



# Anti-Bullying Policy

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# Anti-Bullying Policy

## Procedure management log

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## Document history

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## Madani Schools Federation

### ANTI-BULLYING POLICY 2021-22

The policy should be read and complied with in conjunction with the following documents. The policy reflects current legislation, accepted best practice and complies with government guidance where available. The policy should be read and complied with in conjunction with the referenced and accompanying documents. The policy is also aligned with other relevant policies below.

- Leicester City Anti Bullying Charter
- Attitude to Learning (Behaviour) Policy 2021-22
- Safeguarding | Child Protection Policy 2021-22
- Staff Code of Conduct 2021-22
- SEND Policy 2021-22
- DfE Behaviour & Discipline in Schools, 2016 (inc July 2020 Update)
- DfE Preventing & Tackling Bullying, 2017
- Ofsted School Inspection Framework 2019
- Education & Inspections Act 2006
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Teacher Standards 2012 (inc July 2021 Update)
- Leicester Learners Charter 2014 (Leicester Education Strategic Partnership Board)
- LCT Leicester's Anti-Bullying Charter 2018
- Other related school policies
- Forthcoming statutory guidance and legislation

Policy	Aligned   Link
Behaviour Policy	- Rewards & Sanctions - Values - Unacceptable & zero tolerance behaviours
Safeguarding   Child Protection Policy	- Bullying - Child Protection - Cyberbullying & E-safety - Peer on Peer Abuse
SEND Policy	Support, Roles & Responsibilities
Staff Code of Conduct Policy	- Acceptable use - Bullying   Harassment - Prejudice related behaviour & crime (homophobia, race, religion, culture and SEN/ disability)
Whistleblowing Policy	-Reporting & recording

**Governors' Committee Responsible:** Personal Development, Behaviour & Welfare

**Governor Anti-Bullying Lead & Monitoring:** Mr Hussein Suleman, Chair of Governors

**Personal Development, Behaviour & Attitude Lead:** Mr N Khan

**Next Review Date:** August 2022

## INTRODUCTION

We at Madani Schools Federation believe that all people have the right to come to school without the fear of being bullied or harassed. We have a zero-tolerance policy on all forms of bullying and harassment. Pupils proven to demonstrate bullying behaviour (including harassment) or actions as defined by the locally adopted anti bullying strategy 'STOP' definition will be managed in accordance with this policy. Staff proven to demonstrate bullying behaviour will be managed according to the Staff Code of Conduct Policy.

If bullying/harassment does occur, all pupils should be able to tell someone and know that the incident will be dealt with promptly and effectively. Everyone in the school community has a responsibility to report bullying/harassment and bystander behaviour will not be tolerated. Anyone who knows that bullying/harassment is happening is expected to report it to the staff. We will respond to all forms of bullying/harassment that we are aware of. Bullying/harassment is never acceptable. This policy applies to all staff, governors, pupils and visitors to the school.

### What is Harassment?

The Equality Act 2010 defines harassment as being 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'. Some examples of behavior that may be considered to be harassment are as in appendix 2.

The Equality Act 2010 bans three types of harassment. These are:

- a) Harassment related to the 'protected characteristics' (as defined by the Equality Act 2010);
- b) Sexual harassment; and
- c) Treating an employee or student less favorably because he or she rejects sexual harassment related to sex or gender reassignment or submits to it (tolerates it or allows it to happen).

### What is Bullying?

Bullying is not usually an isolated incident and involves a pattern of behavior (including repeated harassment). It is usually a repeated act carried out with intent. Bullying is never acceptable and the Leicester City LA definition of bullying is "-the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological and can happen face-to-face or online". The agreed school definition incorporates this defining Bullying as "To hurt, scare, or upset someone emotionally, physically, or verbally for any reason, several times on purpose, at school, travelling to school, online or in private". Some examples of behavior that may be considered to be bullying are as in appendix 2.

Bullying can take many forms (including online) including:

- |            |   |
|------------|---|
| Emotional: | Repeatedly being unfriendly, excluding, teasing (e.g. hiding or throwing equipment) or threatening. |
| Physical:  | Pushing, kicking, hitting, punching or any repeated use of violence.                                |
| Verbal:    | Repeated name-calling, sarcasm, spreading rumours, teasing  |

Specific types of bullying can be: -

- Related to race, religion or culture, racial taunts, graffiti, gestures related to sexual orientation, name-calling or insults e.g. "gay boy"
- Related to disability/ SEN, making fun, mimicking or picking on someone with SEN or with a mental or physical disability
- Related to appearance or health e.g. "spotty", "fatty"
- Related to young carers, looked after children, appearance targeted
- Sexist or sexual bullying, unwanted physical contact or rude comments, cyberbullying,

intimidating or offensive e-mails and texts

- Material – damage, extortion
- Cyberbullying: inappropriate text messaging, inappropriate comments on Social Media and inappropriate e mailing; sending offensive or degrading images/videos by phone or via the internet

Bullying can be carried out by 'bystanders' or 'accessories' and/or by People not taking action or allowing bullying to take place.

On a day-to-day basis, people who hold positions of authority over others are expected to:

- Make sure that the people they are responsible for, including students and visitors, are aware of this policy and the procedures to follow, and to take immediate action if they suspect or identify harassment or bullying, whether or not a formal complaint has been made;
- Work to promote a positive and inclusive work and study environment through setting a good example to others and doing their best to treat everyone with dignity and respect; and
- Complete any specific extra training they need to help them to follow this policy effectively.

All employees and students are expected to:

- Encourage a person who says they have been bullied or harassed to contact a harassment advisor or other suggested point of contact;
- Be sensitive to the feelings of that person; and
- Not take part in, and actively discourage other people from taking

### **Bullying in the Community, Outside of School & Online**

Madani Schools Federation expects all its pupils and stakeholders to behave in an acceptable and mindful manner. As part of MSF Home School Agreement staff, students, parent/ carers are advised that their conduct should always be based on the schools HEART values (**H**onesty, **E**xcellence, **A**ccountability, **R**espect & **T**eamwork) towards each other.

Conduct that threatens the health and safety of pupils, staff or members of the community will not be tolerated. The Head teacher has the power to regulate the behaviour of pupils off site and online.

#### *a) Bullying on School trips and off-site activities*

When out of school for trip/activities/clubs members of staff should follow school policies and procedures to safeguard and protect the children, as we would do in school.

#### *b) Bullying of a pupil by other pupils from Madani Schools Federation in the community or online.*

Parents or members of the community should report bullying behaviour to the Head teacher. The Head teacher will consider the evidence available and if the claim is proven will impose sanctions in line with the school's behaviour policy. If the behaviour is considered serious and an offence may have occurred the head teacher will refer the incident to the local community police officer (or Youth Offending Team)

#### *c) Bullying of a pupil by a pupil from another school*

The Head teacher will report the incident to the Head teacher of the school involved and inform the local community officer if the incident is serious.

#### *d) Bullying of a member of staff*

All staff have the same rights of protection from bullying and intimidation as any citizen in a public place. They can report the matter to the police and also the head teacher who will apply disciplinary sanctions in line with the school's behaviour policy. This is equally true for both direct and indirect bullying (e.g. cyber bullying out of school via intimidating or abusive texts or emails).

## **Signs of Bullying**

### **Children**

A child may indicate by signs or behaviour that he or she is being bullied. These signs and behaviours could indicate other problems especially when new to the school, but bullying should be considered as a possibility and should be investigated. Adults should be aware of these possible signs and that they should investigate if a child:

- ❖ Becomes frightened of walking to or from school or changes their normal route to school
- ❖ Does not want to go on the bus or starts begging to be driven to school
- ❖ Is unwilling to go to school (school anxiety)
- ❖ Begins truanting
- ❖ Becomes withdrawn, anxious or lacking in confidence
- ❖ Starts stammering
- ❖ Attempts or threatens suicide or runs away
- ❖ Cries to sleep at night or has nightmares
- ❖ Shows a pattern of minor ailments
- ❖ Begins to do less well in school work
- ❖ Comes home with clothes torn or books damaged
- ❖ Asks for money or starts to steal
- ❖ Is unexplained cuts and bruises
- ❖ Becomes aggressive, disruptive or unreasonable
- ❖ Is bullying other children or brothers and sisters
- ❖ Shows a change of eating pattern without reason
- ❖ Becomes distressed, anxious or stops eating
- ❖ Is frightened to say what's wrong
- ❖ Gives improbable excuses for any of the above

### **Adults**

Adults may indicate by signs or behaviour that he or she is being bullied. These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and should be investigated. Other adults should be aware of these possible signs and that they should investigate if an adult:

- ❖ Significant changes in normal behaviour or attitude
- ❖ Upset
- ❖ Anger
- ❖ Being withdrawn
- ❖ Quietness
- ❖ Depression
- ❖ Appearing frightened or subdued in the presence of particular people
- ❖ Unexplained illness
- ❖ Claims of feeling unwell
- ❖ Sleepless nights

Employees of the school need to be aware that bullying is a high-profile issue and must be taken seriously. Training will be provided to ensure all staff is aware of how to deal with bullying and follow school procedures. This policy will be publicised to staff, parents and pupils annually, usually alongside the Behaviour policy, to ensure the systems are effective. It will be reviewed thoroughly.

## Procedures for parents

If you think that your child is being bullied, reassure them of your support and contact your child's class teacher, Head of House or the Headteacher at the school straightaway by phone, note or in person.

If your child will talk to you about the bullying write the information down and try to include details such as the name of the bully/bullies, any witnesses, and the time and place of each and every incident and pass this on to your child's teacher or the head teacher. We will then be able to gain a clearer picture by talking to everyone involved as soon as possible after the incident.

You could also report 'bullying, safeguarding or welfare' on the school homepage (**?HELP!**). You may also write a note on your child's 'student planner' to ask us to contact you to discuss any concerns.

## Procedure for children

TELL SOMEONE; Pupils are urged to speak to their Tutor, Teachers, HOH, Staff, SLT/ Headteacher, Friends, Family or any responsible adult without delay. Pictures of MSF's Safeguarding Team are around the school of people you can speak to about any concerns you may have.

Pupils may also place a 'yellow note' in the 'Help Box (HEART)' placed in strategic locations around the school to report bullying. Yellow notes are placed on top of these boxes and can also be given to teachers. They can also inform someone via a 24/7 email '[HELP@madani.leicester.sch.uk](mailto:HELP@madani.leicester.sch.uk)' or anonymously on the school homepage, first icon '**?HELP!**'.

- 1) Everyone at Madani Schools Federation is made aware of the STOP, STOP GO message of reporting bullying through Tutor Time, their planner, Heart for Life lessons (Life Skills) and assemblies:

**S**everal/ **S**chool  
**T**imes/ **T**ravelling  
**O**n/ **O**nline (or in)  
**P**urpose/ **P**riate

**st**art  
**ell**ing  
**th**er  
**ee**ple

**GO – 5 people to tell:**  
 Our friends  
 Our teacher  
 Adults at school  
 Adults we know  
 Parents or carer

# STOP

**To hurt, scare, or upset someone emotionally, physically, or verbally for any reason**

@  
 School  
 Travelling  
 Online or in  
 Private  
**= Bullying**

[help@madani.leicester.sch.uk](mailto:help@madani.leicester.sch.uk)

# STOP

**To hurt, scare, or upset someone emotionally, physically, or verbally for any reason**

+  
 Several  
 Times  
 On  
 Purpose  
**= Bullying**

[help@madani.leicester.sch.uk](mailto:help@madani.leicester.sch.uk)

# GO

**And speak to your Tutor, Teachers, Head of house, Staff, SLT, Friends or Family without delay.**

@  
 Start  
 Telling  
 Other  
 People

**#Stand Up to Bullying**

[help@madani.leicester.sch.uk](mailto:help@madani.leicester.sch.uk)



Children are encouraged to report all forms of bullying and at each stage ie. Even if they have initial feelings that it may be bullying or are unsure if it is classed as bullying.

- 2) Children will be made aware that:

- a) The bully/bullies will be followed up and spoken with (even if this happens outside of school or in the school holidays)

- b) In serious cases parents/carers will be told and will be asked to come into a meeting to discuss the issue/s
- c) If necessary and appropriate, police will be consulted.
- d) The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
- e) The bully/bullies will be provided with support to modify and change their behaviour.
- f) Victims of bullying will be provided with support

### **Cyber-Bullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our students are taught safe ways to use the internet and encourage good online behaviour. E-safety advice will be delivered in assemblies, pastoral sessions, our annual Parent /Carer Day workshops, HEART for Life lessons and through the school curriculum.

An advice page has been incorporated into student planners with information about how to stay safe. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

### **HELP@MADANI**

Based on pupil feedback and questionnaires it was highlighted that a very small number of pupils have not reported cases of bullying and other concerns. To alleviate this issue, the school has introduced both an email 'help inbox' account HELP@madani and a physical 'help box', which is based outside both Heads of House offices and Student Services/Reception, that anyone can access privately to raise any concerns and report bullying. The school will regularly check, investigate and if applicable respond to all genuine concerns submitted.

### **Procedures for staff**

- 1) Record all reported incidents in pupil file in form class behaviour folder / CPOMS (refer to Form Tutor / HoH / DSL as necessary)
- 2) Talk to the children involved
- 3) If incident is serious report to the head teacher who may contact parents or if necessary and if appropriate the police.
- 4) Continue to monitor the situation using the following guidelines.
- 5) Record incidents on Bullying Report Form (Appendix 1)

### **Procedures for Lunchtime Supervisors**

- 1) Inform Lunchtime team leader as soon as possible
- 2) Record incidents on Bullying Report Form
- 3) Incidents are regularly monitored and reported to the Safeguarding & Welfare Officer by the Lunchtime team leader
- 4) A ½ termly meeting take places between the lunchtime team leader, lunchtime supervisors and Safeguarding & Welfare Officer to disseminate and review information regarding children who are victims or perpetrators of bullying (and any other safeguarding, attitude to learning / behavioral incidents).

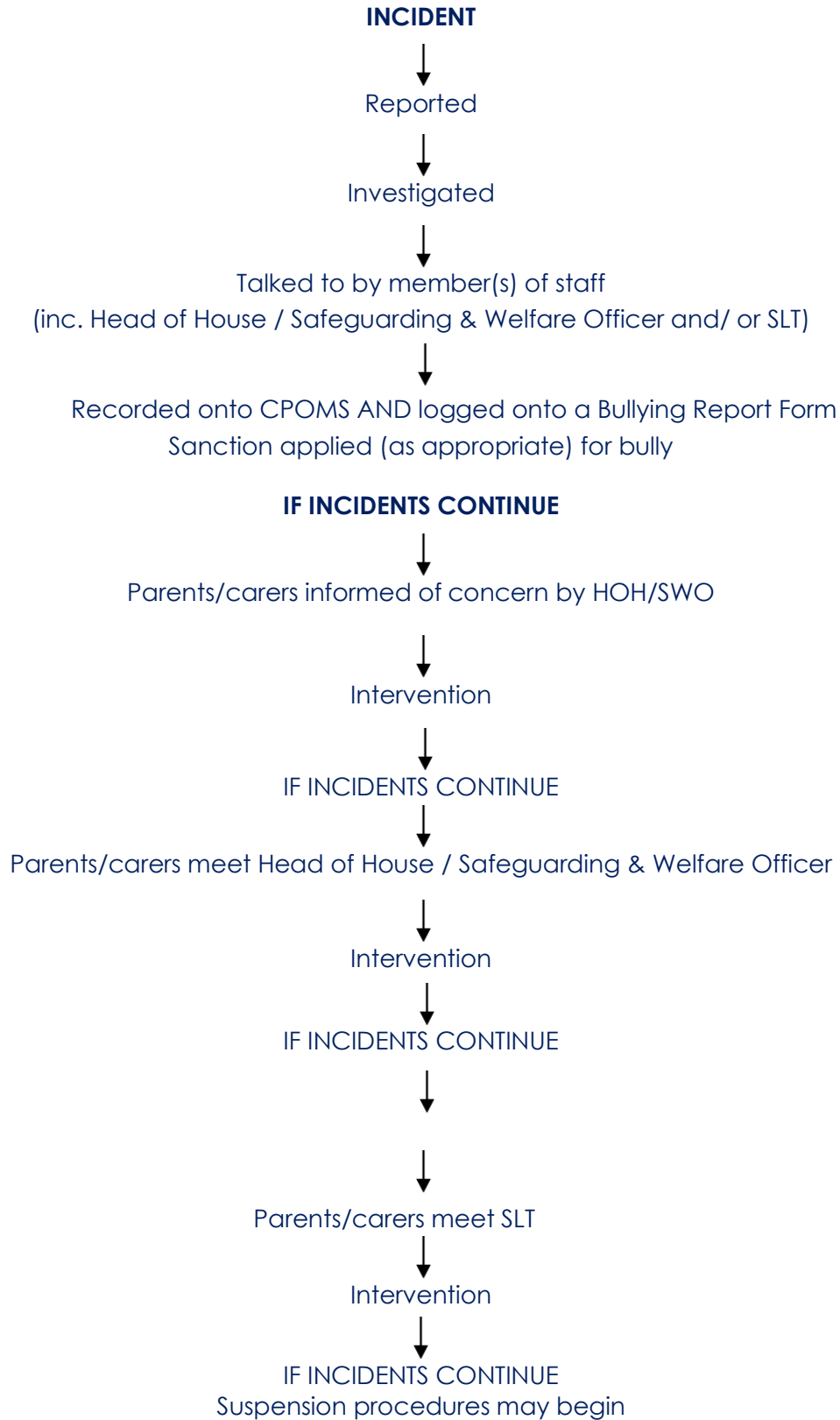
### **Recording of Incidents**

All staff are responsible for recording any incidents of bullying.

If it is a child being bullied the incident should be recorded directly onto CPOMS **and** on a Bullying Report form. If the incident is serious then either a member of SLT should be informed and the HOH/Safeguarding & Welfare Officer.



**Guidelines (child)**



\*External support may be sought for bully and victim at any stage

\*Suspension procedures may be implemented at any point this process as / if appropriate

## **Bullying / Harassment of Adults**

In the case of an adult being bullied then the incident should be reported immediately to the Headteacher who keeps staff records. The Headteacher has overall responsibility to ensure incidents of bullying are recorded. Information on recorded incidents will be made available to the school governors on an annual basis.

Where bullying affects adults, they are advised to speak to someone they trust where possible someone on the leadership team. This must then be reported to the Head teacher. If the accusation is against the Head-teacher the Chair of Governors should be informed. They are also advised to contact their Union and Human Resources for help and advice. A representative may attend any meetings with the member of staff who is the alleged victim.

## **Monitoring & Review**

These procedures will be monitored and evaluated to measure their effectiveness at the annual policy review. Staff will be consulted about using the procedures and they will be adapted if necessary to be more effective.

The Anti-bullying Coordinator in our school is: Mr. Riyaz Laher, Headteacher. The Head teacher will have overall responsibility for the process of monitoring and recording incidents of bullying but may delegate elements of the procedure to a named member of staff. A report of the effectiveness of the procedures will be sent to the school governors on an annual basis.

## **Prevention Strategies**

We are committed to creating an anti-bullying ethos and positive learning environment where all children and adults feel safe, valued and able to thrive and reach their full potential. We will be proactive in preventing bullying. We recognise that a range of strategies may be necessary to address bullying depending on the circumstances and the age and ability of the children involved.

Such strategies may include:

For children

- Encouraging positive and cooperative behaviour in school to reduce likelihood of bullying occurring
- The development of "Child friendly Anti-Bullying Advice" booklet to reinforce the STOP message used across the school
- Assemblies on bullying
- Assemblies that reward good behaviour
- Heart for Life sessions (Life Skills) where role-play may be used
- SMSC curriculum implemented in school to develop social and communication skills
- Ensuring that the school environment does not allow places where bullying can go unnoticed.
- A 'HELP' box is placed in a highly visible place so that children who feel unable to talk to any staff can have a point of contact. Information found in the box must be treated with care and will be the responsibility of the DSL/ SWO.
- Early intervention strategies which may include mentoring
- Activities to participate in National Anti-Bullying Week each year.
- Improvement of the playground environment
- Extra training for lunchtime supervisors to engage children in social play.
- Anti-bullying Ambassadors
- Participation in the Diana Anti-Bullying Scheme to share key ideas
- Anti-bullying week
- Internet Safety Awareness specifically through the Internet Safety Day / week and through the broader curriculum (ie ICT / Life Skills)

Other reactive programmes for vulnerable groups or groups involved in bullying.

- Restorative Justice/ Approaches (MSF is also now a foundation school for this in the City)
- Counselling and/or Mediation schemes
- Work with external agencies

For adults

- Awareness of the school's stance on bullying through the anti-bullying policy and Anti bullying week.
- Appropriate training for all members of the school staff and Governors
- Up to date knowledge and understanding of local and national guidance on effective practice and policy development including DCSF guidance "Safe to Learn" and LA guidance
- An understanding of the relationship between our anti-bullying policy and other policies particularly in relation to equality, inclusion, disability and discrimination.
- Actively celebrate and value diversity and difference within the school community
- Parents flyers and letters sent out especially during Anti Bullying week including copies of the "Child friendly Anti-Bullying Advice" booklet
- Supporting members of our school team by ensuring incidents are reported and treated both confidentially and seriously.
- Ongoing staff training and development for all staff including those involved in lunchtime and before and after school activities

### **Consultation**

When developing and reviewing this policy the following have been and will be involved in consultation:

- Teachers, non-teaching staff, lunchtime supervisors, parents/carers by seeing the policy, commenting and reviewing effectiveness at staff meeting.
- Children through the school council representatives (including Anti-Bullying Ambassadors)
- Governors by seeing the policy, commenting and reviewing
- Parent governors may seek the views of parents
- Parents/carers by being sent a policy summary, regular updates on the promotion of Anti bullying initiatives, being able to get a copy of the whole policy from the school office
- Regular communication will be sent to pupils and parents to establish the effectiveness of existing policies, areas for improvement and successful strategies to be further developed.

### **Communication | Understanding**

The policy will be available from the school office to anyone who requests a copy. All staff receive a copy of the policy. A summary/ copy of the policy is also available on the school website. We endeavor to make the policy easy to understand, if you would like further information or clarification, please contact the school and speak to a DSL.

This policy is also available:

- Online at [www.madani.school](http://www.madani.school)
- Student friendly versions of our key anti-bullying message are on display around the school

Appendix 1 - Bullying Report Form

MADANI SCHOOLS FEDERATION | **Bullying Report Form**

STOP | STOP | GO

SECTION 1 | To be completed by any pupil/ member of staff requested to complete a statement

Name:		Surname:	
Madani Girls School		Madani Boys School	
Form/ Dept/ House:		Age:	DOB:
Date/s of incident: / /	Time of incident:	Length of incident: (hour   minutes)	
Details of <b>WHAT</b> happened: <i>(Brief description of what happened &amp; WHEN, chronological/ in order of events)</i>			
Bullying incident related to <i>(Tick all that apply)</i>		Form of bullying <i>(Tick all that apply)</i>	
Race		Physical aggression	
SEN or Disability		Deliberately excluding	
Gender		Name calling & teasing	
Age		Cyberbullying	
Appearance or health condition		Damaging or taking personal possessions	
Sexual orientation or perceived		Verbal threats or Extortion	
Religion   Culture   Sect Minority		Spreading rumours	
Other <i>(Define)</i>		Other <i>(Define)</i>	
How often has the bullying behaviour been happening? <i>(Tick all that apply)   'Several Times On Purpose'</i>			
Several times a day		Constant over a month	
Several times a week		Constant over more than a month	
Several times a month		Other <i>(Define)</i>	
Details of <b>WHO</b> was involved?			
Follow up   Review dates & Intervention: <i>Has the bullying stopped?</i>			
SMART Target(s): <i>(Realistic &amp; time bound for one/ both parties where appropriate)</i>			

SECTION 2 | I hereby confirm that this statement (consisting of \_\_\_ pages) is true to the best of my knowledge and understand the importance & my responsibility to provide an accurate account.

Signature of statement writer:	Date:
Signature of statement witness:	Date:

OFFICE USE ONLY | Actions & Referral/s: Please tick appropriate boxes

<input type="checkbox"/>	Police/ PO/ PSCO	CCTV footage	Y N	No further action	Y N
<input type="checkbox"/>	School Designated Safeguarding Leader	Mentor referral	Y N	Detention	Y N
<input type="checkbox"/>	LADO/ SS (Attach form to LSCPB form)	P/Carer informed	Y N	On Call	Y N
<input type="checkbox"/>	Nurse/ GP	Notes attached	Y N	Internal Suspension	Y N
<input type="checkbox"/>	SLT   HOH   Tutor	EWO referral	Y N	Suspension	Y N
<input type="checkbox"/>	Other RC   EX   LGB   GD _____	PSP referral	Y N	Other	Y N

Please use overleaf or attach a copy of any additional notes to this form

## **Appendix 2 – Further information on the definitions of harassment and bullying and associated behaviour**

### **Harassment**

The Equality Act 2010 defines harassment as being ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual’.

The Equality Act 2010 bans the following three types of harassment.

a) Harassment related to the following ‘protected characteristics’ (as defined by the Equality Act 2010):

- Age;
- Disability;
- Race;
- Sex;
- Gender reassignment;
- Religion or belief; or
- Sexual orientation.

b) Sexual harassment.

c) Treating an employee or student less favorably because he or she rejects sexual harassment related to sex or gender reassignment or submits to it (tolerates it or allows it to happen).

Behaviour that is acceptable to one person may be unwanted by another. When assessing whether behaviour is harassment, we must look at if the behaviour, whether unintentional or deliberate, is unacceptable to the person on the receiving end and would be judged as harassment by any reasonable person. The word ‘unwanted’ means the same as ‘unwelcome’ or ‘uninvited’. The person the behavior is directed toward does not have to expressly object to the behaviour before it is considered to be unwanted.

If the person responsible for the behaviour did not intend to create a negative environment, the behaviour will still be harassment if it has the effect of creating such an environment. When deciding whether behaviour has had a negative effect, we will take account of each of the following.

- The view of the person who made the complaint. For example, whether they feel the behaviour has created an intimidating environment. (This part of the test is a subjective question and depends on how the person who made the complaint regards the treatment.)
- The other circumstances of the case.
- Whether it is reasonable for the behaviour to have the stated effect. This is an objective test.

Whether you are an employee or student, you can make a complaint of harassment if you find behaviour offensive and it relates to a protected characteristic. This applies even if the behaviour is not directed at you. You do not need to have the relevant characteristic yourself to make a complaint.

The Equality Act also protects people from harassment because of perception and association. This means it is still harassment even if the person does not have the characteristic but is wrongly considered to have the characteristic or is harassed because of their association with someone who has the characteristic, such as a family member, friend or partner.

Harassment may take many forms and includes behaviour related to a protected characteristic and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, young carers, looked after children.

However, harassment is not always related to any of the above.

Examples of behaviour which is likely to be considered harassment are given below. This is not a full list, and other forms of harassment will be treated with equal seriousness.

- Behaviour of a racist, sexist, homophobic, biphobic, transphobic, ageist or disablist nature.
- Any behaviour or abuse which may cause distress, such as name-calling, ridicule, insults, jokes, graffiti, physical abuse.
- Abuse through email, texts, websites or social media.
- Invading someone's personal space.
- Displaying offensive material. This can be on paper or electronically (for example, on social media).
- Spreading malicious rumours or insulting someone (particularly because of that person's age, race, sex, disability, sexuality, religion or belief, or because they are transgender).
- Preventing other people from progressing by deliberately blocking their educational progress or training and development opportunities or promotion.
- Intentionally isolating or excluding someone.
- Persistent, unwelcome contact, which may include text messages, emails, phone calls, gifts, letters, and calling at a person's home or place of work or study.
- Stalking.
- Offensive sexual behaviour such as suggestive looks, leering and remarks (including on social media and electronic communication devices), offensive flirting, unwanted physical contact, unwanted sexual advances or demands for sex and compromising invitations.
- Offers of favorable treatment in return for sex (or threats of disadvantage if the person refuses).
- Making it public that someone is gay, lesbian, bisexual or transgender when they would prefer to keep this information private (known as 'outing').
- Drawing unwelcome attention to, or abusing someone's, religious beliefs.

## **Bullying**

Bullying can be described as repeated threatening, abusive, intimidating, undermining or insulting behaviour that may be an abuse of power, position or knowledge. What one person may consider as bullying behaviour may be viewed as no more than firm management or strong personality by another and so may sometimes be difficult to define. However, inappropriate behaviour that leads to other people becoming stressed, demotivated or frightened is unacceptable.

Examples of behaviour which is likely to be considered bullying are given below. This is not a full list, and other forms of harassment will be treated with equal seriousness.

- Overbearing supervision, shouting, or verbal, written, online or other published abuse.
- Abuse of power or behaviour that causes fear or distress for others.
- Academic bullying, for example, asserting a position of intellectual superiority in an aggressive, abusive or offensive way, including by electronic media (for example, by email or on social media).
- Deliberately undermining someone by not allocating work fairly or constantly criticising them.
- Inconsistent management style where some people are favoured more than others.
- Public ridicule, sarcasm or humiliation.