

## Anti-Bullying Policy

|                         |            |                    |            |
|-------------------------|------------|--------------------|------------|
| <b>Policy Reference</b> | SGP-07     |                    |            |
| <b>Issue Date</b>       | 01/09/2024 | <b>Review Date</b> | 01/09/2026 |

## Document Control

|                        |                                      |
|------------------------|--------------------------------------|
| <b>Owner</b>           | Director SEND and Learner Experience |
| <b>Audience</b>        | All Moulton Stakeholders             |
| <b>Confidentiality</b> | Low                                  |

## Version Control

| <b>Version</b> | <b>Description/Changes</b> | <b>By</b> | <b>Date</b> |
|----------------|----------------------------|-----------|-------------|
| 1.0            | New                        | DoSLE     | 09.2024     |
|                |                            |           |             |

## Approval

| <b>Approved By</b>     | <b>Meeting Date</b> | <b>Next Review</b> |
|------------------------|---------------------|--------------------|
| Senior Leadership Team | September 2024      | September 2026     |

## Related Policies

| <b>Ref.</b> | <b>Policy</b>                            |
|-------------|------------------------------------------|
| CUR-06      | Positive Behaviour Policy                |
| SGP-04      | Child on Child Abuse Policy              |
| SGP-01      | Safeguarding and Child Protection Policy |
|             |                                          |
|             |                                          |

## Equality Impact Assessment

| <b>Equality Impact Assessment</b>                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------|
| The policy has undergone an Equality Impact Assessment (EIA) confirming that there are no negative consequences in the case of this policy. |

# Anti-Bullying Policy

## Purpose

1. Moulton College takes all incidents of bullying and harassment seriously and will always act to ensure that any bullying incident is dealt with as promptly and effectively as possible. The College is committed to keeping all learners safe by providing an environment where there is a zero-tolerance culture to bullying behaviours.
2. Bullying in any form, is entirely contrary to the values and principles we work and live by; the College believes that all members of the College community have a right to work and learn in a secure and respectful environment. We all have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment. The aim of this anti-bullying policy is to ensure that all learners can learn in a supportive, caring, and safe environment without fear of being bullied.

*“Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools and colleges can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.” ‘Preventing and Tackling Bullying’ DfE July 2017*

3. This policy aims to ensure that:
  - Bullying is not tolerated in any form; by anyone, on any college site; including off-site trips, visits, residential visits, within any College accommodation settings or in the workplace
  - The Principal, Governors, Senior and College Leadership groups, teaching and non-teaching staff know what the procedures are and know when and how to report bullying
  - Learners and parents/guardians are assured that they will be supported when bullying is reported
4. Moulton College will:
  - work to create a welcoming and safe environment for everyone
  - encourage the values of mutual respect and tolerance, in line with our wider College values (ambitious, supportive and inclusive)
  - model fair and respectful behaviour through leadership
  - challenge all forms of prejudice and promote equality and diversity

- discourage young people from engaging in bullying
- consult with learners about bullying through our Learner Voice process
- make sure that learners and parents/guardians of learners, know what the College's position is on bullying and know how to report any incidents or concerns
- respond to bullying incidents in a timely manner
- • work to support the perpetrator to stop bullying behaviours towards others, wherever possible

## Definitions

### What is Bullying?

*"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."*  
 'Preventing and Tackling Bullying' DfE July 2017

5. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

### How does bullying differ from banter?

6. Bullying: There is a deliberate intention to hurt or humiliate. There is a power imbalance that makes it hard for the victim to defend themselves. It is usually persistent. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, or homophobic bullying and when young people with disabilities are involved. If the victim might be in danger, then intervention is urgently required.
7. Banter: Is defined as 'the playful and friendly exchange of teasing remarks is seen as a form of bonding and humour.' However, banter can become a bullying activity when it is directed at an individual, is persistent and offensive to them. Low-level

disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

### **Bullying can be:**

- Emotional - being unfriendly, excluding someone, tormenting (e.g., threatening gestures, interfering with personal possessions), threatening language, persistent teasing, or harassment
- Physical - pushing, kicking, hitting, punching or any use of physical violence
- Racist and Religious - Racist and Religious bullying can be defined as 'a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin, or national status'
- Sexual - Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon. It includes unwanted physical contact or sexually abusive comments.
- Transphobic - Transphobic bullying refers to bullying because someone is or is thought to be transgender.
- Homophobic - Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation).
- Verbal - name-calling, sarcasm, spreading rumours, teasing, and graffiti
- Cyber - all areas of internet, such as social networking, email, and chat room misuse. Threats/abuse by text messaging or calls from any mobile device. Misuse of associated technology i.e. phones, tablet, camera, video...
- Disablist - bullying involving young people with disabilities employs many of the same forms as other types of bullying, with name calling, pushing, and shoving being common. This is not a definitive list of behaviours but identifies some of the key aspects we understand as bullying type behaviours.

### **Policy**

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

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

## **Implementation**

11. Everyone in the College has a responsibility to report and deal with bullying. However, the College also have nominated staff who provide a focus for anti-bullying work. The nominated staff are the Personal Development Tutors or the Safeguarding Team. The Safeguarding Team work alongside curriculum staff to ensure that any bullying incidents are dealt with in a timely and effective manner.
12. This leadership role includes responsibility for:
  - Responding to bullying incidents
  - Maintaining the policy
  - Delivering or arranging training for staff and learners
  - Ensuring that records are kept and that data on bullying incidents is collected and held securely
  - Reporting to the Governors and the Safeguarding Team on bullying data
  - Linking with partners and multi-agency groups where appropriate

## **How to Respond to Bullying**

13. When bullying does occur, a clear consistent response is essential. The goals of any intervention should always be the same, no matter who is dealing with the incident. The aims should be to:
  - Make the victim/alleged victim safe
  - Stop the bullying immediately
  - Change bullying behaviours in individuals and groups
  - Make clear to every learner that bullying at Moulton College is unacceptable
  - Reinforce the anti-bullying message through curriculum, activities, events, and campaigns

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

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

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

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

16. All college staff should be aware and alert to possible signs which could include an individual:
- being frightened of walking to or from college
  - not wanting to go on their usual mode of transport
  - changing their usual routine
  - being unwilling to go to home
  - unwilling to attend college, having a poor attendance record, or showing changes to a usually good attendance record
  - becoming withdrawn, anxious, or lacking in confidence
  - self-harming behaviours
  - talking about feeling suicidal or attempting suicide
  - running away/going missing
  - having difficulty sleeping
  - showing signs that their college work is suffering
  - having personal possessions damaged or being taken/go missing
  - having unexplained physical injuries
  - becoming aggressive, disruptive, or unreasonable
  - showing changes in their eating habits
  - being frightened to say what is wrong
  - giving improbable excuses for any of the above
  - being afraid to use the internet or mobile phone
  - being nervous or jumpy when a cyber/digital message is received
17. These signs and behaviours could indicate other safeguarding concerns however bullying should be considered a possibility and therefore investigated as such

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

18. Sexual violence and sexual harassment can occur between two young people of any age and sex. It can also occur through a group of young people sexually assaulting or sexually harassing a single child/young person or group of children/young people.
19. Children/young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.
20. The College is aware in line with DfE Guidance as provided in Keeping Children Safe in Education that:
  - Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
  - Not tolerating or dismissing sexual violence or sexual harassment as “banter,” “part of growing up,” “just having a laugh” or “boys being boys.”
  - Challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting skirts. Dismissing or tolerating such behaviours risks normalising them
  - Understanding that all of the above can be driven by wider societal factors beyond the college, such as everyday sexist stereotypes and everyday sexist language.
21. Consideration must always be given when investigating bullying concerns around sexual violence and harassment. Any allegation or concern must be taken seriously and reported to the Safeguarding Team through the CPOMS system where it will be checked, recorded, and dealt with appropriately.

# Equality Impact Assessment (EIA)

Please complete both sides of this Equality Impact Assessment and ensure that the latest copy of this is recorded as part of the appendices of the specific policy.

|                                                                                                                                                         |                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Policy Reference and Name</b>                                                                                                                        | Anti-Bullying Policy                                                                                                                                                                                                                                                |
| <b>Assessment date</b>                                                                                                                                  | 01/09/2024                                                                                                                                                                                                                                                          |
| <b>Completed by</b>                                                                                                                                     | Director SEND and Learner Experience                                                                                                                                                                                                                                |
| <b>What are the aims of the policy?</b>                                                                                                                 | To protect staff and learners from bullying                                                                                                                                                                                                                         |
| <b>Who does the policy affect?</b>                                                                                                                      | All stakeholders                                                                                                                                                                                                                                                    |
| <b>Who is involved in implementing the policy?</b>                                                                                                      | All staff                                                                                                                                                                                                                                                           |
| <b>What information is currently available about the impact of this policy and its associated procedures?</b>                                           | Linked to Child on Child Abuse Policy data and Positive Behaviour Policy and Disciplinarys.                                                                                                                                                                         |
| <b>Do you need more information to help you make an assessment about the impact of this policy and its associated procedures?</b>                       | No                                                                                                                                                                                                                                                                  |
| <b>Do you have any examples that show how this policy will have a positive impact on any of the equality characteristics listed in the table below?</b> | Safeguarding Data, LDD and gender questioning Learners                                                                                                                                                                                                              |
| <b>Which other policies does this policy link with?</b>                                                                                                 | Child on Child Abuse Policy<br>Safeguarding and Child Protection Policy<br>Child Protection and Safeguarding Policy<br>The Learner Code of Conduct<br>ICT Code of Practice<br>The Staff Code of Conduct<br>Positive Behaviour Policy<br>Child on Child Abuse Policy |

|                                                                             |                                               |
|-----------------------------------------------------------------------------|-----------------------------------------------|
|                                                                             |                                               |
| <b>What consultation has taken place in the development of this policy?</b> | Drawn out the main points from other policies |

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**Use the table below to assess the impact of this policy on each of the listed characteristics. Your decision must be evidence based.** Sources of evidence might include success rates, achievement gaps, application and enrolment data, learner voice, consultation outcomes, recruitment and employment data, customer feedback or complaints, meeting minutes.

| <b>Characteristic</b><br>(These characteristics are protected under the Equality Act 2010) | <b>Negative impact?</b><br>Y / N | <b>Evidence to support your impact assessment decision</b> | <b>Requires further action?</b><br>Y/N |
|--------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------|----------------------------------------|
| <b>Age</b>                                                                                 | N                                |                                                            |                                        |
| <b>Disability</b>                                                                          | N                                |                                                            |                                        |
| <b>Race</b>                                                                                | N                                |                                                            |                                        |
| <b>Gender, inc. re-assignment</b>                                                          | N                                |                                                            |                                        |
| <b>Sexual orientation</b>                                                                  | N                                |                                                            |                                        |
| <b>Religion / belief</b>                                                                   | N                                |                                                            |                                        |
| <b>Pregnancy / maternity</b>                                                               | N                                |                                                            |                                        |
| <b>Marriage / civil partnership</b>                                                        | N                                |                                                            |                                        |
| <b>Socio-economic</b>                                                                      | N                                |                                                            |                                        |

### Overall EIA judgement

| Select |                                                                                                                                                                                                                                                                                                                                                                             |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ✓      | <b>No change required</b><br>The assessment is that the policy is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review                                                                                   |
|        | <b>Adjust the policy or practice</b><br>This involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. This may involve removing or changing the aspect of the policy that creates any negative or unwanted impact. It may also involve introducing additional measures to reduce or mitigate any potential negative impact |

|  |                                                                                                                                                                                                                                                                                                                                                                             |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b><i>Continue the policy</i></b></p> <p>This means adopting/continuing with the policy despite the potential for adverse impact. Set out the rationale for this decision, including how the decision is compatible with our legal obligation. Where there is discrimination, but it is considered not to be unlawful – the objective justification must be recorded</p> |
|  | <p><b><i>Stop the policy</i></b></p> <p>If there would otherwise be unlawful discrimination or adverse effects that are not justified and cannot be prevented/mitigated</p>                                                                                                                                                                                                 |