BULLYING AND HARRASSMENT POLICY

1 – Policy Overview

1.1 - Legal Framework

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

• The Education (Independent School Standards) Regulations 2014

• Equality Act 2010

• DfE (2017) 'Preventing and tackling bullying'

• DfE (September 2021) 'Sexual violence and sexual harassment between children in schools and colleges'

• DfE (2018) 'Promoting and Supporting Mental health and Wellbeing in Schools and Colleges'

• DfE (2021) 'Keeping Children Safe in Education (September 2021)

• Human Rights Act 1998

1.2 - Policy Statement

In order to achieve success, Projecting Success will create and maintain a secure workplace where everyone is treated equally and with respect. Projecting Success employees and clients are not permitted to be subjected to harassment, intimidation, or victimisation on any grounds.

1.3 – Policy Purpose

The goal is to promote and preserve positive employee relations in a setting that values teamwork and encourages employees to put out their best effort. Everyone who works for or interacts with Projecting Success has a duty to uphold civil relationships and refrain from saying or doing anything that would jeopardise the welfare of others.

Everybody has the right to be treated with attention, fairness, dignity, and respect in addition to the duties that the Equality and Human Rights legislation imposes on both employers and employees. This helps create a setting at work where people feel safe and can complete their tasks

with competence and confidence. No matter how formally or informally the claim of bullying or harassment was made, Projecting Success will look into it thoroughly.

2 – Bullying & Harassment

2.1 - Definitions

Bullying is any persistent, intentional behaviour by an individual or group that causes physical or emotional harm to another person or group. Bullying can take on a variety of shapes (for example, cyberbullying through text messages, social media, or gaming, which can use images and video) and is frequently driven by prejudice against particular groups, such as on the basis of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a learner is adopted, in foster care, or has caring responsibilities. It could be prompted by real or imagined disparities between learners.

Bullying is defined in this policy as persistent behaviour by an individual or group intended to cause verbal, bodily, or emotional harm to another individual or group.

2.2 – Elements of Bullying & Harrassment

Bullying and Harassment typically distinguished by:

- Repetition: Incidents are not isolated occurrences; rather, they take place frequently and over time.

- Intent: It is not accidental; the offender(s) intended to cause verbal, bodily, or emotional injury.

- Targeting: Bullying frequently targets one person or group in particular.

- Power disparity: Bullying often stems from unequal power relations, whether they are actual or perceived.

2.3 – Vulnerable Apprentices

Vulnerable apprentices are more likely to be the targets of bullying due to the attitudes and behaviours some people have towards those who are different from themselves.

Vulnerable apprentices may include, but are not limited to:

- Apprentices with SEND.

- Apprentices who are adopted.

- Apprentices suffering from a health problem.

- Apprentices with caring responsibilities.

Apprentices with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+ or perceived to be LGBTQ+.

- Pupils from BAME backgrounds.

- Pupils from socio-economically disadvantaged backgrounds.

2.4 - Methods of Bullying and Harassment

Acts of bullying can include:

- Name-calling

- Taunting

- Mocking

- Making offensive comments

- Kicking

- Hitting

- Pushing

- Taking belongings

- Inappropriate text messaging and emailing

- Sending offensive or degrading images by phone or via the internet e.g. Via social networking sites

- Producing graffiti

- Gossiping

- Excluding people from groups

- Spreading hurtful and untruthful rumours

Cyberbullying can be defined as the use of information and communications technology particularly mobile phones and the internet, deliberately to upset someone else. Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages.

- Threatening or embarrassing pictures and video clips sent via mobile phone cameras.

- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible.

- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name.

- Menacing or upsetting responses to someone in a chatroom.

- Unpleasant messages sent via instant messaging.

- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites.

2.5 - Types of Bullying and Harassment

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally

- Physically

- Emotionally

- Online (cyberbullying)

2.5.1 - Racist Bullying

Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

2.5.2 - Homophobic / Bi-phobic Bullying

Bullying another person because of their actual or perceived sexual orientation.

2.5.3 - Transphobic Bullying

Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

2.5.4 - Sexist Bullying

Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

2.5.5 - Sexual Bullying

Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

2.5.6 - Prejudicial Bullying

Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

2.5.7 - Relational Bullying

Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

2.5.8 - Socio-Economic Bullying

Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Harassment and Bullying may be summarised as any behaviour that is unwanted by the person to whom it is directed. It is the impact of the behaviour rather than the intent of the perpetrator that is the determinant as to whether harassment or bullying has occurred.

3 – Bullying & Harassment Procedures

3.1 - Our Responsibility

Everyone carries a personal responsibility for his or her own behaviour and for ensuring that their conduct is in accordance with the principles set out in this policy.

Each person has a responsibility to report any instance of bullying or harassment that they witness, or which comes to his or her attention. Employees have a responsibility to act as role models, proactively addressing instances of bullying and harassment. Senior staff should also make them aware of their responsibility.

Learners are responsible for:

- Informing a member of staff/tutor if they witness bullying or are a victim of bullying.

- Not making counter-threats if they are victims of bullying.

- Walking away from dangerous situations and avoiding involving other pupils in incidents.

- Keeping evidence of cyberbullying and informing a member of staff should they become a victim to cyberbullying.

3.2 - Referral Procedure

- Any complaints of bullying and/or harassment, or information from staff/learners relating to such complaints, will be dealt with fairly, confidentially and sensitively.

  The procedure for this is below:

HOW TO MAKE A COMPLAINT
The complaint can be made verbally or in writing to your Tutor. This person may decide the complaint would be best dealt with through the grievance procedures and therefore should advise the complainant of this and assist them through the process.

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HOW TO RESPOND TO A COMPLAINT OF BULLYING AND/OR HARASSMENT
The complaint will be investigated promptly and objectively. Every compliant will be taken seriously, and the investigation will be objective and independent. Due to the sensitivity of the issue all investigations and conclusions must be completed within two weeks from the date of the original complaint.

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INFORMAL APPROACH
In some cases, it may be possible to rectify matters informally. Sometimes people are not aware that their behaviour is unwelcome, and an informal discussion can lead to greater understanding and an agreement that the behaviour will cease. It may be the individuals will choose to do these themselves, or they may need support from a manager or colleague.

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FORMAL APPROACH
Where an informal resolution is not possible, the investigating manager may decide the matter is a disciplinary issue that needs to be dealt with formally through the disciplinary procedure.

Version History				
Date	Version	Details of Change	Revision By	QA
24/03/2023	5	- Added Version Control - Updated Formatting - Added Section 1.1 - Added Section 2.5 - Updated Section 1.2 - Updated Section 1.3	Laura Morley	