

## **Anti-bullying and harassment Policy – working with Learners and Employers**

TDM are committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

TDM recognize that all forms of bullying, especially if left unaddressed, can have a devastating effect in individuals and that it can create a barrier to learning and positive progression and that it can have serious consequences for mental health and wellbeing.

The Anti-Bullying and Harassment policy aims to promote an anti-bullying ethos by:

- ensuring that everyone at TDM is aware of what bullying is
- creating an anti-bullying culture and promoting good citizenship
- having effective procedures and strategies in place that deal with any bullying issues
- ensuring that there is a clear link between the understanding and promotion of anti-bullying and effective learning
- ensuring that there is a clear link between the Anti-Bullying policy and the Behavior – Code of Conduct Policy

This policy should be read in conjunction with the following related policies:

- Safeguarding Policy.
- Behaviour - Code of Conduct Policy
- AUP (Acceptable Use Policy)
- Anti-bullying and Harassment Policy and procedure for TDM Staff

This Policy is informed by:

- Department of Education (DfE) guidance on the prevention of bullying, contained in 'Safe to Learn - Embedding anti-bullying work in schools'
- Keeping Children Safe in Education (KCSE), 2020 and
- DfE guidance "Preventing and Tackling Bullying"

### **Aims and objectives:**

The Development Manager Ltd will not tolerate bullying in any form. Such behaviour is unacceptable and will not be discounted as banter. TDM fully recognises the serious nature of bullying and its detrimental effect on the wellbeing of employees, learners and employers.

TDM undertakes to deal with any concerns raised about bullying effectively and sensitively.

TDM wishes for every learner to be able to develop their potential. For this to happen, everyone must feel safe and valued. This places a responsibility on every member of our community to create a positive ethos and implement measures to defeat bullying. Members of staff, learners, employers and stakeholders need to know how to deal with bullying and how to prevent it.

**Definition:**

Bullying is the victimisation of one person by another or by others. It suggests unkind, hurtful or aggressive behaviour repeated over a period of time. It is more grievous when it is perpetrated deliberately and/or after the victim has made his/her discomfort known and/or after the perpetrator has been spoken to about their behaviour. Bullying can be physical, emotional and psychological; it may include:

- physical acts (such as the taking or damaging of another's belongings);
- verbal abuse (such as name calling, offensive remarks including any of a sexual, sexist or homophobic nature, and any remark made regarding race, religion, culture, sex, sexual orientation, special educational need or disability);
- other unkind behaviour (such as the spreading of stories, ostracising);
- cyber abuse (use of mobile phone, chat rooms, social media sites or other forms of technology to harass, embarrass, threaten or intimidate by making malicious calls or sending malicious texts, photographs, emails or posting malicious or unkind website comments). Bullying may take place in the cyber sphere alone.

Bullying is recognised as serious. It can cause psychological damage and even lead to suicide. (Although bullying is not a specific criminal offence, it may be covered by criminal laws which apply to harassment and threatening behaviour).

Any serious incident of bullying, where a young learner (or vulnerable adult) suffers or is likely to suffer significant harm, will be treated as a child protection issue and reported to the police and/or Children's Services as appropriate.

Staff are made aware of the TDM's anti-bullying policy and procedures through training and induction programmes.

Learners are made aware of the TDM's anti-bullying policy and procedures using educational elements such as the professional development programme, one to one coaching, VLE forums, etc.

TDM safeguarding policy recognises bullying as a serious offence. Bullying may lead to the application of strong sanctions (including exclusion of the programme) as well as support for both the victim and the bully.

Incidents of bullying are recorded and monitored for patterns by the Designated Safeguarding Lead(s). The safeguarding log, where bullying incidents are logged, is discussed with the Governors every quarter.

All staff at TDM, but especially trainers and coaches need to be alert to the following signs that bullying may be taking place:

Changes in behaviour that may indicate a learner is being bullied include:

- the learner being upset, anxious, withdrawn or unusually quiet;
- failure to produce work or producing unusually bad work or work that appears to have been copied, interfered with, or spoilt by others;
- the learner is laughed at by others or appears embarrassed when asked a question in class or the workplace, or is awkward when working in small groups in class or at tripartite coaching sessions
- changes in eating habits, spurious illness or unexplainable injuries;
- frequent absence, erratic attendance, late arrival to training;
- lack of confidence, reluctance to participate in any activities; improbable excuses for any of the above.

On their own, any of the above may be caused by another reason, trivial or serious, and not indicate bullying, but

repetition or a combination of even a few of these signs might be a reason to suspect it, and should be investigated.

### **Strategies for dealing with Bullying - Preventative measures:**

- The professional development coaches (PDCs) and the Designated Safeguarding Leads (DSLs) must make learners aware of the support systems should they be a victim of bullying.
- Learners should know whom they can talk to in confidence (a member of staff whom they trust, a mentor or manager in the workplace, the Designated Safeguarding Lead(s) or officers) and that information will be acted upon discreetly and sensitively.
- Opportunities are taken in the delivery of the professional development programme and the training and coaching on the national educational priorities, to explain TDM's policy on bullying.
- PDCs may also make use of opportune moments in activities to highlight the issue of bullying and to reinforce this message.
- Learners are encouraged to reflect on British Values and Equality and Diversity, about respecting individual differences and avoiding prejudice-based language; Professional development coaches should also promote learner resilience during the professional development courses and coaching, to enable them to protect themselves and others.
- Learners are also encouraged to participate in activities which raise their awareness of bullying in order to understand what to do if they or other learners are being bullied.
- TDM has an Acceptable Use Policy (AUP) for learners as well as staff. All are expected to follow the TDM rules on the use of computers, mobile phones, social media and virtual platforms.
- Staff should be punctual and keep to lesson times. Bullying amongst learners, often happens before lessons start or if lessons have been dismissed early. This applies for both onsite and virtual training.
- Staff should set a personal example. No member of staff should ever bully a group of learners or an individual.
- There should be classroom/training rules which make it clear that criticising or humiliating another learner in class is not tolerated.
- Staff need to be alert to racist, homophobic and sexist language and/or actions which are a form of bullying.
- Raising staff awareness of bullying, particularly cyber-bullying, is undertaken through training, either individual Continuing Professional Development (CPD) or as part of the team training days.
- Members of staff should be on the alert for any changes in learner's behaviour that indicate they are being bullied.

### **Preventative measures (Cyber-bullying):**

- TDM has an Acceptable Use Policy (AUP) for staff and learners. This Acceptable Use Policy provides a framework for safe and appropriate use of the Internet and systems that use the Internet (which includes use of the vle and e-mail), and TDM's network.
- Learners are expected to follow TDM's training session rules on the use of mobile phones.
- TDM uses a commercial Internet Content Filtering Service, which prevents access to web sites deemed unsuitable, for when learners are in TDM training premises.
- TDM operates monitoring services on workstations from time to time. This means that, at any time, a member of staff may be able to view and take control of a screen when operating in the physical classroom.
- Learners are taught about on-line safety and cyber-bullying as part of personal and professional development coaching and cyber security during the normal delivery of the programme.
- Information security policies and procedures training for staff are arranged to raise awareness of cyber-bullying.
- Designated safeguarding leads are reported to on any issues regarding learner welfare and safeguarding issues. These are logged in the safeguarding and welfare log and reported to governors on a quarterly basis.

### **Reporting, sanctions and monitoring**

- Minor, one-off incidents will be recorded as a behaviour incident on the learner record and professional development coaches will follow this up with the learner concerned.
- The bullying and harassment may happen in the workplace by the learner's colleagues rather than in the classroom. If this is the case, the TDM coach should report the incident to the designated safeguarding lead and together come up with a plan of action that involves informing relevant parties such as the learner's HR manager or Director.
- The PDC will make a decision if to involve the learner's mentor or not, depending on the circumstance.
- For a more serious incident, a written report of the incident(s) is sent (usually via email) to the designated safeguarding lead (DSL) (of both the bully and the victim), the DSL is likely to carry out further investigations and issue resolutions and /or sanctions.
- Bullying incidents are a standing agenda item at the Safeguarding Team meetings. An incident log is kept as part of the safeguarding and welfare log.
- Employers or mentors may be informed at this level should the matter warrant sanctions. Skills and knowledge coaches will also be asked to monitor the situation.
- The Senior Designated Safeguarding Lead will deal with bullying or cyber-bullying cases which would be considered as requiring the most serious sanction. Relevant authorities will be informed.
- Depending on the nature of the bullying the Safeguarding Governors may also be informed.
- A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include suspension and, in the event of persistent bullying, permanent exclusion of the programme, which for apprenticeships would need to be agreed with the employer and will have repercussions with employment for that apprentice.
- Both the victim and the bully will be offered professional development support to rapidly resume normal workplace and programme activities; IAG will be made available to both parties.
- Incidents where a member of staff has been accused of bullying a learner will be dealt with by the Head of Studies and the Line Manager, with the support of the governing body.
- Complaints are dealt with in accordance with the TDM's Complaints Policy. The incident will be investigated, and formal action will be taken where necessary.
- Equally, malicious accusations against a member of staff will be investigated. Any subsequent action will be dependent on the outcome of the investigation.

**Guidelines for Staff : if you do come across bullying when working with learners and mentors, what should you do?**

**First steps:**

**DO**

- remain calm; reacting emotionally may add to the bully's fun and give the bully control of the situation;
  - take the incident seriously and take action;
  - reassure the victim; do not make him or her feel inadequate or foolish;
  - decide whether your action needs to be private or public – and initially deal with things in private if you can;
  - offer help, advice and support to the victim;
  - make it plain to the bully that you disapprove of his or her behaviour (not of him or her as a person);
  - encourage the bully to see the victim's point of view;
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- punish the bully if you have to and where the circumstances are appropriate, for example if it is in the middle of the classroom, you may want to ask the person to leave the classroom. But be very careful how you do this;

reacting aggressively or punitively gives the message that it is all right to bully if you have the power, and can in certain circumstances exacerbate the bullying and so be counter-productive;

- explain clearly any punishment and why it is being given.
- After taking the appropriate initial action: DO
  - make sure the incident does not live on through reminders from you;
  - if you have uncovered the 'trigger factor', try to think ahead to prevent a recurrence of the incident.
  - inform the relevant senior member of staff whose job it is to record incidents of bullying and to enable patterns to be identified.

## **DO NOT**

- be over-protective and refuse to allow the victim to help him or herself;
- assume that the bully is bad through and through; his/her behaviour in this respect is unacceptable, but s/he has virtues in other areas – try to look objectively at the behaviour with the bully;
- keep the whole incident a secret because you have dealt with it;

## **General guidelines to keep in mind:**

- Bullies are to be shown how they can satisfy their needs through working with others rather than in confrontational ways. This may include PDCs difficult conversations with mentors in the workplace, trying to negotiate and facilitate appropriate behaviour.
- In dealing with the bully, members of staff should make it clear that the behaviour is unacceptable and also stress the serious consequences of repetition. PDCs are expected to raise awareness of the seriousness of bullying and harassment and the consequences of it in a learner's development and progress.
- Every effort should be made to follow up each case to ensure that the victim is given support and to prevent any recurrence. Help is to be provided for the victim to raise his or her self-esteem, and support to counter any feelings of inferiority and guilt.

## **Definition of Bullying (Also refer to the Safeguarding Policy)**

Bullying is a wilful, conscious desire to hurt or intimidate another person or group of children. Bullying is a deliberate action taken by one or more children and is repeated over a period of time. This might be physically or emotionally and is often motivated by a prejudice against particular groups. This might be on the grounds of race, religion, culture, gender, homophobia, special educational needs or disability or because a child is adopted. The victims of bullying often find it difficult to defend themselves, they feel powerless.

## **Bullying behaviour can be:**

- Physical: Hurting others by any form of physical contact e.g. hitting, kicking, pushing.
- Verbal: Name calling, teasing and insulting another.
- Indirect: Spreading malicious rumours.
- Emotional Threats and Extortion. Being unfriendly and excluding others from social activities. Humiliating others.
- Interference with personal property: Hiding, damaging and taking belongings without permission.
- Racial Harassment: Verbal abuse by name calling, racist jokes. Refusing to co-operate in work or play activities with someone from a different race.
  
- Cultural, Religious, Sexual/sexist, Homophobic Harassment
- Academic in nature – if special needs children or others are singled out

- Disability discrimination
- Cyber bullying: Malicious use of social websites, mobile phone use and text messaging, photographs and e-mail

**Any person can become a victim of bullying, though certain factors can make bullying more likely:**

- Lacking friends.
- Being shy.
- Being from a different racial or ethnic group.
- Being different in some respect e.g. having special needs either physically or academically,
- Being different in appearance e.g. small for age, parents being viewed as different.
- Behaving inappropriately.
- Possessing expensive accessories.
- Lack of expensive accessories.
- Being in a new different environment

PDCs and SKCs are expected to be alert for any signs of bullying and act accordingly if there may be any issues that need to be dealt with.

Issue Date	Revision Number*	Revision Date*	Revision Changes*	Initials
25/06/2016	-	-	Issued	DK
25/06/2016	4	Various dates	Reviewed for accuracy on an annual basis	EH
25/06/2016	5	26/07/2021	Added SKC and PDC as coaching team. Added Designated Safeguarding Leads duties to add as an agenda item and reporting to governors.	EH