



**Buckinghamshire University Technical College**

**Anti-Bullying  
Policy and Procedure**

Responsible Officer: Assistant Principal  
Date: August 2020  
Review date: August 2022  
Available on VLE: Policies/procedures  
Available on Website: Information and Parents Page  
Authorised by: SLT

## **Introduction**

This Policy deals with safety, mental health and well-being of all students in maintaining a learning environment that is safe, secure and free from any form of bullying or harassment and has been written ensuring due regard to the Department for Education Guidance "Preventing and Tackling Bullying" reviewed and updated in July 2017 along with supporting documents. It also takes into account the DfE Statutory guidance "Keeping Children safe in Education" 2020.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.gov.uk/bullying-at-school/the-law>

[Schoolsweb.buckscc.gov.uk](https://schoolsweb.buckscc.gov.uk)

Bucks UTC is committed to providing an inclusive and respectful learning environment.

## **Scope**

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

## **Vision**

Bucks UTC will be a distinctive technically focused learning community, integrating education and business, where students feel valued, enjoying an inclusive, highly professional environment which challenges and inspires them to achieve.

## **Mission**

Bucks UTCs mission is to develop rounded individuals who can work anywhere in the world, empathising with other business cultures, demonstrating high levels of social responsibility, ethical thinking and a capacity for contributing to the reversal of the decline in commercial and design skills in the UK.

## **Values**

1. Exceeding expectations
2. Can do attitude
3. Mutual respect in all that we do
4. Integrity, honesty and openness
5. Valuing difference
6. Goal driven one team approach

## **Statement of Policy**

Bucks UTC holds as its highest priority the health, safety and welfare of all its students and will take reasonable steps to ensure their safety

Respect and inclusion are fundamental values of Bucks UTC and bullying behaviour is not acceptable

Bucks UTC respects and upholds the right of every young person to enjoy all aspects of his or her education here, without interference from other students.

Bucks UTC will have an anti-bullying policy in place, which is made available to students, parents/carers and staff

Bucks UTC will review, implement and monitor its anti-bullying practice to ensure that every student feels safe to learn and socialise and be safe from victimisation and discrimination at the UTC

Bucks UTC will work with students in the development and implementation of Preventing and Tackling Bullying Policies and Practice

Bucks UTC will develop a team of anti-bullying student ambassadors where students will be trained as part of the Diana Award. <https://diana-award.org.uk/anti-bullying/>

Bucks UTC will provide training to staff in prevention and response to bullying to ensure a clear, consistent approach

Bucks UTC will support students to develop resilience and strategies for preventing bullying and how to report bullying and concerns

Bucks UTC will not tolerate bullying and will seek to deal with it quickly and effectively. We believe all students should be able to work in a caring, supportive environment and bullying has no place in this vision.

Bucks UTC will work with partners and agencies to prevent and respond to bullying including parents, schools, the Local Authority and the Community and Diversity Officer

Bucks UTC will monitor and report on the incidents of bullying and actions taken to address concerns

## **Preventing Bullying Policy Guidelines**

### **Definition of bullying**

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

*(Preventing and tackling bullying, DfE, 2017)*

There is a deliberate intention to hurt or humiliate

There is a power imbalance that makes it hard for the victim to defend themselves It is usually persistent

Bullying can take 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.

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

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

**Signs of bullying might be (this is not an exhaustive list):**

- **Physical:** Bruises, scratches, cuts, damaged clothes
- **Health:** loss of appetite, stomach-aches, headaches, soiling/bedwetting
- **Emotional & Mental Health:** unwillingness to attend school, withdrawn or secretive behaviour, unhappiness, unusual shows of behaviour, refusal to speak about problems, high levels of anxiety
- **Change of routine:** asking to be taken into school, taking longer to get home, going home for lunch etc
- **Academic:** concentration difficulties, damage to work, missing work

**Bullying can happen to anyone. This policy covers all types of bullying including:**

- Bullying related to race, religion, nationality or culture
- Bullying relating to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic and transgender bullying)
- Bullying of young carers, children in care
- Sexist, sexual and transphobic bullying
- Bullying via technology – Cyberbullying

## **1. Cyber bullying**

'The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.' (*Preventing and tackling bullying, DfE, 2017*)

Cyber Bullying may include; sending inappropriate or hurtful texts messages, emails, posting malicious, offensive or degrading material on-line.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

See parent guide:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

### **Threats and intimidation**

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

### **Harassment or stalking**

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

### **Vilification/defamation**

Posting upsetting or defamatory remarks on-line, or name-calling by mobile phone. For

example; sending messages by mobile phone or email of sexist, homophobic racist nature, or attacking a physical or mental disability, cultural/religious background, appearance or socio-economic position

### **Ostracising/peer rejection/exclusion**

Using popular social media sites such as Facebook, Twitter, Instagram, Snapchat etc to exclude. For example; refusing to return of acknowledge messages, deleting others from friendship lists, or using 'ignore' functions

### **Identity Theft/unauthorised access and impersonation**

'Hacking': accessing someone else's account by finding out or guessing their username and password, unauthorised access to email accounts/the Virtual Learning Environment: sending instant messages or emails, or using someone else's mobile phone. For example; accessing someone's information to harass or humiliate by posting on public websites, emailing, circulating copies, deleting someone's information

### **Manipulation**

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

## **2. Prejudice-Based Bullying**

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

### **Racist and Religious Bullying**

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

### **Sexual, sexist and transphobic bullying**

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

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

### **Homophobic Bullying**

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

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

### **Disablist Bullying**

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

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

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

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

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

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

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

## **Preventing and Tackling Bullying Policy Procedures**

### **Framework**

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

### **1. Preventing Bullying**

Bucks UTC will:

**Involve students.** All students understand the UTC's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;

**Involve parents, carers and guardians** to ensure that they are clear that the UTC does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the UTC will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home;

**Regularly evaluate** and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;

**Implement disciplinary sanctions.** The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable;

**Openly discuss differences between people that could motivate bullying**, such as religion, ethnicity, disability, gender or sexuality. Also young people with different family situations, such as looked after children or those with caring responsibilities. We will also teach students that using any prejudice based language is unacceptable;

**Use specific organisations or resources for help with particular problems.** The UTC will draw on the experience and expertise of anti-bullying organisations with a proven track record and / or specialised expertise in dealing with certain forms of bullying;

**Provide a designated safeguarding lead (DSL)** who will co-ordinate preventing and tackling bullying activities; maintaining policies, arranging training, monitoring bullying incidents, ensuring records are kept, reporting and linking with external agencies and partners;

**Provide effective staff training.** Anti-bullying policies are most effective when all staff understand the principles and purpose of the policy, its legal responsibilities regarding

bullying, how to resolve problems, and where to seek support. The UTC will invest in specialised skills to help their staff understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGBT) students;

**Work with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

We will also work with other agencies and the wider community to tackle bullying that is happening outside the UTC;

**Make it easy for students to report bullying** so that they are assured that they will be listened to and incidents acted on. Students should feel that they can report bullying which may have occurred outside of the UTC including cyber-bullying;

**Create an inclusive environment.** We will create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;

**Work with students** to develop resilience and strategies to respond to bullying and develop positive relationships and choose not to discriminate or bully through the tutorial and induction programme; and

**Celebrate success.** Celebrating success is an important way of creating a positive organisational ethos around the issue.

## 2. Procedures in Responding to Bullying

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

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

[See www.bsrb.procedures.org.uk](http://www.bsrb.procedures.org.uk)

### 2.1 Reporting and Investigating Bullying

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

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

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is **reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.** Where this is the case, the UTC staff should report their concerns to the designated safeguarding lead (DSL).

### 2.2 Supporting the Victim

In order to make the victim feel safe he or she may need further support while the bullying is being dealt with, or after it has stopped. The designated safeguarding lead (DSL) will help

the victim to develop and monitor support strategies, refer to other support services and liaise with the appropriate staff member in the follow up.

<https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/#get-help-for-bullying>

### **2.3 Changing the Environment**

In some instances there may be prejudice exhibited by a whole group. This will need to be addressed by the Assistant Principal through investigation and working with the group to

discourage and address collusion of bullying and bystander behaviour, further training and the development of positive relationships and the effects of bullying on others.

### **2.4 Working with the Bullying Person**

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

- Focus on the behaviour and not the student
- Explore how bullying makes them feel and why the need to bully using the restorative justice system
- Find alternative ways to feel recognised and manage their emotions  
Identify and deal with triggers
- Victim empathy and making amends
- Professional help and counselling
- Avoiding bully hero status
- Involve parents/carers when appropriate

### **2.5 Recording and Monitoring**

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

The Assistant Principal should follow up discreetly with the victim to make sure the bullying has actually stopped and they feel safe, passing on any concerns to the DSL or Principal where appropriate

A summary copy of investigations and student disciplinary relating to bullying should be forwarded to the SMT who will monitor the overall incidents of bullying and provide regular reports to the Governing Board and the Student Council.

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

## **3. Roles and Responsibilities**

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

### **3.1 The Governing Body is responsible for:**

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment



- Ensuring that the UTC has effective policies and procedures in place in accordance with legislation and safeguarding and health and safety guidance
- Modelling fair and respectful behaviours and leadership
- Monitoring the effectiveness of the Anti-Bullying Policy
- Supporting the allocation of resources associated with this policy

### **3.2 The Senior Management Team are responsible for:**

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Modelling fair and respectful behaviours and leadership
- Approving and systematically monitoring the effectiveness of the Anti-Bullying Policy
- Challenging all forms of prejudice and promoting equality
- Providing a senior manager lead for the co-ordination of Anti-Bullying Policy activities
- Ensuring all staff and students understand their responsibilities with regard to prevention and response to bullying and harassment
- Reviewing and allocating resources to support this policy Working with external agencies and partners
- Investigating, monitoring, recording and reporting incidents of bullying and harassment
- Raising student awareness of prevention and response through curriculum representatives, induction and tutorial programme
- Consulting regularly with students about bullying and whether they feel safe and take practical steps to address concerns

### **3.3 Designated Safeguarding Lead (DSL) is responsible for:**

- Co-ordination of Preventing and Tackling activities
- Maintaining and implementing the Anti-Bullying policy
- Planning and arranging training for staff in relation to this policy
- Monitoring and reporting on the incidents and outcomes of bullying incidents
- Liaison with external agencies and partners, for example Bucks County Council
- Working with Principal to report incidents of prejudice-based bullying/harassment to the police

### **3.4 Teaching Teams are responsible for:**

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

- Reporting and recording incidents of bullying to the Head of Department/Assistant Principal for investigation and follow up

### **3.6 Support Staff are responsible for:**

- Creating and promoting a learning environment that is welcoming, safe, secure and free from bullying and harassment
- Modelling fair and respectful behaviours and leadership  
Challenging all forms of prejudice and promote equality
- Ensuring full understanding of the Anti-Bullying policy and procedures and their roles and responsibilities in consistently applying the policy

### **3.7 Students are responsible for:**

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

## **4. Further Reading and Guidance**

This policy has been written from the guidance 'Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies, DfE, 2017'

Other Reading and Websites:

Behaviour and Discipline in schools: a guide for headteachers and school staff -  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline>

Make Them Go Away (A video resource about bullying involving young children with disabilities)  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00672-2009>

Let's Fight it Together (A video resource about Cyber-bullying)  
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00239-2008>

Anti-bullying alliance – [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
Childline: [www.childline.org.uk](http://www.childline.org.uk)  
Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)  
Beat Bullying - <http://www.beatbullying.org/>  
MindEd: [www.minded.org.uk](http://www.minded.org.uk)  
NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)  
PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)  
Young Carers: [www.youngcarers.net](http://www.youngcarers.net)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)  
Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)  
The Diana Award - <https://diana-award.org.uk/anti-bullying/>  
Kidscape - <http://www.kidscape.org.uk/>  
Restorative Justice Council - <http://www.restorativejustice.org.uk/>  
EACH (Education Action Challenging Homophobia) - <http://www.eachaction.org.uk/>  
Working towards equality in education for LGBT <http://www.schools-out.org.uk/>  
Childnet: [www.childnet.com](http://www.childnet.com)  
CyberMentors ([www.cybermentors.org.uk](http://www.cybermentors.org.uk))  
CEOP (The Child Exploitation Online Protection Centre) [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
Stonewall [www.stonewall.org.uk](http://www.stonewall.org.uk)  
MENCAP The Voice of Learning Disability - [www.mencap.org.uk](http://www.mencap.org.uk)  
Changing Faces - <http://www.changingfaces.org.uk/Home>  
The UK Council for Child Internet Safety: [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) Race, religion and nationality  
Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational) LGBT  
Sexual harassment and sexual bullying: Ending Violence Against Women and Girls (EVAW):  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)

### **Toolkits**

[Educate against hate.com](http://educateagainsthate.com)

[Standuptobullying.co.uk](http://standuptobullying.co.uk)