Hollywater SCHOOL
PATHWAYS TO A WIDER WORLD

Well-being, Dignity and Respect at Work Policy

Policy Title	Wellbeing, Dignity and Respect at Work Policy		
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Signed by (Chair)			
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Statement of principles

Hollywater School is committed to providing a workplace where all employees are treated with dignity, respect and to providing an environment that facilitates the wellbeing of all staff.

As an employer, Hollywater School has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate, as far as practicable, factors that could harm employees' physical and mental well-being, which includes work-related stress. This duty extends only to those factors which are work-related and within the Trust's control.

Please note, all references to "the School" in this policy refer to the Governors and management of the School. References to managers or management in this document may include a direct line manager, senior leader, Headteacher or Governors.

This policy has three key aims:

Dignity:

➢ All members of the Hollywater School workforce (*as defined in section 2)* have a right to be treated with dignity and respect in the workplace and to have their wellbeing needs addressed.
➢ No member of the school workforce should have to tolerate harassment, bullying or victimisation from colleagues, pupils, members of the public or other individuals they may encounter at work, or on school trips.
➢ The school recognises that any member of the school workforce can be subjected to these forms of behaviour.
➢ The school will assess whether harassment, bullying or victimisation has occurred based on the impact of the action(s) on the victim rather than the intent of the alleged perpetrator.
➢ The school will not base decisions about handling harassment, bullying or victimisation on whether someone submitted to or rejected a particular instance of harassment, bullying or victimisation.
➢ The school strives for a workplace that's free of harassment, bullying and victimisation through the following:
  o Raising awareness of the issues of harassment, bullying and victimisation, and refusing to tolerate these behaviours.
  o Supporting any member of the school workforce who is harassed, bullied or victimised.
  o Dealing with any issues through agreed processes when they are raised.
  o Ensuring that senior leaders demonstrate and uphold high standards of conduct, model professional working relationships and actively challenge any deviation from the expected standards of Hollywater School.

Wellbeing:

To facilitate the wellbeing of staff by recognising that there are many sources of work-related stress and that stress can result from the actions or behaviours of managers, employees or students/pupils.

The Health and Safety Executive has produced a number of Management Standards which cover the primary sources of stress at work that if not properly managed are associated with poor health and well-being, lower productivity and increased sickness absence.

These are:

- ➢ **Demands** – This includes workload, work patterns and the work environment. There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.
- ➢ **Control** – This includes how much say the person has in the way they do their work.
- ➢ **Support** – This includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
- ➢ **Relationships** – This includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- ➢ **Role** – This includes how people understand their role within the organisation
- ➢ and whether the organisation ensures that they do not have conflicting roles.
- ➢ **Change –** This includes how organisational change (large or small) is managed and communicated within the organisation.

The school's performance on well-being and stress management will be assessed in the context of the HSE Management Standards.

Respect:

To outline the expected behaviour of all employees and the School's approach to the management of concerns raised under this policy. Within this policy the core operational principles of Hollywater School are:

- ➢ Discrimination, bullying, workplace harassment and victimization are not acceptable, will not be tolerated, and action will be taken.
- ➢ Appropriate management action may include formal action under the Disciplinary Policy.
- ➢ In aspiring and striving to uphold the standards outlined in this Policy, the School is demonstrating its commitment to the pursuit of equality, inclusion and diversity.

2. Legislation and guidance

This policy is based on the ACAS guidance:

'Bullying and harassment at work: a guide for managers and employers'

https://www.acas.org.uk/if-youre-treated-unfairly-at-work

This policy follows the principles of the following:

Equality Act 2010

Protection from Harassment Act 1997 (which makes provision for protecting individuals from harassment and similar conduct)

Employment Rights Act 1996 (which is particularly relevant if the school is considering a dismissal)

Employment Relations Act 1999 (where a dispute progresses to an employment tribunal)

Where it becomes necessary to bar an individual from the school's premises, we will refer to the Department for Education's guidance on controlling access to school premises.

This policy aims to protect all current and former members of the school workforce.

For this policy, the term 'school workforce' includes the following:

- ➢ Senior Leadership Team
- ➢ Teaching staff – inclusive of all qualified and unqualified teachers, learning support staff and therapeutic staff.
- ➢ Administration staff
- ➢ Agency / Supply Staff
- ➢ Volunteers, including Governors
- ➢ Visitors to site

3. Definitions

- ➢ All forms of **harassment, bullying or victimisation** may consist of either a single act or a continuous pattern of behaviour. The individual making the complaint usually defines what they mean by harassment, bullying or victimisation in a given context, where something has happened to them that is unwelcome, unwarranted and causes a detrimental effect.

- ➢ If a member of the school workforce reports that they are being bullied, harassed or victimised, then they have a complaint that must be dealt with, regardless of whether it accords with a standard definition.

3.1 Harassment
- ➢ Harassment, as defined in the Equality Act 2010, is as follows:

    - o *Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.*

- ➢ The unwanted conduct may be physical, verbal or non-verbal. A single incident can amount to harassment.

- ➢ The relevant protected characteristics defined in the Equality Act 2010 are as follows:

    - o *Age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.*

- ➢ The individual making the complaint does not need to be the intended target or possess the relevant characteristic themselves.

3.2 Bullying
- ➢ Bullying in the workplace may be characterised as follows:

    Offensive, intimidating, malicious or insulting behaviour involving abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

- ➢ Bullying can take the form of physical, verbal and non-verbal conduct.
- ➢ The words 'bullying' and 'harassment' are often used interchangeably in the workplace. The impact on the individual can be the same as harassment.

3.3 Victimisation
Victimisation is defined in the Equality Act 2010 as follows:

Subjecting an individual to a detriment because he/she does a protected act, or it is believed he/she has done or may do a protected act.

A 'protected act' is as follows:

➢ Bringing proceedings under the Equality Act 2010.

➢ Giving evidence or information in connection with proceedings under the Act.

➢ Doing any other thing for or in connection with the Act.

➢ Making an allegation that someone has breached the Act.

4. Examples of unacceptable behaviour
Unacceptable behaviour in this school may include the following:

➢ Insulting someone verbally or through offensive behaviour.

➢ Physical or psychological threats.

➢ Spreading malicious rumours.

➢ Sharing information about an individual with others who do not need to know.

➢ Ridiculing or demeaning someone.

➢ Picking on someone or setting them up to fail.

➢ Exclusion.

➢ Misuse of power, such as overbearing supervision or deliberately undermining a competent worker.

➢ Unwelcome sexual advances, such as touching, standing too close, displaying offensive materials, asking for sexual favours, or making decisions on the basis of sexual advances being accepted or rejected.

➢ Making unfounded threats or comments about job security.

➢ Preventing an individual from progressing by intentionally blocking promotion or training opportunities.

This list is not exhaustive.

Harassment, bullying or victimisation may occur in the following ways:

➢ Face-to-face

➢ Through written communications

➢ Using visual images (for example, pictures of a sexual nature or embarrassing photographs of colleagues)

➢ Via email

➢ Via phone

➢ Via automatic supervision methods, such as computer recording of downtime from work, or recording of telephone conversations if these are not universally applied to all workers in similar roles

This list is not exhaustive.

5. Reasonable management

The school differentiates between reasonable management, which is firm and fair, and behaviours associated with harassment, bullying or victimisation.

Legitimate, justifiable, appropriately conducted monitoring of a member of the school workforce's behaviour or job performance does not, therefore, constitute bullying, harassment or victimisation.

6. Roles and responsibilities

6.1 The Governors
The Governors are responsible for the following:

Wellbeing:

➢ Monitoring the effective implementation of the Well-being, Dignity and Respect Policy using management information such as stress risk assessments, staff surveys, absence figures and staff retention data.

➢ Ensuring staff roles and responsibilities are clearly defined and monitored.

➢ Ensuring there is a consistent performance management process that is linked to clear job descriptions.

➢ Being accountable for the Health and Safety in the school recognising that the Wellbeing, Dignity and Respect Policy is a central part of this responsibility.

➢ Ensuring that all school policies consider workload impact upon staff.

➢ Ensuring complaints and allegations are handled according to agreed procedures.

➢ Holding the headteacher to account for the implementation of this policy.

➢ Ensuring that this policy is periodically reviewed and kept up to date.

➢ Dealing with complaints raised by or about the headteacher.

6.2 The Headteacher
The Headteacher is responsible for the following:

➢ Developing a culture of co-operation, trust and mutual respect within the school, leading by example.

➢ Being responsible for the implementation of CPD which ensures staff are well equipped to undertake their role and effectively manage stress.

➢ Being responsible for implementation of a consistent performance management process that is linked to clear role profiles.

➢ Ensuring that all policies that affect staff wellbeing are properly adhered to.

➢ Being responsible for authorising any staff absences, as well as granting extended leave.

➢ Ensuring the work environment is free from harassment, bullying and victimisation.

➢ Checking that complaints and allegations are handled according to agreed procedures.

➢ Ensuring that the Dignity, Respect and Wellbeing policy is monitored termly under the remit of the Resources Committee

All Senior Leaders will:

➢ Attend training as appropriate in order to increase their awareness of the causes and effects of work-related stress.

- Encourage a work ethos within the school which discourages assumptions about long term commitment to working hours of a kind likely to cause stress and which enables employees to maintain a reasonable "work life balance".
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes within the organisation to management structures and working arrangements.
- Ensure that there are opportunities for individuals to raise concerns about their work, seeking advice at an early stage where concerns are raised.
- Treat all staff with consideration and dignity, promoting a culture of mutual respect across the school.
- Address unacceptable behaviour and take decisive action should issues be brought to their attention.
- Ensure that risk assessments are undertaken for roles or working practices that may give rise to work-related stress.
- Offer initiatives and events that promote health and well-being, encouraging staff to take part.

Business Manager will:

- Provide advice to managers of staff and employees on best practice in relation to human resource management, developing policies and procedures as required.
- Ensure that there are arrangements in place for communicating the content of the school's human resource management policies to managers and staff.
- Be responsible for monitoring all staff absences, ensuring that regular contact is maintained with members of staff who are absent for long periods
- Ensure there are arrangements in place to support individuals experiencing stress, referring them to the school's Occupational Health advisers where appropriate.
- Make staff aware of the school's employee support programme.
- Ensure there are arrangements in place to support managers experiencing problems with employee performance.
- Gather management information which will enable the school to measure its performance in relation to stress management and employee well-being such as, but not limited to, the following:
    - o Sickness absence data.
    - o Staff turnover, exit interviews.
    - o Number of referrals to the Occupational Health advisor.
    - o Numbers of grievance and harassment cases.

The Health & Safety Co-ordinator will:

- Develop a risk assessment based on the Health & Safety Executive's "Management Standards for Work-related Stress".

- Co-ordinate appropriate training and briefings to increase awareness of the causes and effects of work-related stress, if requested.

6.3 All members of the school workforce

All Staff will:

➢ Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.

➢ Co-operate with the school's efforts to implement this Well-being, Dignity and Respect policy, attending briefings and raising their own awareness of the causes and effects of stress on health.

➢ Raise concerns with their line manager if they feel there are work issues that are causing them stress and having a negative impact on their well-being.

➢ Take responsibility for their own health and well-being by adopting healthy lifestyles.

➢ Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce of the risk of stress.

➢ Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues.

➢ Treat colleagues with dignity and respect and with awareness of how their interactions can impact on staff wellbeing.

➢ Contribute to maintaining an environment free from harassment, bullying and victimisation.

➢ Support colleagues who experience unacceptable behaviour and who are considering making a complaint, or have made a complaint.

➢ Report any occurrence of unacceptable behaviour and offer supporting evidence in any investigation where appropriate.

6.4 Line managers

Line managers, and those fulfilling this role when a complaint is about the line manager, are responsible for the following:

Listening to and taking seriously any member of the school workforce who comes to them with a concern or complaint regarding harassment, bullying or victimisation.

7. What to do if you're being harassed, bullied or victimised

If you are being harassed, bullied or victimised by an employee, stakeholder, or pupil speak to your line manager within the school. They can provide confidential advice and assistance to resolve the issue.

➢ If your **line manager** is the subject of your complaint, speak to the **Headteacher.**

➢ If your complaint is about **the Headteacher**, then refer to the **Chair of the Governors**.

➢ In the case of **members of the Governors**, 'line manager' in this policy means the **Chair of Governors.**

Please refer to the agreed Hollywater Staff Grievance policy or Hollywater Complaints policy for information on the informal and formal procedures and processes.

8. Alleged harassment, bullying or victimisation by students/pupils

Where the decision has been reached for the complaint to be dealt with under this Wellbeing, Dignity and Respect at Work policy, the matter will be handled in line with the School's Complaints policy.

If a formal written complaint is submitted and a formal investigation commences, it would be appropriate to allow the pupil to be accompanied by their parent/carer or an appropriate adult as part of any investigation interview.

If the allegation is found to be justified, the school will then refer to the Behaviour Policy, and it may issue a disciplinary sanction against the pupil in accordance with that policy (up to and including permanent exclusion where appropriate), with reference to the Safeguarding Policy if appropriate to the pupil's circumstances.

Where the pupil remains at the school, the school will also take responsibility for educating the pupil about appropriate behaviour and liaise with the individual who raised the allegation about alternative working arrangements (temporary or permanent) if they teach, or otherwise have regular interaction with, the pupil.

A complaint about a pupil may be stored on their educational record.

Allegations of alleged harassment, bullying or victimisation towards other pupils will be dealt with under the School's Anti-bullying policy.

9. Confidentiality

There is an expectation that confidentiality will be maintained by all parties.

Information will be processed and will be kept securely in line with the School's Data Retention policy.

10. Further information

Arrangements for Implementation of the Well-being, Dignity and Respect at Work Policy

Risk Assessment

A risk assessment will be developed to establish whether the school's policies and procedures are sufficient to enable compliance with the HSE's "Management Standards" in relation to the management of work-related stress.

Where gaps in arrangements are identified, the Responsible Manager will initially discuss these with the Senior Leadership Team and Health & Safety Co-ordinator.

Actions will be taken to address any shortcoming in policies and procedures and reported to the Board of Governors

Good Management Practices for Well-Being and Stress Reduction

These are many good practices which will lead to stress reduction and an increase in employee well-being. Some examples are:

- ➢ A Staff Code of Conduct which sets out expectations.
- ➢ Robust recruitment and selection procedures.
- ➢ Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.

- An effective staff induction process.
- Training and development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
- Appropriate employment policies and procedures which provide a framework so that staff can know what to expect in terms of:

  - Absence Management
  - Capability Procedures
  - Staff Code of Conduct
  - CPD Procedures
  - Staff Discipline
  - Equal Opportunities
  - Flexible working
  - Grievance
  - Leave requests - including medical and dental related and public duties.
  - Requests for leave based on bereavement, maternity, paternity and adoption leave
  - Pay
  - Performance Management
  - Suitable adaptations to accommodate a special need, disability or illness.
  - The opportunity to contribute to the process of workplace improvements.
  - Having access to an Employee Assistance Programme which offers workplace support, such as counselling.

An employee can seek further information on Wellbeing, harassment, bullying and victimisation from the following people:

- Their line manager
- The Head
- Their trade union representative (if appropriate).

11. Monitoring arrangements

The Headteacher in their role as Responsible Manager will monitor this policy and will provide a regular termly report to the Governors.

This policy will be reviewed by the Headteacher and SLT and approved by the Governing Body as required

12. Links to other policies

This policy is linked to the following policies:

- Behaviour and Discipline Policy
- Child Protection Policy
- Complaints Policy
- Conflicts of Interest Statement
- Equality Information and Objectives Statement
- Exclusion Policy

- Health & Safety Policy
- E-Safety Policy
- Staff Disciplinary Policy
- Performance Management Policy and Capability Procedures
- Staff Code of Conduct
- Staff Grievance Policy
- Safer Recruitment Policy
- Protected Disclosure policy
- Safeguarding policy