



**Cheshire College**  
South & West

## Learner Anti-Harassment and Bullying (Including Online) Policy

Key Information	
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ELT Post Responsible for Updating and Monitoring	Vice Principal - Innovation, Curriculum and Quality
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## **I Aim/Scope**

- 1.1 The College is committed to providing a learning environment which is free from discrimination, harassment or bullying of any kind, whether by learners, staff or other parties. The College expects everyone to be treated with respect, regardless of age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, sexual orientation or other characteristics.
- 1.2 This policy applies to all learners and addresses all forms of bullying and harassment that occur, either face to face, via social media or any other electronic means such as email or encrypted applications. This policy should be read in conjunction with the Safeguarding Policy, Learner Behaviour Policy, Equality, Diversity and Inclusion Policy, Learner Code of Conduct and Staff Code of Conduct.
- 1.3 This policy will not discriminate either directly or indirectly against any individual on the grounds of gender, race, ethnicity or nationality, sexual orientation, marital status, religion or belief, age, disability, socio-economic status or any other personal characteristic.

## **2 Definition of Terms**

- 2.1 **HARASSMENT** is defined in the Equality Act 2010 and can be described as any conduct which involves unwanted, unreasonable and offensive conduct related to a protected characteristic.
- 2.2 The relevant protected characteristics are age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.
- 2.3 It is a form of discrimination that can include negative attitudes or behaviours connected to a protected characteristic.
- 2.4 Harassment may be an ongoing pattern of behaviour, or it may be just a single act. Anti-discrimination law defines harassment as any form of behaviour that: you do not want. offends, humiliates or intimidates you. creates a hostile environment. Examples of such behaviour may include (*and this is not an exhaustive list*):
  - 2.4.1 Insensitive jokes, teasing or ridicule;
  - 2.4.2 unnecessary body contact;
  - 2.4.3 expression of prejudiced remarks; and
  - 2.4.4 abuses of positions of authority by a staff member over a learner.
- 2.5 Such behaviour may not be intended to be harmful, but if it diminishes a person's quality of life or wellbeing or affects their work, that person can claim that they are being harassed.
- 2.6 **SEXUAL HARASSMENT** means 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a person's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:
  - 2.6.1 sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
  - 2.6.2 sexual "jokes" or taunting;
  - 2.6.3 physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
  - 2.6.4 Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
    - 2.6.4.1 non-consensual sharing of sexual images and videos;
    - 2.6.4.2 sexualised online bullying; and
    - 2.6.4.3 unwanted sexual comments and messages, including on social media.
- 2.7 **BULLYING** is a form of harassment that displays the intention of hurting another person. Bullying results in pain and distress to that person.
- 2.8 The College has signed the Cheshire Anti-Bullying Charter, which identifies three defining features of bullying:

- 2.8.1 a victim is targeted by an individual or group on a regular basis (*it is repeated*);
- 2.8.2 there is intention to harm or humiliate physically or emotionally; and
- 2.8.3 there is a power imbalance, the victim is fearful of those targeting them

2.9 Bullying can take many forms. Some examples are (*this is not an exhaustive list*):

- 2.9.1 **Emotional:** being unfriendly, excluding someone, tormenting (*e.g. threatening gestures, interfering with personal possessions*).
- 2.9.2 **Physical:** pushing, kicking, hitting, punching or any use of physical violence.
- 2.9.3 **Racist:** racist bullying can be defined as; a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status- racial taunts, graffiti, gestures.
- 2.9.4 **Transphobic bullying** refers to bullying because someone is, or is thought to be, transgender or transsexual.
- 2.9.5 **Homophobic:** homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). It can be particularly difficult for a young person to report and is often directed at them at a very sensitive phase of their lives when identity is being developed. Homophobic bullying has been shown to have an extremely damaging impact, with depression, suicidal thoughts and self-harm reported.
- 2.9.6 **Verbal:** name-calling, sarcasm, spreading rumours, teasing.
- 2.9.7 **Cyber:** all areas of internet, such as e-mail and social media misuse. Mobile threats by text messaging and calls or forwarding photographs or images inappropriately. Misuse of associated technology, i.e., camera and video facilities.
- 2.9.8 **Disablist:** bullying, involving young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common. Also includes, seemingly 'low level' bullying from which there is no let up.

### 3 Objective of this Policy

- 3.1 All learners and staff will be able to identify bullying and harassment (*including online*) and should feel able to report incidents of harassment and bullying and know that these will be dealt with promptly, fairly and effectively.

### 4 Signs and Symptoms of Bullying

- 4.1 A young person may indicate by signs or behaviour that he or she is being bullied. All college staff should be aware of these possible signs and that they should investigate if a young person demonstrates or suggests that they:
  - 4.1.1 are frightened of walking to or from College;
  - 4.1.2 don't want to go on the usual mode of transport and asks/begs to be driven to College;
  - 4.1.3 change their usual routine;
  - 4.1.4 are unwilling to go to College;
  - 4.1.5 begin to have a poor attendance record;
  - 4.1.6 become withdrawn, anxious or lacking in confidence;
  - 4.1.7 start stammering;
  - 4.1.8 attempt or threatens suicide or runs away;
  - 4.1.9 have difficulty sleeping, cries themselves to sleep at night or has nightmares;

- 4.1.10 feel ill in the morning;
- 4.1.11 begin to do poorly in college work;
- 4.1.12 have possessions which are damaged or 'go missing';
- 4.1.13 ask for money or starts stealing money (to pay bully);
- 4.1.14 have unexplained cuts or bruises;
- 4.1.15 are hungry (money/lunch has been stolen);
- 4.1.16 become aggressive, disruptive or unreasonable;
- 4.1.17 are bullying other learners or siblings;
- 4.1.18 stop eating;
- 4.1.19 are frightened to say what's wrong;
- 4.1.20 give improbable excuses for any of the above;
- 4.1.21 are afraid to use the internet or mobile phone; or
- 4.1.22 are nervous and jumpy when a cyber-message is received.

## **5 Responsibilities**

- 5.1 To help ensure this:
  - 5.1.1 all governors, staff, and learners should understand what harassment and bullying are;
  - 5.1.2 staff will complete mandatory equality and diversity training;
  - 5.1.3 all governors and staff should know what the policy is on harassment and bullying, and follow it when incidents are reported; and
  - 5.1.4 all learners should know what the policy is on harassment and bullying, and they should report it if they experience any form of bullying or harassment (including online).

## **6 Providing Information to Learners**

- 6.1 Learners should be made aware of the Equality, Diversity and inclusion Policy and related policies and procedures during induction.
- 6.2 Learners will be informed of the College's zero tolerance policy on bullying and harassment (*including online*) during induction and will understand how to report any incidents of bullying or harassment.
- 6.3 Equality and diversity issues will be included in tutorial programmes and positive attitudes encouraged within the teaching environment.
- 6.4 Learners will be made aware of the different options available to them to report an incident or concern, which include reporting directly to a member of staff, using the Be Safe email address or the 'I need help with...' facility located on the learners MyDay area.
- 6.5 The policy will be shared on the College website.

## **7 Reporting Incidents to Staff**

- 7.1 A learner who is being harassed or bullied within college by other learners, staff or someone from outside college should report this to a member of staff immediately. This could be their:
  - 7.1.1 The Personal Development Tutor (PDT);
  - 7.1.2 the campus lead;
  - 7.1.3 a member of the BeSafe Team;
  - 7.1.4 a member of the Learner Services Team; or
  - 7.1.5 a member of the teaching staff.
- 7.2 In such instances the member of staff will ensure the learner feels safe and will then record the details of the concern on the Incident Form.

- 7.3 The Incident form will be shared with the Assistant Director, Behaviour Coordinator, PDT or member of the Be Safe team to investigate and review the form and assess what further action may be required including disciplinary actions as detailed in the Learner Disciplinary Policy.
- 7.4 Any outcomes from the investigation including where no further action is required, the record will be updated on ProMonitor. The investigator may also ask the PDT and appropriate Assistant Director (AD) to offer support and monitor the situation.
- 7.5 Where further action is required the DSL or DDSL will liaise with the relevant AD and identify further actions.

## **8 Reports Received Through Online Reporting Options**

- 8.1 If a learner reports the concern through the Be Safe email an email will be sent to all members of the Be Safe Team.
- 8.2 A member of the Be Safe team will communicate with the learner and then complete the Incident Form.
- 8.3 The DSL and DDSL monitor the emails coming into the Be Safe inbox and assign the concern to a specific member of the Be Safe Team or Assistant Director if appropriate.
- 8.4 Referrals through the 'I need help with....' Function will be monitored by the DSL and DDSL who will complete the Incident Form and inform the relevant staff members.
- 8.5 The DSL and DDSL will receive notification of the form and will follow steps from 6.2 above.

## **9 Investigating the Complaint**

- 9.1 An identified staff member will investigate the incident and take appropriate action, with the learner's consent. In the majority of cases this will be the member of staff who the concern is being reported to.
- 9.2 In complex situations or where those involved come from different curriculum areas, the investigating member of staff will refer to the relevant AD for each respective curriculum areas concerned, the campus lead or a manager in the Learner Services Team, who will meet for a case conference and agree the best way to investigate and handle the incidents with those involved and agree a consistent approach in taking action.
- 9.3 All reports of bullying and harassment will be recorded on the Incident form, located on the staff intranet. Recommendations could include mediation, training for the person(s) harassing or bullying, or disciplinary action.
- 9.4 Any required follow up support for the victim will be identified and recorded on the Incident form.
- 9.5 Where serious misconduct or gross misconduct is involved or where mediation or training fail, then the learner disciplinary policy and behaviour procedures should follow. Very serious incidents may result in stage 2 disciplinary warning or exclusion from College.

## **10 Consulting the Police**

- 10.1 If necessary and appropriate, the College will consult the police or advise the learner to do so. For example, if the learner is being 'stalked' or is subject to similar anti-social behaviour, or if they have been sexually assaulted, they may choose to report this. In this situation the Be Safe Team will have been informed and would record the details as a safeguarding record.
- 10.2 Also, a third party who is offended by a racist or homophobic incident may report this to the police, without the consent of the person being harassed or attacked. In addition, the College is recognised as a hate crime reporting centre and a learner may wish to report such an incident under the umbrella term of hate crime in which case, they should be referred to the DSL or DDSL.

## **11 Recording the Incident and outcomes**

- 11.1 The information given by the learner should be recorded only with his or her consent. It should be shared with others only by consent. All information relating to the incident should then be kept confidential and not form part of the learner's general record.
- 11.2 The electronic form to use to report the incident is available on the staff intranet. On submission of the electronic form, the record is stored by the Behaviour Coordinator and Assistant Principal Learner Services and used for monitoring and reporting to the Equality and Diversity Steering Group.