Student Bullying and Harassment Policy

Purpose

The Inspire Education Group (IEG) is committed to ensuring that everyone is equally valued and treated with respect. The Group has a duty of care to all students, recognising that everyone has the right to feel safe and is committed to ensuring the following values:

- All students are protected from different forms of harassment and/or bullying (including cyberbullying, prejudiced-based and discriminatory)
- Elimination of all forms of discrimination on the grounds of all protected characteristics as defined in the Equality Act 2010
- Robust procedures to address discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents
- Similarities are identified and celebrated, difference is valued and nurtured
- There is a zero-tolerance approach to sexual violence or sexual harassment. This type of behaviour is never acceptable and will not be dismissed as 'banter', 'part of growing up' or 'just having a laugh.'

It is recognised that a student's academic progress and emotional well-being may be adversely affected if they are subjected to any form of bullying and or harassment. We also recognise the negative impact that engaging in these behaviours or witnessing the bullying and or harassment of another can have.

Scope

This policy applies to all students at their place of study, around the internal and external site, on College transport and at work placement locations. Support and appropriate signposting to external services and agencies are available to students involved in bullying and/or harassment incidents. Topics that focus on bullying, relationships, consent, respect and harassment including sexual harassment are embedded throughout the academic year as part of the student personal development programme. Promoting anti-bullying and raising awareness to support prevention is also a key aspect of student engagement activities and cross-college events.

The Policy Statement

We expect every student to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain.

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

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Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying is described as repeated or has the potential to be repeated, over time, intentionally offensive, intimidating, malicious or insulting behaviour, abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders. (National Centre Against Bullying 2021).

Cyberbullying is any form of bullying that is carried out online using electronic Media devices such as computers, laptops, smartphones, tablets, or gaming consoles. It can take place on social media platforms such as (but not limited to) Facebook, Instagram, Twitter, WhatsApp, WeChat, LinkedIn, through email, or online collaboration sites such as Microsoft Teams or Zoom.

Harassment is defined as anything that causes alarm or distress to another on more than one occasion which they either know or should have known would amount to harassment of the other. (National Police Chiefs Council 2020).

Harassment may take many forms. It can range from extreme forms such as violence, spreading malicious rumours, or insulting someone, to less obvious actions like ignoring someone at work. Harassment is any unwanted physical, verbal or non-verbal conduct that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for them. A single incident can amount to harassment. A person may be harassed even if they were not the intended "target" of the harassing behaviour.

Harassment is unlawful under the Equality Act 2010 if it relates to age, disability, gender reassignment, race, colour, nationality, marital status/civil partnership, pregnancy or maternity ethnic or national origin, religion or belief, sex or sexual orientation, or if it is conduct of a sexual nature (sexual harassment).

Gender reassignment is the protected characteristic that protects trans people from discrimination, victimisation, and harassment in employment. Where this policy refers to 'trans people' and the associated terms of 'gender identity' and 'gender expression, this refers to a broad range of people whose gender identity is not expressed in ways that are typically associated with their assigned sex at birth. This includes those who have non-binary, agender or gender-fluid identities and individuals who may not identify as trans but who are impacted by matters covered under this policy.

Sexual harassment is unlawful under the Equality Act 2010. It is also unlawful to treat someone less favourably because they have either submitted a complaint of sexual harassment or have rejected such behaviour. Under the Act sexual harassment is defined as occurring when a person engages in unwanted conduct of a sexual nature that has the purpose or effect of:

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● Violating someone's dignity
● Creating an intimidating, hostile, degrading, humiliating or offensive environment

Alleged Victims and Alleged Perpetrators

Children and young people who are at most increased risk of being the victims or perpetrators of bullying can be those who:
● Are in foster care or residential homes (Children in Care)
● Are understood to be at risk from a range of safeguarding or Child Protection issues – e.g. organised crime groups
● Have specific special educational needs – e.g. Autism
● Have a disability or impairment
● Are from minority ethnic backgrounds
● Are refugees/asylum seekers/separated migrant children
● Start midterm
● Are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
● Speak a first language other than English
● Are young carers
● Have suffered bereavement
● Have suffered domestic violence
● Have experienced physical or emotional trauma
● Have a parent who was a victim of bullying
● Experienced poverty or deprivation
● Are perceived as different in some way

Student Services and Student Mentors are alert to the risks associated with students and closely monitor vulnerable groups to provide timely support and interventions.

For examples of bullying and harassment behaviour – Use Appendix 2

Responsibilities

All members of staff have a responsibility to ensure that suspected bullying and harassment are dealt with fairly and consistently, maintaining an attitude of 'it could happen here". Managers and teaching/support staff are responsible for taking seriously and addressing all cases of harassment and bullying, both to address the behaviour of the alleged bully/harasser and to provide suitable support and reassurance for the concerned student.

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Related Procedures and Documentation

- Appendix 1 – Responsibilities
- Appendix 2 – Examples
- Appendix 3 – FlowChart of Procedures
- STU004 - Student Positive Behaviour Policy
- SAF001 - Safeguarding for All Policy
- 14-16 Policy
- Student Code of Conduct
- EDI001 - Equality and Diversity Policy
- When to Call the Police 2020 (NPCC)
- Sexual Violence and sexual harassment between children in schools and colleges 2018, 2021 (DfE)
- Keeping Children Safe in Education

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Student Bullying and Harassment Policy - Procedure

Reporting Bullying and Harassment

Any student subjected to harassment or bullying can report it to their tutor, Student Mentor, support staff, Assistant Head of Faculty or Head of Faculty who will take appropriate action. They will listen to the allegation and support the student in deciding what they would like to happen next. The discussion will be confidential and no further action will be taken without the student's permission unless the member of staff believes that significant health and safety, criminal, safeguarding or other risks are present. In such cases, the member of staff will inform the student of their need to take action against the alleged bully/harasser and follow safeguarding and/or disciplinary procedures.

Students can also report bullying and harassment by contacting the Safeguarding team:

safeguarding@peterborough.ac.uk (Peterborough) or
Safeguarding@stamford.ac.uk (Stamford)

Reports of sexual violence and sexual harassment must be dealt with by the Safeguarding Team whose response will be on a case-by-case basis. Actions may result in the internal management of the allegation, referral for Early Help or Children's / Adult Services and or to the police. Support will be tailored appropriately to the victim and alleged bully/harasser, engaging with multi-agency support e.g. Sexual Assault Referral Centres (SARC), Children and Young Peoples Sexual Violence Advisors (Chivas), Rape Crisis, and The Survivors Trust.

The National Society for the Prevention of Cruelty to Children (NSPCC) provide a dedicated helpline for young people and adults who have experienced sexual harassment or abuse at school or college and are also available to provide advice and guidance for concerned adults and professionals. Contact details are: 0800 136 663 or email help@nspcc.org.uk

Protected Characteristics

All prejudiced language or behaviour should be challenged and how that challenge is made will depend on the circumstances and severity of the incident, and any previous similar incidents involving either party.
Any incidents that relate to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) must be raised with the Duty Principal and the Assistant Principal for Student Experience and Support.

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When dealing with any incident, members of staff will:

- Treat every issue seriously – remembering that someone's perception is their reality at the time and that incidents should never be dismissed or ignored
- Respond immediately – acknowledging that the incident has happened and offering support to the victim of the incident
- Reinforce the Group's position on discrimination and prejudice
- Focus on the bully or harasser's behaviour, rather than the person – making sure that they know that the behaviour is not acceptable
- Ensure that witnesses know what behaviour was not acceptable and why

The person investigating will:

- Offer immediate support to the alleged victim, acknowledging their feelings, reassuring them that the matter will be treated seriously and ascertaining whether there have been incidents on previous occasions
- Ensure that both parties have a fair hearing and are given the opportunity separately to fully explain the incident
- Approach witnesses to gain their accounts of the incident (in writing if appropriate)
- Where appropriate, bring both parties together to give them a chance to be involved in resolving the situation
- Determine whether the incident was prejudice-related, considered bullying and or harassment or not, and ensure that the reasons why are explained to all parties involved
- Give the alleged bully/harasser the opportunity to take responsibility for their actions and to try to repair the harm that they have caused
- Address underlying issues
- Ensure that all parties, including the witnesses, understand what is being done to address the incident and the reasons behind this
- Inform relevant members of the senior leadership team and parents/carers where this is deemed appropriate
- Follow up with both parties after an agreed time period to decide whether any further action is needed

Possible courses of action:

- Review the impact on the student and possible support pathways required
- Take no further action and record the incident, keeping the situation under review, recommending the student advises if further incidents occur
- If the alleged bully/harasser has not already been approached, request they stop the offending behaviour and again keep the situation under review

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- Begin formal investigations into the allegations
- See Appendix 3 for a flowchart related to harassment incidents

Initial Meeting and Investigation

The member of staff dealing with the allegation of bullying/harassment should set up an initial interview with both parties separately and explain the Student Code of Conduct and expectations around bullying/harassment. The student should be supported to make a written statement as part of this fact-finding.

The facts for both parties relating to the allegations should be identified along with discussions around options to resolve or potential disciplinary action.

Once the facts have been considered a decision will be made either to:

- Take no action, because the allegation has not been substantiated
- Initiate the Student Disciplinary procedure
- Take action to resolve issues between both parties

Actions to resolve could include:

- Both parties agree that they will stay away from each other, advising that they will be monitored to ensure that bullying/harassment does not reoccur
- Both parties agree to meet together with representatives if required as part of mediation or restorative justice. This may be facilitated by the Duty Principal / Duty Manager, Safer Schools Police Officer or appropriate member of the Safeguarding / Student Service Team
- Making arrangements for both parties to study as separately as possible

If the student is a victim of a hate crime, they should be offered the opportunity to report this to the Safer Schools Officer/police (Peterborough) or the police (Stamford)

Where Cyber Bullying has taken place evidence should be shared with the Safeguarding Team along with the member of staff confirming in writing, what they have seen. At this stage, it is important to advise the student to block the alleged bully/harasser from being able to contact them via social media/phone. Failure to do so could impact the investigation.

Any reports of abuse involving students with SEND will require close liaison with a safeguarding officer and the Additional Learning Support team.

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Mediation / Restorative Justice

The mediator can help participants to resolve their dispute and to co-exist at the College, by using the following procedure:

● All parties define the problem as they see it, individually with the mediator who records this
● At the end of the individual session with the mediator, the mediator ascertains the parties are willing to meet together, along with the mediator. This is the point when real mediation can take place, if all parties are willing to try, to move towards reconciliation
● At the joint meeting, led by the mediator, all parties should be encouraged to speak one at a time. The mediator needs to firmly control the meeting.
● The mediator sets up a plan of action that will satisfy each party and obtains agreement on these
● A follow-up meeting is agreed and the situation is monitored at agreed intervals
● Restorative justice is something with which the Safer Schools Officer/police and or Duty Principal / Duty Manager can assist

Student Disciplinary Procedure

The Student Disciplinary Procedure may be invoked in the case of particularly serious incidents of bullying/harassment or, following mediation where no satisfactory plan of action can be formulated or if the perpetrator continues his / her behaviour.

Recording

All incidents of reported bullying/harassment must be recorded on pro monitor along with student statements, actions and outcomes.

Formal complaints and disciplinary action will be monitored and reported through the Student and/or Staff Disciplinary Procedures and Complaints monitoring processes.

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Student Bullying and Harassment Policy –
Examples of Bullying and Harassment

Signs and Symptoms of Bullying/Harassment

Bullying may include (without limitation):
- Physical or psychological threats
- Overbearing and intimidating behaviour and language
- Inappropriate or derogatory remarks about someone's behaviour
- Public shaming or humiliation in front of others
- Purposefully ignoring an individual's work or contributions
- Exclusion or victimisation
- Deliberately undermining and constant criticism

Bullying may also include subtle or insidious acts including (without limitation):
- Unequal treatment between friendship groups
- Unreasonable pressure in group activities
- Unfair allocation of work or assigning more work to a friend than others
- Persistent criticism
- Spreading malicious rumours
- Making threats or comments about other friends
- Treating individuals unfairly who have reported concerns

Those who are being bullied or harassed may exhibit the following:
- Not wanting to go to College or travel on the usual mode of transport
- Changing usual routines
- Becoming anxious or withdrawn
- Attempting or threatening suicide
- Crying without any obvious cause
- Feeling ill/feigning illness
- Work deteriorating at College
- Possessions "going missing"
- Becoming aggressive or unreasonable
- Bullying other students or siblings
- Displaying an increasing lack of confidence and self-esteem
- Asking for, or stealing money
- Having unexplained cuts or bruises
- Being excluded from group activities by other students

Verbal Abuse

Verbal abuse consists of name-calling, teasing, threats and intimidation, taunting, mimicking, sarcasm, being generally 'unfriendly', making someone look silly and making things up to get someone in trouble. It can include ridiculing particular customs, musi

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accents or the dress of anyone from a different culture
Offensive racist graffiti, making silent or abusive phone calls and unkind practical jokes also fall under verbal abuse.

Emotional Abuse

Emotional abuse involves ignoring, isolating others, tormenting, hiding equipment or belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Silent Bullying

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

Upwards Bullying

This is where bullying occurs to someone possibly in a position of authority e.g. student to teacher or support worker, or older peers behaving in a way such as:

- Attempting to undermine through public criticism
- Ongoing disruptive behaviour such as during class
- Hostile or aggressive communication style

Online/Cyber Bullying

All areas of the internet, such as e-mail and internet chatroom misuse, via social networking sites personal web pages, emails, Twitter, text messages, personal space provided by internet providers, and internet presence including blogs such as Facebook, MySpace and Web2, and all other social media whether private, personal or public for example:

- Posting insulting, defamatory comments and notices about someone
- Sending abusive text messages or emails
- Sharing confidential information about someone
- Misuse of associated technology e.g. camera and video facilities
- Happy slapping
- Sharing photos and accessing or sharing illegal content
- Social media exclusion
- Joining or creating an online group that isolates or victimises others
- Language which would be deemed to be offensive, threatening or humiliating to others in a face-to-face setting as the impact on an individual may be much the same or worse as it may not be possible to delete online information

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Prejudice Related Incidents and Bullying

Any individual may be affected by bullying and it can sometimes be related to prejudice.

All incidents of prejudice-related bullying in education constitute a prejudice-related incident. However, not all prejudice-related incidents would constitute prejudice-related bullying.

To determine if prejudice-related incident/s are bullying, refer to the following definition of bullying:

- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online.   (Antibullying Alliance)

Any form of bullying relating to an individual's unique identity including, race or ethnicity, Gypsy, Roma or Traveller, Asylum seekers and refugees, religion or belief, learning disability/difficulty, sexual orientation, gender, gender identity, body image.

Racial Harassment

An incident or a series of incidents intended, or likely to intimidate, offend or harm an individual or group because of their ethnic origin, colour, race, religion or nationality. A racist incident is any incident that is perceived to be racist by the victim or any other person (MacPherson Report 1999)

- Derogatory name-calling, mimicking someone's accent and taunts
- Verbal threats, insults and racist jokes
- Display of racially offensive material and graffiti
- Physical attack
- Using inappropriate terms when referring to race and stereotyping
- Refusal to work with others because they are from a different culture
- Making inappropriate assumptions based on ethnicity, nationality or colour
- Making assumptions about lifestyle/interests
- Encouraging others to commit such an act

Harassment on Grounds of Religion or Belief

This is harassment on grounds of religion, religious belief or other similar philosophical belief (or lack of). It may include behaviour which fails to tolerate or acknowledge the rights or needs of individuals with different and dedicated religious convictions, beliefs and practices.

Islamophobia and antisemitism are two examples that may be experienced through:

- Offensive jokes

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- Ridicule or name-calling
- Display of or circulation of offensive written or visual materials
- Derogatory comments
- Intrusive questioning about a person's beliefs
- Incitement of others to commit any such acts

Harassment on the Grounds of Disability

Otherwise known as ableism, this form of harassment is based on the individual(s) having a physical or sensory impairment, learning difficulties or experiencing mental health issues.

The behaviour results in the individual(s) feeling threatened or compromised and may include:

Non-Verbal
- Making inappropriate gestures or mimicking behaviour
- Exclusion from activities or conversations
- Restricting access to physical location
- Sending emails or posts that have offensive content relating to disabled people
- Making assumptions based purely on the person's disability or perceptions of their disability

Verbal
- Making fun of an impairment
- Mimicking a speech impairment, making noises as someone goes past in a wheelchair
- Inappropriate questioning relating to disability

Physical
- Unwanted touching, groping or the invasion of personal space (getting too close)
- Inappropriate practical jokes

Harassment on the Grounds of Age

Ageism can affect anybody, regardless of their age. Harassment on grounds of age may include:

- Ageist jokes
- Conduct based on stereotypical perceptions about a person because of their age or level of experience
- Intrusive questions about a person's age

Non-Verbal
- Exclusion from normal conversation or activities
- Denying training/development/promotion opportunities due to age
- Sending emails or displaying material containing ageist content

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- Making assumptions regarding an individual's inability to learn

Verbal - making patronising comments

Physical - setting unrealistic challenges

Harassment on the grounds of Gender Identity and Gender Expression

Homophobia, transphobia, biphobia and acephobia Bullying

Homophobia, transphobia, biphobia and acephobia are terms used to describe the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about people who are or are perceived to be lesbian, gay, queer, trans, bisexual or asexual (ace)+.
This kind of behaviour can take many forms such as name-calling, derogatory jokes, intrusive or hostile questioning, threatening to 'out' someone, as well as unwanted physical contact and violence. It can happen verbally, in writing, in person or virtually (e.g. by email, messages, social media).

What might homophobia look like?

- 'Joking' that something (an action, an item, a person) perceived to be negative in some way is 'gay' (e.g. 'that's so gay')
- Someone complimenting another person of the same gender and then assuring them that 'don't worry, I'm not gay', implying that that would be negative/bad
- Assuming that someone is in a heterosexual relationship (e.g. asking a woman 'So do you have a boyfriend/husband?') is an example of a heteronormative stereotype
- 'Oh, you don't look like you're gay/a lesbian/bi/queer' – this is based on damaging stereotypes about LGBTQA+ people, and wrongly implies you can 'tell' someone's sexual orientation by their appearance
- Suggesting LGBTQA+ people are sexually 'deviant' or dangerous based on or because of their sexual orientation or gender identity

What might transphobia look like?

- Misgendering someone deliberately or repeatedly (i.e. using the wrong name and/or pronouns to describe a person, referring to them using the wrong gender). For example, referring to a trans man as 'she', or refusing to use 'they/them' to refer to a non-binary person who has specified they use those pronouns
- Refusing a trans person access to services or facilities appropriate to their gender identity (e.g. not letting a trans woman use a woman's bathroom). This is also a form of discrimination under the Equality Act 2010
- Suggesting that a trans woman/man is not a 'real' woman/man
- Saying 'Oh you don't look trans' or 'you can't tell that you're trans' as though it is a compliment. This is based on the misconception that all transgender people are somehow visibly trans, or that all transgender people look the same. It also implies

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that being trans is somehow shameful and that the ultimate aim should be for a trans person to look 'not trans' and to conform to gender norms and expectations of beauty

What might biphobia look like?

- 'It's just a phase' – saying this dismisses and undermines someone's experiences and/or feelings about their sexuality and identity, which can be upsetting. Some people do feel that sexuality and gender are fluid, but this doesn't make it ok to dismiss someone else's sexual orientation as a 'phase'
- 'You're just greedy' – this is a damaging stereotype
- 'You need to just make up your mind' - this denies and undermines bisexuality as a valid sexual orientation
- 'You're just ashamed/scared/embarrassed to say you're gay or lesbian'
- 'You can't really be bi/queer because you've only ever dated people of X gender' or 'you can't really be bi because you have a girl/boyfriend' – someone's sexual orientation cannot be assumed based on who they're dating. Relationship or sexual history or current relationship status shouldn't be used as 'proof' of someone's sexual orientation
- What might acephobia look like?
- 'You are less than human and against human nature' - this denies and undermines asexuality as a valid sexual orientation and can be extremely upsetting to the ace community
- Suggesting that there is something 'wrong' with someone who identifies as ace - 'You are deficient or broken'
- 'You are confused or going through a phase' – saying this dismisses and undermines someone's experiences and/or feelings about their own sexuality and identity, which can be upsetting
- Saying that 'you just haven't met the right person yet' - denies that asexuality is not a sexual orientation and that you need to be in a relationship with another person to be accepted
- Espousing the belief that asexuality is a mental illness or is related to past trauma

Harassment on the grounds of Gender Reassignment

This relates to behaviour that includes derogatory remarks, ridicule, jokes or stereotypes of any individual's perceived or actual gender reassignment, or through association with someone who has undertaken gender reassignment.

Non-Verbal

- Refusing to treat a person as their new gender once the reassignment process is complete
- Refusing access to appropriate toilets and changing facilities which reflect their acquired gender
- Exclusion from conversations or activities
- Making assumptions about lifestyle/interests

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- Sending emails or displaying material containing offensive content
- Making assumptions based on grounds of gender identity

Verbal

- Disclosing the person's gender identity to others
- Making inappropriate comments about the person's lifestyle choice
- Intrusive personal questions relating to a person's gender identity and gender reassignment
- Unwanted comments on dress and appearance
- Actual or threatened disclosure of prior gender identify
- Persistently misgendering someone (using the wrong name or pronoun)

Sexual Harassment

Sexual harassment is any harassing conduct based on the gender, gender identity or sexuality of the recipient. It relates to any individual's perceived or actual gender, gender identity or through association with individuals of a particular gender, gender identity or sexuality.

It includes behaviour which results in the individual feeling threatened or compromised. Sexual harassment can be experienced by women and men. Transgender people may also experience sexual harassment based on perceptions or assumptions about them in relation to their appearance or sexuality.

Sexual harassment can be any of the following:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Unwanted physical contact, inappropriate touching
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras
- Displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. It may include: consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Upskirting - this is a criminal offence
- Sexualised online bullying
- Unwanted sexual comments and messages, including, on social media
- Sexual exploitation; coercion and threats
- Suggestive looks, staring or leering
- Propositions and sexual advances, sexual gestures
- Making promises in return for sexual favours
- Intrusive questions about a person's private or sex life, and discussing own sex life
- Continued suggestions for social activity after it has been made clear that such suggestions are unwelcome

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- Unwelcome sexual advances or suggestive behaviour (even if the harasser perceives it is harmless)
- Less favourable treatment for rejecting such conduct
- Predatory behaviour
- Coercion

Sexual harassment can be a one-off event and does not need to be directed at a person.

Sexual harassment is complex and may not always be obvious or follow an easily recognisable pattern. It is important to note that:

- A person can experience unwanted conduct from someone of any gender
- Conduct may be unwanted even if the person subject to it does not expressly object to it
- It may not matter whether the conduct is acceptable to others or is common in the environment
- Sexual interaction that is invited, mutual or consensual is not sexual harassment because it is not unwanted
- Sexual conduct that has been welcomed in the past can become unwanted

Harassment on the basis of Sexual Orientation

Relates to behaviour which condemns or ridicules people because of their perceived or actual sexuality or through association with someone of a particular sexual orientation. This could include derogatory remarks, jokes, and graffiti which results in the individual feeling uncomfortable, excluded, threatened or compromised.

Non-Verbal

- Inadvertently or deliberately excluding same-sex partners from social events
- Making assumptions based on sexuality
- Sending emails or displaying material containing offensive content

Verbal

- Using inappropriate terms
- Using derogatory nicknames
- Inappropriate personal questions relating to sexual orientation or domestic circumstances
- Stereotyping
- Actual or threatened unwanted disclosure of sexuality
- Unwanted comments on dress and appearance

Physical

- Unwanted touching, groping or the invasion of personal space (getting too close)

Stalking

Stalking is classed as continued unwanted attention through:

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

Controlling Behaviour

Controlling behaviour is behaviour designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour. Examples may include (without limitation):
- Directly telling someone what they can or cannot do
- More discreet methods like guilt-tripping, gaslighting, possessiveness
- Separating individuals/teams from the group or activities within a class or group or activities
- Denying individuals access to events with others without reason or justification
- Unjustifiably or unreasonably monitoring social media or other communications of a person

Coercive Behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation intimidation or other abuse that is used to harm, punish, frighten, or create dependence.
Examples may include (without limitation):
- Making direct or implied threats
- humiliating an individual by criticising them in a public forum, such as by group Email/messaging service or in a group meeting

Gaslighting

Gaslighting is the manipulation by psychological means of a person (or group) which causes them to doubt themselves, their capabilities or their sense of reality. Examples may include (without limitation):
- Criticising someone for something they have done then later denying they had done so
- An individual is made to feel that their opinions, concerns, thoughts and feelings are incorrect or lack validity

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| Banter |
| --- |
| Banter is the exchange of teasing remarks. Communication which some may consider being banter is not acceptable if it falls into the categories of bullying and/or harassment.

Banter may affect the person the comments are directed towards, and others who overhear
the comments. Examples may include (without limitation):
● Making jokes about a person's appearance
● Publicly humiliating a person in front of others
● Using 'pet names' such as 'love' or 'sweetheart' |
| **Victimisation** |
| Victimisation is subjecting a person to detrimental treatment because they have reported
bullying and harassment. Examples may include (without limitation);
● Being marked as a 'trouble-maker'
● Withholding resources, information and opportunities |
| **Hate Crime** |
| Hate crime is any offence against a person or property, which is motivated by the offender's hatred of people because they are seen as being different. People do not have to be member of a minority community to be a victim of hate crime. Any incident where an individual or group of people are targeted because they are believed to be of a different race, religion/belief, sexual orientation, gender identity or have a disability can be reported as a hate crime.

Police involvement should be considered and discussed with the complainant where a hate crime is suspected to have taken place.

Hate crimes can include:

● Threatening behaviour
● Assault
● Robbery
● Damage to property
● Inciting others to commit hate crimes
● Harassment |

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Flow Chart of Procedure

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Bullying and Harassment **WHEN TO CALL THE POLICE:** *Guidance for schools and colleges, National Police Chiefs Council (NPCC) 2020*
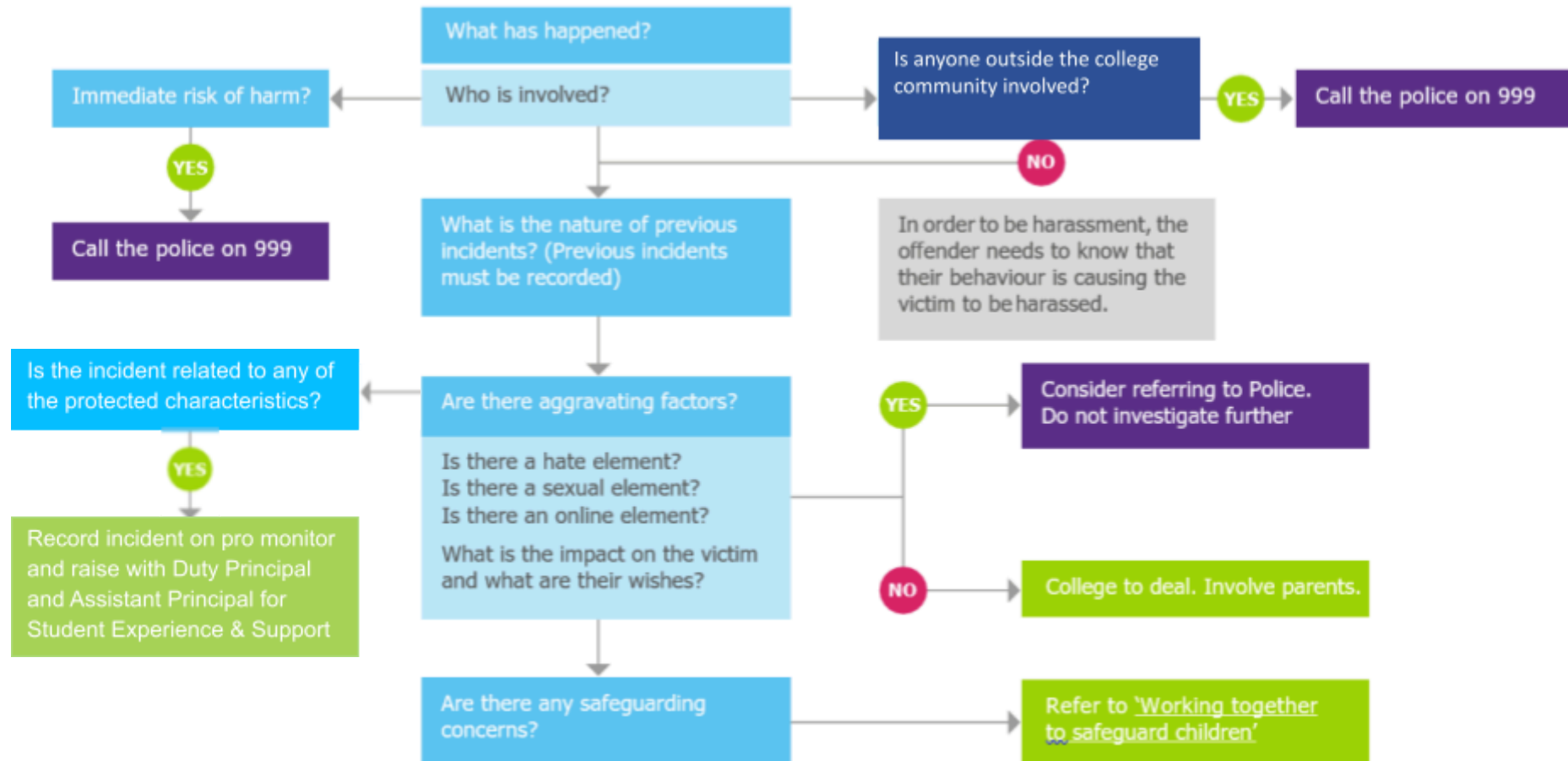
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