



# London Design & Engineering UTC

## Anti-Bullying Policy

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| Acknowledgements        | Gloria Gold, Vice Principal – Personal Development |
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| Policy Approved by      | Board of Directors                                 |
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## Version Control Table

| Version | Date       | Amended by     | Rationale                                  |
|---------|------------|----------------|--|
| 2.1     | 09/09/2020 | Kenan Drugzani | Revised draft following scheduled review   |
| 3.0     | 24/09/2020 |                | Version approved by the Board of Directors |
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**Guidance on version Control:**

*The above is an example of how to complete the Version control table.*

*Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.*

*Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.*

# ANTI-BULLYING POLICY

## Policy Coverage

| THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS |          |                              |          |
|---|----------|------------------------------|----------|
| Type of Learner                                   | Tick (✓) | Type of Stakeholder          | Tick (✓) |
| Key Stage 3 (KS3) Carousel                        | ✓        | Teaching Staff               | ✓        |
| Key Stage 4 (KS4) GCSE                            | ✓        | Education Support Staff      | ✓        |
| Key Stage 5 (KS5) Level 2                         | ✓        | Administrative Support Staff | ✓        |
| Key Stage 5 (KS5) Level 3                         | ✓        | Directors                    | ✓        |
| Key Stage 5 (KS5) A Levels                        | ✓        | Employers                    | ✓        |
| Apprentices                                       | ✓        | Visitors / Contractors       | ✓        |

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## 1. Policy Aims

The aim of this Anti-Bullying Policy is to ensure that all learners feel safe, supported and cared for without the fear of being bullied by anyone. Furthermore, all staff are free from fear of bullying by learners.

DfE's 2017 guidance defines bullying as ***“behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”***.

Learners will be able to benefit from all opportunities available to them in College only when all issues of bullying are addressed.

### 1.1 Policy Objectives

- This policy further outlines what LDE UTC will do to prevent and tackle all forms of bullying.
- LDE UTC is committed to developing an anti-bullying culture where the bullying of adults or young people is not tolerated in any form.

## 2. Links to Legislation and Guidance

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include but are not limited to:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1988

This policy is based on DfE guidance [“Preventing and Tackling Bullying”](#) July 2017 and supporting documents. It also takes into account the DfE statutory guidance [“Keeping Children Safe in Education”](#) 2016. LDE UTC has also read Childnet’s [“Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”](#).

## 3. Responsibilities

It is the responsibility of:

- The Principal to communicate this policy to the UTC community, to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the senior leadership team has been identified to take overall responsibility.
- The Directors of the LDE UTC are to take a lead in monitoring and reviewing this policy.

- All staff, including: directors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with LDE UTC.
- Employers to support their Apprentices and work in partnership with LDE UTC.
- All Learners (including apprentices) to abide by this policy.

## 4. Key Personnel

- 1 **Senior leadership team member responsible for this policy is: Kenan Drugzani, Assistant Principal – Behaviour and Attitudes**
- 2 **The Designated Safeguarding Lead (DSL) is: Gloria Gold, Vice Principal – Personal Development & Well-being**
- 3 **Link Director with lead responsibility for this policy is: Chris Beales.**

## 5. Definition of Bullying

Bullying is **“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”**. (DfE “Preventing and Tackling Bullying”, July 2017).

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same inappropriate and harmful behaviours expressed online, sometimes called online or cyberbullying. This can include: sending inappropriate messages by phone, text, instant messenger through gaming websites and social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on young people’s emotional development.

## 6. Forms of Bullying Covered by this Policy

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

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, young people in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying

## 7. College Ethos and Vision

### 7.1 Our Ethos:

The London Design and Engineering UTC community recognises that bullying, especially if left unaddressed can have a devastating effect on individuals; it can create a barrier to learning and have serious consequence for mental wellbeing. By effectively preventing and tackling bullying, the College can help to create a safe, disciplined environment, where learners are able to learn and fulfil their potential.

### 7.2 Our Vision:

London Design and Engineering UTC is a happy, harmonious learning community where staff and learners feel safe and secure. College life is characterised by a calm, purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all learners and staff will behave in appropriate and socially acceptable ways.

Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. We aim to provide a safe learning environment where everyone feels able to enjoy and achieve and fulfil their potential free from bullying.

The well-being of every young person is of paramount importance; every learner has the right to a high-quality learning experience at the college, free from harm, neglect and abuse. All staff have a duty of care and a responsibility for safeguarding and promoting the well-being of learners

The College community share the definition of bullying as “*A persistent and deliberate attempt to hurt or humiliate someone*”. One-off incidents, whilst very serious and always dealt with, do not fall within the definition of bullying.

There is a consistent approach to how bullying incidents are dealt with. Parents are informed at the earliest opportunity. Learners are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues

### 7.3 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; 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 learners are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by this anti-bullying policy.
- Requires all members of the community to work with the College to uphold this anti-bullying policy.

- Reports back to parents/carers and employers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from relevant organisations when appropriate.

## 8. Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the LDE UTC:

- The College takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including staff training, assemblies, Learning for Life lessons, peer mentoring and high staff presence and visibility during lessons change over, break, lunch time and after-college.
- 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.
- Minor incidents or disagreements should be addressed by the class teacher however; any suspicions of bullying must always be reported to the appropriate Head of Year (HoY) as soon as possible.
- 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 of Year (HoY) will interview all parties involved. The HoY will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victims and witnesses
- For Apprentices, the Assistant Principal - Director of Apprenticeships responsible will undertake the interviews.
- The relevant statement taking protocols as per Behaviour Policy will be completed. Forms are attached as a part of Behaviour Policy.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The College will inform other staff members, and parents/carers, where appropriate.
- Sanctions (as identified within LDE UTC's Behaviour Policy) and support for individuals 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 has been committed) or other local services including Early Help or Children's Social Care (if a young person is felt to be at risk of significant harm).
- Where the bullying takes place off the college site or outside of normal college hours (including cyberbullying), the College will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in college in accordance with the LDE UTC's behaviour policy.

- A clear and precise account of the incident will be recorded by the College in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Serious or persistent cases of bullying will be referred to senior staff and could lead to fixed term exclusion or ultimately permanent exclusion. Any exclusion decision rest solely with the Principal.

## 8.1 Cyberbullying

When responding to cyberbullying concerns, the LDE UTC 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 that has been 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 UTC's systems;
  - identifying and interviewing possible witnesses; and
  - 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 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 learners' electronic devices, such as mobile phones, in accordance with the law and also the UTC's searching and confiscation policy.
- Requesting the deletion of locally-held content and content posted online if they contravene the UTC's behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the UTC 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 learners 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.



## 8.2 Supporting Learners (including Apprentices)

### Learners who have been bullied will be supported by:

- Reassuring the learner and providing continuous support.
- Offering an immediate opportunity to discuss their experience with their Head of Year, the Designated Safeguarding Lead 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/carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

### Learners who have perpetrated the 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 child.
- 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 the UTC's behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate

## 8.3 Supporting Adults

The LDE UTC takes measures to prevent and tackle bullying among learners; however, it is equally important to recognise that bullying of staff and parents, whether by learners, apprentices, parents or other staff members, is unacceptable.

### Adults (staff, apprentices and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

- Where the bullying takes place off the college site or outside of normal college hours (including online), the college will still investigate the concern and ensure that appropriate action is taken in accordance with the UTC's behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff, apprentices, parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Principal to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the UTC's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## 9. Preventing Bullying

### 9.1 Environment

The whole College community will:

- Create and support an inclusive 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, including adults and children (peer on peer abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, young people with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable young people.
- Celebrate success and achievements to promote and build a positive college ethos

## 9.2 Policy and Support

The whole College community will:

- Provide a range of approaches for learners, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account 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 LDE UTC policies, for any bullying brought to the UTC's attention, which involves or affects learners, even when they are not on college premises; for example, when using college transport 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.

## 9.3 Education and Training

The UTC community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the UTC's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the learner council, etc.
- Provide systematic opportunities to develop learners' social and emotional skills, including building their resilience and self-esteem.

## 10. Involvement of Learners

The LDE UTC will:

- Involve learners in policy writing and decision making, to ensure that they understand the UTC's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas young people's views on the extent and nature of bullying.
- Ensure that all learners know how to express worries and anxieties about bullying.
- Ensure that all learners are aware of the range of sanctions which may be applied against those engaging in bullying.

- Involve learners in anti-bullying campaigns and embed messages in the wider college curriculum.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to learners who have been bullied and to those who are bullying in order to address the problems they have.

## 11. Involvement and Liaison with Parents and Carers

The LDE UTC will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the UTC does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the UTC gates that give rise to bullying.

## 12. Monitoring and Review: putting policy into practice

The LDE UTC will ensure that it regularly monitors and evaluates mechanisms to ensure that this policy is being consistently applied.

Any issues identified will be incorporated into the college's action planning.

The Principal will be informed of bullying concerns, as appropriate.

The named Link Director for bullying will report on a regular basis to the Board of Directors on incidents of bullying, including outcomes.

## 13. Links with Other Policies

This policy has links to the following LDE UTC policies and procedures:

- Behaviour for Learning Policy
- Complaints Policy
- Safeguarding (Child Protection) Policy
- Online Safety and Acceptable Use Policies (AUP)
- Curriculum Policies such as SMSC
- Mobile phone and social media Policies
- Searching, screening and confiscation Policy
- SEN Policy and practice

## 14. Useful Links and Supporting Organisations

- 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)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- 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)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [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

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- -Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)  
[www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
- A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)
- DfE Advice December 2017 [Sexual violence and sexual harassment between children in schools and colleges](http://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)

**Note:** Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)