

Managers' Toolkit:

Addressing Bullying, Harassment and Sexual Harassment

The aims of this toolkit

This toolkit was created as part of our approach towards creating an inclusive culture where bullying, harassment and sexual harassment is eliminated and, when it does occur, is addressed effectively.

It does this by providing:

- **Clarity** on managers' responsibilities regarding bullying, harassment and sexual harassment
- **Guidance** to managers on how they can prevent and respond effectively to bullying, harassment and sexual harassment through:
 - setting clear expectations
 - encouraging recognition of bullying, harassment and sexual harassment
 - addressing bullying, harassment and sexual harassment when an incident is raised

Making best use of this toolkit – taking a proactive approach

Ideally, no manager would have to deal with unacceptable behaviour – however it is something that many line managers will look to address at some point in their career. We anticipate that in many cases, this toolkit will be looked at and used by managers looking for guidance and good practice when they have either witnessed unacceptable behaviour or an incident has been raised to them.

However, the toolkit also outlines proactive steps you can take to prevent unacceptable behaviour from occurring and we strongly encourage readers to consider these.

A main focus area of this toolkit is outlining how you can set clear behavioural expectations amongst your direct reports. A range of tangible actions you can take across the employee lifecycle to create a local behavioural culture that is in line with Queen Mary's Value are included within this resource and we would like to encourage you to consider how you could practically implement these. Taking a proactive approach by setting expectations can prevent instances of unacceptable behaviour from occurring in your local area.

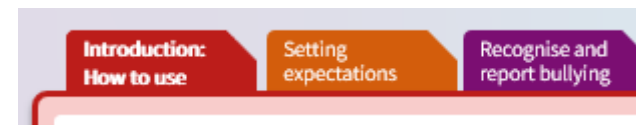
We acknowledge that every instance of unacceptable behaviour will be different and therefore this toolkit will not cover every possible aspect. However, it has been designed to provide you with examples of good practice, soft skills, guidance and support available across the university.

If you are dealing with an incident that is challenging to address, you can always reach out to a more senior manager or a member of the employee relations team for help and support.

You can navigate this document in 2 ways.

Either you can scroll through it as normal, or you can use the tabs at the top of each page to navigate to the sections that interest you.

Some pages will have links to resources on the Queen Mary website or intranet (Connected).



There are 3 icons in the lower right of each page:



Return to the first page of this document.



Return to this page.



Visit the Staff Support Hub on Connected.

Please contact opd@qmul.ac.uk with any queries about this document and its contents.

This toolkit will support you to:

Set clear,
consistent
expectations



Encourage
recognition
and reporting
of bullying,
harassment
and sexual
misconduct



Address
concerns and
disclosures
when raised

Opportunities

Communication resources

Talking points

Case Studies

Opportunities to set expectations

Our behavioural expectations are made clear through Queen Mary's Values. There are several opportunities for managers to embed these expectations as outlined below:

Recruitment

- Include Values-focused criteria in job packs and at interview stage

In regular communications: team meetings, e-mails and newsletters

- Remind colleagues about the Values and share examples of colleagues who have role modelled them
- Use the [Embedding Values team toolkit](#)
- Examples of how to set expectations through regular comms are included in the following slides

Induction

- Make new starters aware of the behavioural expectations through the [Values in Action](#) and [Leading Together](#)
- Communicate to new starters what bullying, harassment and sexual harassment is, ensuring they complete the Introducing Inclusion module during induction
- Promote and encourage colleagues to use the [Flourishing at Queen Mary Toolkit](#)

Role model

- Managers should model the behaviour they want to see in the workplace
- Treat all employees with respect, professionalism and maintain open communication channels

1:1s, appraisal and probation

- Discuss and include Values focused objectives
- Remind colleagues about the Values and share examples of colleagues who have role modelled them
- Examples of how to set expectations through regular comms are included in the following slides

Recognition and reward

Managers should recognise and reward colleagues who both model good behaviour through living our Values and call out unacceptable behaviour

Setting Expectations: Resources for communication

Text to adapt for local newsletter/communications...

The launch of the 2030 strategy made clear Queen Mary's aim to be an environment for inclusive and collaborative working. Unfortunately, sources such as the Staff Survey tell us that bullying, harassment and other unacceptable behaviours continue to be an issue throughout the University.

Challenging these behaviours contributes to the creation of a positive working culture for everyone, and we all have a part to play in doing so.

Therefore, [Queen Mary Bystander training](#) has been made available. The e-learning introduces tried and tested decision-making and personal effectiveness techniques to overcome the fear of tackling challenging situations. You'll then be able to test out the provided toolkit in scenarios drawn from real-life experiences..

Building on the e-learning, workshops are available which offer the opportunity to go beyond the toolkit and discuss how to respond to more complicated or ambiguous situations.

Opportunities and talking points to discuss behaviour in line with our Values...

Statistics: According to the most recent Staff Survey results, what percentage of your area had experienced or witnessed bullying or harassment? How many formal complaints have been made? How can practicing bystander intervention techniques help?

Institutional and local Staff Survey results are available on our [Staff Survey pages](#).

2030 Strategy & Values: How is it possible to '[walk the walk](#)' of being an inclusive and collegial institution, when inappropriate behaviour is being witnessed and tolerated?

Senior management alone cannot change cultures; it is everyone's responsibility to respond to unacceptable behaviour when they see it.

However, culture change initiatives fail when other staff feel they have responsibilities without authentic endorsement from senior staff. Therefore:

- Senior management are embracing the opportunity to act as champions and advocates, so that people using Active Bystander tools will be supported in doing so.
- Senior Champions will be both using the tools and responding respectfully when their own behaviour is challenged, acting as role models.

Case Studies

To conclude the setting expectations section, we have included a number of short case studies, where colleagues at Queen Mary have shared examples of specific actions they have taken to set behavioural expectations within their area.

Please read through these short case studies and consider whether you could look to adopt any of the actions taken by colleagues.

Alex Prestage, Associate Director for Culture and Inclusion

In my role(s) at Queen Mary I have been responsible for leading teams and establishing a positive and inclusive culture. I am proud of the mutually supportive environment we have fostered and sustained. To do this, I have:

- Set clear expectations around mandatory training compliance and ensured everyone in the team understands why they are being asked to complete the module.
- Implementing a standing item at the end of each team meeting to give feedback and praise – recognising teamwork, collaboration and demonstrating our values.
- Encouraging team members to consider our values in their work and delivery – linking to and referencing them – as a golden thread in all we do.

Building this kind of culture in a team can take patience, and certainly took a while to embed, but returning to the 'why' has increased uptake, engagement and the sense we all work together in a mutually supportive environment



Catherine Murray, Director of Planning

I think it is important that managers and leaders take a proactive approach to setting behavioural expectations in order to help create a positive working environment. Some of the steps I have taken include;

- Actively engage in conversations and check in on team members – particular they seem down. By simply asking how colleagues are doing shows that you care and that their wellbeing is important!
- If one of your direct reports says they have been affected/ are upset by someone else's behaviour, show that this is something that you take seriously and that you want to solve the issue by running through the options available (for example offering to speak to the individual that has upset them).

It is also extremely important that managers and leaders role model positive working behaviour. If you receive feedback that your behaviour has upset someone, do not make excuses! Take on the feedback, apologise and reflect on how you can positively change your behaviour going forward.



How do I define different forms of unacceptable behaviour?

Here we aim to set out key definitions of the different forms of unacceptable behaviour that colleagues may report to you. A more detailed list of examples can be found in [Queen Mary's Definitions of Discrimination, Harassment, Bullying and Victimisation](#) document. This section will provide definitions for the following;

Discrimination

Bullying

Upwards
Bullying

Harassment

Sexual
Harassment

Victimisation

Discrimination

Discrimination is less favourable treatment which is unlawful and which is not objectively justified. It applies in employment and in the provision of goods and services.

- It can be direct (e.g. a rule or condition that, when applied, affects a whole group of people and which cannot be objectively justified.)
- It can be indirect (e.g. a rule or condition that, when applied, can affect a relatively smaller group of people, but which is still discriminatory.)
- **Less favourable treatment** can be anything that puts someone with a protected characteristic (see slide- Definition of Harassment) at a disadvantage, compared to someone who does not have that characteristic. There is no legal definition of 'putting someone at a disadvantage' but it may include;
 - excluding someone from opportunities of benefits
 - making it harder for someone to do their job
 - causing someone emotional distress
 - causing someone financial loss

Key definition

Approaches

Communicating how to report

Queen Mary Bystander

Bystander Culture

How do I define different forms of unacceptable behaviour?

Bullying

Bullying can be defined as intimidation on a regular and persistent basis or as a one off, which serves to undermine the competence, effectiveness, confidence and integrity of the person on the receiving end. Bullying and harassment may be by an individual against an individual or involve groups of people. Examples include...

Psychological intimidation, humiliation, excessive and/or unreasonable criticism or fault-finding

Preventing an individual progressing by deliberately blocking opportunities

Unfair allocation of work and responsibilities or setting unreasonable goals or targets in work or study

Asserting a position of intellectual superiority in an aggressive, abusive or offensive manner whether orally or in writing, publicly or in private

Upwards Bullying

Where a junior person is considered to be bullying a more senior person, such as a member of staff bullying their line manager. This can occur, for example, by attempting to undermine a manager in front of their team through public criticism, through ongoing disruptive behaviour or hostile and aggressive communication.

Key definition

Approaches

Communicating how to report

Queen Mary Bystander

Bystander Culture

Harassment

Unwanted conduct related to a relevant characteristic that has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment for the complainant or violating the complainant's dignity

It may be intentional bullying which is obvious or violent, but it can also be unintentional or subtle and insidious. It may involve nicknames, teasing, name calling or other behaviour which may not be intended to be malicious but nevertheless is upsetting.

Harassment can be based on an actual or perceived protected characteristic that an individual may have under the Equality Act 2010 this includes:

Age

Disability

Gender
Reassignment

Marriage &
Civil
Partnership

Pregnancy,
Maternity and
Paternity

Race

Religion or
belief

Sex (Gender
Identity)

Sexual
Orientation

Harassment may not be targeted at an individual or individuals but consist of a general culture which, for instance, appears to tolerate the telling of racist or sexist jokes. A more detailed list of examples of harassment relating to protected characteristics can be found in [Queen Mary's Definitions of Discrimination, Harassment, Bullying and Victimisation](#) document

Key definition

Approaches

Communicating how to report

Queen Mary Bystander

Bystander Culture

Sexual Harassment

Sexual harassment is unwanted and/or persistent behaviour of a sexual nature (which can be verbal) which you may find offensive or which makes you feel intimidated and/or humiliated. You do not need to have previously objected to something for it to be unwanted.

Sexual harassment can happen in person and online. It can take place in meetings, email, social media or messaging tools. Examples include

Making sexual remarks about someone's body, clothing or appearance

Asking questions about someone's sex life

Telling sexually offensive jokes

Making sexual comments or jokes about someone's sexual orientation or gender reassignment

Displaying or sharing pornographic or sexual images, or other sexual content

Touching someone against their will, for example hugging them

Sexual assault or rape

What some people might consider as joking, 'banter' or part of their workplace culture can still be sexual harassment. Sometimes there can be a culture of behaviour that's not specifically aimed at one person – such as sharing sexual images. Someone could still make a complaint of sexual harassment in this situation.

Victimisation

Victimisation is defined as treating people less favourably because of action they have taken (or are suspected to have taken) under or in connection with legislation on bullying, harassment or discrimination – for example, if someone made a formal complaint of discrimination or gave evidence in a tribunal case.

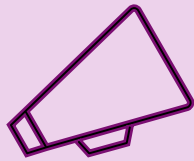
Ways someone could be victimised include:

- Being labelled a troublemaker
- Being left out
- Not being allowed to engage in opportunities such as development programmes, projects that would support the individuals learning and progression

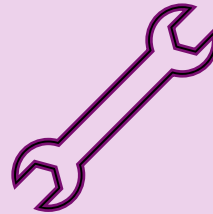
The law says victimisation means ‘suffering a detriment’ because you’ve done or intend to do a ‘protected act’. A ‘protected act’ means taking action related to discrimination law. This includes;

- Making a complaint of discrimination or harassment
- Supporting someone else’s complaint
- Gathering information that might lead to a complaint
- Acting as a witness in a complaint

Encourage recognition and reporting of bullying, harassment and sexual harassment by...



Communicating ways
colleagues can report
bullying, harassment or
sexual harassment

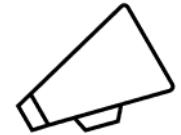


Providing tools on how
colleagues might **call out**
bullying, harassment and
other inappropriate
behaviour by offering Queen
Mary Bystander training



Supporting bystanders and
asking senior colleagues to
encourage a
bystander culture where
unacceptable behaviour is
challenged

Communicate ways of reporting bullying, harassment and sexual harassment



Informal

A person affected by bullying, harassment or sexual harassment may wish to resolve the behaviour informally if it is a one-off occurrence or is not considered serious. Staff are encouraged to speak to their manager, [Employee Relations Adviser](#), or a Trade Union representative. It is important we recognise it is for the affected person to determine the preferred pathway for resolution, and that engaging in informal resolution will not represent a barrier to bringing a formal complaint later.

Formal

Staff members can make a formal complaint against a staff member by using the [Grievance Resolution Policy and Procedure](#)

Report and Support

Staff Members can report an incident of bullying, harassment or sexual harassment through Queen Mary's [Report and Support](#) reporting tool. Reports made through the tool are confidential and will be assigned to the Employee Relations team to investigate and/ or offer support. Through the tool, staff members can choose to either report with their contact details or report anonymously. Anonymous reports cannot be acted upon and will be used to identify trends and hot spots.

Queen Mary Bystander

Managers should encourage their reports to undertake [Queen Mary Bystander training](#). The training focuses on supporting colleagues to speak out when they witness unacceptable behaviours.

The Queen Mary Bystander e-learning introduces colleagues to the principles of bystander intervention, and explores different scenarios based on real-life experience of University colleagues.

From there, colleagues can attend a Queen Mary Bystander workshop to explore some more complex scenarios, in discussion with colleagues from across the University. These are held both in-person and remotely.

If you would find it useful to have classroom training for a team of 12 or more (for example, as part of an away day) then please contact the Organisational & Professional Development Team at opd@qmul.ac.uk

Ways to enable a bystander culture

These are examples; you know your area best, so we encourage you to tailor and experiment. Tell us what works for you at opd@qmul.ac.uk

Engage with the Queen Mary Bystander training and encourage and support your team(s) to do the same

Practice Bystander intervention and challenge unacceptable behaviour where appropriate

Support others who challenge inappropriate behaviour: respond positively when witnessing it, and ensure your teams are clear they should also encourage and support interventions

Give permission to challenge at the start of your own meetings



Respond positively and thoughtfully if you yourself are challenged

Communicating a bystander culture

Where appropriate, tell stories of bystander intervention, and the positive impact it has had

Emphasise that colleagues will not be victimised if they challenge unacceptable behaviour

Set expectations that you want people to challenge and they will be supported if they do
– refer to Queen Mary's Values

Remind people through a range of communication channels:

- why challenging is important
- that they will be supported
- to practice the skills they've learned when they feel the environment is safe

Communicating a bystander culture: Raising visibility and signposting

The below text has been designed so you can adapt and use in your local newsletter/communications...

Dear colleagues,

The launch of the 2030 strategy made clear Queen Mary's aim to be an environment for inclusive and collaborative working. Unfortunately, sources such as the Staff Survey tell us that bullying, harassment and other unacceptable behaviours continue to be an issue throughout the University.

Challenging these behaviours contributes to the creation of a positive working culture for everyone, and we all have a part to play in doing so.

Therefore, [Queen Mary Bystander training](#) has been made available. The e-learning introduces tried and tested decision-making and personal effectiveness techniques to overcome the fear of tackling challenging situations. You'll then be able to test out the provided toolkit in scenarios drawn from real-life experiences..

Building on the e-learning, workshops are available which offer the opportunity to go beyond the toolkit and discuss how to respond to more complicated or ambiguous situations.

Acting on disclosures and concerns: Introduction

The following pages will cover:

- **Hearing a disclosure:** How you can respond to a member of staff who raises an incident of bullying, harassment or sexual harassment to ensure they feel listened to, valued, and supported
- **Disclosures you may experience:** Examples of different situations and how they could be managed
- **Finding a resolution:** informal and formal approaches



Hearing a disclosure

What is a disclosure?

A disclosure involves a person sharing an incident or experience of bullying, harassment or sexual misconduct. This may be a recent incident, or it may have occurred in the past.

Every experience and disclosure will be different, and there is no one way to respond.

The individual may not use terms such as 'bullying', or 'harassment' to describe their experience. However, it is important to listen and enable them to describe their experience in their own words.

Sharing an experience of bullying and harassment or sexual harassment is an act of trust, and it is important that you affirm that the affected person is not to blame. You may not be a trained professional in this field; however, your response may influence how the affected person deals with their experience.

Try to enable them to regain control and make their own decision about how they would like to proceed. At the time of disclosure, the individual may be unsure how they wish to proceed. Give the individual time to think about it – you could even suggest they write down their experience in writing in their own time (this could be written in an informal, note form).

Hearing a disclosure: things to consider

Make time to meet with the individual in a confidential space and listen to the disclosure in full

Provide support options available that may assist in deciding their next steps and finding a resolution

Encourage them to talk without putting words in their mouth. Be prepared for pauses or long silences

Be clear regarding obligations of confidence and duty of care you may have (refer to HR if unsure)

Show empathy by acknowledging their feelings and reassuring them they are not alone

Assure them that they have options about what to do next- important in establishing their agency

Focus on listening rather than asking questions.

Respect the affected person's decision as to next steps

The most important thing you can do is listen and take the disclosure seriously and in good faith, without attempting to determine whether the behaviour was unacceptable or misinterpreted. It is important that the reporter is able to explain their experience in their own words. The reporter may have been thinking about making a disclosure for some time before taking that step, so it is critical that they feel believed and supported. It is your role to provide an environment where the individual is being listened to without fear of judgement.

Be aware that if a complaint is made by a bystander, the manager still has the responsibility to respond; the bystander found the behaviour unacceptable, regardless of the response of the individual involved. It is not necessary to approach the individual; depending on the severity of the situation, the manager may wish to check in and offer support.

Finding a resolution

As a manager, it is important you discuss the options (both formal and informal) available to the member of staff that has shared an incident of bullying, harassment or sexual harassment. This will help them decide the best approach to find a solution.

It is preferable to try to resolve a situation informally if possible (depending on the circumstances and severity of the disclosure). This means you can resolve the situation without those involved having to go through a formal procedure.

In some instances, the person may not know that their behaviour was unwelcome or upsetting. An informal discussion may help them understand the effect of their behaviour and agree to change it.

The following slides will provide more detail on the options (both formal and informal) available.

Situations you may encounter

A direct report has shared that another member of my team bullying or harassing them

A member of my team discloses they have experienced bullying by a colleague I don't manage

A complaint is made against one of my direct reports

An individual has disclosed an instance of sexual harassment

A disclosure is made a long time after the incident

A disclosure is made regarding a third-party

In all cases, you should listen and speak to the person making the disclosure/complaint and discuss their options, then establish the best approach to find a solution. The following slides outline the options available in relation to different scenarios.

A direct report has complained about another member of my team bullying or harassing them

Informal Options:

Option 1: Manager speaks to the individual (Informal conversation)

- Either you or your team members can speak to the individual informally.
- It should be made clear what impact their behaviour has had and why it was unwelcome or upsetting.
- The individual may have unintentionally had a negative impact and an informal 1-1 discussion is all that is required.
- It may be necessary to have a few conversations with the employees involved, your role is to provide clear parameters for conduct and how we work well together.
- You may find [Enabling performance through constructive conversations workshop](#) useful to support you in developing skills to have these conversation.
- If the individual disputes what happened or does not agree to make any changes going forward, you will have to consider alternative approaches (informal or formal) to find a resolution.
- You may wish to follow up with written confirmation for your records if appropriate.

Option 2: Line manager arranges a meeting with those involved

- Before arranging, you should ensure all involved are happy and willing to meet together to find a resolution.
- You should give all involved appropriate notice of the meeting.
- Hold the meeting in a private, neutral space.
- During the meeting, ensure everyone has the opportunity to share their views/experience and work towards a resolution that everyone involved can accept - a suggested structure of the meeting is provided at the end of this section.
- You may wish to follow up with written confirmation for your records if appropriate.

Option 3: Seek support through mediation service

- Ask your team members if they would like to consider [mediation](#)
- Advise that mediation is a structured process in which trained mediators facilitate a safe and respectful discussion with the parties involved and explore whether a resolution is possible.
- Advise that mediation can only go ahead if both parties agree to engage in the process.

Someone in my team discloses they have experienced bullying by a colleague I don't manage: Informal Options

Option 1: Speak to the individual

- You or your team members can speak to the individual informally to provide feedback.
- It should be made clear what impact their behaviour has had and why it was unwelcome or upsetting.
- The individual may have unintentionally had a negative impact and an informal 1-1 discussion is all that is required.
- If the individual disputes what happened or does not agree to make any changes going forward, you will have to consider alternative approaches to find a resolution – including escalation to their manager.
- Please note that if you are asked to discuss with the individual it can be difficult to pass on feedback second hand. Take steps to plan and prepare the feedback, what information do you need from your direct report to advocate on their behalf?

Option 2: Speak to the colleague's manager

- You or your team member may decide to approach the individual's manager to feedback your concerns regarding the behaviour your team member has experienced.
- It may be helpful to discuss with their line manager so they are aware of the situation. The behaviour experienced by your team member may be part of a pattern of behaviour that other colleagues have experienced.
- Please note that if you are asked to discuss with the individuals' line manager, it can be difficult to pass on feedback second hand. Take steps to plan and prepare the feedback, what information do you need from your direct report to advocate on their behalf?

Option 3: Arrange a meeting with the colleagues involved

- Before arranging, you should ensure all involved are happy and willing to meet together to find a resolution. Make the individual's line manager aware that the meeting is being arranged, as they may wish to attend.
- You should give all involved appropriate notice of the meeting, and hold it in a private, neutral space.
- During the meeting, ensure everyone can share their views/experience and work towards a resolution that everyone involved can accept. See next slide for guidance.

Option 4: Mediation

- Ask your team member if they would like to consider [mediation](#)
- Advise that mediation is a structured process in which trained mediators facilitate a safe and respectful discussion with the parties involved and explore whether a resolution is possible.
- Advise that mediation can only go ahead if both parties agree to engage in the process.

Structuring a meeting between the colleagues involved

Choose a private location and ensure all parties are able to proceed before the meeting begins.

Agree ground rules and effective boundaries for the meeting. These can include rules that minimise the potential for aggression or criticism while promoting mutual respect, courtesy and listening.

Give both parties equal time to share their perspective without interruption (be ready to intervene if any party becomes disruptive).

Ensure you are listening and showing an active interest in both perspectives, showing unbiased care for all sides of the disagreement.

While both parties share their perspectives, attempt to identify the underlying problem.

If appropriate/possible, note where both parties share similar viewpoints. Identifying points of agreement may reinforce confidence that a realistic solution can be found.

Encourage both parties to see each other's points of view. If each party understands that they're working towards resolving the issue, it can shift their perspective from working against each other towards finding a solution together.

When all the issues have been discussed, both parties should focus on problem solving and resolution. Ask and encourage both parties to share ideas on what they believe can bring a lasting solution.

Close meeting by checking how both parties are feeling and reaffirm next steps for clarity.

Follow up actions and timescales if this has been agreed.

If anyone becomes distressed during the meeting, you may suggest they step out for 5 minutes before attempting to continue.

A complaint is made against one of my direct reports

If one of your direct reports is approached informally by someone about their behaviour, advise that they do not dismiss the complaint, encourage them to listen and consider their impact.

Encourage them to consider the information provided, rather than being defensive: they may have unintentionally had a negative impact.

If your direct report is approached informally to take part in mediation, encourage them to consider this as a way to find a resolution to any concerns raised. Mediation can only take place when both parties agree. The individual can contact their [ER Advisor](#)/Manager for further advice on the mediation process.

If a formal grievance has been raised against your direct report, you should encourage them to participate in the process so they are able to present their version of events and to respond to any allegations.

Encourage your direct report to review relevant policies, so that they understand their options and the process, and [Queen Mary's Guidance for Employees accused of Inappropriate Behaviour](#).

An individual has disclosed an instance of sexual harassment

All disclosures of sexual harassment should be taken extremely seriously and dealt with fairly and sensitively – the conduct may constitute a criminal offence. A complaint of sexual harassment can be made both by a person who has experienced sexual harassment or a person who has witnessed it.

Disclosing an instance of sexual harassment is a highly distressing experience. It is important that you adopt a 'survivor-led approach' and ensure the individual is made to feel safe more

The individual may wish to make either an informal or formal complaint. Whilst it may be possible to resolve a complaint informally, not every situation is suitable to handle in this way and the individual may decide to follow a formal complaint process (see later in this section).

During a disclosure of sexual harassment, the guidance in previous slide 'Hearing a disclosure- things to consider' still applies. It is also important that you present both the informal and formal options available (as outlined earlier in this section). There are some additional things to consider to ensure you respond appropriately;

The following slide contains some additional things to consider to ensure you effectively respond to a disclosure of sexual harassment.

An individual has disclosed an instance of sexual harassment – things to consider

When reporting, the individual may not be sure at this point how and if they want to proceed with a report. It is therefore important that you **do not**;

- Tell someone that if they decide to proceed with a formal complaint that it could be a long and difficult process, or probe them to ensure they want to go ahead – this could imply that you do not think they should carry on with the complaint
- Say their complaint does not seem that serious – you should treat all complaints seriously
- Doubt a sexual harassment complaint because there were no witnesses
- Let your own views or feelings influence how you handle a complaint, something that you would not find offensive or unwanted can feel very different to someone else. It is particularly important to be aware of your personal feelings for instance;
 - You get on well with the person accused of sexual harassment
 - You believe the person accused is not likely to have committed sexual harassment
 - The person accused is someone senior or influential
 - You personally do not find the behaviour offensive

If you believe that the conduct may be a criminal offence, refer to the guidance on the next slide.

Contacting the police in extreme circumstances

Serious bullying and harassment may amount to civil or criminal offences. In cases of alleged assault or behaviour that is considered a criminal offence, members of staff are strongly advised to report them to the police. For example, if someone tells you they have been physically or sexually assaulted at work, they may also have/ plan to report the incident to the police. If such serious behaviour is disclosed to you, you should;

- Talk with them about whether they intend to tell the police
- Encourage them to report it, without putting any pressure on them
- Reaffirm your support if they choose to report it

If they decide not to report the incident to the police, you should respect their decision. Queen Mary would not normally report a matter to the police without the complainant's agreement except in rare circumstances where there is sufficient evidence to suggest that an individual poses an extreme risk and there is an ongoing risk to the safety of others.

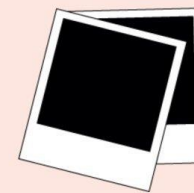
If you're going to tell the police you should

- Tell the person who made the complaint first
- Let them know once you've reported it to the police

If you are not sure what to do, you can contact your Employee Relations representative as a matter of urgency for advice and support.

Sexual Harassment – signposting towards external support services

There are a lot of confidential and independent support organisations that can support individuals that have experienced sexual harassment. For example, Victim Support or Revenge Porn Helpline. You may wish to signpost individuals towards these services. Further information about the individual services can be found on [Queen Mary's Report + Support website](#).



Revenge Porn
Helpline

revengepornhelpline.org.uk

A disclosure is made a long time after an incident

If an incident is disclosed a long-time after an incident, you should still take the disclosure seriously and in good faith.

The period of time may affect how you can address the complaint, for example if;

- The person accused of sexual harassment no longer works at Queen Mary
- Witnesses no longer work at Queen Mary
- Key evidence is no longer available

Whilst you should make the individual who made the disclosure aware about potential limits on how you can address the issue, you should still reaffirm your support and outline the options available to them (both informal and formal).

If you receive a disclosure regarding a third party

It is possible that you will receive a disclosure from a direct report where they have been bullied or harassed at work by someone who is not employed or studying at Queen Mary but is associated with it (for example a contractor working on campus or a visitor on campus).

As a line manager you are responsible for supporting a direct report that discloses an incident of third party harassment. You should respond empathetically and take the report seriously. If the individual would like the matter to be dealt with informally or formally, you should consider the options and contact your Employee Relations representative who will be able to provide support and advice regarding next steps.

Formal Procedure

If the complaint cannot be resolved informally, you and/or the individual may decide to take it further formally.

If the individual wishes to make a formal complaint, you should advise that they can do so under the University's arrangements for dealing with grievances.

Before raising a grievance, you should encourage the member of staff to read the [University's Dignity at Work and Study Procedure for Staff](#). The member of staff and yourself should look to contact and seek advice from the Employee Relations Team early in the process.

During the process of dealing with the grievance, the Head of School/Institute/Directorate (or nominated representative) will, if appropriate, take appropriate and reasonable steps to minimise and/or supervise any contact between the relevant parties and to keep them informed of these steps.

Every safeguard will be put in place against the possibility of recrimination or victimisation, particularly in cases where a grievance is upheld.

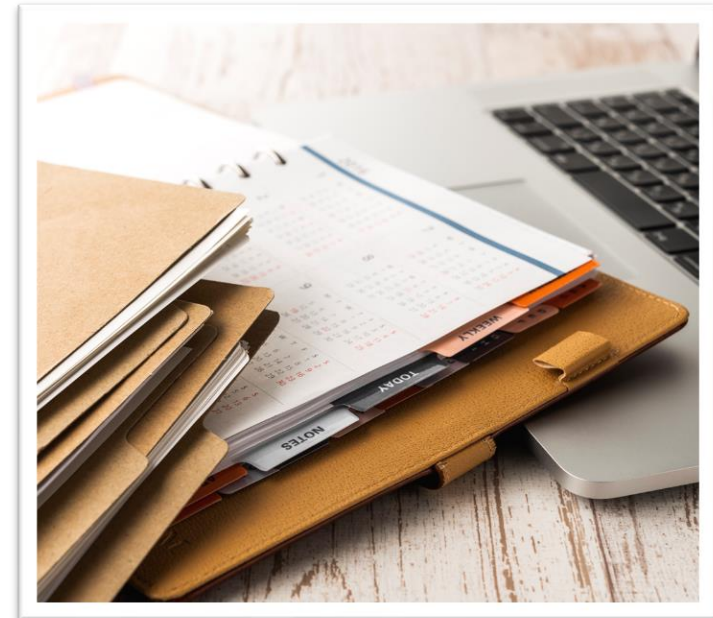
The Head of School/ Institute/ Department (or nominated representative) has a duty to monitor the longer-term situation as far as possible, both with respect to day-to-day working relations within the department and in the wider community.

Monitoring and Documenting

- **Monitor and Follow Up:** After an incident has been addressed, continue to monitor the situation to ensure that the behaviour does not resurface.

Follow up with both the disclosing party and the respondent to ensure that the resolution is effective.

- **Document Everything:** Keep detailed records of all incidents, investigations, dates and actions taken. This documentation is essential for maintaining transparency, complying with legal requirements, and tracking progress. HR advisers will help.



Further information and resources to support you as a manager

Human Resources: Including information on recruitment, appraisal, and policies & procedures

Organisational & Professional Development: Including the [OPD training catalogue](#), [mandatory training](#), and [coaching/mentoring](#). OPD also offers:

- **Pathways to Leadership:** Queen Mary's leadership development programme for staff at all points in their journey – from those not yet in management roles, to School and Departmental leaders. Including a workshop on [Enabling Performance through constructive conversations](#)
- **Leadership & Management Support:** Other toolkits covering topics including career development, one-to-one meetings, and performance management.
- **Communities of Practice:** Opportunities to network with colleagues from other areas of the University on the basis of shared interests such as change management or data analytics.
- **Apprenticeships:** Training and development programmes leading to formal qualifications at a range of levels, for new or existing staff.

Inclusive

Proud

Ambitious

Collegial

Ethical

Maintaining our tradition of nurturing and supporting talented students and staff, regardless of their background

For all of us, this means:

- Welcoming people, their voices and experience from our entire University and beyond, to add depth, insight, value and diversity of thought to everything we do
- Striving for equity and fairness, and maintaining dignity and respect for all our communities
- Actively considering the range of needs in our community
- Nurturing and celebrating our networks of students, colleagues, and community
- Respecting people's different skills and knowledge, acknowledging their contribution and their demands as well as their successes



Inclusive

Maintaining our tradition of nurturing and supporting talented students and staff regardless of their background.

Inclusive

Proud

Ambitious

Collegial

Ethical

Proud of the difference we make when we work collectively.

For all of us, this means:

- Highlighting our own and others' successes
- Ensuring we are informed about the University's achievements, and celebrating them widely, recognising that we are stronger together than individually
- Recognising our strengths, communicating and building on them
- Providing appropriate, healthy challenge and support to others
- Holding ourselves individually and collectively accountable for our commitments



Inclusive

Proud

Ambitious

Collegial

Ethical

Foster innovation, disrupt convention, respond with imagination to new opportunities.

For all of us, this means:

- Aiming for excellence in everything we do
- Seeking out the best available evidence to inform sustainable, timely, robust decisions
- Seeking opportunities for continuous improvement, being ready to challenge the status quo
- Having the confidence to experiment with new and creative approaches
- Understanding that we will sometimes fail, but having the confidence to acknowledge and learn from our mistakes and to support others to do likewise
- Focusing on outcomes rather than processes
- Being clear about our priorities, to sustain successful delivery



Ambitious

Foster innovation, disrupt convention, respond with imagination to new opportunities.

Inclusive

Proud

Ambitious

Collegial

Ethical

Strong community built on openness, listening, understanding, co-operation and co-creation.

For all of us, this means:

- Working collaboratively, building strong partnerships across Queen Mary and beyond, to resolve major challenges
- Seeking to understand academic and professional services challenges so that we can build healthy, productive working relationships
- Being prepared to, and feeling comfortable to, share ideas as well as offering constructive challenge when appropriate
- Listening to and acting on constructive and supportive feedback
- Working with others to resolve issues respectfully, and committing to the decisions and outcomes
- Actively supporting and endorsing each others' work and being committed to each others' success



Collegial

Strong community built
on openness, listening,
understanding,
co-operation and
co-creation.

Inclusive

Proud

Ambitious

Collegial

Ethical

Always acting with the highest ethical standards and integrity.

For all of us, this means:

- Demonstrating Queen Mary Values through both our work and our behaviours
- Acting with integrity at all times
- Seeking out, implementing and championing good practice
- Understanding our own capacity and capability to deliver
- Accepting personal responsibility for resolving issues
- Understanding our impact on others, including our partners and stakeholders
- Building a supportive network to identify when we, or others, need help



Ethical

Always acting with the highest
ethical standards and integrity.