

## Student Bullying and Harassment Policy

### Purpose

The Group's commitment is centred on a culture of mutual respect and safety for all FE students. Students are protected from all forms of child-on-child abuse and harassment, including cyberbullying, AI-generated misconduct (such as deepfakes) and prejudice-based discrimination.

There is a strict zero-tolerance approach to Harmful Sexual Behaviour (HSB), including sexual violence and sexual harassment. Language or behaviour that discriminates against protected characteristics (e.g., ageism, racism, transphobia) is strictly prohibited. Conduct that undermines a student's dignity will never be excused as "banter" or "part of growing up," as this can normalise abuse and hinder academic and emotional well-being.

### Scope

This policy governs the conduct of all full-time and part-time students across all learning environments. The policy applies on-site, during college transport, at work placement locations, and across all digital/online platforms. Awareness regarding healthy relationships, consent, and the prevention of sexual harassment is embedded in the Personal Development Programme and Apprentice Development Programme. IEG utilises student forums and surveys to assess the effectiveness of anti-bullying and safeguarding initiatives.

### 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.

### Responsibilities

All staff members must maintain a proactive attitude of "it could happen here" to ensure cases are dealt with fairly and in a timely manner. Rather than relying solely on punitive measures, the Group focuses on:

Addressing Root Causes: Providing targeted education and support to address the underlying reasons for bullying behaviour, such as trauma or lack of social understanding.

- Restorative Practices: Using structured intervention to prevent repeat incidents (recidivism)
- Recording and Early Intervention: Staff are required to record "low-level" concerns—such as inappropriate "banter" or borderline derogatory language—on Pro Monitor. Tracking these minor incidents allows the Safeguarding Team to intervene before patterns escalate into serious harm or child-on-child abuse

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**Responsibility:** Assistant Principal Student Experience and Support

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## **Related Procedures and Documentation**

- Appendix 1 - Definitions
- Appendix 2 – Procedures and Flowcharts
- Appendix 3 – Examples
- STU004 - Student Positive Behaviour Policy
- STU004 - Appendix 1 - Student Code of Conduct
- SAF001 - Safeguarding for All Policy
- STU006 14-16 Alternative Learning Provision Policy
- 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
- Malicious Communications Act 1988
- Online Safety Act 2023

## Student Bullying and Harassment Policy - Definitions

### Definitions:

#### Bullying and Child-on-Child Abuse

The Group identifies bullying as a form of child-on-child abuse (for students under 18) or peer-on-peer harassment. It is defined as the ongoing and deliberate misuse of power in relationships through repeated verbal, physical, or social behaviour intended to cause physical, social, or psychological harm.

- **Nature of Conduct:** Bullying can be obvious (overt) or hidden (covert) and is characterised by its repetitive nature or the potential for repetition over time
- **Motivation:** Such behaviour is often motivated by prejudice against specific groups, including those based on protected characteristics like race, religion, disability, or sexual orientation
- **The "Banter" Threshold:** IEG maintains that bullying and harassment will never be dismissed as "banter" or "just a laugh," as such language can normalise abuse and adversely affect academic progress

#### Cyberbullying and AI-Generated Misconduct

Cyberbullying refers to any form of bullying conducted through electronic media, such as social media, messaging apps, or online collaboration tools.

- **Technological Abuse:** This includes the creation, sharing, or use of AI-generated content or deepfakes to undermine, humiliate, impersonate or harass another student
- **Continuous Environment:** The Group recognises that cyberbullying can occur at any time and often leaves a digital record that intensifies the impact on the victim
- **Scope of Responsibility:** This policy applies to digital conduct on-site, on College transport, and at work placement locations

#### Sexual Harassment and Harmful Sexual Behaviour (HSB)

In alignment with the Equality Act 2010 and KCSIE, the Group adopts a zero-tolerance approach to sexual harassment and sexual violence.

- **Legal Definition:** Sexual harassment is defined as unwanted conduct of a sexual nature that violates a person's dignity or creates an intimidating, hostile, degrading, or offensive environment
- **Forms of Conduct:** This includes non-consensual physical touching, sexualized language, and the sharing of inappropriate images
- **Victim Protection:** It is unlawful to treat a student less favourably because they have rejected such behaviour or submitted a complaint

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## Prejudice-Based Harassment

Harassment is defined as any conduct that causes alarm or distress on more than one occasion. Under the Equality Act 2010, harassment is unlawful when it relates to Protected Characteristics.

- **Protected Characteristics:** These include age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation
- **Gender Identity:** Protection extends to students who are transitioning, as well as those with non-binary, agender, or gender-fluid identities
- **Single Incidents:** Unlike bullying, a single incident can be classified as harassment if it violates a person's dignity or creates a hostile environment

## Contextual Safeguarding and Vulnerable Groups

Student Wellbeing Services adopts a Contextual Safeguarding approach, recognising that student behaviour is influenced by environments outside the college, such as neighbourhood peer groups or online spaces.

The Group identifies that specific students face a significantly increased risk of involvement in bullying or child-on-child abuse. This heightened vulnerability applies to those who:

- **Are in Care or At-Risk:** Includes students in foster or residential care, young carers, or those at risk from organised crime and safeguarding issues
- **Have Educational Needs or Disabilities:** Includes students with disabilities, impairments, or specific special educational needs such as Autism
- **Belong to Minority or Migrant Groups:** Includes students from minority ethnic backgrounds, refugees, asylum seekers, or those for whom English is an additional language
- **Identify as LGBTQ+:** Includes students who are, or are perceived to be, gay, lesbian, bisexual, transgender, or questioning their sexuality or gender
- **Have Experienced Trauma or Adversity:** Includes those impacted by domestic violence, bereavement, physical/emotional trauma, poverty, or deprivation
- **Face Social or Academic Barriers:** Includes students starting mid-term, attending Alternative Provision, those with pre-existing mental health conditions, or those perceived as "different"

Student Wellbeing Services and Student Mentors closely monitor these vulnerable groups to provide timely support and interventions. For examples of bullying and harassment behaviour – Use Appendix 3

## Student Bullying and Harassment Policy - Procedures

### Reporting and Initial Support

Any student subjected to harassment or bullying can report it to any member of staff.

- No action is taken without permission unless staff identify significant criminal, safeguarding, or health and safety risks. In these cases, staff must inform the student that action against the perpetrator is required
- Students can contact Safeguarding in Student Wellbeing Services directly via:  
**Peterborough:** [safeguarding.pbo@ieg.ac.uk](mailto:safeguarding.pbo@ieg.ac.uk) **Stamford:** [safeguarding.smd@ieg.ac.uk](mailto:safeguarding.smd@ieg.ac.uk)
  - o Use the '**We Will Listen**' form accessible on and off campus
- In cases of sexual violence, Student Wellbeing Services may refer to external agencies such as Sexual Assault Referral Centres (SARC) or the NSPCC dedicated helpline (**0800 136 663** or [help@nspcc.org.uk](mailto:help@nspcc.org.uk))

### Investigation and Risk Assessment

The person investigating the allegation will act immediately to ensure a fair hearing for all parties.

- An Individual Risk Assessment must be conducted immediately to determine if students can continue to share a classroom or if a move to another site is necessary to protect the victim
- Separate interviews with the victim, perpetrator and witnesses to collect written accounts
- Assessment of external factors (contextual safeguarding), such as peer group pressure or environmental risks (e.g. organised crime), contributed to the incident
- Incidents involving students with **SEND** require close coordination between the Student Wellbeing Services and the Additional Learning Support team

### Resolution and Action Pathways

Once facts are gathered, a decision will be made on how to resolve the issue:

- If all parties agree, Restorative Justice meetings and Mediation can be facilitated with individual and then joint sessions to establish an agreed plan of action. This is led by the Duty Principal and may be supported by the Safer Schools Officer/Police
- To prevent further marginalisation, a plan may be established for the perpetrator to continue education (e.g. via remote learning or strict behavioural agreements put in place) while addressing the root causes of their behaviour
- The **Student Disciplinary Procedure** is invoked for serious incidents, cases where mediation fails, or where the offending behaviour continues
- Victims of hate crimes or serious physical/sexual abuse will be supported in reporting to the Safer Schools Officer or local police

### Recording and Escalation

- Staff must record microaggressions or inappropriate 'banter' on ProMonitor to identify emerging trends before they escalate into serious harm. The process must be followed for reporting in the case of incidents relating to **Protected Characteristics**

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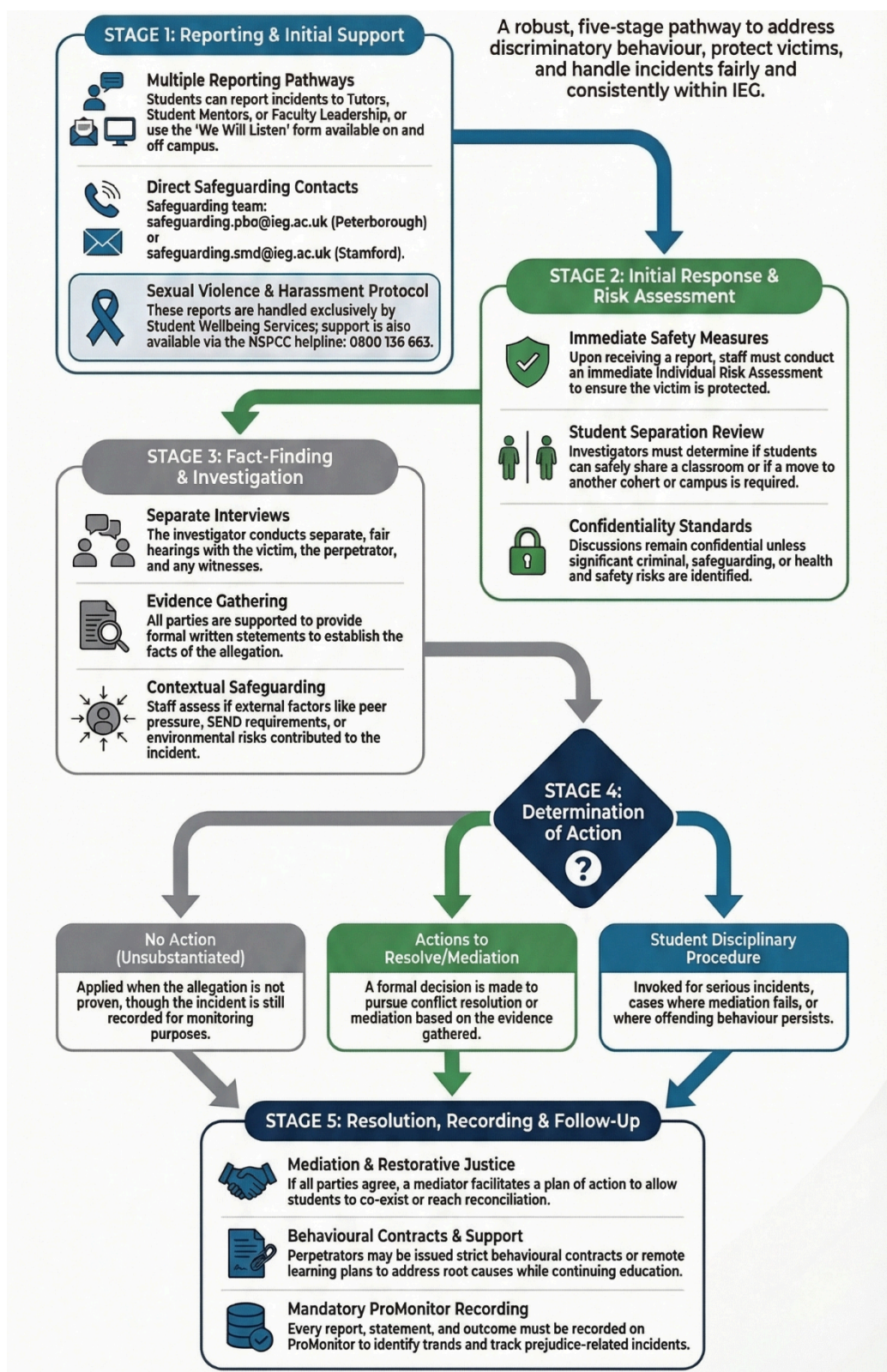
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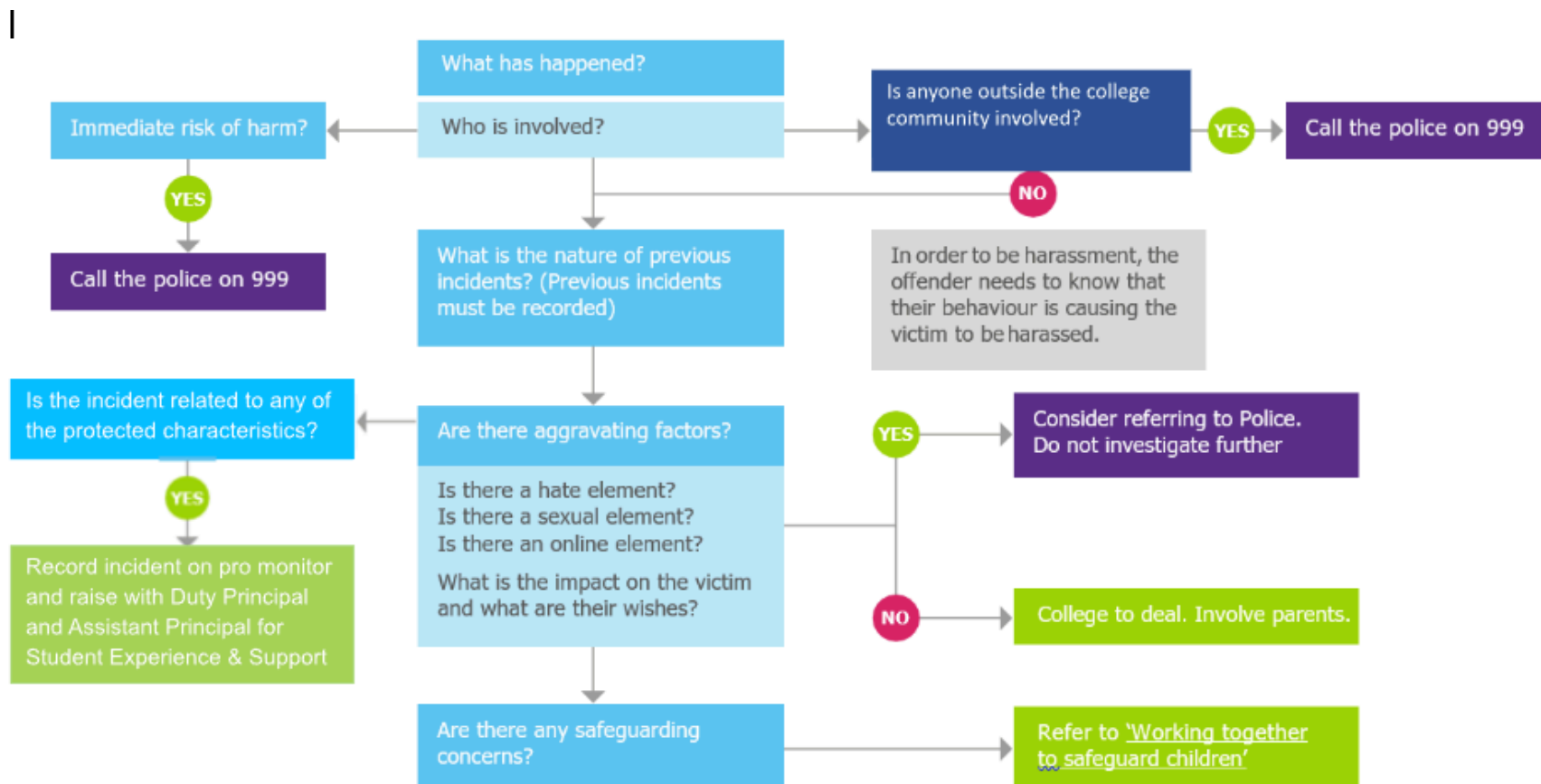
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Bullying and Harassment: **WHEN TO CALL THE POLICE:** Guidance for schools and colleges, National Police Chiefs Council (NPCC) 2020



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## **Student Bullying and Harassment Policy - Examples**

### **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 to 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 are 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, music, 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.

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### **Emotional Abuse**

Emotional abuse involves ignoring, isolating others, tormenting, hiding equipment or belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion. Work deteriorating at College; Feigning illness; Crying without an obvious cause.

### **Silent Bullying**

Ignoring someone/leaving them out, stopping someone from joining in, spreading rumours, making threatening gestures and following someone around. Possessions “going missing”; Asking for or stealing money; Changing usual routines

### **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, text messages, personal space provided by internet providers, and internet presence, including blogs such as Facebook, MySpace, 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
- Creating, sharing, or threatening to share AI-generated 'deepfake' images or voice recordings intended to humiliate or intimidate
- Misuse of associated technology, e.g. camera and video facilities
- Happy slapping
- Recording and or sharing incidents of violent assaults
- 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
- Encouraging or assisting serious self-harm

### **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)
- Harassment involving misogynistic or misandristic rhetoric, or the promotion of harmful 'incel' ideologies"

Any form of bullying relating to an individual's unique identity, body image, age, race or ethnicity, religion or belief, disability or learning need, sex, sexual orientation, gender identity, marital status, pregnancy/maternity or vulnerable status, including care experience, asylum seeker/refugee, young carer, young parent, socioeconomic background.

### **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
- 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:

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### **Non-Verbal**

- Making inappropriate gestures or mimicking behaviour
- Exclusion from activities or conversations
- Restricting access to a 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
- 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
- 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 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.

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## **Non-Verbal**

- Refusing to treat a person as their new gender once the reassignment process is complete
- Exclusion from conversations or activities
- Making assumptions about lifestyle/interests
- 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 identity
- 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
- Sexual "jokes" or taunting
- Unwanted physical contact/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 or indecent images of anyone under the age of 18 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 one's own sex life
- Continued suggestions for social activity after it has been made clear that such suggestions are unwelcome
- Unwelcome sexual advances or suggestive behaviour (even if the harasser perceives it is harmless)
- Less favourable treatment for rejecting such conduct

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- 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 based on 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 result 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:

- Following
- Unwanted presence
- Unwanted online communication
- Watching or tracking someone's movement in person or online
- Property damage
- Third-party contact
- Personal contact (directly with you through your friends and family)
- Telephone calls

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- 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, and 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 the 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

### **Banter**

Banter is the exchange of teasing remarks. Communication, which some may consider 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

A 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 members of a minority community to be a victim of a 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. A hate incident is any incident which is perceived by the victim to be motivated by hostility or prejudice.

Hate crimes can include:

- Threatening behaviour
- Assault
- Robbery
- Damage to property
- Inciting others to commit hate crimes
- Harassment, sending digital and malicious communications
- threatening with the intent to cause distress
- Cyber stalking/doxing