



Bullying and Harassment Policy

The Endeavour Learning SCITT Partnership aims to provide a working and learning environment which is free from unfair discrimination and which affirms the rights of individuals to be treated with dignity and respect. We expect that all members of the Endeavour Learning SCITT Partnership will treat each other with dignity and respect and communicate in an appropriate and courteous manner. We regard any form of bullying, harassment or discrimination as unacceptable.

We believe all members of our Endeavour Learning SCITT Partnership, including all trainees have the right to a learning and working environment free from inappropriate, unwarranted and unwelcome interference.

The purpose of this Policy is to assist us in creating a working and learning culture, where any form of harassment, bullying and discrimination is recognised as unacceptable and dealt with, without fear of reprisal or ridicule.

Any complaints or incidents of harassment, bullying or discrimination will be viewed and treated seriously by the Endeavour Learning SCITT Partnership, which could lead to expulsion or dismissal, as could any fictitious or malicious allegations.

Wherever possible, we will ensure confidentiality is maintained and provide access to support as appropriate.

Trainees should be aware of their own conduct, avoid colluding with or appearing to collude with, unacceptable behaviour and should co-operate fully in any complaint procedure.

All members of the Endeavour Learning SCITT Partnership, including trainees, have a role to play in helping to create a climate in which bullying is not acceptable.

Trainees are required to note that where a formal complaint of bullying and harassment is raised against a member of staff in any school across the Endeavour Learning SCITT Partnership, the school's own staff Bullying and Harassment Policy will be used. Also, that any incident raised will be logged on our central record and



the complaint, along with any supporting documents, will be kept for 15 months from the date of the complaint being raised.

What Is Harassment and what Is Bullying?

Harassment is any form of unwanted and unwelcome behaviour. It encompasses any behaviour which is unacceptable to the recipient and which creates an offensive, hostile or intimidating environment in someone's work, study or social life.

Bullying is behaviour by an individual or a group that intentionally hurts another individual or group either physically or emotionally. Behaviours are often repeated over time.

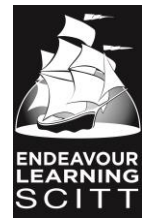
Bullying and / or harassment may take the form of physical or, non-physical conduct. Physical conduct can range from touching, pushing or brushing past someone to grabbing, punching and other forms of physical assault. In addition to the manner in which trainees speak to and about others, written material and pictures (including that disseminated by interactive and digital technologies) can be used to harass and bully. This includes emails, text messages, film clips and photographs as well as content uploaded onto websites or social networking sites.

Bullying and harassment may also take the form of ignoring or shunning an individual, for example by deliberately excluding an individual from conversation or social activity.

Differences of attitude, culture, background or misinterpretation of social signals can mean that what is perceived as bullying or harassment by one person may not seem so to another. We all have a duty to be sensitive to the needs of others and to respect individual differences. In its investigation of allegations of harassment and bullying the SCITT Endeavour Learning SCITT Partnership will apply the concept of reasonableness to its handling of such matters.

A single incident of serious unwanted or offensive conduct directed towards an individual can amount to bullying and / or harassment. (See appendix 1)

Being under the influence of alcohol or drugs will not be accepted as an excuse for any form of inappropriate behaviour, harassment or bullying.



Responsibility for Implementing the Policy

All members of the Endeavour Learning SCITT Partnership have an individual responsibility to behave in a manner that does not intimidate or offend others. This responsibility includes reporting any incidents observed as a third party.

It is the responsibility of all trainees to ensure they have read the Policy and understand that harassment, bullying and discrimination do not have to be endured, nor should they be inflicted on others.

It is the responsibility of all staff to promote a culture free from unacceptable behaviour. This includes identifying unacceptable behaviour in themselves or others and taking appropriate corrective or preventative action to eliminate it.

It is a condition of admission to the Endeavour Learning SCITT that this Policy be adhered to. Any breach of this Policy will be investigated and may lead to further action being taken, including disciplinary action which may result in exclusion.

Dealing with Harassment, Discrimination and Bullying

The Endeavour Learning SCITT Partnership is committed to dealing with complaints of bullying and / or harassment in a way that is clear, accessible, fair and consistent.

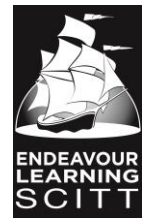
If a trainee feels he/she is being harassed, unfairly discriminated against or bullied, he/she should initially seek advice from the Strategic Lead.

We will follow confidentiality guidelines and specific time limits will be provided for completing investigations and communicating outcomes.

The Harassment and Bullying policy provides both Informal and Formal procedures for trainee complaints.

Informal Approach

In the first instance, we advocate that issues are addressed informally as individuals are not always aware that their behaviour is unwelcome, and / or inappropriate. An informal discussion may lead to a greater understanding and an agreement that the



behaviour will cease. There are certain instances of bullying that might be so severe as to warrant the by-passing of informal resolution, such as if a serious incident occurs, a Formal procedure would then be followed.

1. If a trainee feels he/she is being harassed or bullied, they should take informal steps to resolve the situation.
2. The complainant will be asked to outline what informal steps he/she has taken themselves to resolve the situation. If this has not already taken place, complainants will be offered advice and guidance on steps that can be taken.
3. It may be appropriate on occasions for the Endeavour Learning SCITT Partnership to consider the role of mediation in enabling the complainant to reach informal resolution.

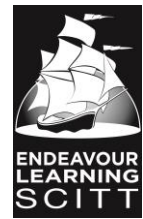
Formal Procedures

In instances where it is not possible to resolve the matter informally, the trainee should put their complaint in writing to instigate the formal procedures.

Where informal steps have not resolved the situation, or where the complaint is considered to be sufficiently serious, a formal approach may be appropriate. We believe its formal procedure for investigating complaints is based on acknowledged good practice, providing a fair and consistent approach, ensuring investigations are usually completed within eight weeks of receiving a formal complaint.

A thorough investigation will take place and where possible will remain confidential, although trainees raising complaints must understand that it is often not possible to safeguard confidentiality. The Endeavour Learning SCITT Partnership would, however, deem any attempt by an alleged offender to take retaliatory action as grounds for action in itself.

The Strategic Lead will meet with the complainant and hear the complaint. The complainant should provide details of the behaviour they feel is inappropriate and of the impact it has had. They should also outline the actions they have taken to address the matter informally, if this has been possible or appropriate.



The Strategic Lead will interview any other relevant parties involved in the complaint and attempt to resolve the issue and agree a way forward. The following are examples of the way forward:

- a) The issue is resolved to the satisfaction of all concerned;
- b) Training or development needs are identified;
- c) A recommendation is made to refer the matter to the Head/Principal of the school involved, depending upon circumstances;
- d) Other appropriate recommendations, depending upon circumstances.

The outcome will be confirmed in writing to the appropriate parties. The complainant is entitled to know if the complaint has been upheld and normally a written response will be provided to both parties within 28 days of the date of the last meeting.

Right of Appeal

If a trainee is dissatisfied with the outcome they have the right of appeal.

To exercise the right of appeal the trainee should, within 10 working days of the date of the letter advising of the outcome of the formal process, write to the Strategic Lead outlining the reason for appeal.

The trainee may wish to appeal because, for example:

- they believe the finding is unfair;
- new evidence has come to light;
- they believe the process was incorrectly followed.

The Director of Standards, who has not previously been involved with the issue, and who has a knowledge and understanding of the relevant policy, will consider the appeal.

Their role is to review the original decision taking into account the grounds of appeal, and to review the process that led to the original outcome, establishing whether the



procedure was correctly followed, whether the action taken was reasonable and to consider any new evidence that has been brought forward.

Following receipt of an appeal the trainee will be invited, in writing, to attend an Appeal Hearing, normally within 10 working days of receipt of the appeal.

Appeal Hearing

The trainee will have the right to be accompanied to the Appeal Hearing by a member of the SCITT Endeavour Learning SCITT Partnership.

At the Hearing the trainee will present their case to the Director of Standards. This may include submitting additional documents and/or requesting that the Director of Standards meets relevant witnesses.

In order to seek clarity as to why the original decision was reached the Director of Standards will usually meet with key personnel within the formal process.

Appeal Outcome

The decision of the Director of Standards will normally be conveyed to the trainee in writing within 10 working days of the last investigatory meeting conducted by the Director of Standards. Where appropriate feedback may be provided in a meeting between the Director of Standards and the trainee.

The outcome of the Appeal may be that:

- The Appeal is upheld in full or in part

Where appropriate the Director of Standards will identify a way forward, such as:

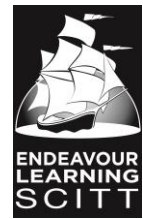
- Identifying training and development needs
- Recommending that the issue is referred to another formal process
- Other appropriate recommendations, depending upon circumstances
- The Appeal is not upheld, in which case the original decision will stand.

The decision of the Director of Standards is final.

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If there is to be a delay in the procedure for any reason the trainee will be notified in writing.





Appendix 1

Forms & Examples of Harassment, Discrimination and Bullying

The following list of behaviours is not intended to be exhaustive. Behaviours may, or may not, be accompanied by:

- explicit promises of reward
- punishment involving misuse of institutional authority
- misuse of a position of respect or trust
- threat of disclosing information, whether true or fictitious
- physical assault.

Harassment can take many forms. It is any behaviour which is unacceptable to the recipient and which creates an offensive, hostile or intimidating environment in someone's work, study or social life.

Sexual Harassment can take many forms, including –

- unwanted sexual advances (whether verbal, written or by conduct)
- sexually explicit derogatory statements or comments
- unnecessary/uninvited physical contact, touching, patting, brushing-up against another person's body, etc.
- unwanted comments on dress or appearance
- requests for social or sexual encounters and favours, which the person making them might reasonably believe to be unwelcome
- conversations, jokes, leering, gestures which are likely to cause offence
- display of pornographic materials, pictures and/or computer imagery
- questioning, bantering, lewd or derogatory comments or innuendo about aspects of a person's personal life, sexuality, personal appearance, or that person's partner(s) or similar discussion about a third party
- graffiti, letters or other written material containing elements of the above.

Racial harassment can take many forms, including –

- derogatory name calling



- abusive or patronising language or jokes
- offensive written or visual materials
- racist graffiti or insignia
- computer-generated racist material
- ridicule of an individual for cultural differences
- provocative behaviour such as wearing racist badges or insignia
- threats, gestures or insults
- attempts to recruit people into racist (as opposed to ethnic) organisations or groups
- unfair allocation of work responsibilities
- exclusion from normal day-to-day social interactions in the Partnership
- inappropriate or intrusive questioning regarding racial, religious or ethnic culture or background.

Harassment on the grounds of disability may include –

- undue pressure or intimidation
- impractical or unfair expectations
- offensive language, name-calling or jokes
- hostility towards removing barriers to disabled people
- uninvited, patronising or offensive attempts to assist a person with a disability.

Harassment on the grounds of sexuality may include –

- offensive behaviour, language, gestures, baiting, jokes, or name-calling
- offensive written materials, graffiti or imagery
- computer-generated materials
- unwanted touching or physical threats
- threat to expose a person's sexual orientation



- innuendo or malicious gossip
- expressing or acting on offensive stereotypical assumptions
- refusal to accept or recognise the existence of same-sex partners
- exclusion from normal day-to-day social interactions in the workplace or educational environment
- offensive behaviour relating to HIV or AIDS.
- refusal to work or study with an individual because of their sexuality

Harassment on the grounds of religion or belief may include –

- offensive behaviour, language, gestures, jokes, or name-calling
- offensive written materials, graffiti or imagery
- refusal to work or study with an individual because of their religion or belief

Harassment on the grounds of age may include –

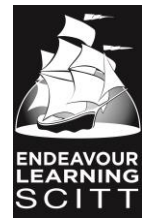
- offensive behaviour, language, gestures, jokes, or name-calling
- derogatory age – related remarks or unjustifiable dismissal of suggestions on the grounds of the age of the person

Hate Crime

Hate crime is any criminal offence or behaviour motivated by prejudice. Hate crime is any criminal offence or behaviour committed against a person or group of people because of their: race, colour, ethnic origin, nationality or national origins, religion, gender or gender identity, disability, sexual orientation or culture etc.

What is bullying?

Persistent behaviour, directed against an individual, which is intimidating, offensive or malicious and which undermines the confidence and self-esteem of the recipient and which may cause them to suffer stress.



What bullying is not

Legitimate, constructive and fair criticism of someone's performance or behaviour at work or study.

Examples of bullying may include –

- written or verbal threats of physical violence, either immediately or later
- threatening behaviour e.g. threats with a weapon or fist causing fear or upset
- insulting, aggressive or intimidating behaviour, including offensive language
- inappropriate text messaging or emailing
- sending inappropriate images by phone or via the internet
- persistent negative comments; offensive or abusive personal remarks
- spreading hurtful and untruthful rumours
- work-overload deliberately designed to place trainees at a disadvantage
- humiliating someone in front of others; persistent belittling of their opinions
- unjustified, excessive criticism; making false allegations
- deliberately and frequently setting unrealistic/unattainable objectives/targets
- constantly changing work targets in order to cause someone to fail
- timetabling deliberately designed to place trainees at a disadvantage
- undermining someone's contributions, belittling or undervaluing their work
- reducing someone's effectiveness by deliberately withholding information
- not giving credit where it is due; claiming credit for the work of others
- monitoring work unnecessarily/intrusively
- imposing unfair/unwarranted sanctions.