



# **Anti-Bullying Policy and Procedure (Students)**

## **Includes Harassment, Violence, Discrimination and Prejudiced Behaviour**

Myerscough College and University Centre promotes an inclusive safe, disciplined and positive environment, culture and ethos, ensuring students, staff and visitors are treated fairly with respect and recognises the impacts of this on the behaviour and attitudes of students. The College promotes positive behaviour and attitudes and does not tolerate bullying, discrimination, prejudiced behaviour, harassment and / or victimisation and violence in any form including peer on peer abuse, in relationships whether that be online or offline.

We are committed to the elimination of bullying and harassment and violent, prejudiced behaviour in any form. It is the right of every individual to study, work and live without fear of harassment or bullying.

Our aim is to raise the awareness of bullying and harassment as an issue and in so doing to empower everyone to reduce or eliminate instances of bullying and harassment.

The College will adopt this policy and procedure to ensure that unacceptable behaviours and attitudes are not tolerated and dealt with quickly, consistently and effectively whenever they occur.

This policy and procedure apply to all students at all centres of the College and covers any incident that may occur at Myerscough College and University Centre or in other areas such as:

- In residential areas
- On College buses
- Representing the College in any activity
- During class or practical session
- Anywhere on campus, work placement, work experience /employment and in Residency
- Online

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## 1. Statement

Myerscough College and University Centre is committed to developing and maintaining an anti-bullying culture where bullying of adults and young people is not tolerated in any form.

This policy outlines what the College will do to prevent and tackle all forms of bullying related to students across the whole College community.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to learning and have serious consequences for their mental health. Bullying which takes place in schools and Colleges 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, College can help to create safe disciplined environments where students are able to learn, develop and fulfil their potential.

## 2. Links to Legislation and Guidance

There are several pieces of legislation which set out measures and action for educational settings in response to bullying as well as criminal and civil law. These may, but not limited to:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010 and Public Sector Equality Duty 2011
- The Children Act 1989
- Children and Families 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Communications Act 2003
- Keeping Children Safe in Education 2020
- National Minimum Standards
- Education Inspection Framework, Ofsted 2019

## 3. Scope

This policy and procedure apply to all Myerscough students, including apprentices and school aged students.

## 4. Definitions

The College	Myerscough College – also referred to informally throughout this document as ‘us’ and ‘we’.
SEND	Special educational needs and disabilities
FREDIE	FREDIE Principles, Fairness, Respect, Equality, Diversity, Inclusion and Engagement

GDPR	General Data Protection Regulation (includes Data Protection Act 2018)
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## 5. Responsibilities

It is the responsibility of:

- The Principal to communicate this policy to the College community to ensure that disciplinary and intervention measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership team has been identified to take overall responsibility.
- Governors to take a role in monitoring and reviewing this policy.
- All staff and appropriate partners to support, uphold and implement this policy accordingly.
- Students to abide by this policy.
- Parents and carers to support the student and work in partnership with the College.

## 6. Key Terms and Definitions

### 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 direct or indirect forms:

- Direct – physical, verbal, non-verbal
- Indirect – cyber-bullying, online -bullying, social media, texting, gaming and can also include the use of images and video

It can often be motivated by prejudice, real or perceived differences against particular groups.

This policy and procedure covers all types and forms of bullying:

- Physical bullying and violence or threatening behaviours
- Emotional bullying
- Sexual harassment or bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, race, nationality
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage/ student parents (pregnancy and maternity under the Equality Act)
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Initiation or hazing type

Stopping violence and ensuring immediate physical safety is obviously the College's first priority but emotional bullying can be more damaging than physical; the College will use professional judgements about each specific case and will take all cases regardless of bullying behaviour seriously.

The College understands 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 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.

Low-level disruption and the use of offensive and derogatory language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter it can also lead to a reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

### **Online / Cyber Bullying**

The College is mindful of the rapid development of, and widespread access to, technology that provides opportunities for 'virtual' bullying, which can occur in or outside College or work placement. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience.

### **Harassment**

Harassment is defined as unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment. Harassment can be spoken or written abuse, physical gestures, facial expressions. Harassment can also be banter that is offensive to the person.

Increasingly, harassment is happening through technology. This can involve sending inappropriate, or hurtful text messages, tweets, emails, instant messages, comments or posting malicious material online (including on social networking websites), or sending, sharing or posting offensive or degrading comments, images or videos.

Sexual violence and harassment are safeguarding issues and are managed alongside the safeguarding policy and procedure. Reports of sexual harassment will be taken seriously and reports of a sexual nature (both on and offline) must be referred to the safeguarding team.

### **Victimisation**

Victimisation is when a person subjects another person to harm or damage because they have made allegations of harassment or discrimination, intend to make such an allegation or have assisted or supported a person in bringing an allegation.

Victimisation is unlawful under harassment and discrimination legislation and will be treated as a form of harassment under this policy.



## **Hate Crime and Hate Incidents**

The College acknowledges that bullying can take many forms and makes the link between bullying behaviours and hate crime incidents and hate crimes and will deal with any hate incidents and crimes seriously which may include police involvement as with any other serious bullying incidents as appropriate.

A hate crime can be defined as any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion, sexual orientation or perceived sexual orientation; disability of perceived disability or a person who is transgender or perceived to be transgender.

A hate incident can be defined as any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Behaviours and conduct which can be considered as hate incidents are wide ranging and can include but not limited to:

- Verbal abuse
- Harassment
- Bullying or intimidation
- Threats of violence
- Physical attacks
- Abusive social media posts, text messages or phone calls, hate mail (all forms of online abuse)
- Creating, displaying or circulating discriminatory literature or posters

## **Stalking**

Stalking can be defined as persistent and unwanted attention that makes people feel pestered and harassed. It includes behaviour that happens two or more times, directed at or towards a person by another person, which causes them to feel alarmed or distressed or to fear that violence might be used against them. It can go on for a long period of time, making people feel constantly anxious and afraid. Sometimes the problem can build up slowly and it can take a while to realise that it is an ongoing campaign of abuse. The problem isn't always physical; stalking can affect people psychologically as well. Social media, text messages, phone calls and the internet are often used for stalking and harassment and cyber stalking or online threats can be just as intimidating.

The Suzy Lamplugh Trust define stalking as 'a pattern of fixated and obsessive behaviour which is repeated, persistent, intrusive and causes fear of violence or engenders alarm and distress in the victim'. It can include but not limited to:

- Making unwanted communication
- Consistently sending gifts
- Physical or sexual assault
- Monitoring a person's use of the internet, email or any other form of electronic communication
- Loitering in any place, watching or spying on a person, following a person
- Interfering with any property of a person, damaging property.

## 7. College Ethos and Culture

Myerscough College and University Centre recognises that all forms of bullying especially if left unaddressed can have a devastating effect on individuals, have serious consequences on mental health and create a barrier to learning and impact on personal development.

The College aims to create a culture and awareness that does not tolerate bullying, harassment, violence, derogatory language and discriminatory behaviour and will deal with any issues swiftly, consistently and effectively wherever they occur. By effectively preventing and tackling bullying our College can help to create a safe and disciplined environment, where students are able to learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include students with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the antibullying policy.
- Requires all members of the community to work with the College to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the College response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Liaises with schools and other organisations to be advised of pre-existing problems when a student leaves school after persistent bullying and comes to College and any overlapping patterns of bullying school and College (particularly for 14-16s).
- Utilises support from the Local Authority, Police and other relevant organisations when appropriate.

## 8. Prevention

### Environment

The whole College community will:

- Create and support an inclusion environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community
- Recognise the potential for students with SEND to be disproportionately impacted by bullying and will implement pastoral support as required for all.
- Openly discusses differences between people that could motivate bullying.

- Challenge practice and language (including 'banter' which does not uphold the College values and FREDIE principles.
- Be encouraged to use technology positively and responsibly
- Work with staff, the wider community and outside agencies to prevent and tackle concerns of prejudice-driven bullying
- Actively create safe spaces, opportunities and a culture where students feel confident to report any concerns.
- Celebrate success and achievements to promote and build a positive College ethos.

### **Policy and Support**

The whole College community will:

- Provide a range of approaches for students, staff, parents / carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing College policies, for any bullying brought to the College's attention, which involves or affects students, even when they are not on College premises; for example, when using College transport, social activities, work placement or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

The College will:

- Train all staff, including: curriculum, support staff (e.g. administration staff, support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the College's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum, tutorial and wider activities.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop students' social and emotional skills, including building their resilience and self-esteem.

### **Involvement of Students**

The College will:

- Involve students in policy writing and decision making, to ensure that they understand the College's approach and are clear about the part they play in preventing bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.



- Utilise learner engagement activities to seek students' view on the College culture, extent and nature of bullying, to involve students in campaigns and awareness of key messages.
- Publicise the details of internal support, as well as external helplines and websites. o Offer support to students who have been or experiencing bullying and to those who are bullying to address the problems they have.

### **Involvement and Liaison with Parents, Carers and Employers**

The College will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents, carers and employers
- Ensure all parents, carers and employers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents, carers and employers and the local community to address issues beyond the College environment that give rise to bullying.
- Ensure that parents, carers and employers work with the College to role model positive behaviour for students, both on and offline.
- Ensure all parents, carers and employers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

## **9. Intervention and Responding to Bullying**

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 students records 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. The disciplinary process considers 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, they have 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.

The College will take all reports of bullying seriously and address them as quickly as possible with a focus on supporting those being bullied. The College will determine the nature and extent of the bullying and take appropriate actions in each case.

The nature and level of support will depend on the individual circumstances and the level of need. These can include but not exclusive to: a quiet word from a member of staff that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with

parents, or referring to external organisations including the Police. Where there is believed to be a risk of significant harm the case will be referred to a safeguarding team member and dealt with through safeguarding procedures.

### **Responding to Bullying**

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The College will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Head or Assistant Head of Area /Designated Safeguarding Lead (DSL) or other allocated and identified member of staff will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The College will speak with and inform other staff members, where appropriate.
- The College will ensure parents, carers (and employers where appropriate) are kept informed about the concern and action taken, as appropriate and in line with safeguarding and confidentiality policies.
- Appropriate actions, including support and sanctions, as identified within the College behaviour and disciplinary policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence (including hate crime incidents) has been committed, or other local services including early help or social care, if a student is felt to be at risk of significant harm.
- A clear and precise account of bullying incidents will be recorded by the College in accordance with existing procedures.
- This will include recording appropriate details regarding decisions and action taken.

### **When responding to Cyber-Bullying Concerns, the College will:**

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.  
This may include: looking at use of the school systems; identifying and interviewing possible witnesses; Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.  
This may include: Support reports to a service provider or other agencies (such as Professionals Helpline, CEOP, Revenge Porn Helpline) for advice and / or to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content. Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the law and the College searching and policy ensuring that the College powers are used proportionately and lawfully. Requesting the deletion of locally-held content and content posted online if they contravene College policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the College will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need. Inform the police if a criminal offence has been committed.

- Provide information to staff and pupils regarding steps they can take to protect themselves online.  
This may include: ▪ advising those targeted not to retaliate or reply; ▪ providing advice on blocking or removing people from contact lists; ▪ helping those involved to think carefully about what private information they may have in the public domain.

### **Supporting Students**

Students who have been bullied will be supported by:

- Reassuring the student and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their tutor / progress coach, a member of the safeguarding or residential team or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers, and employers where appropriate.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Students who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the student (age appropriate)
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with College behaviour and discipline policy
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

### **Keeping Records**

It is important that accurate and timely notes are kept and any such notes should include (where possible):

- Date
- Time
- Place
- Name of person harassing them
- What actually happened?
- How the person felt at the time
- Name of any witnesses
- Action taken and who it was reported to
- Any correspondence relating to the incidents and subsequent complaints

Records will be stored confidentiality either with the Safeguarding team or with Corporate Services if a formal investigation takes place and notes with outcomes and action planning will be recorded in confidential comments on the student records systems ProMonitor or OneFile. Storage and retention of records will be in line with College GDPR.

## 10. Confidentiality

At all stages of the procedure, the need to maintain confidentiality is paramount. Circulation of information and discussions will be minimised to that which is necessary to ensure a fair process. Information will be shared on a need to know basis in order to safeguard and support all involved. In such cases, the complainant will be consulted prior to any action being taken however there may be cases where the College may need to involve other statutory agencies such as the police and social care and parents or carers with or without the consent of the individuals involved. The DSL and other associated staff make professional decisions based on risk and safeguarding practice whilst ensuring appropriate information is shared with the victim.

If the case is involving an apprentice or student on work experience, the College will make a decision as to whether to inform the employer is informed and involved in the process.

## 11. Counselling

Either party may request an appointment with to a counsellor at any time. The role of the College counsellor is to provide support and assistance during this time. The counsellor has no role in formal investigations and neither are they a source of evidence in any proceedings, since all discussions between the Counsellor and client are confidential in line with BACP guidelines.

## 12. Complaints

Formal complaints should be made in writing to the Corporate Services Manager, in accordance with the College's Complaints Policy and Procedure.

## 13. Key Contacts

Director of Corporate Services: Debbie Clayton, [dclayton@myerscough.ac.uk](mailto:dclayton@myerscough.ac.uk)

Director of Student Support, Designated Safeguarding Lead: Lisa Hartley, [lhartley@myerscough.ac.uk](mailto:lhartley@myerscough.ac.uk)

## 14. Documents Associated with this Policy

This Policy and Procedure applies to all areas of College activity and links to other Policies and Procedures, specifically:

### Internal Documents:

Positive Behaviour Policy – Students (including disciplinary processes)  
Safeguarding Policy and Procedure  
FREDIE Policy  
Disciplinary Procedure (Staff)  
Student Acceptable Use of IT Resources Policy  
Staff Acceptable Use Policy (Email)  
Complaints Policy and Procedure

## **15. Monitoring, Review and Evaluation**

The College will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied via the Student Experience Group.

Reports of bullying related incidents including outcomes will be included in safeguarding reports to SLT and Governors.





## Definitions and Unacceptable Behaviour

Bullying is behaviour that hurts another individual or group, either physically or emotionally.

- There is intention to hurt or humiliate
- There are situations where the victim finds it hard to defend themselves
- It can be persistent

Whether or not a student is being bullied, if they are in a situation where they feel uncomfortable or ill at ease, there is a need to ensure the environment exists where they can talk their concerns over with a member of staff.

**Cyber bullying**, as it is often called, might take the form of *real-world* bullying being played out online. Situations may be deliberately planned in order to photograph someone in a humiliating way and circulate this online. **Cyber-mobbing** is similar to cyberbullying except that it generally involves more than one person or online-aggressor. Cyber-mobbing is defined as a group of people ganging up on someone using tactics of rumour, innuendo, discrediting, isolating, intimidating, and above all, making it look as if the targeted person is responsible (victim blaming). Cyber-mobbing can be particularly distressing as it can make the victim feel as though everyone is against them and there's nowhere to turn. This is partially because it's difficult to tell who is instigating the attacks - the "ringleader" can sometimes be hidden behind the actions of multiple other people, leaving the victim unable to defend themselves from the lead bully.

The College will take harassment to include any behaviour that is offensive, intimidating or hostile. The defining features are that the behaviour is offensive or intimidating to the recipient and would be so regarded by any reasonable person.

It is important to note that differences of attitude, background or culture and the misinterpretation of social signals can mean that what is perceived as harassment and bullying by one person may not seem so to another but in all situations the College will deal with all reports seriously.

Harassment may take many forms and involve more than one individual, both as the harasser and the victim. It can range from extreme forms such as violence and bullying, to less obvious actions such as ignoring someone.

### Hate Crime and Hate Incidents

Hate incidents and hate crime are acts of violence or hostility directed at people because of who they are or who someone thinks they are – see policy for further explanations

**Hazing** is any action or situation created intentionally that causes embarrassment, harassment or ridicule and risk emotional and or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate. Hazing is often associated with initiations.

### Examples of Unacceptable Behaviour

Under the Equality Act 2010, all public bodies have a duty to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people.

The Act covers discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These categories are known in the Act as protected characteristics.

The following are examples of unacceptable behaviour. This list is not exhaustive:

### **Sexual Harassment or Bullying**

This can be physical conduct ranging from the invasion of personal space and/or inappropriate touching to serious assault. It can include questions or remarks about a person's sex life, comments or ridicule about appearance or dress, unwanted sexual advances, sexually explicit remarks or innuendoes and/or pressure for sexual favours, displays or distribution of pornographic or sexually suggestive material, including graffiti, posters or other offensive material.

### **Racial Harassment or Bullying**

This may include obscene gestures or jokes about, or gratuitous references to, a person's colour, race, religion or nationality. It can include deliberate exclusion for reasons related to race. It can also include offensive remarks about dress, culture or customs, which have the effect of ridiculing or undermining an individual, or fostering hatred and/or prejudice towards individuals or particular ethnic groups. It also includes inappropriate displays of posters, or other offensive material. In some circumstances, it can include pressure to participate in political/religious groups.

### **Harassment or Bullying of People with Disabilities**

This can take the form of individuals being ignored, disparaged, ridiculed or denied opportunities because of mistaken assumptions about their capabilities. In such cases, disability, rather than ability, has become the focus of attention. Such harassment can include inappropriate personal remarks, jokes or inappropriate references to an individual's appearance.

### **Harassment or Bullying on the Grounds of Actual or Perceived Sexual Orientation**

This can include homophobic remarks or jokes (whether spoken, written or sent by email / social media), offensive comments relating to a person's sexuality, threats to disclose a person's sexuality to others or offensive behaviour/abuse relating to HIV or AIDS status.

### **Harassment or Bullying on the Grounds of Religious Belief**

This can include jokes or insults about items of clothing, religious artefacts, religious beliefs or rituals.

### **Harassment or Bullying on the Grounds of Gender Reassignment**

This can include jokes, name calling, humiliation, exclusion or being singled out for different treatment.

### **Harassment or Bullying on the Grounds of Age**

This can include jokes or insults about a person's age, or singling a person out for different treatment because of their age.

## What to Do if you are the Victim of Harassment, Bullying or Victimization

### Remember that it is always better to talk about it and report it

- Talk to someone you can trust, a tutor, your Progress Coach, Residential support officer or member of support staff, parent, friend or relative.
- Be persistent. If the first person you talk to ignores you, do not give up, speak to someone else.
- If you can, write down everything the bully/bullies have done or have said to you, and try to write down how you feel. When you have found someone you can trust and who is helpful, discuss what you have written with that person. Be very careful to only write down things which really happen.
- If you find it difficult to talk to an adult, ask one of your friends to come with you, or ask someone to talk to a member of staff on your behalf.
- Most importantly, do something. Sometimes bullying stops quickly but doing nothing means it may continue until someone is seriously upset or hurt. That could be you, or the bully/bullies may find new victims. If their behaviour is not challenged, they are unlikely to stop.

### What not to do:

- Don't try to deal with the problem on your own - there is nothing wrong in asking for help
- Don't hit the bullies - you might end up being accused of bullying yourself
- Always tell the truth about what has happened. Don't exaggerate. If a small part of what you are saying is shown to be untrue then it throws everything else into doubt.
- Don't believe the lies that the bullies tell about you. Don't hide what is happening from the adults you trust. Keeping things secret is the bullies' biggest weapon against you. That is why they go to so much trouble to try to stop you telling.
- Don't delete texts or offensive materials, show them to someone you can trust such as your tutor, a Residential Support Officer or a member of the Core staff team.  
On the SnapChat application, pictures and videos disappear within 10 seconds after being viewed and are automatically deleted. Bullies don't want to leave any evidence of what they are doing at the risk of being caught, SnapChat is therefore an attractive platform to bullies. Don't let this happen, grab the evidence (if you can), block the person and talk to somebody you can trust about it.

### The signs to look out for if you suspect a friend, colleague or student may be being bullied or has experienced inappropriate behaviour:

- Not wanting to go to lessons or classes
- They feel ill when it's time for lessons
- Starting to miss College
- Beginning to get behind with their course work
- They may have damaged clothes, belongings or equipment
- They may become withdrawn, shy and lack confidence
- They may become distressed and anxious, even stop eating
- They may display self-harming behaviours

- They may attempt or threaten suicide
- Their possessions go missing
- They might ask for money or begin to steal money
- Continually lose money
- Do they refuse to discuss what's wrong?
- Have they got unexplained bruises, cuts, scratches?
- Do they seem more aggressive and unreasonable than normal?

**What to do if you suspect or know someone is being bullied:**

- Be a friendly ear. If your friend has somebody to talk to, they won't feel so alone.
- Don't encourage the bullies by laughing or smiling at the things they say or do.
- If you can, tell the bullies that you don't accept what they're doing and try to get them to stop.
- Don't ditch your friend because things are getting tough; stand by them.
- Don't get into fights with the bullies. Getting into trouble won't help your friend.
- Tell someone about it as soon as possible.

**You can talk to any member of staff, your Tutor, Progress Coach, Residential Support Officer, Job Coach, Work-based Assessor or Tutor, Safeguarding Team or Inclusive Learning Team.**



## What to do if you are Accused of Bullying, Harassment or Victimisation

Bullying, harassment and victimisation are issues that must be taken seriously by all students and staff.

An accusation does not signify a judgment that you are guilty and there will need to be a discussion with you in order to establish the true nature of the situation. It is possible that there might be a problem, which has arisen because you have not realised the effect of your actions and you may not have intended the effects complained of. The perception of the person complaining is, however, an important factor in determining whether or not bullying, harassment or victimisation has taken place.

If you are a student, you may contact your tutor, Progress Coach or a member of the Student Support & Safeguarding team, including the Equality Diversity and Inclusion Coordinator. They will be able to advise and support you.

You have the right to be accompanied throughout any discussions or formal actions.

In many cases, the problem may be solved informally through discussion. You will be asked to reflect on your behaviour and the possibility that you might be at fault, whether consciously or not. A simple discussion between you and the person with a complaint may set matters right and restorative justice completed appropriately.

Details relating to the circumstances that gave rise to the complaint, the existence of witnesses and the nature of the professional relationship between the person complaining and yourself will all be considered. If the complaint is taken to a formal stage, the College will ensure that any formal procedures are properly followed.

Throughout any informal or formal procedures, the principal objective is that of identifying the underlying issues and eliminating the cause of offence as quickly as possible and with minimal recrimination. However, the College formal disciplinary procedures may be invoked for staff and students deemed to have bullied, harassed or victimized and member of the Myerscough College community.

At times it may be necessary to involve other agencies such as the Police or social care services and information may be shared in line with any criminal or safeguarding requirements. Depending on your age and capacity to consent to making your own decisions, parents or carers/ guardians may also be informed.



## Procedure for Dealing with Harassment, Bullying or Victimisation

If the issue is of a safeguarding nature, a physical assault, sexual harassment or sexual violence, this is an immediate safeguarding referral.

The Student Positive Behaviour Policy will be utilised in any cases of bullying however there are certain additional factors to consider and implement when the issue is of a bullying nature as referenced throughout the Anti-Bullying Policy.

### General Guidelines

#### Students

- If you feel you are a victim of bullying or harassment, TELL SOMEONE. This may be, in the first instance, your Course Tutor, subject tutor, Progress Coach, Residential support officer, someone in the Core and Student Support, Inclusive learning or any other member of staff.
- Once a member of staff has been alerted, they will then inform Safeguarding and support team and / or the Head of Curriculum for your area who will interview those involved separately. Another member of staff may be allocated if this is more appropriate for you and the concerns you have raised.
- You will be listened to sympathetically and your concerns taken seriously. Restorative questions (see appendix 5) may be used by staff when speaking to you to ensure a fair process and that you have your say.
- All incidents that are reported and interview notes will be recorded on the student record system, ProMonitor.
- As a result of the interviews the Student Disciplinary Procedure may be followed or support offered.
- In certain circumstances, if you are under 18, the College may feel it necessary to involve your parents or carers.
- Restorative conversations may also be used where appropriate, in order to bring all parties together to look for a resolution or way forward for all involved.
- **In most cases, if the issue is dealt with early,**
- All incidents reported are monitored termly by the College Student Experience Group. This is to monitor incidents and effectiveness of interventions, no names are discussed, only curriculum areas that are involved.

#### Staff

- All complaints about bullying or harassment must be taken seriously and treated sensitively. It is important to discuss possible / desirable strategies with the victim in the first instance and proceed as appropriate.
- Inform Student Support and Safeguarding/ The Core and the Head of Area immediately. Tutors are advised not to try and resolve the issue themselves as it can affect their relationship with the student.
- In the case of 14-16 students being involved, the 14-16 coordinator must also be involved and students involved will be interviewed by an identified member of staff; in the case of 14-16 students who are on a school role, this information will be shared with the school for agreed actions and next steps.

- In the case of an apprentices or a student on work placement, the College must decide whether to involve and inform the employer.
- Before any action is taken check if students involved are receiving additional support, if so contact Inclusive Learning before further action is taken.
- Use restorative questions, where possible, initially when speaking to student(s)
- Any follow up action or reports must be reported to the Head of Area and Student Support / The Core so that it can be logged with the other information about the incident.
- **Where it is found that a student has failed to observe the College's Anti-Bullying Policy, then the student Disciplinary Procedure should be followed.**
- Where appropriate the Head of Area will contact parents detailing the incident and stating that the College is taking action.
- Counselling and other support can be offered to all students involved where appropriate.
- If appropriate, Progress Coach or tutor to hold group discussion on bullying / harassment and the FREDIE Principles to emphasise College and British Values.



## Guidance for the Use of Restorative Practice with Students

### Rationale for Restorative Practice

- This can be used by staff initially when a student comes to them with an issue and when the students agree to it.
- Can help to provide staff with the prompts needed to ask questions and resolve/ identify an issue early to prevent it escalating.
- Could be used as an option to give students a chance to resolve their issues before having to go through the disciplinary procedure.
- The use of these questions ensures that all students get the same experience when reporting an issue, no matter which staff member they report it to.
- By all staff using these questions, we will be able to create an environment where they feel comfortable in reporting issues to staff; this could highlight any possible issues.
- Students will realise the impact that their actions (extended to impact on the group, staff and family) can have and will be able to consider this before making choices, rather than after.

### Restorative Practice

These are examples of the questions that can be used by staff to try to resolve an incident that has taken place.

#### Restorative Questions

- 1 (To respond to challenging behaviour)
  - • What happened?
  - • What were you thinking about at the time?
  - • What have your thoughts been since?
  - • Who has been affected by what you did?
  - • In what way have they been affected?
  - • What do you think needs to happen next?
  -
- Restorative Questions 2 (To help those harmed by others' actions)
  - • What did you think when you realised what had happened?
  - • What have your thoughts been since?
  - • How has this affected you and others?
  - • What has been the hardest thing for you?
  - • What do you think needs to happen next? Where appropriate, agreements / action plan

Document History			
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### Quality Assurance

This Policy and Procedure maps to the following external quality assurance frameworks

Framework	Framework Section Reference(s)
Education Inspection Framework	
National Minimum Standards	
MATRIX	
QAA	
QIA	
ESFA	

### Key Changes to Document

Inclusion of wider bullying issues, FREDIE, hate crime, stalking, hazing, peer on peer/ relationships.  
 Inclusion of restorative practice.  
 Embed EIF / behaviour and attitudes throughout policy guidance.  
 Links to Student Positive Behaviour (including Disciplinary procedure)– no separate process for bullying incidents however references specific issues to consider and implement in bullying cases.  
 Addition of appendices

#### All Myerscough College Policies are subject to screening for Equality Impact Assessment

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation

Myerscough College not only fulfils its legal position in relation to current and future equality legislation, but additionally goes beyond compliance in providing and promoting “Opportunities for all to succeed”, free from any aspect of discrimination, harassment or victimisation.

All staff have a duty of care to look after the interests of and support their colleagues. *This policy takes account of our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.*

#### Safeguarding, Learner Protection and Prevent

All staff have a responsibility to support and promote the College's commitment to providing a safe environment for students, staff and visitors. Additionally, all staff have a responsibility to report any safeguarding or Prevent issues to the Designated Senior Lead for Safeguarding and Prevent.

