

Policies & Procedures

Title	Learner Bullying and Harassment Policy
Author	Natalie Lofts – Learner Services Manager
Manager Responsible	Natalie Lofts – Learner Services Manager
Internal Procedure Approved by SLT (Senior Leadership Team)	
Date of Approval	6/9/23
Review Date	6/9/26

Learner Bullying and Harassment Policy

1. Strategic Overview

Learning and Enterprise College Bexley passionately believes that every learner has a right to study in an inclusive environment, where they feel valued and treated with dignity and respect. The College is committed to preventing bullying and harassment and its commitment to equal opportunity is enshrined in its Equality and Diversity Policy and in the Learner Charter.

Bullying and harassment, 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 college does not only affect an individual during adolescence but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, Learning and Enterprise College Bexley can help to create a safe, disciplined, and inclusive culture where learners develop the skills and knowledge to prepare well for life in modern Britain.

2. Purpose

The College aims to ensure that we operate in an inclusive environment where effective learning can take place. This policy promotes and encourages all learners to achieve and maintain acceptable standards of conduct for academic performance; it will also strengthen the message that there are clear consequences for inappropriate behaviour conducted in the College environment.

The College is committed to ensuring that all learners who may be subject to disciplinary processes are dealt with in a fair and equitable manner, whilst considering the individual circumstances of each learner involved.

The Positive Behaviour Policy will be used to support the Bullying and Harassment Policy to ensure that there is an environment free of bullying and harassment.

3. Scope of Policy

This policy applies to all learners enrolled at Learning and Enterprise College Bexley.

It also applies to all staff who have an active role to play to promote an inclusive culture, can identify the signs of bullying and harassment and follow the actions that need to be undertaken if bullying and harassment is suspected.

4. Legal Framework

Section 89 of the Education and Inspections Act 2006 states that colleges must have measures to encourage good behaviour and prevent all forms of bullying amongst learners. The below acts supported the development of this policy:

- The Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

5. Definitions

The below are the definitions of bullying and harassment

5.1 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 people, or perceived differences.

5.2 Cyberbullying

Cyberbullying is bullying that takes place over digital devices or platforms. With the rapid development and widespread access to technology, this technology has provided a new medium for 'virtual' bullying. Cyberbullying is a different form of bullying and can happen at any time of the day and can be potentially shared with a bigger audience.

5.3 Harassment

Harassment may be directed at an individual or a group. Under The Equality Act 2010, harassment is defined as "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual."

5.4 Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature towards another person which could reasonably be expected to make that other person feel offended, humiliated, or intimidated. A single incident is enough to be considered sexual harassment - it does not have to be repeated behaviour.



The person engaging in unwelcome behaviour does not have to intend to be sexually harassing the other person for the behaviour to be considered sexual harassment.

Regardless of what was intended, sexual harassment is defined by the nature and the impact of the behaviour, not the intention behind it.

6. Procedures for Learners

- If you feel you are the victim of bullying or harassment - act promptly and tell someone. This may be your course tutor, the Safeguarding Team, someone in Learner Services or any other member of staff.
- Restorative questions will be used by staff when speaking to you to ensure a fair process and that you have had the opportunity to have your say. You will be listened to sympathetically and your concerns will be taken seriously.
- Notes will be taken regarding the discussion and the staff member will ask the learner to complete a statement, which must be signed to declare a true reflection of events. All incidents and notes will be recorded and held centrally by the College Safeguarding Team.
- As a result of the interview, the Positive Behaviour Policy may be followed against the alleged bully and follow up interviews will be conducted with the perpetrator.
- Bullying that takes place outside the College environment will be investigated and acted upon by college staff. The disciplinary sanctions will be imposed and implemented on the College premises.
- If the bullying could be deemed as criminal or poses a serious threat to the lives of learners or the public, the Police will be informed immediately.
- Confidentiality will be maintained, but it cannot be guaranteed. If a learner decides not to take any further action after reporting the incident, the College reserves the right to investigate the incident and apply disciplinary sanctions where appropriate.
- In some circumstances, if the learner is under the age of 18, the College may make an informed decision whether to involve the learners' parents or guardian.
- Restorative meetings will be held on some occurrences to explore a resolution where appropriate; on other occasions, a Behaviour Contract may be introduced as the best course of action.
- If learners would prefer to arrange contact with an external organisation to discuss their concerns, a list of specialist agency details is provided in Appendix 1 of this policy.

7. Procedures for Staff

- All disclosures about bullying and harassment should be taken seriously and treated sensitively. It is important to discuss all possible and desirable strategies with the victim in the first instance and proceed as



appropriate.

- Reassure the learner that they have done the right thing in reporting the incident of bullying or harassment and it is important to portray a calm, non-judgmental and positive response to the learner.
- Do not show your own emotions or ask any leading questions. Instead, use restorative questions to ascertain what has happened and capture all the information including who is involved.
- It is important to be honest with the learner - do not promise confidentiality.
- Notes will need to be taken regarding the discussion and the staff member will need to ask the learner to complete a statement which must be signed by the learner, to declare a true reflection of events. It is important staff record facts and do not add their own interpretation on the Statement Form.
- If a learner decides not to take any further action after reporting the incident the College reserves the right to investigate the incident and pursue an outcome.
- In certain circumstances, if the learner is under the age of 18, the College may make the decision to involve the parents or carers.
- If the learner or staff member decides the matter is best resolved informally, an accurate record should be kept. In some cases, speaking directly with the person concerned can be enough to end the situation. For example, sometimes learners do not realise that their conduct is causing offence and explaining this to them is enough to make them rethink their behaviour.
- If the matter needs to be addressed through a more formal process or there is a serious safeguarding concern this needs to be reported to the College's Safeguarding Team.
- If there are allegations of staff bullying or harassment the employee resolution procedure must be followed, [Employee relations procedures | London Borough of Bexley](#)

8. Monitoring

Incidents of bullying and harassment will be recorded by the College Safeguarding Team and reviewed termly by the SLT.

9. Mechanisms for Feedback

Constructive feedback on the continued improvement of the Admissions Policy is welcomed and should be directed to the Learner Services Manager.

APPENDIX 1: EXTERNAL SUPPORT AGENCIES

The following organisations provide external support for learners and parents/carers dealing with specific bullying issues including the social, mental, or emotional affects caused by bullying.



Specialist Organisations	
The Anti-Bullying Alliance (ABA):	Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the full range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here .
The Diana Award:	Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training, and supporting school anti-bullying ambassadors.
The BIG Award:	The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
Cyber-bullying and Online Safety	
LGFL:	The London Grid for Learning is a community of schools and local authorities committed to using technology to enhance teaching & learning.
Digizen:	Provides online safety information for educators, parents, carers, and young people.
Internet Matters:	Provides help to keep children safe in the digital world.
Think U Know:	Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers, and teachers.
The UK Council for Child Internet Safety (UKCCIS)	A range of resources for schools, colleges, and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'
LGBT	
Barnardo's:	Through its LGBTQ Hub, offers guidance to young people, parents, and teachers on how to support LGBT learners and tackle LGBT prejudice-based bullying.



EACH:	Provides a national Freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.
Metro Charity:	An equality and diversity charity, providing health, community and youth services across London, the Southeast, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity, or identity.
Proud Trust:	Helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
Schools Out:	Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
Stonewall:	An LGB equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.
SEND (Special Educational Needs and Disabilities)	
Mencap:	Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
Changing Faces:	Provide online resources and training to schools on bullying because of physical difference.
Cyberbullying and children and young people with SEN (Special Educational Needs) and disabilities:	Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
Anti-bullying Alliance SEND programme of resources:	Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
Information, Advice and Support Service Network:	Every Local area has an information, advice, and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.
Mental Health	
MindEd:	Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding, and supporting children who are bullied.
PSHE (Personal, Social, Health and Economic) Association:	Guidance and lesson plans to improve the teaching of mental health issues.



Race, Religion and Nationality	
Anne Frank Trust:	Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
Educate Against Hate:	Provides teachers, parents and school leaders' practical advice and information on protecting children from extremism and radicalisation.
Show Racism the Red Card:	Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
Kick It Out:	Uses the appeal of football to educate young people about racism and provide education packs for schools.
Tell MAMA:	Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse. MAMA can also refer victims for support through partner agencies.
Anti-Muslim Hatred Working Group:	Independent members of this group are representatives from the Muslim community, independent experts, academics, and government departments.
Sexual Harassment and Sexual Bullying	
Ending Violence Against Women and Girls (EVAW):	This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
Disrespect No Body:	A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
Anti-bullying Alliance:	Advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.