

**DIGNITY AND RESPECT:
ANTI-BULLYING AND HARASSMENT
POLICY**



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1. About this policy

This policy sets out London School of Hygiene & Tropical Medicine’s (“LSHTM” – the organisation) approach to facilitating and supporting an inclusive environment in which everyone can work and study with dignity and respect.

2. Scope of the policy

This policy applies to bullying, harassment, sexual misconduct, micro-aggressions, and victimisation that takes place at LSHTM or any place that a member of LSHTM is in attendance in connection with their studies, research, teaching or employment, including those working overseas. Where ‘bullying and harassment’ is referred to throughout this policy, please assume this broader remit.

Bullying is repeated offensive, intimidating, malicious or insulting behaviour, and/or an abuse or misuse of power that is meant to undermine, humiliate, or injure another person.

Harassment is unwanted conduct related to relevant protected characteristics that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Racial Harassment is an incident, or a series of incidents intended or likely to intimidate, offend or harm an individual or group because of their ethnic origin, colour, race, religion, or nationality.

Sexual misconduct is a form of harassment and is unacceptable behaviour of a sexual nature.

Victimisation is subjecting a person to a detriment because they have, in good faith, complained (whether formally or otherwise) that someone has been bullying or harassing them or someone else, or supported someone to make a complaint or given evidence in relation to a complaint.

Microaggressions are commonplace behaviours that signal, intentionally or unintentionally, to someone from an under-represented group and/or a group perceived to have less power, that they do not belong, or they are not welcome.

Please see Appendix 2 for full definitions and examples

This policy applies to students, staff at all levels including academic, professional services, management and governors and anyone else engaged to work at LSHTM whether they are in a direct contractual relationship with LSHTM or otherwise. This includes collaborators, consultants, contractors, agency, outsourced and casual workers, honorary appointees, visiting lecturers (paid or unpaid) and third parties within LSHTM's reasonable control, such as suppliers or visitors to LSHTM's premises.

The formal processes for dealing with misconduct differ and are outlined below (section 8) but the expectations and responsibility of LSHTM to protect remain constant for all.

LSHTM will not accept harassment or bullying of its staff by third parties e.g. outsourced workers, agency workers or contractors' staff. If an LSHTM employee believes that they have experienced harassment or bullying from a third party with whom LSHTM has dealings, they should report it to their line manager in the first instance. Likewise, complaints by outsourced workers, agency workers or contractors of harassment from LSHTM employees will be taken seriously and may be investigated under LSHTM's disciplinary procedures. Workers not employed by LSHTM experiencing harassment or discrimination in the course of their work for LSHTM should discuss the issue with their LSHTM client manager in the first instance and are also able to report via Report and Support.

MRC units have their own policies covering bullying and harassment for locally employed staff. LSHTM aims to work in with MRC unit colleagues to align policies where possible.

Where there is a genuine concern that LSHTM is in breach of its internal policies and procedures, such as fulfilling its commitments under this policy, [LSHTM's Whistleblowing policy](#) should be referred to.

LSHTM will comply with funding bodies' requests for appropriate reporting of harassment and bullying complaints in line with funders' requirements. (*Links to LSHTM guidance on this to be added here when agreed.*)

3. Equity, Diversity, and Inclusion (EDI) – Guiding Principles

Our broader EDI vision is to provide an inclusive research, education and working environment reflected through a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential. The [EDI strategy](#) sets out the guiding principles to achieving this.

4. Acceptable Behaviour

All members of the LSHTM community are responsible for behaving in an acceptable manner, showing respect for staff, students, and visitors, and are expected to consider their own behaviour and the impact it can have on others. Demonstrated incidents of harassment or bullying will be regarded seriously and treated as grounds for disciplinary action.

Legitimate, reasonable, and constructive criticism of performance or behaviour, or reasonable instructions given to staff or students at LSHTM, will not amount to unacceptable behaviour.

On occasion, individual perceptions of behaviour may differ, perhaps due to differences in attitude, values, experience, or culture, and what one person would consider acceptable behaviour may be unacceptable to another. However, the defining factor in determining if behaviour amounts to harassment is that the behaviour is unacceptable to the recipient, even if this was not the intention. While the recipient's perception of the behaviour is key, consideration will be given at all stages as to whether a behaviour could 'reasonably be considered' to amount to harassment.

5. Roles and responsibilities

All staff and students have a responsibility to ensure a working and studying environment where everyone is treated with dignity and respect. All staff and students are expected to behave in an acceptable manner, showing respect for staff, students, and visitors and to contribute to preventing unacceptable behaviours through self-awareness, by modelling positive behaviour and by raising any concerns. Staff in senior and / or management positions are especially expected to take the lead in role modelling positive behaviour.

As such, LSHTM, led by the [Executive Team](#), is committed to preventing bullying and harassment through the following mechanisms:

- Setting out behavioural expectations aligned to LSHTM values and embedding these within staff and student inductions.
- Providing educational and preventative training programmes for all staff, including management, and students including identifying different training needs which target specific groups such as management, investigators, and support roles (e.g. [Anti-bullying and Harassment Advisors](#)). This includes, for example, bystander training for staff and management training which enables managers to take the lead in developing inclusive cultures.
- Providing timely report and support mechanisms for those who have been affected by such behaviours (section 9). This includes prompt, fair, and equitable methods of investigation, to remedy any harm and to prevent recurrence.

The following groups have further specific responsibilities, as follows:

- The role of HR is to provide advice and support in respect of the application of this policy. With regards to formal complaints (see section 8 below), HR provide support and advice to managers appointed to make decisions on formal complaints in the process of making informed, fair, and reasonable decisions. HR are also responsible for assigning appropriate investigators for formal complaints which could include assigning external investigators where appropriate.
- Senior Management ([Executive Team, Management Board, Faculty Management Groups](#)) are expected to outline and communicate their commitment to promoting dignity and respect and tackling bullying and harassment and to lead by example. They also have specific responsibilities to ensure an inclusive culture is embedded across LSHTM. This includes ensuring their approach is informed by evidence and accountability where senior management action is needed. The Secretary and Registrar is the senior management sponsor for this policy.

Council have responsibility for ensuring they are satisfied on an ongoing basis that LSHTM are acting to identify, reduce and report bullying, harassment and sexual misconduct. It is recognised that this may initially mean an increased incidence in reporting. Council receives relevant data on reports relating to bullying and harassment as well as formal grievances, disciplinaries and feedback on reporting mechanisms and on actions arising.

6. Accessing support and raising concerns

6.1. Do you feel harassed or bullied?

Bullying and harassment can be conducted face to face, via the telephone, in written communications, email, text messages or through social media (also see LSHTM's Social Media Policy and associated guidance). It can be directly targeted at an individual or indirect by creating an offensive environment. Individuals or groups can be responsible for bullying and

harassment. Please see appendix 2 for definitions and examples of bullying and harassment. If you feel unsure and wish to discuss potential bullying or harassment in confidence, you can discuss your situation and possible options in confidence to anyone listed in sources of support (6.2) an Anti-bullying and Harassment Advisors (6.3) or use the Report and Support tool (section 9).

6.2. Sources of support

Staff or students may choose to speak to anyone from the sources detailed in appendix 1 to obtain another perspective or seek support and guidance on the options available to them. Concerns raised by staff and students will be handled sensitively and confidentially throughout this procedure.

6.3. Anti-bullying and Harassment Advisor Network

LSHTM's [Anti-bullying and Harassment Advisors](#) offer support to staff or students witnessing or experiencing bullying or harassment. They can talk through the options available in line with this policy and may *support* facilitation of informal resolution. Antbullying and Harassment Advisors also provide support to individuals who are the subject of bullying or harassment allegations. They can also signpost to other support as appropriate, such as those detailed in appendix 1.

7. Informal process

7.1. What to do if you are being harassed or bullied?

LSHTM recognises that it can be difficult to raise a complaint of bullying, harassment, or victimisation whether on an informal or formal basis.

If you are affected by bullying or harassment you may wish to resolve the behaviour informally. You can discuss your situation and possible options in confidence with anyone listed in Appendix 1 *or* use the Report and Support tool. Reports submitted via Report and Support, anonymous and with contact details, will be received by LSHTM's Report and Support administrators (see section 9 for more detail).

An informal approach may effectively address the unwanted behaviour without recourse to formal procedures. For example, where you feel that is safe and / or appropriate to do so and you feel able to, you could first attempt to resolve the issue directly, by making it clear to the individual responsible that their conduct is unacceptable, and that you consider it bullying and / or harassment and you would like it to stop immediately. An informal note of the discussion should be kept by both parties in the event that follow-up action becomes necessary. See also flow charts (appendix 3).

LSHTM recognises that it is for the person affected to determine the preferred pathway for resolution and engaging in informal resolution is not a barrier to bringing a formal complaint

at a later time. In some circumstances, the alleged behaviour could be deemed to be sufficiently serious to warrant an immediate formal investigation such as where there has been discrimination, assault, or a prolonged abuse of power – see section 8. See also flow charts (appendix 3) and section 11, First Response Assessment.

If informal efforts to resolve the issue have been unsuccessful or, where the issue warrants an immediate formal approach, it will be dealt with through the 'Grievance Procedures for Academic staff', 'Grievance Policy and Procedure for Professional Support Staff', or the 'Student Complaints Procedure'.

7.2. What to do if you witness someone being bullied or harassed?

If you witness someone else being bullied or harassed, you can discuss this situation and possible options in confidence with anyone from the sources (Appendix 1) or use the Report and Support tool. Reports submitted via Report and Support, anonymous and with contact details, will be received by LSHTM's Report and Support administrators (see section 9 for more detail).

7.3. Mediation

Mediation is an important consideration for resolving issues at an early stage. Mediation is a completely voluntary and confidential form of resolving disputes between people and will take place only if all parties agree. As such it does not form part of any formal process, and discussions which take place during a mediation are not taken into account in a formal, internal process. It is hoped that employees will recognise the benefits of seeking to resolve issues via mediation and will be amenable to and cooperate with this approach. Guidance on mediation with a trained mediator and whether it would be appropriate should be sought through the HR Partner Team.

7.4. What happens if I am accused of bullying or harassment?

If someone approaches you informally about your behaviour, do not dismiss the complaint out of hand because you were only joking or think the complainant is being too sensitive. Remember that different people find different things acceptable, and everyone has the right to decide what behaviour is acceptable to them and to have their feelings respected by others. You may have offended someone without intending to. If that is the case, the person concerned may be content with an explanation and an apology from you and an assurance that you will be careful in future not to behave in a way that you now know may cause offence. Provided that you do not repeat the behaviour that has caused offence, that may well be the end of the matter.

If a formal complaint is made about your behaviour, this will be fully investigated (section 8) and LSHTM may bring disciplinary proceedings, if appropriate.

Anti-bullying and Harassment Advisors provide support to individuals who are the subject of bullying or harassment allegations (see section 6.3) as well as to those who make bullying or harassment allegations.

8. The Formal Procedure:

8.1. For staff

Members of staff who feel they have experienced or witnessed bullying or harassment may make a formal complaint against a staff member by using the grievance policy as determined by their terms and conditions.

Professional Services staff should initiate the formal procedure of the [Grievance Policy and Procedure for Professional Support Staff](#) by setting out their grievance in writing using the Statement of Grievance Form. The statement should be submitted to the employee's line-manager or where the line-manager is the subject of their concerns to a more senior manager or to their HR Partner directly.

Academic staff should follow the Grievance Procedures for Academic staff¹ and in accordance with Stage 1, should submit their complaint in writing to their Head of Department, who will seek to address the grievance².

If the grievance is not resolved by the employee and the Head of Department, or the grievance directly concerns the Head of Department the employee may raise the matter with the Dean of Faculty under Stage 2.

If the grievance directly concerns the Dean of Faculty, the employee may submit their grievance in writing to the Director.

¹ Note that whilst every endeavour will be made to comply with the timescales set out in the academic grievance procedures, due to the complexity and/or specific circumstances of a case, timescales may be extended. In such circumstances the individuals concerned will be advised of the reasons for any delay.

² Note that the academic procedures label Stage 1 as informal, however complaints of bullying and harassment will be progressed as formal complaints at this stage.

Complainants should state their grievance in writing using the Statement of Grievance form. Complaints should include in the statement the reasonable outcome / resolution sought to consider the situation resolved. Complainants should seek advice and support from their designated HR Partner.

8.2. For students

To initiate the first formal stage of the [Student Complaints Procedure](#) (stage 2), students should put the complaint in writing using the [Student Complaints Form](#) and send it to LSHTM's studentcomplaints@lshtm.ac.uk. The Head of Registry or their nominee will acknowledge receipt of the complaint within five working days. LSHTM aims to provide a response within twenty days from receipt of the complaint.

9. Report and Support

[Report and Support](#) is an online portal which enables staff and students to safely report incidents of bullying, discrimination and harassment and is administered by [LSHTM's EDI team](#). Staff and students can also access support and resources, which include internal and external support, policies, and procedures.

Staff and students can report anonymously or with contact details on the online portal. All reports are then reviewed by the Report and Support administrators. Where an anonymous report has been made, the administrator will complete a safeguarding check (See Report and Support [Duty of Care Guidance](#)) and keep the information to perform regular trend analyses, including at department level (see also section 10 and 14).

Where a report has been made with contact details, the report will be shared with the advisor assigned to you, such as an Anti-bullying and Harassment Advisor, depending on the route you choose to take. You can normally expect an initial response within five working days. Further detail is provided on the Report and Support detail which includes frequently asked questions.

10. Environmental Investigations

An Environmental Investigation may be launched in a department where there are cluster reports of poor behaviour or report/s that raise serious concerns regarding a team or departmental environment. This would be decided by the Secretary and Registrar as senior management sponsor for this policy. An impartial investigator may be appointed to understand:

- the context of the anonymous allegations;
- barriers to reporting;
- what specific behaviours are being alleged;
- whom are the individuals exhibiting these behaviours;
- support that is required for individuals or teams;

- key interventions that would be useful to prevent in future;
- any other factors that may be impacting the working environment in the department.

The investigating manager will provide interim findings and recommendations regarding targeted support and interventions. This may lead to disciplinary investigation.

11. First response assessment

Following a report which may warrant an immediate formal investigation (as detailed in section 7), the EDI team will convene a First Response Panel to consider any immediate risks and put appropriate risk mitigations forward. The Panel will assess wellbeing and support needs of all parties and members of the School who may be impacted by the case and agree to next steps. This will be achieved through a robust risk assessment to consider the academic, welfare and support needs of the parties, and any interim measures necessary to ensure a fair and transparent investigation, where appropriate.

Any interim measures will be proportionate to the nature of the risk(s) being managed. Interim measures may include alternative working arrangements, provision of support, or a recommendation to suspend an employee or student partially or fully during this time and will be recommended by the panel in accordance with School's grievance and disciplinary policies and procedures.

The Chair of the Panel will be the Secretary and Registrar or nominee. The composition of the Panel will depend on the nature of the allegations and the parties involved, i.e. whether staff and or students. There will be at least three members, including the Chair, and membership may include:

- A senior representative from the reported party's department
- An independent senior academic and/or senior professional services manager from a trained pool (where the reported party is a staff member)
- A senior HR Manager (where the reported party is a staff member)
- A member of the Students' Representative Council Executive (where the reported party is a student)
- A Legal Department representative
- A Student Support Services representative
- Any other relevant party

A member of the EDI team (or nominee) will attend all panel meetings, in an advisory capacity.

The Chair of the panel will ensure that members have received appropriate training and that where possible, the panel is diverse and reflects any relevant protected characteristics.

The membership of the Panel will be shared with the reporting party in advance of the meeting to ensure transparency and to manage any conflicts of interest.

The risk assessment and any interim measures that are put in place will be shared to both parties; and will be reviewed regularly by the Panel and amended as appropriate.

All information disclosed as part of this process will be treated confidentially and sensitively and in accordance with data protection legislation.

12. Confidentiality

It is important that any claims of bullying and harassment are treated seriously and confidentially. Appropriate confidentiality will be observed by all and only those who are required to know details should have access to information including the reportee and the person who is the subject of the report.

There may however be circumstances where there are legal or safeguarding reasons to share information with another party, for example. This is usually where there are concerns for your safety or another person's safety. Except in these exceptional circumstances, confidentiality will be maintained where at all possible.

13. Protection and support for all involved

Staff and students who make reports, who have had reports made against them, or anyone who participates in good faith in any investigation (including external parties) can expect to be treated with respect throughout and must not suffer any form of retaliation and / or victimisation (see definitions in Appendix 2) as a result. Any person found to have retaliated against or victimised someone in this way will be subject to the appropriate disciplinary procedure (see section 8).

14. Monitoring and reporting

The number and nature of reports made via Report and Support and other mechanisms such as directly to HR, together with any actions taken, will be reported to [EDI committee, D&I committee](#) and SLT on a termly basis, to [Senate, Audit and Risk Committee, People, and Council](#) on an annual basis.

Trend data will be used to develop and monitor the effectiveness of interventions aimed at tackling bullying and harassment at LSHTM and will adjust actions and interventions accordingly. LSHTM will also monitor the application of this policy through staff and student surveys.

15. Appendix 1 - Contacts and Sources of help for staff and students - who may have experienced or witnessed bullying and / or harassment

If you think you or someone you know has been bullied or harassed there is a variety of support options available to both students and staff. [Report and Support](#) provides staff and students access support and resources, which include internal and external support, policies, and procedures.

| Students | Staff |
|---|--|
| <p>Student Support Services offer confidential and non-judgemental space for students to discuss any issues that may be affecting their wellbeing or ability to study.</p> <p>Student Representatives of Council (SRC) Executive are available to speak to you if you are having any issues and can be contacted via: srcexec@lshtm.ac.uk</p> <p>Registry are responsible for the formal student complaints process</p> <p>Masters / Taught Degree - Taught Course Directors</p> <p>Research Degrees Students – there are several key contacts for research degree students who may be able to help.</p> <p>Anti-bullying and Harassment Advisors</p> <p>Equality, Diversity & Inclusion team</p> <p>Mental Health First Aiders - can provide immediate mental health support.</p> | <p>Your line manager (or Head of Department)</p> <p>Anti-bullying and Harassment Advisors</p> <p>Equality, Diversity & Inclusion team</p> <p>Human Resources are available to identify the support and advise on options. Trade Unions represent staff who are TU members - At LSHTM these are Unison, Unite and UCU.</p> <p>Only connect staff counselling service – available in person or online.</p> <p>Mental Health First Aiders - can provide immediate mental health support.</p> <p>Employee Assistance Programme – can provide free and confidential access to counselling and expert advice and compassionate guidance and support 24 hours a day, 7 days a week both online and by phone.</p> |
| External Sources of Support | |

[Citizens Advice](#) provides some information on bullying and harassment

[Family Lives](#) provides some information and advice on bullying at University

[Young Minds](#) has put together a blog on how to deal with bullying at University

16. Appendix 2 – Definitions

16.1. What is bullying?

Bullying is repeated offensive, intimidating, malicious or insulting behaviour, and/or an abuse or misuse of power that is meant to undermine, humiliate, or injure another person. Bullying can make a person feel vulnerable, upset, undermined, intimidated, humiliated, denigrated and / or threatened. Power does not always mean being in a position of authority. It can include both personal strength and the power to coerce through fear or intimidation. Bullying can take the form of physical, verbal, and nonverbal conduct.

Examples of bullying include, but are not limited to:

- Physical or psychological threats or intimidation;
- Persistent or unwelcome contact;
- Overbearing and intimidating levels of supervision;
- Derogatory remarks about someone's academic or professional performance;
- Ridiculing or demeaning someone, or deliberately setting someone up to fail, such as setting arbitrary or unreasonable workloads or deadlines;
- Making threats about job stability or academic failure without foundation;
- Obstructing someone's progression by intentionally blocking promotion or training opportunities or threatening low grades;
- Spreading malicious rumours or insulting someone verbally;
- Ridicule over accents and backgrounds;
- Failing to respond to requests for leave due to mental ill health.

16.2. What is harassment?

Harassment is a form of discrimination and is illegal under the Equality Act 2010. Harassment is also covered under the Protection from Harassment Act 1997.

Harassment is defined in section 26 of the Equality Act 2010 as unwanted conduct related to a relevant protected characteristic and which violates a person's dignity or has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment.

The relevant protected characteristics are age; disability; gender reassignment; race; religion or belief; sex; and sexual orientation.

Conduct may be harassment whether or not the person behaving in that way intends to offend. Something intended as a "joke" may offend another person. Different people find different things acceptable. Everyone has the right to decide what behaviour is acceptable to them and to have their feelings respected by others. Behaviour that any reasonable person would realise would be likely to offend will be harassment without the recipient having to

make it clear in advance that behaviour of that type is not acceptable to them, e.g., sexual touching.

Harassment may also occur where a person engages in unwanted conduct towards another because they perceive that the recipient has a protected characteristic (for example, a perception that they are gay or disabled), when the recipient does not, in fact, have that protected characteristic. For example, it would be harassment for an individual to tease repeatedly an individual because of an incorrect belief that the recipient is deaf. Similarly, harassment could take place where an individual is bullied or harassed because of another person with whom the individual is connected or associated, for example if their child is disabled, wife is pregnant, or friend is a devout Christian.

A single incident can be harassment if it is sufficiently serious.

Examples of harassment include, but are not limited to:

- Unwanted physical conduct or “horseplay”, including touching, pinching, pushing and grabbing;
- Threatening behaviour; ○ Mocking, mimicking, or belittling a person;
- Ignoring or unreasonably keeping a person out of meetings or events; ○ Preventing or blocking a person from doing their job; ○ Continued suggestions for social activity after it has been made clear that such suggestions are unwelcome;
- Offensive phone calls, emails, text messages or social media content; ○ Racist, sexist, ageist, faith-based, homophobic, transphobic jokes, or derogatory or stereotypical comments;
- Excluding an individual because they are associated or connected with someone with a protected characteristic, e.g. their child is gay, spouse is Black or parent is disabled; or because they are perceived to have a protected characteristic
- Demeaning comments about a person's appearance; ○ Unwanted nicknames related to a person's age, race or disability; ○ Commenting on people's religious identity including clothing/covering associated with their beliefs such as scarves;
- Creating hostile environments and lack of flexibility around staff and students in relation to religious observance.

16.3. What is racial harassment?

Racial harassment is an incident, or a series of incidents intended or likely to intimidate, offend or harm an individual or group because of their ethnic origin, colour, race, religion, or

nationality. A racist incident is any incident that is perceived to be racist by the victim or any other person (MacPherson Report 1999).

Examples of racial harassment include, but are not limited to:

- Derogatory name calling.
- Verbal threats, insults, and racist "jokes".
- Display of racially offensive material.
- Exclusion from normal workplace conversation or activities.
- Physical attack.
- Racist microaggressions
- Encouraging others to commit any such acts.

16.4. What is sexual misconduct?

Sexual misconduct is a form of harassment and is unacceptable behaviour of a sexual nature. It can include sexual harassment; sexual violence; intimate partner violence; sexual assault; stalking, grooming; coercion and controlling behaviour or bullying with sexual elements; sexual invitations and demands; sexual comments; sexual non-verbal communication; creation of atmospheres of discomfort; and promised resources or advancement in exchange for sexual access. It does not necessarily have to occur in person and is characterised by an absence of consent.

Examples of sexual misconduct include, but are not limited to:

- Unwelcome sexual advances or suggestive behaviour ○ After it has been made clear that such approaches are unwelcome, making sexual suggestions or persisting with sexual advances;
- Sexual assault - a person commits sexual assault if they intentionally touch another person, the touching is sexual and the person does not consent. It involves all unwanted physical contact of a sexual nature and ranges from pinching, embracing, groping, and kissing, to rape and sexual assault which involves penetration without consent.
- Leering at someone in a manner that is overtly sexual; ○ Remarks, banter or jokes of a sexual nature; ○ Displaying of sexually explicit or pornographic material; ○ Sending material of a sexual nature via email or social media.

It is important to note that although most sexual harassment claims are made by women, men are also protected by the legislation and have successfully claimed under the Equality Act.

16.5. What is victimisation?

Victimisation is a form of discrimination and is illegal under the Equality Act 2010.

Victimisation is subjecting a person to a detriment because they have, in good faith, complained (whether formally or otherwise) that someone has been bullying or harassing them or someone else, or supported someone to make a complaint or given evidence in relation to a complaint. This would include isolating someone because they have made a complaint or giving them a heavier or more difficult workload.

Provided that you act in good faith, i.e. you genuinely believe that what you are saying is true, you have a right not to be victimised for making a complaint or doing anything in relation to a complaint of bullying or harassment and the organisation will take appropriate action to deal with any alleged victimisation, which may include disciplinary action against anyone found to have victimised you. Making a complaint that you know to be untrue, or giving evidence that you know to be untrue, may lead to disciplinary action being taken against you.

16.6. What are microaggressions?

Microaggressions are commonplace behaviours that signal, intentionally or unintentionally, to someone from an under-represented group and/or a group perceived to have less power, that they do not belong, or they are not welcome. Examples include:

- A British-Asian student is complimented by a teacher for speaking perfect English, but it is his first language.
- A white woman flinches and clutches her bag as a Black man passes her on the street.
- A woman speaks up in an important meeting, but she can barely get a word in without being interrupted by her male colleagues.
- In a meeting, participants actively listen when someone is deemed important but then work on their laptops and no longer actively listening if someone is deemed not to be.

16.7. What is discrimination?

Direct discrimination – Treating someone less favourably than someone else on the grounds of one or more of the protected characteristics.

Discrimination by Perception – when someone is perceived to have a protected characteristic, whether or not they have.

Discrimination by Association – when someone is associated with someone who has a protected characteristic, rather than having the characteristic themselves.

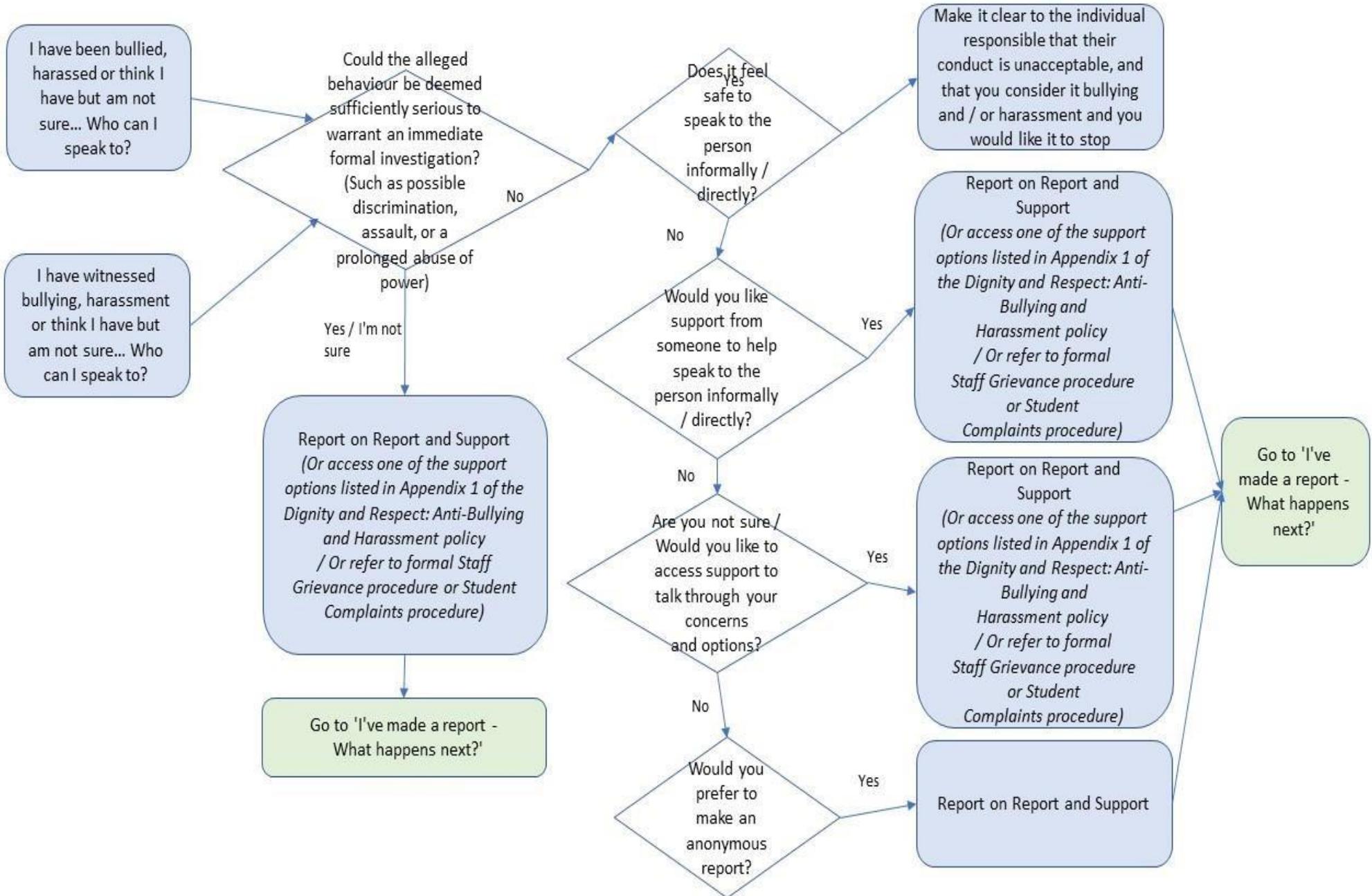
Indirect Discrimination – A criterion, practice or provision which applies to all, but which in practice, leads to people from a protected group being treated less favourably.

- For example, advertising a post as full time when it could easily be done part-time or using a job share arrangement which may disadvantage women, who are much more likely to want to work part time than men.

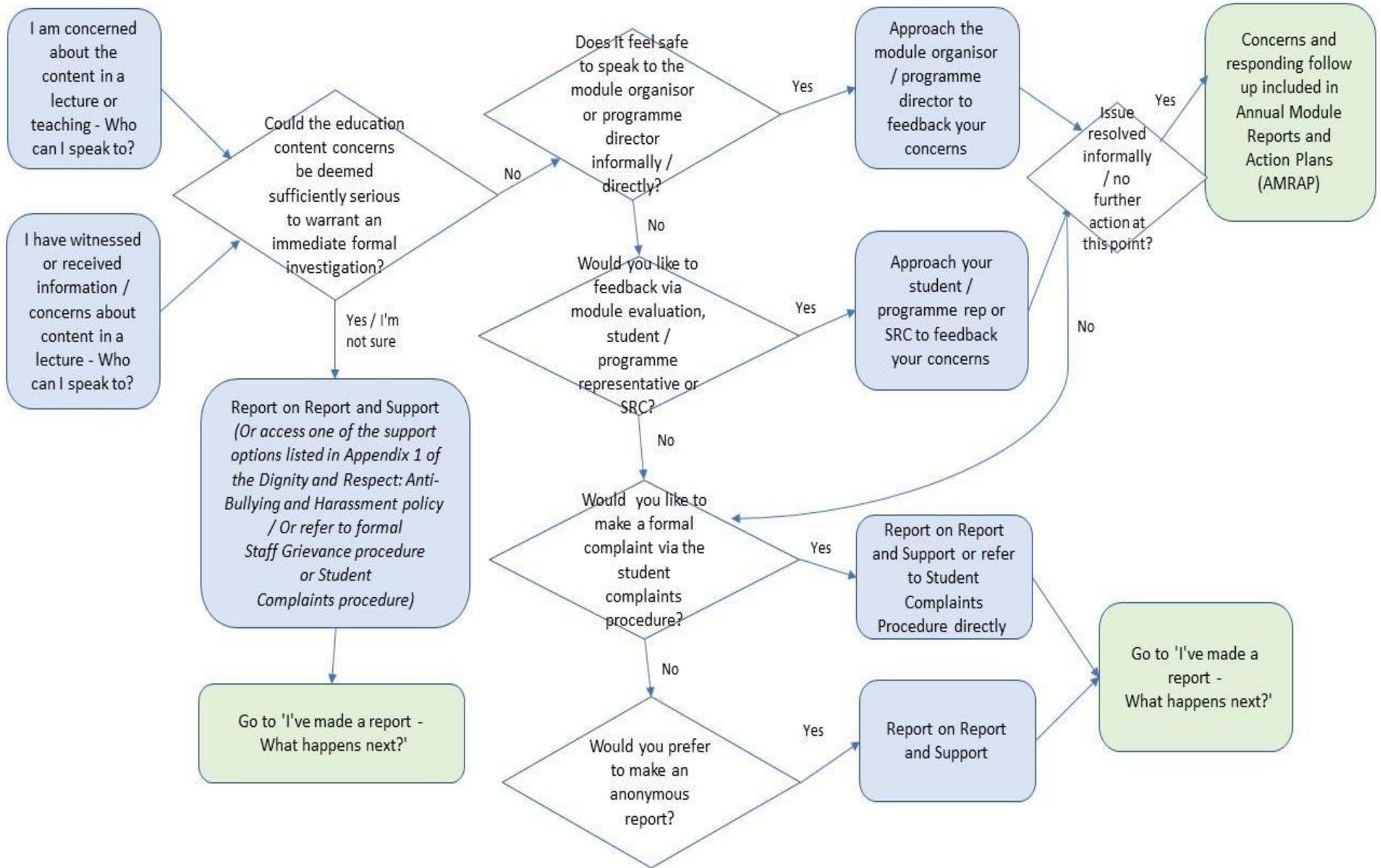
Organising social or other events that are not fully inclusive including where nonattendance may negatively impact on careers.

17. Appendix 3 – Flowcharts

I have experienced or witnessed bullying or harassment what can I do?



I have an education related concern – what can I do?



I have made a report – what happens next?

