



Prevention of Bullying & Harassment Policy

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1. Introduction

1.1 Staff Power Training (SPT) are commitment to providing a safe, positive and supportive environment in which all can achieve their full potential. SPT recognises that bullying and harassment undermines the confidence, self-esteem, and health and well-being of those involved and can impact on learner attendance and attainment and can lead to serious physical and emotional concerns. All learners, staff and visitors are entitled to be treated with respect and understanding and to take part in any activity free from bullying and harassment of any kind as it is unacceptable and will not be tolerated.

2. Objectives

- To define what is meant by bullying/harassment.
- To make staff and learners aware of possible signs of bullying/harassment, and their responsibility in reporting.
- To ensure that teaching, support staff and learners are aware that incidents of bullying/harassment will be fully followed up and not tolerated.

3. Definition & examples of bullying/harassment

3.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

- *Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.*

3.2 Harassment is behaviour, which is inappropriate, demeaning, and offensive, unwanted by the recipient, creates distress and an unpleasant or intimidating working environment.

- *Harassment can take many forms in response to an individual's race, sexual orientation, religion, physical or mental disability, ethnic origin or nationality or adherence to political beliefs that deny equality in one or more of these categories.*

4. Understanding bullying/harassment & discrimination

4.1 By law (Equality Act 2010), discrimination is when someone is treated 'less favourably' than someone else because of these 'protected characteristics':

- *Age*
- *Disability*
- *Gender reassignment*
- *Marriage and civil partnership*
- *Pregnancy and maternity*

- Race
- Religion or belief
- Sex
- Sexual orientation

4.2 Types of discrimination include direct and indirect discrimination, harassment and victimisation. In some circumstances, harassment could also be a hate crime (*which is a criminal offence*). Although there is no legal definition of bullying, it covers various types of unwanted behaviour. Bullying behaviour can be harassment if it relates to a protected characteristic.

5. Prevention of bullying/harassment

5.1 SPT raises awareness of this policy through staff training and development opportunities. The staff induction programme includes content which deals with the topic of bullying/harassment. This will help deter bullying through education of the consequences for both the perpetrator and victim.

5.2 SPT believes to excel at tackling bullying/harassment an ethos of good behaviour must be created where learners treat one another and the SPT staff with respect because they know that this is the right way to behave.

5.3 SPT promotes creating an inclusive environment that incorporates British values. By creating a safe environment where learners can openly discuss the cause of their bullying/harassment, without fear of further bullying/harassment or discrimination.

6. Procedures for dealing with complaints of bullying/harassment

6.1 The procedure contains two stages through which complaints can be pursued:

- *A preliminary informal stage where the alleged bully/harasser is made aware that their behaviour is regarded as unacceptable by the complainant. This is to allow an opportunity to resolve the situation without recourse to the formal procedure.*
- *A formal stage involving a harassment and bullying with an investigation of the complaint which, if found to be substantiated, could lead to a recommendation that disciplinary action be taken.*

Many complaints can be resolved at the informal stage, but it is recognised this will not be appropriate in all cases.

6.2 On occasion, counter-allegations may be made by people against whom complaints are made. Both parties' complaints will be dealt with as separate complaints (*i.e. with separate investigations and hearings*) under this procedure.

7. Informal stage

7.1 Under the informal stage, individuals who feel that they have been subjected to harassment should inform the other person(s) involved, if appropriate and they feel able to do so, that their conduct is regarded as unwelcome, offensive and/or interfering with work. The aim of the informal stage is to allow an opportunity for resolution without recourse to the formal procedure.

7.2 Where the complainant feels uncomfortable in approaching the other individual directly, assistance may be sought from a colleague or a member of the SPT management team, who will make the initial approach if required. If assistance from a member of the SPT management team is sought in making such an approach, this action will not be considered to be a disciplinary sanction.

7.3 This preliminary stage does not detract from the sensitivity or the potential seriousness of the situation. Rather, it allows complainants greater flexibility in choosing the most appropriate option they wish to follow having sought advice.

8. Formal stage

8.1 The complainant may choose to make a formal complaint under the harassment and bullying procedure if:

- *The informal stage is not successful in resolving the situation.*
- *The complainant does not wish to raise the matter in this way.*
- *It is otherwise considered inappropriate by the complainant due, for example, to the seriousness of the complaint.*

8.2 A member of SPT management team can initiate the harassment and bullying procedure on becoming aware that harassment may have taken place.

9. Bullying/harassment procedure

9.1 A formal bullying/harassment complaint must be registered in writing, setting out details of the most recent incident(s), the name of the person(s) against whom the complaint is made, and any other relevant information.

9.2 It is important to record information carefully and this may include the use of the Anti-Bullying/Harassment Report Form (Appendix A) or a written record that includes the details above. This will help with record keeping and deciding on/ recording the next steps.

9.3 If the procedure has been initiated by SPT management, any such details which are available must be listed, indicating whether there is any direct personal knowledge of the events.

9.4 The member of staff dealing with the disclosure will meet with the complainant as many times as appropriate in order to work through this process. There should also be a meeting with the alleged bully/harasser, to take their account of events and, if appropriate, signpost to support to help them to cope with the allegation and/or change their behaviour.

9.5 They should also arrange to meet, as soon as is practicable, with any witnesses of the incident(s) in order to gather their evidence (*and add this to the records*). There may be cases where a bullying allegation involves a group of learners. Here, each person involved should still be followed up. It is important to do this so that the dynamics of the situation can be understood.

9.6 SPT will keep a log of reported bullying/harassment incidents, including details on what has happened, how it has been followed up and the outcomes.

10. Responding to instances of bullying

10.1 As a result of the meetings that have taken place during the investigation stage there should be a clear view of the agreed actions that are to be taken forward, potential outcomes include:

- *No further action - A recommendation to take no further action on the complaint. This would be appropriate where there is lack of evidence to suggest what had taken place, or the original complaint is found to be untrue.*
- *Mediation - If the student feels comfortable with mediation this can be organised. The mediator(s) can be other neutral tutors, managers or members of the Safeguarding team. Then mediator(s) can help participants resolve their dispute and to co-exist at SPT.*
- *Suspension - Where there is evidence of gross misconduct this can lead to suspension and permanent exclusion.*
- *Other possible outcomes - There are a number of other outcomes that can be taken forward. These can include Emotional Health and Well Being referrals, referrals to outside agencies such as the Police.*

10.2 In all instances SPT will inform all parties of the outcome of the investigation as soon as possible (*as well as parents and staff if appropriate and consent is given*).

11. Appeals

11.1 If the complainant is dissatisfied with the decision made following the investigation they will be given the option to appeal.

11.2 The complainant will have ten working days in which to lodge an appeal.

11.3 All appeals will be heard by a panel comprising of senior SPT members of who have had no previous dealings with the case.

11.4 All decisions made by the appeals panel are final.

Appendix A

Anti-Bullying/Harassment Report Form

Learner name:	
Date, time & location of allegation:	
Member of staff taking allegation:	
Date:	

SPT needs as much information as possible to undertake an accurate assessment, please include where possible the following:

- *Names of those alleged to be responsible.*
- *What happened.*
- *How it made them feel.*
- *Name of any witnesses.*
- *Any action taken e.g. if reported to a member of staff.*

Notes made by member of staff taking allegation:	
Actions:	
Reviewed by:	
Date:	