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**Procedure Title:** Bullying and Harassment - Learners

**Procedure Ref:** SS/PT/PRO/004

**Approved By:** Karen Wilson

**Responsible Person:** Irene Farragher

**Date last reviewed:** 10 April 2025

**Date of next review:** 09 April 2027

**Approval date:** 25/04/2025

## **1. Statement of Intent**

This procedure reflects confirms Lakes College commitment to address **any** bullying and harassment throughout the college as outlined in [Positive Behaviour Support Policy.docx](#). This includes bullying and harassment based on race, ethnic origin, religious belief, gender, disability, sexual orientation, age and people with dependents.

This includes bullying or harassment by any means – sexual harassment or violence, peer on peer abuse, face to face, in writing, electronically including all forms of social media and communication platforms. All incidents of will be dealt with in accordance with our [Positive Behaviour Support Policy.docx](#) Further supporting information can be found in the [Guidelines for dealing with lapses in conduct, behaviour or performance](#)

Bullying and harassment is a Safeguarding concern and incidents will be monitored, recorded and reported to the Safeguarding & Prevent Team where appropriate.

## **2. Scope**

This procedure applies to all learners at Lakes College - West Cumbria.

With respect to electronic, social media and SMS text messaging the College considers bullying outside of timetable hours to be covered by this policy and would progress any investigation as if the incident occurred during college hours.

### 3. Responsibility

Progress and Welfare Coaches are responsible for disseminating the information on the Bullying and Harassment Policy to learners, but all delivery staff have a responsibility to maintain a safe environment for all learners.

The Director of Student Services will produce a yearly report for the Equality and Diversity Group and managers, so that any policies/practices can be amended if necessary.

### 4. Procedure

#### 4.1 Reporting of Incidents

4.1.1 Learners are encouraged to report **all** incidents. Learners can make a first contact via the following methods:

- Whisper Reporting (Anonymous option via QR code)
- My Lakes App
- College Counsellor
- Progress and Welfare Coach
- Course tutors/training advisors
- Any member of Lakes College staff

Incidents are to be reported to the Director of Student Services so that investigation can commence as soon as possible.

If learners feel they need support in this process, this can be sought from Progress and Welfare Coaches or the College Counsellor

4.1.2 Following an initial interview with the learner who is feeling threatened, bullied or harassed the appropriate course of action is as follows:

- Record the incident on CPOMs, keep the situation under review, encouraging the learner to report any incidents that may occur in the future
- Informally discuss the concern raised with the alleged person, clarify acceptable behaviours where necessary. Record the conversation on the central pastoral system and keep the situation under review.
- Formally investigate the complaint within the Learner Behaviour & Conduct Procedure

4.1.3 The appropriately assigned member of staff investigates the complaint by separately interviewing all concerned parties (alleged bully, victim and witnesses). The level of confidentiality is negotiated with the complainant. The alleged person bullying, and victim may attend the interviews with an advocate who may be another learner, member of staff or counselling service.

Detailed notes of each incident are given to or made by the person investigating. The notes should include dates; times; places; name of alleged person bullying/harassing; what happened; how the person felt at the time; names of witnesses; who the incident was reported to.

- 4.1.4 If, as a result of the investigation, there is doubt as to whether bullying or harassment has taken place, either party can seek support from the Assistant Principal or the Director of Student Services.

#### **4.2 Dealing with the people concerned**

- 4.2.1 If the incident is serious, or repeated, the Learner Behaviour, Conduct & Disciplinary Procedure should be instigated
- 4.2.2 The normal disciplinary procedure should be applied; however, the following points should be taken into account:
- The complainant may be required to attend the disciplinary hearing as a witness, although every effort should be made to avoid this whenever possible.
  - If they are required to attend, they are allowed to bring an advocate and have any questions directed through this person.
- 4.2.3 If bullying or harassment is judged to have taken place, the perpetrator is made aware of the impact of their behaviour, an apology to the victim should be considered. Assurance that incidents will not be repeated will be sought and recorded.
- 4.2.4 Victims are offered an advocate (usually their Progress and Welfare Coach or the counselling service) who can help them put forward their complaint. They will be offered support to help themselves, as appropriate, for example on assertiveness training. Arrangements may be made for them to have a 'buddy' to support them. They may also be offered a safe place or support assistant at lunchtime. If the victim is under 19, his/her parents will be informed, as appropriate.
- #### **4.3 Recording & Reporting incidents**
- 4.3.1 The investigating member of staff records the details outlined in 4.1.3 and shares them with the Director of Student Services. Appropriate information will be recorded on the central pastoral system and CPOM in the event of a safeguarding concern.
- 4.3.2 Where incidents are deemed of a serious nature (sexual harassment, sexual or physical violence) the Police or other appropriate external agencies will be contacted.
- #### **4.4 Supporting implementation of the Policy**
- 4.4.1 The Director of Student Services ensures that information about how to report incidents or concerns about bullying and harassment is included in the Lakes College Personal Development framework and publicised throughout the college.

- 4.4.2 The Director of Student Services will lead on CPD for delivery staff to ensure awareness and confidence is consistent across all types of provision
- 4.4.3 The Director of Student Services ensures that resources surrounding bullying and harassment materials and strategies are available to delivery staff

### **Reference to Other Procedures**

[Positive Behaviour Support Policy.docx](#)

[Learner Grievance Procedure](#)

[Guidelines for dealing with lapses in conduct, behaviour or performance](#)

**Initial Screening for Equality Impact Assessment (including Safeguarding)**

To be completed prior to a Policy or Procedure being introduced and at each review.

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Name of Policy/Procedure:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                            |
| Is this a new or existing policy/procedure? <input type="checkbox"/> New <input type="checkbox"/> Existing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                            |
| 1. To ensure that the policy / procedure complies with the Equality Act 2010, which of the listed categories could be impacted by the policy / procedure?<br><br>(The categories follow the College Single Equality Policy, and the impact could be positive or negative.)                                                                                                                                                                                                                                                                                                                        |                                                                                            |
| <input type="checkbox"/> Age <input type="checkbox"/> Compliance with Children & Families Act 2014 <input type="checkbox"/> Disability <input type="checkbox"/> Gender<br><input type="checkbox"/> Race/ethnicity <input type="checkbox"/> Gender Re-Assignment <input type="checkbox"/> Marriage/Civil Partnership <input type="checkbox"/> Pregnancy/Maternity<br><input type="checkbox"/> Socio-Economic <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Religion/Belief<br><input type="checkbox"/> All of the above <input type="checkbox"/> None of the above expected |                                                                                            |
| 2. What are the risks of introducing this policy / procedure change to any of the above groups?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                            |
| 3. What are the expected benefits of introducing this policy / change to any of the above groups?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                            |
| 4. Are there any areas or issues that could impact on the safety of staff or learners?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                            |
| 5. What evidence do you have for your responses to questions 2, 3 and 4?<br>(e.g. evidence could be provided to counteract identified risks and, therefore, a full screening would not be required)                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                            |
| 6. What is the level of risk for the policy / procedure?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low |
| 7. Is a Full Screening Impact Assessment required?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/> Yes (complete the box below) <input type="checkbox"/> No          |
| What are the recommendations from Equality Impact Assessment?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                            |
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| Date of Review:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                            |
| Reviewer's Name:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                            |
| Reviewer's Job title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                            |