



Policy document

Bullying, Harassment and Peer-on-Peer Abuse (Students)

1 Policy Statement

- 1.1** King Edward VI College is committed to providing a safe, respectful and inclusive learning environment where every student is treated with dignity and respect and is able to learn, develop and achieve their potential.

The College believes that positive relationships are fundamental to student wellbeing, academic success and personal development. Bullying, harassment, discrimination, victimisation and any form of peer-on-peer abuse are incompatible with the College's values and will not be tolerated.

The College also recognises that language shapes culture. Words that demean, stereotype, exclude or normalise harmful attitudes can contribute to an unsafe environment, even where they are described as 'banter' or 'just a joke.' Students and staff are expected to challenge inappropriate language respectfully and support a culture where everyone feels safe, valued and included.

- 1.2** The College recognises that bullying and harassment can have a significant impact on a student's emotional wellbeing, physical health, attendance, engagement, achievement and sense of belonging. Every report will therefore be taken seriously, considered carefully and responded to promptly, fairly and proportionately.

- 1.3** The College is committed to:

- preventing bullying, harassment and discriminatory behaviour through education, positive culture and early intervention;
- recognising and addressing low-level harmful behaviours and inappropriate language before they escalate;
- promoting a culture in which students feel safe to report concerns;
- responding promptly, fairly and consistently to reports;
- implementing appropriate safeguarding measures where required;
- supporting students affected by bullying or harassment;
- taking appropriate action where behaviour falls below expected standards.

- 1.4** This policy applies to all forms of bullying and harassment, including behaviour that takes place:

- on College premises;
- during educational visits, work placements, enrichment activities or College events;
- whilst travelling to and from College, where there is an impact on members of the College community;
- online or through social media where the behaviour affects the safety, wellbeing or education of students or the wider College community.

- 1.5** This policy should be read alongside the Student Behaviour Policy, Safeguarding and Child Protection Policy, Equality, Diversity and Inclusion Policy, Online Safety Policy and Student Code of Conduct.

Bullying, harassment, discrimination, sexual harassment and other forms of peer-on-peer abuse are breaches of the Student Code of Conduct and will normally be managed through the disciplinary procedures set out in the Student Behaviour Policy. Where appropriate, safeguarding procedures may operate alongside disciplinary processes; however, where there is any risk of harm, safeguarding considerations will always take priority.

- 1.6** The College will not tolerate victimisation of any person who reports a concern in good faith, acts as a witness, or participates in an investigation under this policy. Equally, where it is established that a complaint has been deliberately false or malicious, this will be addressed through the Student Behaviour Policy.

2 Scope

- 2.1** This policy applies to all students enrolled at King Edward VI College.
- 2.2** It applies to behaviour between students and also to allegations involving visitors, contractors, volunteers or members of staff where appropriate. Allegations involving members of staff will be managed under the relevant staff policies and procedures.
- 2.3** The College recognises that some incidents may also constitute safeguarding concerns or criminal offences. In such cases, the College will work with external agencies, including Children's Services and the Police, where appropriate, while continuing to fulfil its own responsibilities to protect students and maintain a safe learning environment.

3 Definitions

3.1 General Principles

Bullying, harassment and other forms of harmful behaviour can occur between individuals or groups and may take place face-to-face, online or through other forms of communication.

Such behaviour may be a one-off incident or part of a pattern of behaviour. Whilst bullying is often characterised by repeated behaviour, the College recognises that some single incidents, particularly those involving prejudice, sexual misconduct, violence or significant intimidation, may be sufficiently serious to require immediate action under this policy.

The impact of the behaviour on the individual concerned will always be considered alongside the intention of the person displaying the behaviour.

3.2 Bullying

Bullying is behaviour by an individual or group that intentionally or unintentionally causes physical or emotional harm, distress or intimidation to another person. It is often characterised by an imbalance of power, whether real or perceived, and may be repeated over time.

Bullying may include, but is not limited to:

- verbal abuse, insults, teasing or name-calling;
- threatening or intimidating behaviour;
- spreading rumours or malicious gossip;

- deliberately excluding or isolating someone;
- humiliating or ridiculing another person;
- damaging, hiding or stealing belongings;
- physical aggression or violence;
- coercion or controlling behaviour;
- encouraging others to participate in bullying behaviour.

3.3 Cyberbullying

Cyberbullying is bullying that takes place through electronic communication or digital technology. The College recognises that advances in artificial intelligence (AI) and other digital technologies may increase opportunities for online abuse, including the creation or distribution of manipulated content. Such behaviour will be managed in accordance with this policy, the Online Safety Policy and safeguarding procedures where appropriate.

This may include:

- abusive or threatening messages;
- social media posts or comments;
- group chats;
- sharing images or videos without consent;
- creating fake accounts;
- excluding individuals from online groups;
- deliberately sharing confidential or embarrassing information;
- repeated unwanted online contact.

The College may investigate online behaviour where it affects the safety, wellbeing or education of members of the College community, regardless of whether the behaviour occurred on or off College premises.

3.4 Harassment

Harassment is unwanted behaviour that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Harassment may relate to a protected characteristic under the Equality Act 2010 or to another personal characteristic.

The behaviour may be intentional or unintentional. A person may experience harassment even where this was not the intended outcome of another person's behaviour.

3.5 Sexual Harassment

Sexual harassment is unwanted conduct of a sexual nature that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment.

Sexual harassment may include:

- sexual comments, jokes or innuendo;
- unwanted sexual attention;
- inappropriate touching;
- unwanted sexual messages or images;
- sexualised online behaviour;
- sharing sexual images without consent;

- sexual coercion;
- upskirting;
- making unwanted comments about someone's body or appearance;
- making assumptions or rumours about a person's sexual activity or relationships.

Sexual harassment may occur between students of any gender.

3.6 Sexual Violence

Sexual violence refers to sexual offences including rape, assault by penetration and sexual assault, as defined by law.

Any allegation of sexual violence will be treated as a safeguarding concern and managed in accordance with the College's Safeguarding and Child Protection Policy, alongside this policy where appropriate.

3.7 Discriminatory Behaviour

Discriminatory behaviour is conduct that treats an individual unfairly or less favourably because of a protected characteristic.

Protected characteristics under the Equality Act 2010 are:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

Examples may include racist, sexist, homophobic, biphobic, transphobic, disablist or faith-based language, behaviour or abuse.

3.8 Hate Incidents and Hate Crime

A hate incident is any behaviour perceived by the victim or any other person to be motivated by hostility or prejudice relating to a protected characteristic.

Where a criminal offence is believed to have occurred, the matter may constitute a hate crime and may be reported to the Police.

3.9 Victimisation

Victimisation is treating someone unfairly because they have reported bullying or harassment, supported another person to raise a concern, acted as a witness or participated in an investigation.

Victimisation will not be tolerated and will be managed under this policy and the Student Behaviour Policy.

3.10 Peer-on-Peer Abuse

Peer-on-peer abuse is abuse that occurs between children or young people. It may occur inside or outside College, face-to-face or online.

Peer-on-peer abuse may include:

- bullying (including cyberbullying);
- prejudice-based abuse;
- physical abuse;
- emotional abuse;
- sexual harassment;
- sexual violence;
- harmful sexual behaviour;
- abuse within intimate personal relationships;
- coercive or controlling behaviour;
- initiation or hazing-type behaviours.

The College recognises that these behaviours may also constitute safeguarding concerns and will respond in accordance with its safeguarding responsibilities.

3.11 Reasonable Professional Judgement

Not every disagreement, conflict or difference of opinion constitutes bullying or harassment.

The College recognises that respectful debate, constructive feedback, reasonable instructions from staff, differences in personality and isolated incidents of thoughtless behaviour do not automatically amount to bullying or harassment.

Each concern will be considered on its individual circumstances, taking account of the nature, seriousness, frequency, context and impact of the behaviour.

4 Roles and Responsibilities

4.1 The College

King Edward VI College is responsible for providing a safe, respectful and inclusive learning environment in which bullying, harassment and peer-on-peer abuse are actively challenged and addressed.

The College will:

- promote a culture of dignity, respect and inclusion;
- communicate clear expectations for behaviour through the Student Code of Conduct and Student Behaviour Policy;
- educate students about respectful relationships, equality, diversity, online safety and consent through tutorials, enrichment and awareness campaigns;
- encourage students to report concerns without fear of victimisation;
- take all reports seriously and respond promptly, fairly and proportionately;
- ensure safeguarding concerns are identified and acted upon without delay;
- provide appropriate support to students affected by bullying or harassment;

- record and monitor incidents to identify patterns, emerging risks and areas for improvement.

4.2 Students

Every student has a responsibility to contribute positively to the College community.

Students are expected to:

- treat others with dignity, courtesy and respect;
- value diversity and challenge discriminatory attitudes and behaviour;
- behave responsibly both on and off College premises, including online;
- refrain from behaviour that could reasonably be regarded as bullying, harassment, intimidation or abuse;
- report concerns about bullying or harassment, whether they affect themselves or another person;
- cooperate honestly with investigations;
- respect the confidentiality of those involved in any investigation.

4.3 All Staff

Creating and maintaining a safe learning environment is the responsibility of every member of staff.

All staff must:

- model respectful and professional behaviour;
- promote the College's values and expectations;
- challenge inappropriate language or behaviour whenever it is safe and appropriate to do so;
- take all reports seriously;
- avoid making assumptions or minimising concerns;
- consider whether the matter raises safeguarding concerns;
- record concerns promptly in accordance with College procedures;
- report safeguarding concerns immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL;
- maintain appropriate confidentiality;
- contribute to investigations where required;
- remain professionally curious where repeated low-level concerns, changes in behaviour or patterns of incidents may indicate wider safeguarding issues.

Staff should never promise absolute confidentiality where safeguarding concerns or significant risks are identified.

4.4 Pastoral Staff

Personal Tutors, Lead Tutors and other pastoral staff play a key role in promoting positive relationships and supporting students.

They are expected to:

- provide an environment where students feel able to disclose concerns;
- listen carefully and respond sensitively to reports;

- ensure concerns are recorded and referred appropriately;
- work collaboratively with teachers and other staff, including the safeguarding team, and parents or carers where appropriate;
- monitor the wellbeing and progress of students involved in incidents;
- contribute to behaviour support plans or restorative approaches where appropriate.

4.5 Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead is responsible for determining whether reported behaviour also constitutes a safeguarding concern.

Where appropriate, the DSL/DDSL will:

- undertake or oversee safeguarding risk assessments;
- determine whether referrals to external agencies are required;
- advise staff on safeguarding procedures;
- ensure appropriate support is available for students;
- monitor cases involving peer-on-peer abuse, sexual harassment or sexual violence.

Safeguarding procedures may operate alongside behavioural investigations where appropriate.

4.6 Senior Leadership Team

The Senior Leadership Team are responsible for ensuring this policy is implemented consistently across the College.

They will:

- oversee investigations where appropriate;
- ensure decisions are fair, proportionate and evidence-based;
- authorise disciplinary outcomes in accordance with the Student Behaviour Policy;
- monitor trends and emerging themes;
- ensure staff receive appropriate training and guidance;
- review policy effectiveness through safeguarding, behaviour and equality monitoring.

4.7 Parents and Carers

The College values positive partnerships with parents and carers.

Parents and carers are encouraged to:

- support the College's expectations regarding respectful behaviour;
- encourage students to report concerns promptly;
- work constructively with the College to resolve concerns;
- avoid sharing allegations or information through social media whilst investigations are ongoing;
- support agreed actions intended to improve outcomes for all students.

Where students are under the age of 18, parents or carers will normally be informed of significant incidents or investigations unless there is a safeguarding reason not to do so.

4.8 External Agencies

Where appropriate, the College will work collaboratively with external agencies, including Children's Social Care, the Police, health services and other specialist organisations, to safeguard students and promote their wellbeing.

Information will be shared in accordance with safeguarding responsibilities, data protection legislation and the best interests of the student.

5 Preventing Bullying and Harassment

5.1 Creating a Respectful College Culture

King Edward VI College is committed to fostering a culture in which every student feels safe, respected, valued and included.

Preventing bullying and harassment is the responsibility of the whole College community. Prevention is most effective where positive relationships, mutual respect and inclusive behaviours are consistently promoted and modelled.

The College recognises that low-level harmful behaviour, discriminatory language and behaviour described as 'banter' may normalise abuse if left unchallenged. Staff and students are therefore expected to address such behaviour respectfully and at the earliest opportunity.

The College takes a proactive approach to prevention through education, early intervention and a culture in which inappropriate behaviour is challenged.

5.2 Promoting Positive Behaviour

The College promotes respectful behaviour by:

- establishing clear expectations through the Student Code of Conduct and Student Behaviour Policy;
- promoting equality, diversity and inclusion across all aspects of College life;
- encouraging students to celebrate diversity and challenge prejudice and discrimination;
- promoting positive relationships between students and staff;
- ensuring students understand how to report concerns and access support;
- taking appropriate action when behaviour falls below expected standards.

5.3 Education and Awareness

Students will receive age-appropriate education and guidance on topics including:

- respectful relationships;
- equality, diversity and inclusion;
- protected characteristics;
- consent and healthy relationships;
- online safety and responsible use of technology;
- recognising bullying, harassment and abusive behaviour;
- bystander responsibility and how to report concerns;
- accessing support within and beyond the College.

These themes will be reinforced through tutorials, enrichment activities, awareness campaigns and other appropriate opportunities throughout the academic year.

5.4 Staff Training

The College will ensure that staff receive appropriate information, guidance and training to enable them to:

- recognise different forms of bullying and harassment;
- understand their safeguarding responsibilities;
- identify early signs of concern;
- respond appropriately to disclosures;
- challenge inappropriate language and behaviour;
- record and report concerns in accordance with College procedures.

Training will be reviewed regularly to reflect changes in legislation, safeguarding guidance and emerging risks.

5.5 Student Voice

The College recognises the importance of listening to students in developing and maintaining a safe and inclusive environment.

Students will be encouraged to contribute to the development of College culture through appropriate mechanisms, which may include:

- student surveys;
- the Student Leadership Council
- safeguarding and wellbeing initiatives.

Student voice will be considered when reviewing College practice and identifying areas for improvement.

5.6 Online Behaviour

The College expects students to demonstrate the same standards of behaviour online as they do within the College environment.

Students should use social media, messaging platforms and other digital technologies responsibly and respectfully. This expectation extends to the responsible use of artificial intelligence (AI) technologies. Students must not use AI to generate, manipulate or distribute content intended to bully, harass, humiliate, threaten or otherwise harm another person.

Behaviour occurring online may be investigated under this policy where it:

- targets members of the College community;
- affects a student's safety or wellbeing;
- disrupts learning or College life;
- constitutes bullying, harassment or abuse;

Incidents involving the creation, possession, sharing or misuse of nude, semi-nude, intimate, explicit or AI generated imagery will be treated as safeguarding concerns, with the safety and wellbeing of those involved being the primary consideration.

In these cases, staff must:

- Report the concern immediately via CPOMS, alerting the DSL (Sarah MacKenzie) and the Senior Safeguarding Officer/Senior DDSL (Laura Day);
- Listen and reassure the student that they will be supported.

Staff must not:

- Investigate the incident themselves;
- Request, forward, copy, download, print or store imagery;
- View imagery;
- Share information beyond those who need to know.

5.7 Early Intervention

Where concerns are identified at an early stage, the College will seek to intervene promptly to prevent behaviour from escalating.

Early intervention may include:

- supportive conversations;
- pastoral support;
- restorative approaches where appropriate;
- mediation where appropriate and agreed by all parties;
- behaviour support strategies;
- safeguarding intervention where required.

Early intervention will always be proportionate to the circumstances and will not replace formal disciplinary action where serious misconduct has occurred.

6 Reporting Concerns

6.1 Reporting Concerns

All reports will be taken seriously and considered on their individual merits. Students are encouraged to report concerns as early as possible, even where they are unsure whether behaviour falls within the definitions contained in this policy.

6.2 Who Can Report a Concern?

A concern may be raised by:

- the student experiencing the behaviour;
- another student;
- a parent or carer;
- a member of staff;
- a visitor or external professional;
- any other person with a legitimate concern about a student's welfare.

Anonymous concerns will be considered where sufficient information is available to enable the College to take appropriate action.

6.3 How to Report a Concern

Students may report concerns to any trusted member of staff, including:

- their Personal Tutor;
- their Lead Tutor;
- a subject teacher;
- a Head of Faculty;
- a member of the Safeguarding Team;
- the College Counselling Service;
- a member of the Senior Leadership Team.

Where a student is unsure who to approach, any member of staff will help ensure the concern is passed to the appropriate person.

Students can also report concerns via safeguarding@kedst.ac.uk

Members of staff should report concerns via CPOMS, alerting the DSL (Sarah MacKenzie) and the Senior Safeguarding Officer/Senior DDSL (Laura Day).

Parents or carers or any other person can report concerns via safeguarding@kedst.ac.uk or by contacting the college via 01384 398100 or reception@kedst.ac.uk

Reception staff will forward any calls or email correspondence to a member of the safeguarding team.

Visitors or external professionals can report concerns via the safeguarding leaflet issued on their arrival. They are also prompted to share any safeguarding concerns via our visitor sign-in system.

6.4 Responding to a Disclosure

The College recognises that reporting bullying or harassment can be difficult. Staff receiving a disclosure should ensure that the student feels listened to, respected and supported.

Staff receiving a report should:

- listen carefully without interrupting or making assumptions;
- remain calm and reassuring;
- take the concern seriously;
- establish whether there is any immediate risk of harm;
- explain that information will only be shared with those who need to know in order to keep the student safe;
- avoid promising absolute confidentiality;
- make an accurate factual record of the concern;
- report the concern promptly using CPOMS and alerting the DSL (Sarah MacKenzie) and Senior Safeguarding Officer/Senior DDSL (Laura Day);
- Staff should avoid attempting to investigate incidents themselves unless this forms part of their designated role.

6.5 Safeguarding Considerations

Every report of bullying or harassment will be considered alongside the College's safeguarding responsibilities.

Where there are concerns that a student may be at risk of harm, or where the behaviour involves sexual harassment, sexual violence, coercive or controlling behaviour, exploitation, hate-related abuse or other forms of peer-on-peer abuse, the matter must be referred immediately to the DSL (Sarah MacKenzie), the Senior Safeguarding Officer/Senior DDSL (Laura Day) or, in their absence, a Deputy DSL/Lead Tutor.

In these cases, safeguarding procedures will operate alongside behavioural investigations.

6.6 Recording Concerns

All concerns must be recorded promptly and factually in accordance with College procedures via CPOMS.

Records should include, where known:

- the date, time and location of the incident;
- the nature of the concern;
- those involved;
- any witnesses;
- actions taken;
- any immediate safeguarding or welfare concerns.

College records will be maintained in accordance with data protection legislation and the College's safeguarding and record-keeping procedures.

6.7 Confidentiality

The College will treat reports sensitively and will share information only with those who need it to fulfil their professional responsibilities.

Students should be made aware that complete confidentiality cannot be guaranteed where:

- there are safeguarding concerns;
- another person may be at risk of harm;
- a criminal offence may have been committed;
- disclosure is required by law.

The College will always seek to balance an individual's right to privacy with its duty to safeguard students and maintain a safe learning environment.

6.8 Immediate Support

Where appropriate, immediate steps may be taken to safeguard the wellbeing of students whilst concerns are being considered.

This may include:

- pastoral support;
- safeguarding intervention;
- adjustments to timetables or teaching groups where practicable;
- temporary measures to minimise contact between students;
- access to counselling or wellbeing services;
- referral to external agencies where appropriate.

The implementation of supportive measures does not indicate that any findings have been made regarding the allegation; they are intended solely to safeguard the wellbeing of those involved whilst enquiries are undertaken.

7 Responding to Concerns and Investigation

7.1 Initial Assessment

Following receipt of a report, the DSL or the Senior Safeguarding Officer/Senior DDSL or, in their absence, a Deputy DSL/Lead Tutor will undertake an initial assessment to determine the most appropriate response.

This will consider:

- the nature and seriousness of the alleged behaviour;
- whether there are any immediate safeguarding concerns;
- the wishes of the person reporting the concern;
- the age, vulnerability and needs of those involved;
- whether there is an ongoing risk to any student or member of staff;
- whether the behaviour appears to be an isolated incident or part of a pattern;
- whether there is evidence of escalating or repeated low-level behaviours which, when viewed cumulatively, may indicate bullying, harassment or wider safeguarding concerns;

- whether the behaviour may constitute a criminal offence.

7.2 Proportionate Response

The College will always seek to respond proportionately and fairly.

Depending on the circumstances, the DSL or the Senior Safeguarding Officer/Senior DDSL or, in their absence, a Deputy DSL/Lead Tutor may determine that the most appropriate response is:

- advice and guidance;
- pastoral intervention;
- restorative approaches;
- mediation (where appropriate and agreed by all parties);
- behaviour support strategies;
- a formal investigation under the Student Behaviour Policy;
- referral to external agencies, including Children's Social Care or the Police.

They will also decide who is best placed to instigate these actions.

7.3 Informal Resolution

Where the behaviour is considered to be low-level, does not present a safeguarding concern and all parties agree, concerns may be resolved through informal approaches.

These may include:

- supportive conversations;
- clarification of misunderstandings;
- restorative conversations;
- facilitated meetings;
- agreed behaviour expectations;
- pastoral support.

Informal resolution will only be considered where it is safe, appropriate and in the best interests of those involved.

7.4 Restorative Approaches

The College recognises the value of restorative practice in repairing relationships, increasing understanding and preventing future incidents. However, participation in restorative action is voluntary. Victims will not be penalised or disadvantaged if they choose not to take part.

Restorative approaches may be used where:

- participation is voluntary;
- all parties feel safe to participate;
- there are no safeguarding reasons why restorative practice would be inappropriate;
- the behaviour is capable of being addressed through restorative intervention.

Restorative approaches will not replace disciplinary action where serious misconduct has occurred and will not normally be used in cases involving sexual violence, serious sexual harassment,

coercive or controlling behaviour or other incidents where doing so could place a student at further risk.

Cases involving sexual violence will initiate an immediate risk and needs assessment, conducted by the DSL or Senior Safeguarding Officer/Senior DDSL or, in their absence, a Deputy DSL/Lead Tutor.

7.5 Formal Investigation

Where concerns are serious, repeated, involve safeguarding considerations, or cannot be resolved appropriately through informal intervention, the matter will normally be investigated under the procedures set out in the Student Behaviour Policy.

A formal investigation may also be initiated where:

- there is evidence of repeated bullying or harassment;
- discriminatory behaviour is alleged;
- there are allegations of physical assault;
- there are allegations of sexual harassment or sexual violence;
- there are concerns regarding peer-on-peer abuse;
- previous interventions have been unsuccessful;
- the College considers formal action necessary to safeguard members of the College community.

The purpose of any investigation is to establish the facts fairly and objectively so that appropriate decisions can be made.

7.6 Principles of Investigation

All investigations will be conducted in accordance with the principles of natural justice and procedural fairness.

The College will seek to ensure that:

- concerns are investigated promptly;
- all parties have the opportunity to provide their account;
- relevant evidence is considered;
- appropriate records are maintained;
- decisions are made objectively and on the balance of probabilities;
- confidentiality is maintained as far as reasonably possible.

The College recognises that it may not always be possible to disclose all information where this would compromise safeguarding, confidentiality or the rights of others.

7.7 Support During an Investigation

The College recognises that investigations can be stressful for everyone involved.

Appropriate pastoral and safeguarding support will be offered to students throughout the process, regardless of whether they are reporting a concern or are the subject of an allegation.

Supportive measures may be reviewed throughout the investigation to ensure they remain appropriate and proportionate.

7.8 Criminal Investigations

Some incidents may also constitute criminal offences.

Where appropriate, the College may refer matters to the Police or other external agencies.

The College reserves the right to continue, suspend or adapt its own investigation following discussion with the Police or other agencies where necessary. Decisions will be made on a case-by-case basis, taking account of safeguarding responsibilities and the interests of all parties.

7.9 Malicious or Deliberately False Allegations

The College recognises that the overwhelming majority of concerns are raised genuinely and in good faith.

Where, following investigation, there is evidence that an allegation has been deliberately fabricated or made maliciously, this will be addressed under the Student Behaviour Policy.

An allegation that is unsubstantiated, unproven or not upheld will not, in itself, be regarded as malicious.

8 Outcomes and Resolution

8.1 Principles

The College will seek to achieve outcomes that:

- protect the safety and wellbeing of students;
- stop inappropriate behaviour;
- prevent recurrence;
- support those affected;
- promote learning, accountability and positive relationships where appropriate.

Outcomes will be proportionate to the nature, seriousness and impact of the behaviour and will take account of the individual circumstances of those involved.

8.2 Possible Outcomes

Following consideration of all available information, the College may determine that one or more of the following outcomes is appropriate:

- no further action;
- advice, guidance or pastoral support;
- restorative intervention;
- mediation where appropriate;
- agreed behaviour expectations;
- behaviour support planning;
- safeguarding intervention;
- referral to internal or external support services;
- disciplinary action under the Student Behaviour Policy;

- referral to external agencies, including the Police or Children's Social Care where appropriate.

8.3 Disciplinary Action

Where behaviour constitutes a breach of the Student Code of Conduct, disciplinary action will be taken in accordance with the Student Behaviour Policy.

The seriousness of the behaviour, previous concerns, mitigating circumstances, safeguarding considerations and the impact on others will all be considered when determining an appropriate outcome.

8.4 Communication of Outcomes

The College will communicate outcomes to those directly involved, taking account of confidentiality, safeguarding responsibilities and data protection legislation.

Whilst the College will seek to reassure students that appropriate action has been taken, it may not be possible to share specific details of disciplinary action taken against another individual.

9 Supporting Students

9.1 Supporting Students Experiencing Bullying or Harassment

Students who report bullying or harassment will be offered appropriate support, which may include:

- regular pastoral support;
- safeguarding intervention;
- access to counselling or wellbeing services;
- reasonable adjustments to support continued learning;
- referral to external specialist services where appropriate;
- ongoing review of their wellbeing.

Support will be tailored to the needs of the individual and reviewed as appropriate.

9.2 Supporting Students Subject to Allegations

The College recognises that being the subject of an allegation can also be distressing.

Students will be treated fairly throughout any investigation. Supportive measures implemented during an investigation are not disciplinary sanctions and should not be interpreted as indicating responsibility for the alleged behaviour.

9.3 Supporting Witnesses

Students who witness bullying, harassment or peer-on-peer abuse may also require support.

Where appropriate, pastoral or safeguarding support will be made available to witnesses and students who have been affected indirectly by an incident.

10 Recording, Monitoring and Review

10.1 Recording

The College will maintain accurate records of concerns, investigations and outcomes in accordance with its safeguarding, behaviour and data protection procedures.

Records will be used to:

- safeguard students;
- monitor repeat concerns;
- identify patterns and emerging risks;
- support interventions;
- inform quality assurance and policy review.

10.2 Monitoring

The College will monitor incidents to identify:

- recurring behaviours;
- repeat victims or perpetrators;
- trends relating to protected characteristics;
- emerging safeguarding concerns;
- patterns of low-level harmful behaviour;
- themes relating to online behaviour and emerging technologies, including AI-enabled abuse;
- areas requiring further education or intervention.

Monitoring information will inform safeguarding, behaviour and equality reporting and contribute to the College's continuous improvement.

10.3 Policy Review

The College will review this policy regularly to ensure it remains effective, reflects current legislation and guidance and continues to meet the needs of the College community.

Student voice, safeguarding information, behaviour data and emerging national guidance will inform future reviews.

11 Related Policies and Legislation

11.1 Related College Policies

This policy should be read alongside:

- Student Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Equality, Diversity and Inclusion Policy;
- Online Safety Policy;
- Student Code of Conduct;
- Acceptable Use of IT Policy;
- Complaints Policy.

11.2 Legislation and National Guidance

This policy has been developed with reference to relevant legislation and national guidance, including:

- Equality Act 2010;
- Children Act 1989 and 2004;
- Human Rights Act 1998;
- Protection from Harassment Act 1997;
- Keeping Children Safe in Education (current edition);
- Working Together to Safeguard Children (current edition);
- Prevent Duty Guidance.

6 Equality Impact

King Edward VI College is committed to promoting equality, diversity and inclusion and to ensuring that all students are treated fairly, with dignity and respect.

The College recognises that bullying and harassment may disproportionately affect individuals with protected characteristics or other vulnerabilities and seeks to ensure that concerns are addressed fairly, consistently and without discrimination.

The College will monitor the implementation of this policy to identify any disproportionate impact on particular groups and will take appropriate action where necessary.

Date of review	Date agreed	JCC	Governors	Review date	Comments
July 2026	Sept 2026	-	-	June 2029	

Reporting and Response Process

Key Principle: Safeguarding concerns may be managed alongside behavioural procedures at any stage of the process. The College will take proportionate action, provide appropriate support and review outcomes to prevent recurrence.

