

The background features a large, stylized 'TEC' logo in blue and purple. The 'T' is a solid blue shape, while the 'E' and 'C' are outlined in blue and purple respectively. There are also faint, light blue outlines of the 'TEC' logo and other geometric shapes scattered across the page. The title 'Anti-Bullying Policy and Strategy' is centered in a bold, black, sans-serif font.

Anti-Bullying Policy and Strategy

The logo consists of a blue circle containing a white 'T' and a white 'C' separated by a colon. To the right of the circle, the text 'Partnership' is written in a white, sans-serif font. Below 'Partnership', the words 'Training • Education • Careers' are written in a smaller, white, sans-serif font.

T:C Partnership
Training • Education • Careers

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There can be occasions where it has not possible to review this policy/strategy/procedure within the

timescale indicated above, such as where there are imminent legislative changes, and in these cases the existing policy/strategy/procedure will remain valid until renewal.

Change Control

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Purpose and Scope

The TEC Partnership is committed to providing a safe, caring and friendly environment for all our learners, to enable them to study and learn in a relaxed and secure atmosphere. Bullying in any form is highly unacceptable and will not be tolerated at the institute. This policy applies to all members of staff employed by Grimsby Institute and to all learners enrolled on a course at the institute/ university centre.

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying

This policy statement applies to anyone working on behalf of:

- All governors, academic and non- academic staff, learners and parents/ carers should understand what bullying is
- All governors and academic/non- academic staff should know what the Institute policy is on bullying and should follow it when it is reported
- All learners and parents should be aware that the college has a policy around bullying and what their course of action should be in the event of a bullying issue arising
- As an organisation we take bullying very seriously, learners' parents and carers should rest assured that they will be supported in the event of any bullying incidents
- The institute will ensure that all staff and learners have access to the policy

Separate documents set out:

- our code of behaviour for children, young people and adults
- our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation

Key Priorities

The key priorities of this policy are:

- Learners will achieve their full potential whilst studying at the institute.
- Learners are confident; they have respect for themselves and others.
- Learners develop essential personal and social skills to support them in their working lives.
- As an institute we reduce bullying behaviour and bullying within our environment.
- Promoting an understanding of what bullying entails and its implications, throughout all staff and learners.
- Record, Monitor and report all incidences of bullying.
- Ensure regular reviews of reported incidents of bullying,

What is bullying?

Bullying includes a range of abusive behaviour that is repeated and intended to hurt someone either physically or emotionally. Bullying can take place in many forms:

Emotional – Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical – Pushing, kicking, hitting, punching or any use of violence

Verbal – Name-calling, sarcasm, spreading rumours, teasing

Racist and religious – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- Verbal abuse, name calling, racist jokes, offensive mimicry.
- Physical threats or attacks.
- Bringing racist leaflets, comics or magazines.
- Inciting others to behave in a racist way.
- Racist graffiti or other written insults, even against food, music, dress or customs.
- Refusing to co-operate in work or play.

Sexual bullying – this is generally characterized by:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty.
- Inappropriate and uninvited touching.
- Sexual innuendos and propositions.
- Pornographic material, graffiti with sexual content
- Sexual assault

Sexual orientation – this can happen even if people are not lesbian, gay or bisexual. This can be in the form of:

- Use of homophobic language.
- Looks and comments about sexual orientation or appearance.
- Verbal abuse by name-calling.
- Offensive mimicry.
- Mockery of a person's demeanour or way of speaking.

SEN or disability – Learners with a learning difficulty or disability are at greater risk of bullying. This can be characterised by:

- Name calling.
- Comments on appearance.
- Comments regarding perceived ability and achievement levels.

Online abuse – this is on the increase and can involve people receiving threatening or disturbing messages from possibly anonymous perpetrator, Age, Gender, religion and ethnicity.

- Chatrooms and Message Boards
 - Sending anonymous or threatening messages
 - Groups of people victimising individuals
- Email
 - Sending unpleasant or threatening messages
 - Forwarding unsuitable content including images
 - Accessing someone else's email
- Social Network Sites
 - Posting unpleasant comments and images
 - Making private information pub

Child on Child abuse – Staff should be aware that learners can abuse their peers. This is generally referred to as peer-on-peer abuse and can include, though not limited to:

- Sexual violence and sexual harassment.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling and other forms of physical harm.
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and rituals.
- Bullying including cyberbullying.

Whilst staff need to be aware of the gendered nature of peer-on-peer abuse, all peer-on-peer abuse is unacceptable and will be taken seriously.

The college will not tolerate Child on Child abuse. Abuse is abuse and will not be passed off as banter. Every report of Child -on-Child abuse will be taken seriously and considered on a case-by-case basis, supported by other agencies, such as children’s social care and the police as appropriate. Staff must report such allegations to the central Safeguarding Team who will record such allegations and the outcome on the central safeguarding database and relevant learner files.

The college will make an immediate risk and needs assessment following the report of peer-on-peer abuse. The risk assessment will consider any risks posed to all learners and adequate measures will be put in place to protect them and keep them safe.

The risk and needs assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator.
- All other learners (and if appropriate adult learners and staff) at college and any actions appropriate and proportionate to keep them safe.
- College will undertake action following the report of peer-on-peer abuse. Immediate consideration will be given on how to support and protect the victim and alleged perpetrator. Dependent on the case, the college will respond in one or a combination of the following four ways when managing any reports of peer-on-peer abuse.
- Manage internally.
- Early help.
- Referral to social care.
- Report to the police.
- The response will be proportionate to the case and support for the victim and alleged perpetrator tailored on a case-by-case basis. Support may be provided by college, external agencies or a combination of both.
- A whole college proactive approach is adopted to preventing peer on peer abuse and includes.
 - Staff training through mandatory training.
 - Student awareness through tutorials.
 - College stance on zero tolerance to peer-on-peer abuse articulated through policy statement, tutorials and training.

More detailed information about bullying is available from NSPCC Learning:
learning.nspcc.org.uk/child-abuse-and-neglect/bullying

Legal framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK. The NSPCC provides summaries of the key legislation and guidance on:

- bullying - learning.nspcc.org.uk/child-abuse-and-neglect/bullying
- online abuse - learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse
- child protection - learning.nspcc.org.uk/child-protection-system

We believe that:

- children and young people should never experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

We recognise that:

- bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- Developing a code of behaviour and strategy that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
- Holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it. These discussions will focus on:
 - group members' responsibilities to look after one another and uphold the behaviour code
 - respecting differences
 - dealing with problems in a positive way
 - checking that our anti-bullying measures are working well
- providing support and training for all staff and volunteers on dealing with all forms of bullying, including racial, sexist, homophobic and sexual bullying
- putting clear and robust anti-bullying procedures in place
- making sure our response to incidents of bullying considers:
 - the needs of the person being bullied
 - the needs of the person displaying bullying behaviour
 - needs of any bystanders
 - our organisation as a whole.

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children and young people
- welcoming new members to our organisation.

Anti-Bullying strategy

Contents

- Overview
- Strategic Objectives
- Project Objectives
- Implementation, Roles and Responsibilities
- Learner Profile
- Measuring Impact and Outcomes

Overview

The aim of the Anti-Bullying strategy is as follows:

- 1) To outline our aims to support all learners and staff to clearly understand how we offer support and guidance to students struggling with any experiences of bullying, harassment or victimisation.
- 2) To demonstrate how we work with affected students to identify strategies and solutions to deal with and resolve such issues.
- 3) To demonstrate how we offer support and guidance to the young person who has been the perpetrator in the incident and look at raising awareness and changing behaviours with aim to prevent future occurrences and change the mindset.
- 4) To demonstrate how we aim to develop a dialogue between staff members and students around issues of bullying and anti-social behaviour and maintain an awareness amongst students of ways these issues might present themselves, whether in-person, over the phone or online (cyberbullying).
- 5) To create and develop a group of “Anti-Bullying” ambassadors who will be trained to provide peer-support and act as an additional point of contact for their peers. The group will look to create awareness along with plan and support Anti-Bullying themed enrichment events.
- 6) We aim to cultivate and develop a culture of respect and tolerance for all students and staff within TEC PARTNERSHIP, by challenging bullying and anti-social behaviour and educating students by celebrating diversity and inclusion. The group will link in with relevant cross-college enrichment initiatives in order to celebrate differences.
- 7) The group will gain first-hand feedback from affected students and their experiences across college as a whole, in order to identify any issues or concerns that may require additional focus, as well as celebrate any positive experiences.

Strategic Objectives

This strategy sets out the following strategic values and objectives:

- **Culture:**

To foster and develop a culture of inclusivity, diversity, tolerance and respect for all students and staff.

- **Learner Wellbeing & Success:**

To ensure that all students feel safe and supported to be their authentic selves, without fear of discrimination or victimisation, in order to achieve their qualifications and have a positive college experience.

Project Objectives Anti Bullying group at TEC PARTNERSHIP

Aims for 23/24

- The Anti-Bullying policy and group will contribute to an outstanding learner journey within for all students.
- Increase and maintain awareness of instances of bullying, harassment and victimisation and educate students on ways to identify and resolve these issues. This will primarily be achieved through the 'Bee Kind' campaign which will not only maintain awareness but also drive recruitment to the Anti-Bullying group.
- The group will support members however needed – whether that be advice, guidance, acceptance, or community support – and develop a network of peer-support amongst members.
- Gather first-hand feedback from students on any issues or concerns they may be experiencing within TEC PARTNERSHIP and work to rectify where possible.
- To create and develop relationships between TEC PARTNERSHIP and any relevant external groups / agencies.
- The anti-bullying ambassadors – with staff guidance - will support members where needed, with advice, encouragement and community support.
- The group will also encompass Fundamental British Values (FBV) by focusing on mutual respect and tolerance, and the rule of law (discrimination) as well as Equality

The aim is to have at least 2 ambassadors in each curriculum area and look at the potential for recruiting “bully buddies” within the curriculum teams.

Ambassadors will act as a liaison with learner reps (where an ambassador is not a learner rep themselves) in order to have concerns/feedback raised at Learner Rep and Student Council meetings.

Responsible coaches will work closely with learner reps and ambassadors, meeting regularly to ensure the correct support is in place, organise and create new ideas and events.

All ambassadors will create their own events in each area to raise awareness of anti-bullying.

There will be one scheduled meeting per half term. However, communication will be held between coaches/members via email/teams and “pop up” or 1-1 meetings will be held as and when required.

Where concerns are raised for “bullying behaviour”, 1-1 tutorials, SMART Targets and reviews will be offered in order to support the learner to change attitudes and behaviours. These learners can receive 1-1 sessions around appropriate behaviour and support to develop consequential thinking which will be reviewed in any disciplinary meetings where needed.

Implementation, Roles and Responsibilities

While the group will be guided and supported by the coaches, in order to have the most impact, the group will need to be largely student-led and will require active involvement from all members.

1) Group Training and Recruitment

- Recruitment for ambassadors: All success coaches will promote the ambassador role to all students. The students will then let the SC know they if they would like to be an ambassador and forward all students names and student number to Michelle Burton.
- The team will then organise and deliver training.
- The training aims and objectives are:
 - Awareness, identifying, coping mechanisms and reporting all bullying situations.
 - Meetings with ambassadors on a monthly basis to discuss plans for events and positive changes around college. Students will work out the best dates and time agreed by the majority within the training groups.

2) Roles and Expectations of the Group

- At the start of each academic year, group members must each put forward their aims and objectives for the year ahead then decide democratically as a group – though with staff guidance - which areas to prioritise.
- All group members must also actively raise awareness of the group across college and assist in recruiting new members.
- All members will be expected to conduct themselves in a positive and respectful manner across college, in keeping with the Anti-bullying Ambassador ethos. Meetings to take place half termly, with members expected to attend at least 2 meetings or where possible, in order to keep up to date with the group's current agenda.
- The group will run three awareness events across the academic year, with the first taking place by the end of term 1 and the following between January – June. Events may be tied in with relevant themed dates in the enrichment calendar such as Black History Month, Respect for All week etc. These events will be student-led but supported by staff.

3) Challenging and Changing Behaviour

For students identified as initiating or being involved in any “bullying” behavior/incidents.

- The student will be offered 1-1'
- 1-1 support or workshops will take place with allocated success coach. All staff involved in the disciplinary meetings will be informed of this process.
- 1-1s & workshops will be tailored to the individual and include implementation of:
 - New strategies and interventions for better behavior and choices
 - Anger management
 - Stress management
 - Increase knowledge of what bullying is, consequences and after effects.

Measuring Impact and Outcomes

Performance Indicators

All group members will complete evaluation questionnaires at the start and end of the academic year to measure and evaluate the group's progress and gain valuable feedback on their experience. This will also include any training that the group undertake.

Following any cross-college enrichment events or activities delivered by the group, learners will receive a feedback form.

Attendance of the group will be recorded including data from meetings, events and training.

Data will be collected for any workshops/intervention work? Disciplinary outcomes etc? Recording all 1-1 and feed back on behaviour with PL and success coach

More information about responding effectively to bullying is available:

- protecting children from bullying and cyberbullying - learning.nspcc.org.uk/child-abuse-and-neglect/bullying
- recognising and responding to abuse - learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse