

# Anti-Bullying Policy

## Document Control

Reference: ISPOL4000004E

Version: 4

Review Date: 01/08/2025

Author: Maxine Thomas

Approver: Barry Walters

## Scope and Application

Pembrokeshire College is committed to positive values of equality and diversity and respect for all. It aims to promote a positive culture where learners are able to learn and develop to achieve their full potential. The College recognises and takes very seriously its safeguarding responsibilities to learners. The College endeavours to ensure that the wellbeing and safety of all learners is a priority. We are committed to ensuring that all our learners feel safe, secure and are supported to achieve their full potential; ensuring that respect, tolerance and kindness form part of our College Culture and learning community. Pembrokeshire College does not tolerate bullying or harassment. If it happens learners are requested to report their concerns in the knowledge that incidents will be investigated and will be treated as a disciplinary matter where this is found to be justified.

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## 1. Introduction

- 1.1 The College believes that bullying is unacceptable and should not be tolerated.
- 1.2 All members of the College community share a collective responsibility to tackle any concerns/reports about bullying, should they be reported and/or occur, by all staff and learners working together to promote positive behaviour, respect, tolerance and kindness.
- 1.3 In this policy 'bullying is defined as a behaviour that: happens on purpose, happens more than once, is meant to hurt or upset someone and the targeted person feels powerless to stop.'  
Bullying often focuses on a particular characteristic of the individual or group being bullied, such as their gender, age, race or ethnicity, religion or sexual orientation. Such behaviour also constitutes serious discrimination on the grounds of the protected characteristic. However, not all bullying is linked to protected characteristics, as this is also acknowledged through peer-on-peer abuse. Bullying is behaviour whether verbal, physical or otherwise conducted by one or more people and which is repeated. It can have a lifelong negative impact, which makes it difficult for people to learn and develop. Bullying can include name calling, taunting, mocking, threatening, making offensive comments or suggestions, kicking, hitting, pushing, taking belongings, inappropriate touching, spreading hurtful or untruthful rumours and other types of unacceptable behaviour. If a person believes they are being bullied, even if some parties do not agree, then the perception of the person who believes they are being bullied will be taken into account.
- 1.4 All learners, whatever their race, sex, beliefs or abilities have the right to be safe and to be free from oppression, humiliation and abuse (Children's Act 2004).
- 1.5 This Policy applies to Pembrokeshire College's learners including those on further education, higher education, work-based learning and 14-16 provision.
- 1.6 This policy also reflects any learning identified by Child Practice Reviews/Multi-Agency Professional Forum (MAPFs) in this regard.

## 2. Roles and Responsibilities

Roles and responsibilities associated with the Anti-Bullying Policy are outlined in the table below:

| Role                                                                 | Responsibilities                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Designated Senior Lead for Safeguarding and Learner Wellbeing</b> | <ul style="list-style-type: none"> <li>➤ Responsible for the safeguarding and wellbeing of learners and author of the policy.</li> </ul>                                                                                                                                            |
| <b>ALENCO</b>                                                        | <ul style="list-style-type: none"> <li>➤ Responsible for ensuring that staff are trained on all equality and diversity matters.</li> <li>➤ Promote equal opportunities, challenge any form of discrimination and provide support and information for staff and learners.</li> </ul> |

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|                                                     |                                                                                                                                                                                                                                          |
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| <b>Head of Estates and Facilities</b><br>-see below | ➤ Responsible for Security of the Estate                                                                                                                                                                                                 |
| <b>Safeguarding &amp; Wellbeing Team</b>            | ➤ Responsible for the day-to-day operation of this policy.                                                                                                                                                                               |
| <b>Safeguarding Panel</b>                           | ➤ Responsible for overseeing the policy.                                                                                                                                                                                                 |
| <b>All staff</b>                                    | ➤ Responsible for the referral of learners who wish to raise issues, to actively listen and act on any concerns that are raised with them. Staff must also act in the classroom to address any behaviours which are a cause for concern. |
| <b>College PCSO</b>                                 | ➤ Assists the College in external matters where College procedures will not be sufficient in securing an outcome, or where risk assessment requires police involvement.                                                                  |

## 3. Aims

- 3.1 To define clearly those actions which the College understands as “bullying” and to make staff, learners, parents and carers aware of these definitions.
- 3.2 To demonstrate that Pembroke College takes bullying seriously and will not tolerate it.
- 3.3 To establish measures to prevent all forms of bullying throughout the College and during off-site activities.
- 3.4 To support those involved in actions to identify and protect those learners who might be bullied or who disclose experiences of bullying.
- 3.5 To encourage learners to tell someone that they or someone they know is being bullied.
- 3.6 To ensure that the College takes all reasonable steps to uphold learners’ rights to be safe and to study in a safe and friendly environment which promotes British/Core Values and the United Nations Convention on the Rights of the Child(UNCRC).
- 3.7 To comply with Section 174 of the Educational Act 2002 where a requirement is placed on Colleges to ensure their functions are “exercised with a view to safeguarding and promoting the welfare of children receiving education or training at their institution”. Tackling bullying is a key part of this duty.

## 4. Definition and Nature of Bullying

- 4.1 Bullying is “Behaviour by an individual or group usually repeated over time that intentionally hurts another individual either physically or emotionally” (“Safe fromBullying”, Department for Children, Schools and Families, 2009). Bullying is expressed through a range of hurtful behaviours. It can happen face to face, or in the digital environment. It can be carried out by an individual or group, but is generally executed in front of an audience to assert power or popularity.
- 4.2 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 (see 4.3). This possibility will be considered, particularly in cases of sexual, sexist, racist, or homophobicbullying and when learners with ALN are involved, action is urgently required in all matters of bullying.

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4.3 Bullying can take many forms, including: • being called nasty names, teased, made fun of, threatened or put down • being hit, kicked, punched, tripped up or knocked over • having belongings stolen or being deliberately damaged • having rumours or gossip spread about you or people talking about you behind your back • being left out, excluded or isolated • being forced to do something you don't want to do or that you know is wrong. The following are specific definitions:

- **physical** – kicking, tripping someone up or shoving them, injuring someone, damaging their belongings or gestures of intimidation
- **verbal** – taunts and name-calling, insults, threats, humiliation or intimidation
- **emotional** – behaviour intended to isolate, hurt or humiliate someone
- **indirect** – sly or underhand actions carried out behind the target's back or rumour-spreading
- **online** – using any form of technological means, mobile phones, social networks, gaming, chat rooms, forums or apps to bully via text, messaging, images or video. Online bullying is bullying behaviour that is displayed through technology such as mobile/smart phones or the internet. This could include: • hurtful, embarrassing or threatening material posted online (e.g., on social media) • nasty messages sent as text messages, e-mails or via other websites or apps • being excluded from an online game or chat forum • fake profiles on a social network to make fun of others • misuse of intimate explicit images of the person targeted (the target)
- **cyber bullying** – may take the format of real-world bullying being played out online. It includes text messages, emails, instant messaging, posting malicious materials on social networking sites or sending offensive degrading images and videos
- **peer on peer** – is a term used to describe peers abusing other peers. Peer on peer abuse can include bullying (including online bullying and bullying because of someone's race, religion, sexuality, disability or trans status), abuse by a girlfriend, boyfriend or partner.
- **race** - includes colour, nationality and ethnic or national origins (section 9 of the Equality Act 2010)
- **relational aggression** – bullying that tries to harm the target's relationships or social status: drawing their friends away, exploiting a person's additional learning needs (ALN) or long-term illness, targeting their family's social status, isolating or humiliating someone or deliberately getting someone into trouble
- **harassment** – is unwanted conduct affecting the dignity of a person that is related to their gender, race, disability, religion or belief, nationality, gender orientation or gender re-assignment. It may be persistent conduct or an isolated incident. It may also be harassment related to a perception about someone or associating them with a particular characteristic
- **sexual harassment** – is unwanted touching, threats, suggestions, comments and jokes or innuendo. This can also include sextortion, so called 'revenge porn' and any misuse of intimate, explicit images of the learner targeted. Sexual harassment is unlawful under the Equality Act 2010. It is defined as:
  - making sexual comments, remarks, jokes wither face to face or online
  - lifting up shirts or taking a picture under a person's clothing without

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- them knowing
- making nasty comments about someone's body, gender, sexuality or looks to cause them humiliation, distress or alarm
- image-based abuse, such as sharing a nude/semi-nude photo or video without consent of the person pictured
- sending unwanted sexual, explicit or pornographic photographs/videos to someone
- **revenge porn** – the sharing of private sexual materials, either photos or videos, of another person
- **prejudice-related** – A term that refers to any form of bullying related to characteristics considered to be part of a person's identity or perceived identity group. Prejudice-related bullying includes the protected characteristics but can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background. Prejudice-related bullying is when the bullying is focused on what is different about a person's identity. It can be targeted at one person or a whole group of people because they are thought to be different, whether this is true or not. This is known as prejudice. Prejudice-related bullying involves aspects of a person's identity such as:
  - race • religion or beliefs • culture or family background • disability • gender identity – the way someone looks or acts • sexual orientation – whether someone is heterosexual, homosexual or bisexual (who someone is attracted to) • sex – because of someone's gender (often in a form of harassment)
- **targets** - A term that refers to children and young people who are bullied.
- **trolled** - An internet slang word which relates to the deliberate act of making random and not asked for, often controversial comments. This is done via various internet forums with the intent to provoke an emotional reaction from unsuspecting readers to engage in a fight or argument

## 5. Poor Behaviour

- 5.1 Some behaviour, though unacceptable, is not considered bullying. In accordance with Welsh Government guidance, these instances are to be dealt with in accordance with the College's behaviour policy to prevent an incident potentially escalating to become bullying.
- 5.2 All unacceptable behaviour will be challenged, whether bullying or not. The Welsh Government expects the College to consider appropriate action for dealing with all types of unacceptable behaviour, whether bullying or not. If someone feels the College is not doing this and addressing the situation they should raise their concerns with the College's Designated Senior Lead for Safeguarding, by emailing [ma.thomas@pembrokeshire.ac.uk](mailto:ma.thomas@pembrokeshire.ac.uk)

## 6. Preventing, Identifying and Responding to Bullying

### 6.1 The College will:

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- Work with staff and external Agencies to identify all forms of bullying.
- Actively provide systematic opportunities to develop learners' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying across the College, online and within the curriculum, through culture displays, awareness-raising days and activities, peer support and through the College's tutorial programme and safeguarding training.
- Promote a zero-tolerance approach towards bullying and promote a culture of tolerance, respect and kindness.
- Ensure all College staff are aware of this Policy and know how to respond to any concerns of bullying that are raised with them, or to which they become aware.

6.2.1 Ensure staff receive training relevant to learner needs, through our induction and tutorial programme we expect learners to:

- Carry their ID badges
- Show respect tolerance and kindness towards staff, their peers, visitors and the College environment
- Be polite
- Report harassment, bullying, peer on peer abuse, violence or any form of substance misuse
- Promote equality and diversity and challenge any form of discrimination

## 7 Responding to Allegations of Bullying

- 7.1 Where incidents of alleged bullying have taken place, this must be reported to the Safeguarding Team [safe@pembrokeshire.ac.uk](mailto:safe@pembrokeshire.ac.uk). Safeguarding Officers will initially meet with the victims of the alleged bullying and begin to gather information in a sensitive and supportive manner.
- 7.2 As far as is reasonably possible, Safeguarding Officers will work with the victim to ensure they are comfortable with any action taken. However, there may be occasions where action may be taken that goes against the wishes of the victim, if it is felt there would be an on-going or significant risk to either the target or other learner(s) if action were not taken.
- 7.3 In all instances the College's Safeguarding, Positive Behaviour Policy and the Fitness to Study policies will be followed. Under these Policies, sanctions against the perpetrator; can include a range of formal warnings up to and including exclusion from the College.
- 7.4 Where the incident involves a School pupil, the School DSL will be informed and issues will be followed up through the relevant school or College Policy as appropriate, all action taken, will involve liaison with the relevant school's DSL.
- 7.5 Where bullying is particularly serious or persistent and where a criminal offence may have been committed, the College may work with Agencies in the wider community such as the Police and or Children's services. If the bullying could be of a criminal nature, the police will be informed. For example, under the Malicious Communications Act 1988, it is an offence to send an electronic communication to another person with the intent to cause distress or anxiety, or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

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7.6 The College will address bullying that is reported to us while also taking into account the individual needs, wishes, feelings and circumstances of the learners.

## 8 Involvement of Learners

### 8.1 The College will:

- 8.1.1 Ensure that all learners are aware of this Policy
- 8.1.2 Annually recruit 'Safeguardians'
- 8.1.3 Develop and review this Policy with involvement from learners via learner voice activity
- 8.1.4 Canvas learners' views on the extent and nature of bullying
- 8.1.5 Ensure learners know how to express worries and anxieties about bullying and report their concerns to [safe@pembrokeshire.ac.uk](mailto:safe@pembrokeshire.ac.uk)
- 8.1.6 Ensure all learners are aware of the range of sanctions, which may be applied against those engaging in bullying
- 8.1.7 Involve learners in anti-bullying campaigns within the College
- 8.1.8 Publicise the details of helplines and websites
- 8.1.9 Offer support to learners who have been bullied
- 8.1.10 Work with learners who have been bullying, in order to address the problems they have and amend their behaviour
- 8.1.11 Promote a culture of respect and promotion of British Values

## 9 Online Bullying and Aggression

### 9.1 Online bullying can take different forms including:

- 9.1.1 **Profile** - people do not have to be physically stronger, older, or more popular than the person they are bullying online
- 9.1.2 **Location** – online bullying is not confined to a physical location and it can take place at any time. Incidents can take place in a learner's own home, intruding into spaces previously regarded as safe and private
- 9.1.3 **Audience** – online content can be hard to remove and can be recirculated and reposted. The potential numbers of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into bullying, e.g. by reposting, sharing and through comments
- 9.1.4 **Anonymity** – the person being targeted by bullying may not necessarily know the identity of the perpetrator(s) of the bullying behaviour. The target also will not know who has seen the abusive content. If the perpetrator actively hides their identity from the target this may be considered a form of passive aggression and, if repeated, this could constitute bullying
- 9.1.5 **Motivation** – online bullying is typically carried out on purpose. However, initial incidents may have unintended consequences, and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single



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incident – one upsetting post or message – may escalate into bullying involving a number of people over time.

## 10 Liaison with Parents and Carers

- 10.1 The College will:
  - 10.1.1 Ensure that parents/carers know whom to contact if they are worried about bullying. This will be via the College's website.
  - 10.1.2 Ensure that parents/carers know about the Anti bullying, Disciplinary, Safeguarding and Complaints policies.
  - 10.1.3 Work with parents/carers and the local community to address issues beyond the College Environment that gave rise to bullying.

## 11 Monitoring and Review

- 11.1 The College will review this Policy annually. Reports on bullying will be included in the weekly safeguarding Reports and also in the termly Safeguarding reports provided to the Corporation Board.
- 11.2 The College will log all reported incidents as part of their safeguarding monitoring practice and impact evidence.

## 12 Responsibilities

- 12.1 The whole College community must understand that bullying is not to be tolerated, and all staff have a responsibility to actively listen to the concerns raised with them, to take action and to report their concerns to [safe@pembrokeshire.ac.uk](mailto:safe@pembrokeshire.ac.uk).
- 12.2 The Designated Senior Lead for Safeguarding and Learner Well-being will ensure that through their membership of external Partnerships, the College engages with and refers appropriately to external Agencies.
- 12.3 The Head of Estates and Facilities will collaborate with the Local Authority Transport Department to ensure that learners travel to and from the College safely. All learners travelling on transport will do so in compliance with the transport behaviour code for Pembrokeshire.
- 12.4 Any causes for concern will also be discussed with partner Agencies where there is joint support provision.

## 13 Other Relevant Documents

- 13.1 This Policy links with a number of other College Policies:
  - 13.1.1 Safeguarding Policy
  - 13.1.2 Learner Positive Behaviour Policy



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- 13.1.3 Complaints Policy
- 13.1.4 Health and Safety Policy
- 13.1.5 Live Streaming Procedure
- 13.1.6 Security Policy
- 13.1.7 Data Protection Policy / GDPR
- 13.1.8 Equality and Diversity Strategy
- 13.1.9 Code of Conduct/Learner Agreement
- 13.1.11 Additional Learning Needs Inclusion Strategy

## 14 Legislation

- 14.1 In tackling bullying, the College will adhere and act in compliance with the following legislation and guidance.
  - 14.1.1 "Respecting Others – Children and Young people 11-18 -Inspiringrights, respect and equality – preventing and challenging bullying243/2018
  - 14.1.2 Government Respecting Others – Inspiring rights, respect and equality – Revised draft anti bullying guidance and toolkit May 2019
  - 14.1.3 Education Act 2002 Section 175 Race Relations (Amendment) Act 2000 Equality legislation – Wales Safeguarding Procedures 2019 & Keeping Learners Safe 283/2022

## 15 Responsible Persons

- 15.1 The College's Designated for Safeguarding and Learner Wellbeing has senior management responsibility for Safeguarding. They are responsible for ensuring that this Policy is conveyed to all staff and learners. They will also provide support to all staff and learners in responding to bullying incidents, ensuring records are kept and liaise with Agencies as appropriate.
- 15.2 The College's Anti Bullying Policy will be operationally managed by the College's Safeguarding and Wellbeing team.

## 16 Culture

- 16.1 The College, in compliance with its Safeguarding Policy, will promote a culture where all our learners should be safe from victimisation and discrimination at College. This will include travel on College transport where learners should have journeys to and from College free from fear and intimidation.  
Source: Respecting others: bullying around race, religion and culture:  
<http://learning.gov.wales/docs/learningwales/publications/121128abraceen.pdf>  
Source DSCF: "Safe from Bullying in FE colleges":  
[http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/Safe\\_from\\_Bullying-FE.pdf](http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/Safe_from_Bullying-FE.pdf)

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## 17 Definitions

As defined in the Welsh Government Strategy

| Term                           | Meaning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Additional Learning Needs      | A learning difficulty or disability (whether the learning difficulty arises from a medical condition or otherwise) that calls for additional learning provision (see section 2 of the Additional Learning Needs and Educational Tribunal (Wales) Act 2018)                                                                                                                                                                                                                                                          |
| Bystander                      | A learner who is present, whether on or offline, at an event or incident of bullying, but does not take part.                                                                                                                                                                                                                                                                                                                                                                                                       |
| Children and Young People      | Are people under the age of 18 years of age, in line with the definition of 'children' within the Children Act 1989                                                                                                                                                                                                                                                                                                                                                                                                 |
| Disability and disabled person | Has the same meaning as in Section 6 of the Equality Act                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Gender                         | Often used to refer to whether someone identifies as female, male or non-binary (see 'gender identity'). It can also be used more broadly to refer to the ways that social and cultural forces create differences and inequalities between women, men and non-binary people, including through social norms, gender roles and gender stereotypes                                                                                                                                                                    |
| Gender Identity                | Refers to the social or cultural distinctions associated with a given sex and the expectations of some members of society that people should behave in a particular way based on their biological sex.                                                                                                                                                                                                                                                                                                              |
| Hate Crime                     | Can be to describe a range of criminal behaviour where the perpetrator is motivated by hostility or demonstrates hostility towards the target's disability, race, religion, sexual orientation or transgender identity. A hate crime can include verbal abuse, intimidation, threats, harassment, assault and bullying, as well as damage to property. The perpetrator can also be a friend, carer or acquaintance who exploits the relationship with the target for financial gain or some other criminal purpose. |
| LGBT                           | Refers to lesbian, gay, bisexual/bi and transgender/trans people. Other letters can be added to the acronym to include other groups and identities, such as I (intersex), Q (queer or questioning) and A (asexual/aromantic).                                                                                                                                                                                                                                                                                       |

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|                            |                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online Bullying            | Describes all bullying, via technology, including cyber bullying.                                                                                                                                                                                                                                                                                                     |
| Perpetrator                | Refers to children and young people who exhibit bullying behaviour towards others.                                                                                                                                                                                                                                                                                    |
| Peer on Peer Abuse         | Is a term used to describe children abusing other children. Peer on peer child abuse can include bullying (including online bullying and bullying because of someone's race, religion, sexuality, disability or trans status), abuse by a girlfriend, boyfriend or partner.                                                                                           |
| Prejudice related bullying | Refers to any form of bullying related to characteristics considered to be part of a person's identity or perceived identity group. Prejudice-related bullying includes the protected characteristics but can and does also extend beyond the protected characteristics and can lead to bullying for a variety of other reasons such as social status and background. |
| Protected Characteristics  | Under the Equality Act 2010, it is against the law to discriminate against someone because of: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. These are called protected characteristics.                                                                          |
| Race                       | Includes colour, nationality and ethnic or national origins (see section 9 of the Equality Act 2010).                                                                                                                                                                                                                                                                 |
| Restorative Justice        | A restorative approach is a way of addressing conflict with a focus on repairing the harm that has been done. It includes all parties involved.                                                                                                                                                                                                                       |
| Sex                        | Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Some people's gender identity does not match up with the sex they were assigned at birth (see 'transgender/trans'). Sometimes the terms 'sex' and 'gender' are used interchangeably to refer to whether someone is female, male or non-binary.               |
| Sexual Orientation         | Describes the sexual, romantic or emotional attraction of one person to another. People might use the terms gay, bisexual/bi, lesbian or straight to describe their sexual orientation.                                                                                                                                                                               |
| Targets                    | Refers to children and young people who are bullied.                                                                                                                                                                                                                                                                                                                  |
| Transgender/trans          | An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth.                                                                                                                                                                                                                           |

The College is committed to the promotion of Education for Sustainable Development and Global Citizenship (ESDGC), the Welsh language, Equality and Diversity, Essential Skills, Health, Safety, Safeguarding, Wellbeing and the Environment.

Mae'r Coleg wedi ymrwymo i hyrwyddo Addysg ar gyfer Datblygiad Cynaliadwy a Dinasyddiaeth Fyd-eang (ADCDF), yr iaith Gymraeg, Cydraddoldeb ac Amrywiaeth, Sgiliau Hanfodol, Iechyd, Diogelwch, Diogelu, Lles a'r Amgylchedd.

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## Appendix A – Further Information and Sources

**Anti-Bullying Alliance :** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

For a description of ways to enable participation for children and young people with special needs:

[http://www.antibullyingalliance.org.uk/downloads/pdf/youngvoice\\_participation.pdf.pdf](http://www.antibullyingalliance.org.uk/downloads/pdf/youngvoice_participation.pdf.pdf).

**CEOP (The Child Exploitation Online Protection Centre):** <http://www.ceop.gov.uk>

Hosts the Young people's online charter and is responsible for safety on the internet. There is advice for parents and carers and for young people.

**Childnet:** <http://www.digizen.org/cyberbullying>

For information and materials on a range of online safety aspects such as social networking, being a good digital citizen, and cyberbullying.

Childnet also offers activities, posters and materials on: <http://www.childnet.com/>

**EACH (Educational Action Challenging Homophobia):** [www.eachaction.org.uk](http://www.eachaction.org.uk)

Provides training for local authorities to challenge homophobic bullying. EACH also provides a national helpline for young people experiencing homophobic bullying Tel: 0808 1000143

**Leap:** <http://www.leaplinx.com/>

Offers training and workshops in confronting conflict and hosts the Academy for Youth and Conflict for formal training leading to qualifications for staff.

**Mencap:** <https://www.mencap.org.uk/sites/default/files/2016-07/Bullying%20wrecks%20lives.pdf>

The Don't Stick it, Stop It! Campaign contains stickers and useful materials, such as line animations and video clips, which can be used for training/awareness purposes.

**National Youth Agency:** [www.nya.org.uk](http://www.nya.org.uk)

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## EQUALITY IMPACT ASSESSMENT

| What is the impact or potential impact on the following protected groups;                                                                                                                                                                                                                                                      | Positive Impact<br>Y/N | Negative Impact<br>Y/N | No Impact<br>Y/N |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------|
| <b>Age</b> ( <i>older people and younger people</i> )                                                                                                                                                                                                                                                                          | Y                      |                        |                  |
| <b>Disability</b> ( <i>all disabilities or impairments, e.g. physical, sensory, learning, long-term illness etc.</i> )                                                                                                                                                                                                         | Y                      |                        |                  |
| <b>Gender Reassignment</b> ( <i>including transgender</i> )                                                                                                                                                                                                                                                                    | Y                      |                        |                  |
| <b>Marriage and civil partnership</b>                                                                                                                                                                                                                                                                                          |                        |                        | N                |
| <b>Pregnancy, maternity, paternity and adoption</b> ( <i>pregnant or adopting or on maternity/paternity or adoption leave</i> )                                                                                                                                                                                                |                        |                        | N                |
| <b>Race</b> ( <i>Black and minority ethnicity</i> )                                                                                                                                                                                                                                                                            | Y                      |                        |                  |
| <b>Religion / Belief</b> ( <i>all religious and faith groups</i> )                                                                                                                                                                                                                                                             | Y                      |                        |                  |
| <b>Sex</b> ( <i>Male, Female</i> )                                                                                                                                                                                                                                                                                             | Y                      |                        |                  |
| <b>Sexual Orientation</b> ( <i>lesbian, gay and bisexual etc.</i> )                                                                                                                                                                                                                                                            | Y                      |                        |                  |
| <b>Welsh Language</b> ( <i>i.e. what are the opportunities for learners, staff or member of the public to use the Welsh language, and the Welsh language is treated no less favourably than the English language</i> )<br><b>For further guidance on Welsh Language – please refer to the Welsh Language Standards 92 – 94</b> |                        |                        | N                |
| <b>Other – Please state:</b> ( <i>e.g. Human Rights, poverty, rurality, Non-majority language speakers, Persons with dependents, Gypsy and Traveller communities</i> )                                                                                                                                                         | Y                      |                        |                  |

# Anti-Bullying Policy

**Document Control**

Reference: ISPOL4000004E

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Author: Maxine Thomas

Approver: Barry Walters

## Equality Impact Assessment Action Plan

Outline how you could limit any negative impact OR if you are not going to limit any negative impact, please justify why;

| What is the negative impact? | What action will you take to limit any negative impact? <i>(if there is substantial impact, summaries of EIAs will need to be published)</i> | If you are not going to limit any negative impact, please indicate why? | By Whom | By When |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------|---------|
|                              |                                                                                                                                              |                                                                         |         |         |
|                              |                                                                                                                                              |                                                                         |         |         |

**Completed By: Maxine Thomas****Job Title: Designated Senior Lead for Safeguarding and Learner Well-being****Date: 01/08/2024**