

Student Anti-Bullying Policy and Procedure

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Policy changes since last review:

Page 9: Hate crime: Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.

Appendix 5: Bullying and Prejudicial Language Reporting form.

September 2021

- Inclusion of section on Legal Framework
- Inclusion of: Peer on Peer abuse, harmful sexual behaviour, prejudiced based, discriminatory bullying
- Change in job title from pastoral and progress adviser to student mentor
- Minor changing to aid understanding

1. Student anti-bullying policy statement

The Isle of Wight College is committed to students' right to learn in an environment that is safe and free from discrimination and bullying.

The Education Act 2002¹ places a duty on colleges to safeguard and promote the welfare of children. Safeguarding encompasses bullying and all principles of this policy are applicable to the entire student population of the college. The college's safeguarding policy can be viewed on its website.

The Education and Inspections Act 2006 requires that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. FE colleges are not subject to this Act; however, this policy has been developed in accordance with the spirit of the Act and following Department for Education (DfE) guidelines on Preventing and Tackling Bullying.

The Equality Act 2010 requires colleges to comply with Section 149 - the public sector equality duty (PSED) and specifically to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This policy, and the college's equality and diversity policy, take those requirements into account.

Bullying is totally unacceptable. It can have a profound and damaging impact on the lives of victims. It can lead to those involved having low self-esteem, mental health issues such as depression or self-harming or in extreme cases it can result in people considering taking their own life. The college will challenge bullying in all its forms and take quick, clear and decisive action to protect students. Where appropriate the college will take disciplinary action against those found to have bullied others.

The college is committed to creating an environment which supports staff and students to report and challenge bullying and which encourages positive intervention to prevent the occurrence of bullying. Student involvement is central to this policy and the college's mission of:

- Putting students first
- Working with employers
- Supporting our community

The college's anti-bullying policy has been developed co-operatively with students through suggestions from the college's Student Voice group and by talking to students.

¹ Referenced website links:

<http://www.Education Act 2002>

<http://www.Equality Act 2010>

<http://www.Education and Inspections Act 2006>

<http://www.Anti-Bullying Alliance.org.uk>

<http://www.Preventing and Tackling Bullying>

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (now embedded within KCSIE 2021)
- DfE (2021) 'Keeping children safe in education'.

3. Scope of the Policy

This policy is intended to address issues arising between students. Other accusations of bullying are dealt with as follows:

- Staff accused of bullying students are referred through the college complaints procedure.
- Staff accused of bullying staff are referred through the staff bullying and harassment policy.
- Students accused of bullying staff are referred through the student disciplinary procedure.
- Staff may also use the College Whistleblowing Policy to inform the college if they perceive staff are bullying staff.

This policy applies when students are on college premises; on college organised transport; or on college related activities off site. The college will also act where behaviour can be linked to the college, could bring the college in to disrepute and / or could endanger staff and students.

The anti-bullying policy is aimed at the whole college community, staff, students, parents, carers, employers, volunteers and partners.

The College understands the complexity of the nature of some students in that they may be more vulnerable than others and will do all that it can to ensure that the safety of the student is paramount.

Other related policies and procedures are:

- College Charter – You and Your College
- Student and Apprentice Disciplinary Policy
- Health and Safety Policy
- Substance Misuse Policy
- Safeguarding Policy (incorporates online safety)
- Equality, Diversity and Inclusion Policy.

4. Responsibilities

Governors

The college governing body is the Corporation board (the board) and this is responsible for establishing and implementing the anti-bullying policy and for ensuring that it is regularly monitored and reviewed.

Lead staff

The assistant principal for teaching and learning is responsible for safeguarding as the designated safeguarding lead (DSL) and leads on the implementation of the anti-bullying policy.

The head of safeguarding and student advocacy and the equality and diversity manager lead on the operational implementation of this policy and procedure in liaison with other managers and staff.

The director of services for students and HR is responsible for ensuring the provision of anti-bullying training for staff.

Heads of department, curriculum managers have a responsibility to investigate allegations thoroughly and to seek to resolve conflict.

Student mentors, and nominated safeguarding staff have particular responsibility to support students through any investigation into an allegation of bullying and / or harassment.

All staff are responsible for:

- Being aware of the anti-bullying policy and the procedures for reporting bullying.
- Taking action in line with this policy should they witness acts of bullying or harassment; or are approached in confidence by students being bullied or harassed; or by students who have witnessed such actions.
- Treating all students with dignity and respect, ensuring their own conduct does not cause offence or misunderstanding; and challenging behaviour or the use of language which could cause offence.

Students

Students are required to:

- Follow the student charter
- Be aware of the anti-bullying policy
- Report incidents of bullying

- Understand that if proven, bullying will lead to disciplinary action.

Parents / carers

The college encourages parents and carers to contact the college if they know or suspect their son / daughter is being bullied or is bullying others. It is hoped that parents / carers will work with college staff to resolve conflicts between students.

5. Definition of bullying

Bullying is deliberately hurtful behaviour by an individual or group, repeated over time and where those being bullied are powerless.

Bullying can take many forms, can cause stress and have an emotional impact. Bullying can be:

- Direct – physical, verbal, non-verbal
- Indirect – cyber-bullying, e-bullying, texting

Bullying often relates to differences, real or perceived (see Appendix 1). Specific areas of bullying can include:

- Age
- Race
- Religion / belief
- Appearance
- Culture
- Ability
- Disability
- Health, including mental health
- Sexual Orientation / Gender Reassignment
- Family / Home Circumstances
- Sex
- Social Class
- Pregnancy/maternity
- Marriage/civil partnership
- Peer on Peer abuse
- Harmful Sexual Behaviour
- Prejudiced based behaviour
- Discriminatory bullying

Signs of and effects of bullying are covered in Appendix 2.

The college aims to promote a common understanding of what constitutes bullying through positive promotion in the student handbook, posters, activities in the curriculum, staff training and via the college website. Where there have been serious or consistent incidents of bullying, the college will act in line with the Student Disciplinary Policy.

6. Prevention

The college is committed to establishing a culture of tolerance and positive engagement so that bullying is prevented. To establish this ethos, the college has developed a number of strategies

aimed at prevention (examples are listed in Appendix 3). Underpinning these strategies are the values of respect, appropriate work-place behaviour and inclusivity.

7. Intervention procedures: how the college responds to bullying

All reports of bullying will be taken seriously and addressed as quickly as possible. The priority is to support those being bullied. The college determines the nature and extent of the bullying and takes actions appropriate to the circumstance.

In summary, once a report of bullying is received a member of staff, usually a student mentor will meet with the individual/s being bullied to discuss the circumstances and severity of the bullying and how the college intends to proceed (see Appendix 4). It may be appropriate to involve parents / carers at this stage. Anonymity cannot always be guaranteed as the college has a duty to act to protect and safeguard students, but every effort will be made to deal sensitively with the issues and, wherever possible maintain anonymity.

A record of accusations of bullying behaviour and actions taken are recorded confidentially using the category 'bullying' on eTrackr for monitoring purposes.

When the college believes that bullying has occurred it will be dealt with as a disciplinary matter through the student disciplinary process.

Lists of possible sanctions / outcomes are contained in Appendix 4.

The disciplinary process takes into account the needs of vulnerable students including those responsible for bullying.

8. Students with a learning difficulty and / or a disability

Some students with a learning difficulty and / or disability may be especially vulnerable to bullying or have difficulties in communicating problems. The college has an extensive team of specialist additional learning support (ALS) staff who work closely with students to identify needs, support and advocate for students so they have the best possible chance of success on their course. The staff are skilled, experienced and often, because they work closely with students are able to identify early signs of concern. Any report of a student with a learning difficulty and / or disability being bullied will involve a member of the ALS teams, unless it is inappropriate.

9. Lesbian, gay, bi-sexual and gender reassignment students

Some students may be especially vulnerable to bullying or have difficulties in communicating the problems they are facing due to their sexual orientation or gender preference. The college has a firm commitment to equality and diversity and will not tolerate the harassment or bullying of one member of its community by another or others. The purpose of this policy is to promote the development of a working and learning environment in which harassment and bullying are known to be unacceptable and where individuals have the confidence to complain about harassment and bullying, should they arise, in the knowledge that their concerns will be dealt with sensitively, appropriately and fairly. We aim to ensure that **ALL** learners irrespective of the protected characteristic (age, disability, gender reassignment, marriage/civil partnership, race, religion/belief, sex and sexual orientation) as defined by the Equality Act 2010 have the opportunities to learn and achieve in a safe and open environment.

If the person making the allegation is dissatisfied about how it has been dealt with, he / she has the right to appeal through the college's complaints procedure.

The college works with and supports those responsible for bullying to help them to understand the impact of their behaviour.

10. Monitoring, reviews and evaluation

The anti-bullying policy is reviewed annually by:

- the senior management team
- the Corporation board.

The effectiveness of the policy is reviewed via:

- the annual student satisfaction survey
- records of bullying incidents as monitored by the equality and diversity working group
- governors receiving information on bullying in the termly safeguarding report to the Corporation.

Appendix 1: What is bullying?

Bullying includes: a wide range of repetitive behaviours with the intent to cause harm - for example: name calling, offensive comments, hitting, pushing, theft or damage to belongings, graffiti, coercion, spreading of harmful messages through gossip, sending or spreading messages and images through mobile phones and the internet, deliberate exclusion.

Bullying is not: teasing and banter between friends without intention to cause harm, falling out between friends after a disagreement, behaviour that all parties consented to.

Bullying linked to prejudice and discrimination: bullying can also be linked to prejudicial behaviour or targeting of certain individuals or groups – for example homophobic bullying, bullying associated with disability, bullying related to health conditions and allergies, bullying related to race and religion, bullying of students who care for their parents or their siblings (young carers), and gender based bullying (e.g. transphobic, sexual and sexist bullying).

Bullying related to appearance: we also know that students can be subjected to bullying related to their physical appearance (e.g. weight, height, disfigurements, hair, teeth, skin conditions, and clothes).

Sexual bullying, harmful sexual behaviour: sexual bullying is any behaviour with a sexual element that is harmful, non-consensual and repeated. This could include sexual comments and name-calling, spreading of sexual rumours, use of technology and social networking sites to spread sexual gossip, comments or images, non-consensual touch (e.g. touching body parts, pulling bra straps). Incidents of bullying can take place outside of college and/or online and can impact on a student. The college recognises its responsibility to support students wherever bullying may take place. The College continues to work with outside agencies to resolve issues and ensure that the student is at the heart of appropriate resolutions.

Cyber-bullying: the development of internet and mobile phone technology has provided different tools and methods for bullying others known as 'cyber-bullying'. However, fundamentally it is driven by the same behaviour and motivation as any form of bullying. One off incidents, such as sending an image which is then forwarded to a group, can quickly become repetitive. Cyber-bullying can include sending or posting of harmful messages, comments and images online or through mobile phones, exclusion from social networking and impersonating of others to cause harm. The college safeguarding policy, which is available on the college website, includes more information on online safety.

Bullying and crime: There are times that bullying behaviour becomes criminal - but not all bullying behaviour is criminal. Some examples of bullying behaviour that could be considered criminal include threatening or actual physical assault, threatening or actual sexual assault, the use of technology to bully and harm, coercing others to commit a crime, hate crime (e.g. racism). If we think a crime has been committed, the police will be contacted for advice. Depending upon the nature of the bullying we may also contact specific policing teams.

Hate crime: Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity.

For further information please see Appendix 6.

Appendix 2: Signs of bullying

Bullying involves an imbalance of power; the person on the receiving end feels like they can't defend themselves. When students are bullied their lives are made miserable, they may suffer injury and will certainly lose confidence and self-esteem. In extreme cases they may even contemplate suicide. A student's change of behaviour or appearance may be an indicator that they are being bullied.

Attendance: a student may become frightened of walking to College, unwilling to use public transport, there may be increased absence, changes to their usual routine, improbable excuses given for absence.

Changes in character: being bullied can cause a student to become withdrawn, anxious, aggressive, disruptive, unreasonable, nervous and jumpy when a cyber-message has been received. They may start bullying siblings, stop using the internet or mobile phone, cry for no apparent reason or become tearful, lose things, ask for more money than usual and steal.

Changes in appearance: young people often change their appearance. However sometimes this is a sign of being bullied especially if the student seems to be covering up cuts or bruises. Sometimes there is rapid weight loss, or weight gain, or the person stops eating. More obvious signs are torn clothes.

Often bullying goes unreported as victims may feel they are either somehow to blame or that the repercussions will make matters worse. It is important therefore for all staff, students and parents/ carers to work together to ensure students feel able to report bullying and to be supported when they do so.

Appendix 3: Preventing bullying

The college aims to prevent bullying before it happens. Listed below are examples of the strategies which we use:

- Through their study programme full-time students learn about the value and importance of respect and tolerance, the negative consequences of bullying, fundamental British values, citizenship and equality and diversity. Students benefit from participating in activities to develop skills in areas such as team work, developing appropriate positive relationships, communication, empathy and resilience.
- The college identifies students who are vulnerable and / or at risk of disengagement or underachievement. These students are monitored closely so early interventions can be put in place to prevent issues from escalating.
- Students are encouraged to self-disclose sexual orientation, religion or belief so staff are aware of the potential for bullying. Staff will then watch out for any issues developing which could provoke a conflict.
- Anti-bullying posters are displayed throughout the college to raise awareness and signpost support.
- The college works closely with external support agencies.
- All student pastoral and progress advisers receive the extended safeguarding training which covers in depth aspects such as cyber-bullying.
- Anti-bullying week and stay safe month are an established part of the college year.
- The college works closely with local community police to gather intelligence of situations or incidents outside the college which may have a potential for conflict between students in the college.
- Student pastoral and progress advisers use a 'restorative approach' to resolve conflict and to build good relationships between students.
- Support staff work with specific vulnerable groups to develop resilience, communication skills and coping strategies.
- Students are introduced to the college's expectations during induction. All full-time students attend a welcome from the principal during which she sets out the college's three main rules, including a zero tolerance on bullying. This is then followed by a workshop lead by an external guest speaker who reinforces these expectations. In 2019/20 these sessions were delivered by the Red Tie Theatre Company, and focused on mental health.
- Working in partnership with students to seek their views and to help students share their experiences.
- Signposting victims of bullying to counselling services where this would be felt helpful

- Providing students with a named member of staff who they can contact with any concerns they may have about mental health issues and bullying.
- Making students aware that the college has a CCTV system that it uses to support investigations into claims of bullying.

Appendix 4: Procedure for reporting bullying

Student or parent reports bullying to member of staff.

Staff record details on eTrackr, creating a note categorised as 'Bullying' using the appropriate category. If it's a student reporting, reassure and explain what will happen next.

If member of staff cannot resolve immediately, pass issue to student mentors or head of safeguarding and student advocacy to investigate.

Record details of referral on eTrackr.

To meet with the student within 24hrs of receiving the Alert Form.



Student mentor / HofSSA contacts the student within 24 hrs of receiving referral to explain the process and possible outcomes to student.

If under student is under 18 years old contact parent / carer or encourage student to tell parent – ensure support is offered.

Student mentor / HofSSA investigates and takes signed statements from those involved and establishes whether the allegation is bullying.

Record allegation and any action on eTrackr.

Please see NB below in relation to bullying or prejudicial incident.

If the allegation is substantiated the matter will be dealt with in accordance with the college student disciplinary procedure.



Student mentor / HofSSA provides support to those involved to re-establish positive working relationships

If bullying is confirmed, it is dealt with as a student disciplinary matter.

Possible outcomes / sanctions include:

- Conflict resolution using restorative approach or mediation
- Moved to another group
- Restricted timetable
- Restrictions on the use of computers
- Intervention from student services
- Final written warning / written warning
- Referral to additional support
- Exclusion

NB: Please note that if the incident is confirmed in relation to any of the 9 protected characteristics as defined by the Equality Act 2010: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex or sexual orientation the form in Appendix 5 must be completed and sent to the HofSSA and the E&D Manager.

Appendix 5: Bullying and prejudice-based incident report form

Report form completed by:

Date of report:

Time of incident:

Type of report/incident:

Bullying Prejudice-based incident Both

Concern raised by:

Victim Perpetrator Third party – staff
Child/young person Parent/carer Other

Where did the incident take place? Tick all that apply.

Bus Campus social areas (e.g. smoking shelter) Corridor
Taxi Classroom Refreshment areas
Toilets Locker/ changing room Online/social media
On the way to/from college Other (please describe below)

Other

Details of reported bullying/incident (please include any derogatory language used):

Name and age/year/tutor group of target/s (some incidents may not have a target):

Ethnicity of target (please refer to Appendix 6 for ethnic groups):

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Gender of target: Name and age/year/tutor group of perpetrator/s:

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Name and age/year/tutor group of perpetrator/s:

--

Ethnicity of perpetrator (please refer to Appendix 6 for ethnic groups):

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Gender of perpetrator:

--

Bullying/incident was to do with: (Tick all the boxes that apply from sections A and B).

Section A (protected characteristics under the Equality Act and statutory requirements under Prevent) – for definitions see Appendix 6.

Disability/special educational needs/medical condition/mental health	
Ethnicity/race	
Gender identity	
Religion/belief	
Sex	
Sexual orientation	
Pregnancy	
Expressing/supporting extremist views	
Other (please describe):	

Section B (other non-statutory characteristics) - for definitions see Appendix 1.

Appearance	
Home circumstances/socio-economic factors	
Other (please describe):	

Behaviour involved in the bullying/incident – tick the main behaviour(s) used in the bullying or incident:

Cyberbullying	
Damage to property	
Indirect/social	
Physical abuse (against staff)	
Physical abuse (against pupil/student)	
Possession/distribution of offensive materials	
Sexual abuse/harassment (against staff)	
Sexual abuse/harassment (against pupil/student)	
Verbal abuse (against staff)	
Verbal abuse (against pupil/student)	
Other (please describe):	

Frequency and duration of behaviour:

--

Risk Assessment screening questions

Is the victim safe (if not, consider immediate response)?	
Does the victim need additional support?	
Is this a repeat victim?	
Is this a repeat perpetrator?	
Are any of the individuals at risk of radicalisation?	
For college use – actions and decisions following incident (to include contact with parents, pupil advice, referrals etc).	

If appropriate to your setting: Restorative approaches used? Yes/No

Date recorded on college eTrackr system:

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Appendix 6: Types of bullying/incidents

Disability/special educational needs/medical condition/mental health

Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard/spaz/geek/nerd) or association with someone with a disability/special need.

Ethnicity/race (racism)

Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc.

Gender identity (transphobia)

Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or some- one who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/he, gender bender, tranny).

Religion/belief

Beliefs, faith, identity (Islamophobia and anti-Semitism, for example). It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

Sex; sexist bullying (misogyny/misandry)

Based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their sex or gender.

Sexual orientation

Related to sexual orientation, or perceived orientation, of target or target's family/friends and/or homophobic/bi-phobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.

Appearance

Hair colour, body shape, clothing etc.

Home circumstances

Class background, low income, free school meals, young carer, looked after children.

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys or girls
- young people who have gay, lesbian or bisexual friends, or family, or parents/carers who are gay, lesbian or bisexual
- teachers, who may or may not be lesbian, gay or bisexual.

Bi-phobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience bi-phobic prejudice from both heterosexual people and lesbian and gay people.

Bullying that targets disabled children and children with Special Educational Needs (SEN)

Behaviour by an individual or group that intentionally hurts disabled children, or those with special needs, either physically or emotionally or those who are perceived to have special needs or a disability, or because of their association with someone with a special need or disability. Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Racist bullying

This is behaviour by an individual or group that intentionally hurts another individual or group, either physically or emotionally, and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc. (for example a parent/carer).

Transphobic bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person.

Cyberbullying

Internet, mobile phones, social media, trolling, sexting, coercion, blackmail, grooming, promoting any hate-based views.

Damage to property

Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti.

Indirect/social: intentionally socially excluding or isolating an individual or group from activities/community both on and offline eg gossiping, spreading rumours, intimidating looks, gestures and behaviours.

Physical abuse

Any form of violence or physical force (e.g. pushing, kicking, hitting, pinching, tripping, spitting etc).

Possession/distribution of offensive materials

Disseminating inappropriate materials. Youth produced sexual imagery.

Sexual abuse/harassment

Suggestive sexual comments, innuendo or behaviour including offensive comments about sexual reputation; or using sexual language that is designed to embarrass, humiliate, intimidate or subordinate.

Verbal abuse

Using language in a derogatory or offensive manner, such as banter, name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Ethnicity description	Ethnic code
White - British	WBRI
White - Irish	WIRI
Gypsy / Roma	WROM
Traveller of Irish Heritage	WIRT
Any Other White Background	WOTH
White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any Other Mixed Background	MOTH
Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any Other Asian Background	AOTH
Black - Caribbean	BCRB
Black - African	BAFR
Any Other Black Background	BOTH
Chinese	CHNE
Any Other Ethnic Group	OOTH

Appendix 7: Useful links

Anti-bullying helplines and organisation websites

Helplines: Childline (0800 1111) NSPCC (0808 800 5000)

Organisations / websites:

- Anti-Bullying Alliance <http://www.anti-bullyingalliance.org.uk/>
- National Society for the Prevention of Cruelty to Children (NSPCC) <http://www.nspcc.org.uk/>
- ChildLine <http://www.childline.org.uk/Pages/Home.aspx>
- Beatbullying <http://www.beatbullying.org/>
- Family Lives <http://familylives.org.uk/>
- Transforming Conflict <http://www.transformingconflict.org/content/restorative-approaches-and-bullying-3>
- Stonewall <http://www.stonewall.org.uk/>
- Bullying Intervention Group <https://www.bullyinginterventiongroup.co.uk/>
- Beaumont Society <http://www.beaumontsociety.org.uk/>
- The Gender Trust <http://gendertrust.org.uk/>
- The Angels (UK) <https://www.theangels.co.uk>
- Mermaids <https://www.mermaidsuk.org.uk>
- The Tree Tops Centre <https://www.solent.nhs.uk/treetops>
- Isle of Wight Youth Trust (iowyouthtrust.co.uk)

Additional resources can be found on the following links:

- <https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/rade-centre>
- <http://www.educateandcelebrate.org/>
- <https://www.theredcard.org/>
- <https://www.mermaidsuk.org.uk/>
- www.hants.gov.uk/emtas
- <https://www.stophateuk.org/>
- <http://report-it.org.uk/home>
- <https://tellmamauk.org/>
- <https://cst.org.uk/antisemitism/hate-crimes>
- <http://www.galop.org.uk/>
- <https://www.hampshire.police.uk>
- <https://www.hampshire-pcc.gov.uk>
- <https://www.hants.gov.uk/educationandlearning/hias/curriculum-support/resource-centres/re-centre>