms may include:

Manipulative bullying - the perpetrator tries to get the victim to act in a certain way, doing something that they should not do and may not be able to recognise the wrongdoing.

Bullying that exploits a particular aspect of a condition, for example sensitivity to sensory stimuli, light or sound.

Conditional friendship where the victim is 'allowed' to be in the friendship group only on certain conditions.

Persistent, low level bullying where eventually the victim 'snaps'. This is often seen in people on the Autistic Spectrum. They can become uncontrollably angry when this occurs.

There can be a hierarchy of skills between people with disabilities. Bullying can occur within this hierarchy, for example the sighted may bully the unsighted.

There are typically high levels of bullying between people with emotional and behavioural difficulties as well as bullying of them by others.

Aylesbury College Anti-Bullying Policy Procedures

Framework

Bullying can only be stopped through a combination of **Prevention** and **Response**. This next section outlines the framework to prevent bullying at Aylesbury College and the response required to deal with bullying behaviour when an incident occurs.

1. Preventing Bullying

We will ensure:

There is a designated Safeguarding Officer who will co-ordinate anti-bullying activities: maintaining policies, arranging training, monitoring bullying incidents, ensuring records are kept, reporting and linking with external agencies and partners.

The Anti-Bullying Policy provides clear guidance so that everyone understands what is acceptable and unacceptable behaviour and how bullying will be dealt with.

The Anti-Bullying Policy covers different kinds of bullying, for example: prejudice-based bullying and cyberbullying. This will be reviewed annually in consultation with students and approved by the Operational group.

The Acceptable Use of IT Policy and E-Safety Policy are implemented, publicised and regularly monitored through the ILT strategy group.

All staff, students and parents/carers are informed of the Policy and how to put it into practice, which will be publicised through the College website, CLOUD, Student Council, and the Tutorial programme.

We include a section on bullying in promotional materials and welcome packs for students, including the student handbook, making it clear that bullying and harassment are unacceptable.

There is regular training for all staff on the Anti-Bullying Policy and their role in prevention and response.

All new staff receive training and information on the Anti-bullying Policy as part of their induction including their responsibilities, and signposting to further help.

We provide additional training for staff where there are specific training needs, for example support with addressing transgender bullying, or cyberbullying.

We work with students to develop resilience and strategies to respond to bullying and develop positive relationships and choose not to discriminate or bully through the tutorial and induction programme.

We provide and publicise a confidential helpline for students to report their concerns.

We work with the Student Council to implement Anti-Bullying practice.

We consult with students about bullying and feeling safe and take practical steps in response to their feedback.

We provide systems for grievances and conflict to be resolved.

We work in partnership with students, parents, schools, community policing and other local partner agencies to prevent and respond to bullying.

2. Procedures in Responding to Bullying

When bullying does occur, a clear consistent response is vital. The goals of intervention should always be the same:

- To make the victim safe
- To stop the bullying and change the bully's behaviour
- To make clear to every student that bullying is unacceptable
- To learn lessons from the experience that can be applied in future

Reporting and Investigating Bullying

All bullying incidents should be reported to the Curriculum Manager or Duty Manager and an incident form completed. This will be investigated under the relevant section of the Student Disciplinary Policy which in cases of serious misconduct deals with the procedures for suspension and exclusion of a student.

The investigation should be carried out sensitively and in a timely fashion to establish what has happened and agree a way forward. This should avoid humiliating the victim by taking actions which make them seem weaker, powerless or a 'grass'.

Supporting the Victim

In order to make the victim feel safe he or she may need further support while the bullying is being dealt with, or after it has stopped. The Safeguarding Officer will help the victim to develop and monitor support strategies, refer to other support services and liaise with the appropriate staff member in the follow up.

Changing the Environment

In some instances there may be prejudice exhibited by a whole group. This will need to be addressed by the Curriculum Manager through investigation and working with the group to discourage and address collusion of bullying and bystander behaviour, further training and the development of positive relationships and the effects of bullying on others.

Working with the Bullying Person

We will offer opportunities to the bullying young person to ensure the bullying stops and the bullying behaviour changes outlined by the following principles:

Focus on the behaviour and not the student
Explore how bullying makes them feel and why the need to bully
Find alternative ways to feel recognised and manage their emotions
Identify and deal with triggers
Victim empathy and making amends
Professional help and counselling
Avoiding bully hero status

Recording and Monitoring

All reports of bullying and investigations with outcomes and actions must be recorded in writing and monitored through the Learner Disciplinary Policy.

The Course Leader should follow up discreetly with the victim to make sure the bullying has actually stopped and they feel safe, passing on any concerns to the Curriculum Manager or Safeguarding Officer where appropriate.

A summary copy of investigations and student disciplinary relating to bullying should be forwarded to the Deputy Principal Learning and Quality who will monitor the overall incidents of bullying and provide regular reports to Executive and the Student Council.

Reported incidents of prejudice-based bullying will be reported to the Aylesbury Police Community and Diversity Officer by the Deputy Principal of Learning and Quality.

3. Roles and Responsibilities

As a framework for ensuring that all students are safe, secure and free from any forms of harassment and bullying, there is a need for every member of staff to be clear about their role in furthering the objectives of this policy.

3.1 The Governing Body is responsible for:

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Ensuring that the College has effective policies and procedures in place in accordance with legislation and safeguarding and health and safety guidance
- Modelling fair and respectful behaviours and leadership
- Monitoring the effectiveness of the Anti-Bullying Policy
- Supporting the allocation of resources associated with this policy

3.2 Executive is responsible for:

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Modelling fair and respectful behaviours and leadership

- Approving and systematically monitoring the effectiveness of the Anti-Bullying Policy
- Challenging all forms of prejudice and promoting equality
- Providing a senior manager lead for the co-ordination of anti-bullying activities
- Ensuring all staff and students understand their responsibilities with regard to prevention and response to bullying and harassment
- Reviewing and allocating resources to support this policy
- Working with external agencies and partners

3.3 Safeguarding Officer is responsible for:

- Co-ordination of anti-bullying activities
- Maintaining and implementing the Anti-Bullying Policy, guidelines and procedures, planning and arranging training for staff in relation to this policy
- Monitoring and reporting on the incidents and outcomes of bullying incidents
- Liaison with external agencies and partners, for example Bucks County Council
- Working with the Head of Student Services to report incidents of prejudice-based bullying/harassment to the police

3.4 Curriculum Directors and Managers are responsible for:

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Modelling fair and respectful behaviours and leadership
- Challenging all forms of prejudice and promoting equality
- The consistent implementation of the Anti-Bullying Policy
- Ensuring all staff understand their responsibilities with regard to prevention and response to bullying and harassment
- Investigating, monitoring, recording and reporting incidents of bullying and harassment
- Raising student awareness of prevention and response through curriculum and course representatives, induction and tutorial programme

- Consulting regularly with students about bullying and whether they feel safe and take practical steps to address concerns

3.5 Duty Managers are responsible for:

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Modelling fair and respectful behaviours and leadership
- Challenging all forms of prejudice and promoting equality
- Ensuring full understanding of the Anti-Bullying Policy, guidelines and procedures and their roles and responsibilities in consistently applying the policy
- Recording and dealing with incidents in accordance with Duty Managers' protocols

3.6 Teaching Teams are responsible for:

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Modelling fair and respectful behaviours and leadership
- Challenging all forms of prejudice and promoting equality
- Ensuring full understanding of the Anti-Bullying Policy, guidelines and procedures and their roles and responsibilities in consistently applying the policy
- Supporting the capacity of students to respond to bullying themselves in developing resilience and strategies for preventing bullying through induction and the tutorial programme
- Reporting and recording incidents of bullying to the Curriculum Manager for investigation and follow up

3.6 Business Support Staff are responsible for:

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Modelling fair and respectful behaviours and leadership
- Challenging all forms of prejudice and promoting equality

- Ensuring full understanding of the Anti-Bullying Policy, guidelines and procedures and their roles and responsibilities in consistently applying the policy

3.7 Students are responsible for:

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Modelling fair and respectful behaviours to their peers, staff, visitors and the College environment
- Challenging all forms of prejudice (eg: racism, sexism, homophobia or discrimination about disability) and promoting equality
- Ensuring their behaviour does not intentionally hurt or humiliate another individual or group physically or emotionally
- Not colluding or reinforcing bullying by being a bystander– students should walk away and get help or include the victim in a group for safety
- Understanding strategies to prevent bullying and know to whom to report concerns
- Reporting concerns and worries about themselves or someone else to a member of staff or the Confidential Helpline: 07920072463

3 Further Reading and Guidance

This policy has been written from the guidance 'Safe from Bullying: in Further Education Colleges' (DCSF)

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

- Child Protection and Safeguarding Policy, Procedures and Guidelines
- Protection of Vulnerable Adults Policy and Procedures
- Equality and Diversity Policy
- Acceptable Use of ICT Policy
- Learner Disciplinary Policy and Procedures
- E-Safety Policy
- PREVENT Strategy

Other Reading and Websites:

- Safe from Bullying: in further education college (DCSF, 2009)
- Stay safe in cyberspace (anti-bullying alliance – www.antibullyingalliance.org.uk)
- Safe to Learn: Cyberbullying (DCSF)
- Childnet: www.childnet.com
- CEOP (The Child Exploitation Online Protection Centre) www.thinkuknow.co.uk
- EACH (Educational Action Challenging Homophobia) www.eachaction.org
- Stonewall www.stonewall.org.uk
- MENCAP www.mencap.org.uk/dontstickit.