



Anti-Harassment and Bullying Policy

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DEFINITIONS:

Jargon/Key word Definition

Bullying: Repeated misuse of power or position through ongoing and persistent attacks which can be verbal, mental or physical?

Harassment: Any conduct that is unwanted and unwarranted behaviour that is offensive or affects the dignity of the person involved causing him/her to feel threatened, humiliated or patronised.



Our Strategic Objectives

- 1. Build a new **Learning Centre** modernising our traditions of service to the community*
- 2. Focus the professionalism of all our staff on meeting the high standards of a **Quality Centre***
- 3. Open our doors to welcome the entire community into our centre*
- 4. Listen carefully to the voice of learners as we fashion the **Responsive Centre***

EXECUTIVE SUMMARY:

This document outlines the responsibilities of the organisation in relation to any reported incidents of harassment and/ or bullying from Elmhouse learners. Incidents of bullying will be dealt with as described in the attached procedures. If possible, the situation will be resolved informally but where necessary the matter will be dealt with as part of the formal disciplinary process.



INTRODUCTION

Elmhouse Centre is committed to providing a safe, caring and friendly environment for all its learners, staff and visitors. The Centre will not tolerate bullying or harassment and will take prompt and effective action against anyone found to have bullied or harassed others.

1. Aim

1.1 To inform staff and learners of action the Centre will take in relation to any reported incidents of harassment and/or bullying.

1.2

This policy applies to incidents relating to Elmhouse Centre learners. This may include incidents occurring outside Centre if it involves other Elmhouse Training learners.

Elmhouse Training believes that every person has the right to study, work or use the Centre without fear of harassment or bullying, whether on grounds of sex, race or colour, disability, age, religious or political beliefs, sexual orientation or for any other ground which may affect a person's dignity.

The organisation believes that an atmosphere of free and open discussions is essential to its life and work. Such an atmosphere can be achieved only if all concerned behave with necessary tolerance and avoid needlessly offensive or provocative action and language. An environment free from hostility enables individuals to contribute far more effectively to their studies or work. Every member of the centre community has the responsibility to protect that right and



ensure that the dignity of individual students and employees is not abused.

Personal Harassment and bullying are known to cause demoralisation, fear, stress, anxiety, sickness, absenteeism, poor performance, and may cause student withdrawals and higher employee turnover. The Centre seeks to develop a studying and working environment in which harassment and bullying is known to be unacceptable and where individuals are confident enough to bring complaints without fear of ridicule or reprisal.

The Centre seeks to comply with current legislation and best practice in creating a culture that is free from harassment and bullying. The Centre's management will take all allegations of harassment or bullying very seriously and will be responsible for ensuring that an individual's allegations are fully investigated and resolved, informally if possible, but formally if necessary.

Confidentiality will be maintained as far as possible by all concerned but an investigation will involve fact-finding interviews of the complainant, the alleged harasser and any relevant witnesses. A justified complaint may result in action being taken under the Centre's Disciplinary Procedures. Equally, a complaint which is made and is considered by the Centre to be frivolous or vexatious may result in disciplinary action being taken against the complainant.



2. Policy

Elmhouse Centre is committed to ensuring that everyone is equally valued and treats one another with respect. All staff and learners are responsible for supporting victims and reporting incidents of harassment and bullying. All complaints of this nature are taken seriously and will be dealt with as a matter of urgency.

DEFINITIONS

Harassment is unwanted behaviour, which is hostile and/or offensive to the recipient or others, and which is not justified by the professional and/or working relationship. Such behaviour may be physical, verbal or non-verbal.

Harassment can also include unreciprocated and unwelcome comments, actions, suggestions or physical contact that is found objectionable and offensive. In deciding whether harassment has occurred, it is not the intention of the perpetrator that is paramount, but whether the behaviour could be deemed unacceptable by a reasonable person or disadvantageous to the recipient of the unwanted conduct. It is therefore the duty of every member of the Organisation community to be aware that he/she could unintentionally be harassing another member of the College's community and should take responsibility for his/her behaviour and if necessary modify it.



3. Action to be taken

Incidents of bullying will be dealt with as described in the attached procedures. If possible the situation will be resolved informally but where necessary the matter will be dealt with as part of the formal disciplinary process.

4. Safeguarding Children and Vulnerable Adults

Where bullying and/or harassment is directed at learners aged 18 and under or adults who are deemed to be vulnerable, the Centre will determine whether there are any issues relating to its responsibilities under Child Protection legislation.

5. Monitoring and Evaluation

Formal complaints will be monitored via the Formal Complaints Procedure and where appropriate via the Centre Disciplinary Process.

Procedure for Dealing with Harassment & Bullying

Complaints could come from the following sources:

- Informal complaints;
- 3rd party or witness complaints;
- Formal complaints.

1. Informal Complaints

If a complaint is made, where possible, quick action should be taken to try to solve the problem informally. This may not be possible in all cases but should be considered. Learners who consider themselves to have suffered harassment or bullying may wish to seek support and advice from their tutor, staff in Learner Services or Counsellor.



The Learner should think carefully about the approach they wish to consider. For example it may be possible to set up a meeting with the alleged perpetrator at which a member of staff is present.

This may need to be carefully handled and staff advising this need to feel confident about how they will mediate. Other methods might include a telephone conversation or writing a letter to the perpetrator. The member of staff involved should record the details of the issue and any action taken. If the situation remains unresolved, then it will normally be appropriate to take the matter down the formal route (see below).

2. Third Party or Witness Complaints

If a learner witnesses behaviour that is perceived to be inappropriate they should consult with their personal tutor. If a member of staff witness's behaviour that is perceived to be inappropriate they should consult with their Line Manager (or with one of the designated Child Protection Officers if they perceive it to be a child protection issue). Either the informal or formal procedure should be followed if it is concluded that the behaviour may amount to harassment or bullying.

3. Formal Complaints

If an informal approach has not been possible or is seen as inappropriate, the learner should make a formal complaint using the Centre Complaint procedure.



**Appendix 1 ELMHOUSE TRAINING ANTI- BULLYING AND
HARASSMENT POLICY
REPORT OF IN-HAND COMPLAINTS**

<u>Member of Staff</u>
Date Of Report
Details of Complaint
Action Taken
Outcome



Elmhouse Training
Recognising That Each Student is Important

**Issue Resolved Yes/No
procedure**

Issue referred to and Yes/No

Please return this form to Centre Manager

Appendix 2

Anti-Bullying and Harassment Policy and Procedures for Students

Examples of Bullying and Harassment/This list is not exhaustive

1. Physical Abuse

Any use of violence e.g. hitting, pushing, pulling, kicking, spitting, biting, shoving, tripping up, 'accidentally' banging into someone; Damaging, stealing, taking, hiding, belongings and/or throwing them around e.g. money (taxing), belongings or coursework; Forcing someone to take drugs.

2. Verbal Abuse

Name calling, teasing, threats and intimidation, taunting, mimicking, sarcasm, being generally 'unfriendly' making someone look silly and making things up to get someone into trouble; Ridiculing particular customs, music, accents or the dress of anyone from a different culture; Offensive racist graffiti, making silent or abusive phone calls and unkind practical jokes.

3. Silent Bullying



Ignoring someone/leaving them out, stopping someone joining in, the spreading of rumours, threatening gestures and following someone around.

4. Cyber Bullying

All areas of the internet, such as e-mail and internet chat room misuse e.g. posting insulting notices about someone Sending abusive text messages or e-mails; Misuse of associated text messages or e-mails; Happy slapping.

5. Racist Bullying

Racial taunts, graffiti, gestures

Refusal to work with others because they are a different culture

6. Sexual Bullying

Unwanted physical contact or sexually abusive comments

7. Homophobic, biphobic and transphobic bullying

Guidance and resources to help you tackle HBT bullying and support LGBT young people.

Homophobic, bi-phobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT).

Equality Act 2010

Under the Equality Act 2010, schools must not discriminate. In their teaching of Relationships Education and RSE (Relationships and Sex Education), schools should ensure that the needs of all pupils are



appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Ofsted

Ofsted (May 2019) expects centre's to be environments in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. From September 2020, it is expected that all learners are taught LGBT content at a timely point as part of the curriculum.

National guidance, resources and links

Stonewall provide a range of different information to tackle bullying which can be accessed via their [website](#).

Stonewall school champions programme

- [Primary school champions programme](#)
- [Secondary school champions programme](#)

Stonewall have produced the following guides to support you with getting started on LGBT inclusion and challenging LGBT bullying:

- [An introduction to supporting LGBT children and young people](#)
- [LGBT-inclusive education: everything you need to know](#)
- [Creating an LGBT-inclusive curriculum \(pdf format, 2Mb\)](#)
- [Next steps in LGBT inclusive education: celebrating difference and developing understanding](#)
- [Getting started toolkit - secondary schools](#)
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- 'It's OK' symbol posters and [easy read information sheets](#) for learners with SEND.
- [Gender stereotypes won't hold us back posters](#)
Stonewall has a wide range of other [education resources](#)

Stonewall School Report 2017

- <http://www.stonewall.org.uk/school-report-2017>

Trans Guidance

For more information on how to support learners who identify as transgender, non-binary or are questioning their gender identity, go to: <https://gids.nhs.uk/guidance-schools>

The [Gires](#) website provides information for trans people, their families and professionals working with them. They have produced guidance on tackling [transphobic bullying](#) .

[Mermaids UK](#) are a charity that provide family and individual support for teenagers and children with gender identity issues.

The Surrey and Borders Partnership NHS Foundation Trust (SABP) and the Gender Identity Research and Education Society (GIRES) have jointly developed an excellent [e-learning resource](#) on the care of gender nonconforming young people which is aimed at professionals and families.

Mental health support

LGBT young people experience increased incidence of mental health problems and levels of self-harm. It is therefore crucial that they are referred for mental health support when appropriate. Please contact <https://www.oxfordhealth.nhs.uk/camhs/oxon/> for more information and to make a referral.



8. Stalking

Continued unwanted attention through:

- Personal contact (directly with you or through your friends and family);
- Telephone calls;
- Letters;
- E-mails;
- Text messages;
- Internet chat rooms.