



Aerospace Inspection Training Ltd.

Units 9 & 10 Takeley Business Centre, Dunmow Road,
Bishops Stortford, CM22 6SJ United Kingdom

Tel: +44(0) 1279 870267 Fax: +44(0) 1279 870751

Email: admin@aerospacendt.co.uk

Web site: www.aerospacendt.co.uk

Policy on unfair discrimination, harassment and bullying

**Aerospace Inspection Training Ltd.'s policy on unfair discrimination,
harassment and bullying.**

Introduction

Aerospace Inspection Training Ltd believes that its staff and students should be treated with dignity, respect and fairness. Aerospace Inspection Training Ltd does not tolerate any form of harassment or victimization and expects all members of staff, visitors and other students to treat each other with respect, courtesy and consideration.

Aerospace Inspection Training Ltd promotes equality, values diversity and maintains a working and learning environment in which the rights and dignity of staff and students are respected.

All staff have formal responsibilities under this Policy and are expected to familiarise themselves with the Policy and Procedures. All staff have a duty to implement this Policy and to make every effort to ensure that harassment, discrimination and bullying do not occur in the school, and if they do occur they ensure that all concerns are investigated promptly and effectively.

All staff, students and visitors have the right to expect professional behaviour from others and a corresponding responsibility for complying with this Policy and Procedure and must comply with and demonstrate active commitment to this Policy by:

- a. Treating others with dignity and respect
- b. Discouraging any form of harassment by making it clear that such behaviour is unacceptable
- c. Supporting any staff members, students and visitors who feel they have been subject to harassment, including supporting them to make a formal complaint if appropriate

Definitions

Discrimination

Discrimination is unfair and unacceptable to Aerospace Inspection Training Ltd (and potentially unlawful) where an individual is treated less favorably than other persons on



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grounds of sex, marital status, sexual orientation, race, colour or nationality, ethnic/national origin, age or disability.

Harassment & Bullying

A person subject to Harassment where he/she engages in unwanted and unwarranted conduct which has the purpose or effect of:

- Violating another person's dignity or
- Creating an intimidating, hostile, degrading, humiliating or offensive environment for another person

The recipient does not need to have explicitly stated that the behaviour was unwanted.

Bullying is a form of harassment and may be manifested in a variety of forms, all of which are offensive, intimidating, malicious or insulting behaviour, or a misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. Aerospace Inspection Training Ltd does not tolerate this behaviour whether the harassment or bullying is between students; between staff and student(s); between student(s) and staff; or between staff.

Harassment and bullying is deliberate and unpleasant behaviour which is not necessarily persistent. One of its effects is to make the victim feel uncomfortable, patronised, humiliated or threatened. It has also the effect of maintaining existing inequalities of power and opportunity. It results in:

- making a job or study difficult to do;
- creating an intimidating or hostile working or learning environment;
- affecting the health or safety of individuals by causing stress;
- endangering career and job prospects.

Sexual harassment, including that based on sexual orientation, includes sexist comments, ranging from derogatory remarks or mockery and jokes, to displays of sexually explicit material; it also comprises unwelcome sexual advances, unnecessary touching, demands for sexual favours and sexual assault.

Racial harassment includes derogatory name-calling, insults, racist jokes, racist graffiti and other written insults, bringing racist material such as posters, leaflets or magazines into the school premises or making threats against or physically intimidating a person or group because of colour or ethnicity.

Harassment against those with disabilities includes derogatory name-calling, insults and other actions which result in the individual feeling uncomfortable, patronised, humiliated or threatened.



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Aerospace Inspection Training Ltd seeks to protect ant staff members, students or visitor from victimisation, which is a form of misconduct which may itself result in a disciplinary process. Aerospace Inspection Training Ltd will regard as victmisation any instance where a person is subject to detrimental treatment because he/she has, in good faith:

- made an allegation of harassment, or
- indicated an intention to make such an allegation, or
- assisted or supported another person in bringing forward such an allegation, or
- participated in an investigation of a complaint, or
- participated in any disciplinary hearing arising from an investigation, or
- taken any other steps in connection with this Policy and Procedure, or
- is suspected of having done so

Manager, Staff and Student Responsibilities

Managers and other staff can do much to discourage harassment and unfair discrimination and have a duty to prevent it taking place. For example some students may be offended by the use of certain types of language and staff have a responsibility to prevent such language being used in their classes and to prevent the flaunting of particularly offensive insignia or literature. Similarly, chairs of meetings should intervene if sexist or racist language or behaviour occurs. In particular those members of staff in positions of responsibility for students or for other staff should:

- a) be aware of the problems that unfair discrimination, harassment and bullying can cause and as part of their normal responsibilities be alert to the possibility that it may be happening;
- b) use their judgement in correcting standards of conduct or behaviour which could be seen as offensive and remind staff and students of the University's policy;
- c) take prompt action to stop harassment or discrimination as soon as it is identified, whether it be interpersonal or in the form of written matter, including graffiti.
- d) provide support to students or staff who feel they are being harassed.

Fellow staff and students can also contribute to preventing unfair discrimination, harassment or bullying by:

- a) being aware of the problems which unfair discrimination, harassment and bullying can cause and by ensuring that their conduct does not contribute to an incident of such behaviour;
- b) bringing to the attention of their colleagues that certain language, conduct or behaviour is causing concern or offence to either themselves or other students or staff;



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c) providing support to colleagues who are being harassed or discriminated against.

Taking Action

Staff or students who consider that they have been subjected to unfair discrimination, harassment or bullying have the right to take up their complaint under the procedure described in the section below.

If complaints are initially submitted under Aerospace Inspection Training Ltd complaints procedure or Grievance Procedure but cover matters of discrimination, harassment or bullying, managers should deal with them under the procedure described below.

The procedure for dealing with unfair Discrimination, Harassment or Bullying is linked to the staff Disciplinary Procedure in so far as if a complaint of unfair discrimination, harassment or bullying made against a member of staff is found to be justified, then the staff Disciplinary Procedure may be invoked by the Board of Directors against the person whose behaviour has been complained about.

Procedure for Dealing with Unfair Discrimination, Harassment or Bullying

It must be stressed that all matters related to complaints of harassment or unfair discrimination and their subsequent investigations are treated in the strictest of confidence bearing in mind the reputation of both parties involved.

Allegations Against Members of Staff by Students

Stage One

Initial Action - Informal Conciliation: Students (either individually or as groups) who consider they have been subjected to unfair discrimination, harassment or bullying should, in the first instance, and if they feel they are able to, tell the person who has allegedly discriminated against them of their view or, in the case of harassment or bullying, ask the harasser to stop. This request can be made either orally or in writing, but it is sensible to keep a diary of events and collect evidence.

Stage Two

Initial Action - Accompanied Response: However, if students feel unable to approach the person concerned; or if they have done so but the issue of unfair discrimination, harassment or bullying has not been resolved; or further unfair discrimination, harassment or bullying has continued, further assistance is clearly needed. School-based "Sympathetic Listeners", who are academic staff with experience of hearing student personal concerns, are available to listen to student complaints and suggest avenues of action at this or the earlier stage of the Procedure.



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It may be appropriate for there to be an attempt at conciliation, as set out in Stage One. If this is not successful or if the matter is more serious, the case should be brought to the attention of senior staff, under Stage Three of this Procedure.

Stage Three

Senior Staff Action in Relation to a Complaint - Informal Stage: When complaints are brought to the attention of a senior manager either informally or by formal complaint, it is important that he or she deals with the matter immediately, thoroughly and fairly in respect of both parties. The initial emphasis should be placed where possible on conciliation. At this initial, informal stage the senior manager should meet with both parties, initially, at least, separately, in order to ascertain how both parties see the situation and whether the complaint has arisen from a misunderstanding, misinterpretation, ignorance, or insensitivity. If this is the case then a joint meeting, mediated by the senior manager, may resolve the issue satisfactorily.

The senior manager in meeting with those concerned should follow the guidance set out later in this Policy.

Students have the right to be accompanied by a neutral person at any meeting with a senior manager.

A successful resolution of a complaint at Stages One, Two or Three is when the complainant feels that his/her complaint has been taken seriously, has been listened to, and he/she has accepted the outcome as a fair one. For example a misunderstanding may have been cleared up, or thoughtless behaviour stopped or a particular action taken or an explanation which is offered accepted as legitimate.

Complainants must be aware that once a complaint is made at this stage, the line manager involved is under a duty of care to initiate an investigation which will involve the complaint being made known to the alleged offender.

However, where the complainant does not consider that the matter has been dealt with adequately, he or she should pursue the matter under Stage Four.

Stage Four

Formal Action: If the matter is not resolved at the informal stages or the General Manager considers that informal conciliation has been ineffective or is likely to be ineffective, he/she should normally involve a Board of Director in an investigation. Such an investigation must be carried out in accordance with guidance set out later in this Policy.

The Board of Directors should liaise with the General Manager in establishing the investigation. The Board of Directors will determine what response to make to the student complainant based on the report of the investigation.

Where the student complainant believes that his/her academic assessment has been affected by the behaviour about which he/she is complaining, he/she can request a second marking of an assessment or examination. Indeed, this right exists even where a student has not raised a



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complaint, even informally. Where, following such a second marking, the student is still dissatisfied, he/she can ask for the complaint to be re-investigated.

Where the Board of Directors, following an investigation, believes that unfair discrimination, harassment or bullying may have had an impact on a student's assessment, then advice should be sought from the Human Recourses.

Allegations Against Members of Staff by Other Members of Staff

Stage One

Initial Action - Informal Conciliation: Staff (either individually or as groups) who consider they have been subjected to unfair discrimination, harassment or bullying should, in the first instance, and if they feel they are able to, tell the person who has allegedly discriminated against them of their view or, in the case of harassment or bullying, ask the harasser to stop. This request can be made either orally or in writing, but it is sensible to keep a diary of events and collect evidence.

Stage Two

Initial Action - Accompanied Response: However, if staff feel unable to make this request; or if they have done so but the issue of unfair discrimination, harassment or bullying has not been resolved; or further discrimination, harassment or bullying has continued, further assistance is clearly needed. The General Manager or other staff members within Aerospace Inspection Training Ltd all have a role in pursuing a case at the request of a complainant and could be asked for advice and support at this stage.

It may be appropriate for there to be an attempt at conciliation, as set out in Stage One, which additionally involves the General Manager or other staff members. If this is not successful or if the matter is more serious, the case should be brought to the attention of senior staff, under Stage Three of this Procedure.

Stage Three

Senior Staff Action in Relation to a Complaint - Informal Stage: When complaints are brought to the attention of the General Manager either informally or by formal complaint, it is important that he or she deals with the matter immediately, thoroughly and fairly in respect of both parties. The initial emphasis should be placed where possible on conciliation. At this initial, informal stage the General Manager should meet with both parties, initially, at least, separately, in order to ascertain how both parties see the situation and whether the complaint has arisen from a misunderstanding, misinterpretation, ignorance, or insensitivity. If this is the case then a joint meeting, mediated by the General Manager, may resolve the issue satisfactorily.

The General Manager in meeting with those concerned should follow the guidance set out later in this Policy.

The member of staff has the right to be represented at this meeting by another member of staff or a neutral person at any meeting with the General Manager.

A successful resolution of a complaint at Stages One, Two or Three is when the complainant feels that his/her complaint has been taken seriously, has been listened to, and he/she has accepted the outcome as a fair one. For example a misunderstanding may have been cleared



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up, or thoughtless behaviour stopped or a particular action taken or an explanation which is offered accepted as legitimate.

Complainants must be aware that once a complaint is made at this stage, the line manager involved is under a duty of care to initiate an investigation which will involve the complaint being made known to the alleged offender.

However, where the complainant does not consider that the matter has been dealt with adequately, he or she should pursue the matter under Stage Four.

Stage Four

Formal Action: If there is no satisfactory resolution of the complaint at Stages One, Two or Three, the member of staff may request that the complaint is dealt with formally. He/she should put this request in writing to the General Manager or Board of Directors stating clearly the nature of the complaint, the reasons why they are not satisfied with the approaches to resolve the issue so far and the redress which is sought.

The General Manager or Board of Directors, as soon as is practicable and in any case within fifteen working days of receiving the formal complaint, must arrange a formal meeting with the member of staff. The member of staff has the right to be represented at this meeting by another member of staff or neutral person at any meeting. The General Manager or Board of Directors may, following consultation with each other may request that someone from outside the School carry out an investigation into the allegations prior to this meeting. Such an investigation must be carried out in accordance with guidance set out later in this Policy.

The report of the investigation should be made available to all parties to the formal meeting. It is important that the member of staff is alerted at the earliest opportunity of the timescale within which his/her complaint will be heard.

Notes of the formal meeting and of the decision of the General Manager or Board of Directors will be given to the member of staff as soon as practicable and in any case not later than ten working days after the meeting.

General Manager or Board of Directors, in hearing such cases, should follow the guidelines set out later in this Policy.

Stage Five

Final Action: If the issue has not been resolved or the member of staff is dissatisfied with the decision given by the General Manager or Board of Directors, the member of staff may request that the complaint be re-investigated.

Allegations Against Senior Managers

Where an allegation of unfair discrimination, harassment or bullying is by a student or member of staff against the General Manager, then the Board of Directors will deal with the matter.



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Allegations Against Students by Other Students

Where an allegation of unfair discrimination, harassment or bullying is made by one student against another student, and the allegation arises from behaviour on Aerospace Inspection Training Ltd premises or from behaviour directly related to the student's academic activities, the matter should be pursued in accordance with Section A of this Procedure.

Witnessing Unfair Discrimination, Harassment or Bullying

Witnesses of unfair discrimination, harassment or bullying can provide important help and support for the student or member of staff concerned, especially when the student or member of staff appears unwilling or unable to take action. There may be several steps:

- The witness might speak informally to the student or member of staff to tell them what he/she has observed;
- The witness might wish to discuss the incident and agree to make notes, respecting the privacy of the student or member of staff concerned;
- The witness may encourage the student or member of staff to talk with the General Manager or another member of staff
- The witness should be prepared to give evidence of the unfair discrimination, harassment or bullying at either the informal or formal stages of the Procedure and has the right to complain of any subsequent victimisation direct to the General Manager.

Guidelines on Dealing with Complainants

In general, staff members, General Manager and Board of Directors should follow these guidelines when dealing with such complaints:

- a) they should ensure they are familiar with this Policy;
- b) they should see the staff member or student as soon as possible;
- c) they should go through the Procedures within this Policy with the staff member or student, explaining the steps to be taken;
- d) they should listen carefully to the staff member or student and ensure that he/she is aware that the complaint is being taken seriously;
- e) they should tell the staff member or student that the nature of the complaint will have to be explained to the alleged offender and should ensure that the staff member or student is kept informed of the progress of such discussions;



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f) they should give the alleged offender, as quickly as possible, details of the complaint and the opportunity to reply. He/she will have the opportunity to be represented by a member of staff or neutral person or a fellow student.

g) they should ensure that the events are fully documented and that all corroborative evidence has been taken in the shortest possible time. It is essential that the manager conducting the investigation should not prejudice. Both parties must be given the opportunity to present their case, and if necessary bring witnesses;

h) where the complaint is subject to a formal investigation the manager must inform both parties. In the case of alleged sexual harassment, each of them is entitled to request a staff member of the same sex to carry out the investigation. It is important in cases of racial harassment that an ethnic minority member of staff is involved in the investigation. Care must be taken to ensure the investigation does not cause unnecessary distress to either party.

i) managers should be aware of the disciplinary procedures available to them if this proves appropriate.

When dealing with such complaints, managers should be aware that their own conduct is important and should be aware of the following potential problems:

a) Managers or staff must be seen to be listening in an open way and must give credence to the complaint. They must not dismiss the complaint as fanciful or as an attack on the integrity and professionalism of staff.

b) The emotions of the complainant may appear to be out of proportion to the nature of the complaint. If this does appear so, remember that many black people, women and those with disabilities have been subject to discrimination or patronising treatment on many occasions. This action may just be the last straw and pent up anger explodes.

c) Occasionally Managers may find the level of anger expressed by a complainant or person complained against can significantly impede communication because it is threatening, abusive and/or provokes in them high levels of anxiety. It is suggested that the following steps may be helpful:

- Managers must try to ensure that their tone or attitude is not inflaming the anger. Speaking in a level, pleasant tone of voice may ease the situation.
- Managers must look at the person and acknowledge their feelings. This helps the development of understanding and may increase levels of trust (eg, I understand that this situation has made you very angry).
- Managers must emphasise their wish to listen and must state any problems in understanding arguments put forward. They may have to tell the person they are talking too fast for them to understand, that they cannot follow what the complainant is saying or that they are unhappy about the extreme language.
- Managers may be told that they are the wrong sex or colour to understand the complainant's point of view. Managers should accept this anxiety and acknowledge the



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difficulties one person may have in fully understanding another. Managers should emphasise their wish to resolve the problem in a positive and fair way and, if relevant, to prevent its recurrence.

- If despite the above responses managers feel the situation does not improve they may wish to end the interview and ask the person to come back at a stated time. Should managers feel very threatened they may wish to leave the room themselves and reconvene the meeting at a later time.

Usually the complainant is helped by being listened to in an open way, having their feelings acknowledged, and clear boundaries placed on the situation.

d) Evidence may be presented in a rambling, un-sequenced or incoherent manner. The emotions involved prevent people giving a calm and dispassionate account. Sometimes the complainant does not reveal actions on their part which contributed to the situation.

e) The evidence presented may seem thin and open to differing interpretations. Black people, women and those with disabilities learn to interpret certain types of behaviour based on their experience. If they have been given an inferior service, patronised or ignored over a lifetime then another example of such behaviour will be seen as racism or sexism or discrimination whether it is intended to be so or not. They may even mistrust the person to whom they are complaining and so find exploratory questions threatening. They may also be highly anxious about victimisation and need reassurance on more than one occasion.

f) The excuse that a remark or action was "just a joke", "only a lighthearted comment" is a common one but it is not acceptable. It is not the responsibility of the complainant to have to treat insensitivity as humour.

g) It is often time consuming collecting and checking evidence. Nevertheless it is important that this is done thoroughly and that the evidence is carefully recorded in writing.

Furthering Complaints to BAC

(British Accreditation Council)

First, you need to show that you have tried to resolve your complaint through your AIT's complaints procedure as above. The management may wish to respond to and/or address your concerns. You will be in the strongest position if your complaint is made while you are enrolled at the school. If you leave and then complain, you may be more likely to experience difficulties securing prompt responses from AIT.

You need to show that you have read the AIT's Terms and Conditions in relation to your complaint, and that you have made a satisfactory effort to try and resolve your complaint with the school directly.



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BAC can only pursue a complaint if you provide them with written and signed authorisation to do so. Formal letters of complaint should be posted to BAC's London office.

Ground Floor
14 Devonshire Square
London
EC2M 4YT

0300 330 1400 or email: info@the-bac.org

BAC will only consider complaints which are directly relevant to the standards for accreditation (see the Accreditation Handbook for details).

<http://www.the-bac.org/bac-complaints-procedure/>

Guidelines for Dealing with Those Complained Against

Many of the principles of managerial conduct and approval also apply in dealing with those who are being complained against.

The person against whom a complaint is made may feel frightened or threatened, even that their job is at risk. Extreme defensiveness may follow and this does not help investigations and conciliation. Calmness and detached listening may help to reduce agitation, acknowledge their feelings if possible and set out the reality of the situation for them if necessary.

It is sometimes difficult to deal with the defensive response of the individual complained against. Many resort to attack as the best means of defence. Outrage, hurt and incredulity are also common responses. While acknowledging these feelings managers should be aware that offence can be given unknowingly and emphasise that the aim of the investigation is to establish a good working environment, not to concentrate on punishing or blaming at this stage.

It is on occasions difficult to distinguish between grossly insensitive behaviour and sexism and racism. People who are insensitive often refuse to reflect on their own behaviour and continue with a bullying/hectoring style during conciliation attempts. In order to achieve a satisfactory outcome it becomes necessary to help such a person to understand the consequences of their own behaviour and accept that the complainant's perspective has a legitimacy.

In some cases, the individual who is the subject of a complaint may be totally unaware of the impact of his/her behaviour or actions and may genuinely be distressed at the complaint. He/she should be asked to reflect on his/her behaviour and the possibility that he/she might be at fault, whether consciously or not.



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He/she should be reminded that any enquiry will be dealt with discretely and impartially, but that unfair discrimination, harassment or bullying are taken very seriously by the University.

Those who believe they have been unfairly complained of may seek advice from work colleagues or other professional bodies.

Furthering Complaints to BAC

Investigations

Members of staff requested to carry out investigations into alleged conduct on behalf of a Dean of the General Manager or Board of Directors should be aware of the guidelines set out in this policy.

Their responsibility is not to reach conclusions; but rather to assess the evidence, speak with those involved separately; speak with witnesses, take statements and prepare a report for the General Manager or Board of Directors.