



Beech Green Primary School

Respect Achieve Belong

Anti-Bullying, Dignity and Respect at Work

Contents:

- 1.0 [Introduction](#)
- 2.0 [Who does this policy apply to?](#)
- 3.0 [What is the purpose of this policy?](#)
- 4.0 [What is harassment?](#)
- 5.0 [Examples of harassment?](#)
- 6.0 [What is Sexual harassment?](#)
- 7.0 [What is bullying?](#)
- 8.0 [What are the different types of bullying?](#)
- 9.0 [What are the responsibilities of headteachers and managers in relation to performance management?](#)
- 10.0 [What should I do if I believe I am being bullied or harassed?](#)
- 11.0 [What is victimisation?](#)
- 12.0 [What is the school's position?](#)
- 13.0 [Who is legally responsible for acts of harassment?](#)
- 14.0 [Whose responsibility is it to ensure you have a safe working environment without bullying and harassment?](#)
- 15.0 [How will malicious claims of bullying or harassment be treated?](#)
- 16.0 [Will complaints remain confidential?](#)

Publication date: January 2025
Review date: January 2026

1.0 Introduction

1.1 The school is committed to creating a working environment where you are treated fairly, with dignity and respect, and are free from bullying and harassment. The purpose of this policy is to develop an environment where these types of behaviour are known to be unacceptable. You should have the confidence to report bullying and harassment knowing your concerns will be dealt with appropriately and fairly.

2.0 Who does this policy apply to?

2.1 This policy applies to all school employees, including teachers (Burgundy Book conditions of service) and support staff (Green book conditions of service).

3.0 What is the purpose of this policy?

- 3.1 Explain what harassment, bullying and victimisation are, and provide examples
- 3.2 Explain what to do if anyone believes they are being bullied or harassed
- 3.3 Outline the school's position on bullying and harassment
- 3.4 Explain everyone's responsibility in creating a safe working environment

4.0 What is Harassment

- 4.1 Harassment is any unwanted behaviour that violates the dignity of a person or creates an intimidating, hostile, degrading, humiliating or offensive environment.
- 4.2 Considering the impact on an individual experiencing harassment, not the intention of the person they are complaining about.
- 4.3 Harassment perpetrated by people who are not employed at the school (parents, agency staff, contractors, visitors, friends and family of colleagues, or other third parties) should be reported to the headteacher / chair of governors, to enable them to address the issue and to offer and provide support to any employee who has been affected.

5.0 Examples of Harassment

- 5.1 Harassment can take many forms. It may involve non-verbal, verbal, or physical abuse, and could be based on:
 - 5.1.1 Sex
 - 5.1.2 Race
 - 5.1.3 Religion or belief
 - 5.1.4 Sexual orientation
 - 5.1.5 Gender reassignment
 - 5.1.6 Gender
 - 5.1.7 Disability
 - 5.1.8 Age
 - 5.1.9 Marriage or Civil Partnership
- 5.2 An example of harassment on the grounds of race is:
 - A senior member of staff refuses to pronounce an employee's name correctly and imposes a nickname for the employee. This makes the employee feel intimidated, and creates a hostile and offensive environment
- 5.3 An example of harassment on the grounds of age is:

Publication date: January 2025
Review date: January 2026

- An employee calls their colleague 'gran' and says they are 'out of touch'. This makes the individual feel uncomfortable and intimidated.

5.4 An example of harassment on the grounds of disability is:

- An employee hears another employee making offensive comments about the amount of rest breaks an employee takes as a reasonable adjustment because of their long-term health condition. The employee feels this creates an intimidating, hostile and uncomfortable environment.

5.5 An example of harassment on the grounds of religion or belief is:

- An employee overhears a colleague complaining about the time an employee takes during the day for religious prayer. This creates a hostile and offensive environment.

5.6 An example of harassment on the grounds of gender reassignment is:

- An employee's colleagues consistently refuse to use an individual's preferred pronouns. This makes the employee feel uncomfortable and creates a hostile and intimidating environment.

5.7 These are examples and not an exhaustive list. Further information and examples can be found on:

- [Acas](#)
- [Equality and Human Rights Commission](#)

5.8 The school will not tolerate any form of harassment. Any employee found to have harassed another person will be subject to disciplinary action under the Disciplinary and Dismissals Procedure.

6.0 What is Sexual Harassment?

6.1 Sexual harassment is when someone acts in a sexual way towards an individual who does not want this attention. Sexual harassment can be displayed as:

6.1.1 Threats (such as job loss) or promises (such as a promotion) based on the victim carrying out a sexual request.

6.1.2 Innuendos directed at an individual.

6.1.3 Pressure for sexual activity.

6.1.4 Remarks about a person's body or clothing.

6.1.5 Unwanted messages, letters, calls, emails, gifts, or requests for dates.

6.1.6 Inappropriate physical contact or comments.

6.1.7 Suggestive looks, staring or leering.

6.1.8 Intrusive questions about a person's private or sex life, or a person discussing their own sex life.

6.1.9 Less favourable treatment for rejecting or submitting to sexual harassment is when someone is treated less favourably, for example punishing someone for not engaging in a sexual request, such as becoming more critical of their work and treating them differently.

6.2 Sexual harassment is unlawful and requires the Headteacher / chair of governor to take reasonable steps to prevent sexual harassment of all employees/workers in the course of their employment, including by third parties.

<p>Publication date: January 2025 Review date: January 2026</p>

6.3 The headteacher will conduct a risk assessment to assess the risk of harassment, including sexual harassment, and take actions to mitigate against this risk. The risk assessment will be reviewed regularly, and actions taken to mitigate against any new or additional risks identified. Factors may include, for example:

6.3.1 power imbalances

6.3.2 job insecurity, for example, use of zero hours contracts, agency staff or contractors

6.3.3 lone working

6.3.4 out of hours working

6.3.5 the presence of alcohol

6.3.6 particular events that raise tensions locally or nationally

6.3.7 lack of diversity in the workforce, especially at a senior level

6.3.8 workers being placed on secondment

6.3.9 travel to different work locations

6.3.10 working from home

6.3.11 attendance at events outside of the usual working environment, for example, training, conferences or work-related social events

6.3.12 socialising outside work

6.3.13 social media contact between workers

6.3.14 the workforce demographic, for example, the risk of sexual harassment may be higher in a predominantly male workforce

7.0 What is bullying?

7.1 Bullying is the behaviour of an individual or a group of people that damages the dignity, self-confidence, or self-esteem of an individual. It can be a form of harassment. Bullying can take place when someone abuses their authority or power.

7.2 The key consideration is the impact on the individual experiencing bullying, not the intention of the person they are complaining about. Examples may include:

7.2.1 Using someone as a scapegoat when something goes wrong.

7.2.2 Constantly and unnecessarily finding fault with someone.

7.2.3 Intimidating or humiliating someone.

7.2.4 Persistently singling someone out and treating them less favourably.

7.2.5 Sexuality related bullying.

7.2.6 Microaggressions which are subtle behaviours which discriminate against people based on their characteristics. Microaggressions can include interrupting or talking over a particular person or people in a meeting, ignoring a particular person's emails, sighing when someone asks you for help, continually mispronouncing someone's name without trying to pronounce it correctly, not using someone's correct pronouns, even when asked.

8.0 What are the different types of bullying?

8.1 Some types of bullying are obvious to spot while others can be more subtle. Types of bullying include:

<p>Publication date: January 2025 Review date: January 2026</p>

8.1.1 **Physical bullying**, including hitting, kicking, tripping, pushing or damaging property. Physical bullying can cause both long term and short-term damage.

8.1.2 **Verbal bullying**, including name calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse.

8.1.3 **Social bullying**, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying can include:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to socially exclude someone
- damaging someone's social reputation or social acceptance

8.1.4 **Cyber bullying**, the Cyber Bullying Research Centre defines cyberbullying as "intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices".

8.1.4.1 **Cyber bullying** can be overt where it is easier to recognise or can be covert where it is more difficult to recognise. Where cyberbullying is covert, digital technologies will be used, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms. Cyberbullying can include:

- abusive or hurtful texts, emails or posts, images, or videos
- deliberately excluding others online
- nasty gossip or rumours imitating others online or using their log-in.

8.1.5 **Workplace bullying** can include some or all of the four types of bullying outlined above. Workplace bullying can also demonstrate itself in abuse of power or authority over others.

9.0 What are the responsibility of headteachers and governors in relation to performance management?

9.1 Everyone has a right to be treated with respect at work. Senior staff and governors are responsible for setting and monitoring reasonable standards of behaviour, performance, and objectives and for providing objective feedback, designed to improve performance. It is the responsibility of the headteacher to manage performance and provide objective feedback fairly and consistently. For example, the headteacher is expected to manage performance fairly and consistently across their team, and not manage the performance of some employees while ignoring similar performance issues demonstrated by others.

9.2 The headteacher is also responsible for holding performance conversations respectfully. This includes holding conversations in a private and confidential space, ensuring reasonable processes are undertaken to establish the facts, and ensuring the employee's response is listened to.

10.0 What should I do if I believe I am being bullied or harassed?

10.1 You should speak to the headteacher on an informal basis straight away. Sometimes bullying can demonstrate itself in abuse of power or authority. Therefore, if you prefer, you may speak with the staff governor, the chair of governors, or your trade union representative.

10.2 You should do this as soon as reasonably practical, normally no later than three months after any incident has taken place. This minimises the negative impacts, leaves more scope to

<p>Publication date: January 2025 Review date: January 2026</p>

resolve the situation informally, prevents working relationships from breaking down and may raise levels of understanding.

- 10.3 It may be possible for you to have a confidential discussion with the other party and agree written outcomes. If the informal approach is unsuccessful in resolving the issue, then you have the option of raising a grievance under the Grievance Procedure or Whistleblowing Policy.

11.0 What is Victimisation?

- 11.1 Victimisation is when an individual is intimidated or discriminated against because they have raised a complaint about any aspect of their employment, or they have given evidence to support a colleague's complaint. This is a form of harassment and may also be unlawful.

- 11.2 ACAS describes ways someone can be victimised as:

- 11.2.1 Being labelled a troublemaker
- 11.2.2 Being left out
- 11.2.3 Not being allowed to do something

12.0 What is the school's position?

- 12.1 Beech Green Primary School will not tolerate any form of harassment or bullying. It is a clear breach of the code of conduct and can also result in breaking the law
- 12.2 Any employee who is found to have harassed, including sexual harassment, bullied or victimised another person may be subject to disciplinary action under the Disciplinary and Dismissals Procedure

13.0 Who is legally responsible for acts of harassment?

- 13.1 In cases of harassment on the grounds of race, disability, religion or belief, sexual orientation, age, gender including gender reassignment, legal proceedings could be brought against the person complained about as well as an organisation. Claims which are found to be proven in these cases have no upper limit for compensatory payments.

14.0 Whose responsibility is it to ensure you have a safe working environment without bullying and harassment?

- 14.1 It is everyone's responsibility, your headteacher, the governors, you, your colleagues. Unacceptable behaviour by parents, visitors, or contractors will not be tolerated.

15.0 How will malicious claims of bullying and harassment be treated?

- 15.1 As allegations of harassment and bullying are very serious, the school will also treat very seriously any allegations proven to be malicious. Complainants making malicious allegations may also be subject to disciplinary action under the Disciplinary and Dismissals Procedure.

16.0 Will complaints remain confidential?

- 16.1 Confidentiality will be maintained as far as possible. However, if an employee decides not to take action to deal with the problem and the circumstances described are very serious, the school reserves the right to investigate the situation. The school has a duty of care to ensure the safety of all employees and service users who may be adversely affected by the alleged behaviour.

<p>Publication date: January 2025 Review date: January 2026</p>
