

Document Name and Version	6.7 Dignity and Respect
Policy Number	6.7
Policies that Interact with Policy 6.7	<p>Policy 3.10 Policy and Procedure on Moodle Copyright and Usage</p> <p>Policy 6.1 Policy Framework for Learner Care, Support and Welfare</p> <p>Policy 6.2 Learner's Code of Conduct</p> <p>Policy 6.3 Learners' Charter</p> <p>Policy 6.4 Policy and Procedure on Learner Welfare and Wellbeing</p> <p>Policy 6.5 Learner Disciplinary Policy</p> <p>Policy 6.6 Policy and Procedures on Internet, Social Media and Email use</p> <p>Policy 6.7 Dignity and Respect</p>
Approval Body	Academic Council
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1. Preamble.

- 1.1. Diversity, inclusiveness and respect are integral to the values and approach of IICP College. We appreciate and respect difference and strive to foster an inclusive learning environment and work culture that embraces the diversity of learners and staff. Fostering diversity helps create a positive learning and work environment, facilitates access to educational opportunities for a wider range of people, as well as increasing opportunities for all to achieve their full potential.

- 1.2. The College welcomes individuals regardless of race, colour, age, national origin, sex, transgender status, gender identity, sexual orientation, religion, ability, marital status, political affiliation. IICP College appreciates the strengths afforded by difference.

- 1.3. Diversity inclusiveness and respect complement our organisational values of Supportiveness, Integrity, Flexibility and Excellence through depicting both how we work and the guiding principles of our work environment.

- 1.4. Staff and learners at IICP College have a responsibility to treat all individuals fairly and with dignity and respect, and act in accordance with IICP College's Dignity and Respect Policy.

- 1.1. *Computation of Time:* Where this procedure prescribes a number of days, this is taken to mean working days: that is, weekends and public holidays shall not be counted. Reference to a specific staff role in any policy is taken to mean that role or any other appropriate member of staff designated by the College to take the specified responsibility in the conduct of that policy.

2. Principles.

- 2.1. In line with its core values, IICP College is committed to providing a supportive, respectful environment, where difference is valued, and which demonstrates flexibility in responding to individual needs.

2.2. All members of IICP College are expected to work to develop and maintain a high degree of respect, and to participate in creating a positive environment.

3. Purpose.

3.1. The purposes of this policy are:

- To ensure that IICP College has proactive measures in place to promote a positive culture of dignity and respect; and
- To provide a framework for a timely, proportionate and appropriate intervention in response to allegations of bullying and harassment.

4. Scope.

4.1. This policy applies to all undergraduate and postgraduate learners at IICP College while on IICP College premises or when acting in the course of their programme.

5. Roles and responsibilities.

5.1. The Academic Council is responsible for formally approving this policy and for overseeing its implementation.

5.2. All learners and staff members are responsible for acting respectfully and responsibly in accordance with this and related IICP College Regulations and Codes of Conduct.

5.3. In cases of breach of this policy, the Head of Academic Studies in consultation as appropriate may invoke other College procedures, including but not confined to the Learner Disciplinary Policy.

6. Policy.

6.1. IICP College promotes an environment for work and learning which upholds the dignity and respect of the individual. Achieving this goal requires the active participation of all.

6.2. IICP College supports the learner's right to study and work in an environment which is free from discrimination. This includes any form of bullying, sexual harassment or other forms of harassment.

6.3. To this end IICP College:

- Promotes understanding of our definitions of bullying, sexual harassment, or other forms of harassment and the steps which individuals may take if they believe that they are being bullied or harassed; and
- Provides staff and learners with a range of opportunities, both informal and formal, to resolve individual situations or incidents.

6.4. *Unacceptable Behaviour.* Bullying, sexual harassment and harassment by staff or learners will not be tolerated and could lead to disciplinary consequences.

6.4.1. Bullying

6.4.1.1. Bullying is defined as repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, in the college and/or in the course of a College programme, which could reasonably be regarded as undermining the individual's right to dignity in an educational setting.

6.4.1.2. An isolated incident of the type of behaviour contemplated by this definition may be an affront to dignity but as a once off incident it is not considered to be bullying.

6.4.1.3. A key characteristic of bullying is that it usually takes place over a period of time. It is regular and persistent inappropriate behaviour which is specifically targeted at one person or a group. It may be perpetrated by someone in a position of authority, by learners against a staff member or by learners at the same level.

6.4.1.4. The following is a non-exhaustive list of examples of types of behaviour that may constitute bullying:

- Exclusion with negative consequences;
- Hostility through sustained unfriendly conduct;

- Verbal abuse/insult, including shouting, use of obscene language and spreading malicious rumours;
- Intrusion – pestering, spying or stalking;
- Menacing behaviour;
- Intimidation;
- Aggression;
- Undermining behaviour;
- Humiliation;
- Applying blame for things beyond the person’s control;
- Constant humiliation, ridicule, belittling efforts;
- Use of social media to undermine or exclude colleagues.

6.4.2. Harassment.

6.4.2.1. Harassment is any form of unwanted conduct which has the purpose or effect of violating a person’s dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. This conduct may be related to one or more of the following grounds:

- Gender;
- Civil status;
- Family status;
- Sexual orientation;
- Religious belief (or lack thereof);
- Age;
- Disability;
- Race, colour, nationality or ethnic or national origin;
- Membership of the Traveller community;

6.4.2.2. Harassment may be targeted at one person or a group. Harassment may consist of a single incident or repeated inappropriate behaviour. An act of harassment may occur outside the College or normal working hours provided the alleged perpetrator was acting in the course of their programme, for example, at a training course, or conference.

6.4.2.3. Many forms of behaviour, including spoken words, gestures or the display/circulation of words, pictures or other material, may constitute harassment.

6.4.2.4. The following is a non-exhaustive list of examples of types of behaviour that constitute harassment:

- Verbal harassment – jokes, comments, ridicule or songs
- Written harassment – including faxes, text messages, emails or notices;
- Physical harassment – jostling, shoving or any form of assault;
- Intimidatory harassment – gestures, posturing or threatening poses;
- Visual displays such as posters, emblems or badges;
- Isolation or exclusion from social activities;
- Harassment through social media.

6.4.2.5. Unlike with bullying, a single incident may constitute harassment.

6.4.3. Sexual harassment.

6.4.3.1. Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature which has the purpose or effect of violating a person's dignity and/or creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

6.4.3.2. Many forms of behaviour can constitute sexual harassment. The following is a non-exhaustive list of examples of types of behaviour that constitute sexual harassment:

- Physical conduct of a sexual nature — This may include unwanted physical contact, assault and coercive sexual intercourse;
- Verbal conduct of a sexual nature — This includes unwelcome sexual advances, propositions or pressure for sexual activity, continued suggestions for social activity outside the work place after it has been made clear that such suggestions are unwelcome, unwanted or offensive flirtations, suggestive remarks, innuendos or lewd comments;

- Non-verbal conduct of a sexual nature — This may include the display of pornographic or sexually suggestive pictures, objects, written materials, emails, text-messages or faxes.
- Gender-based conduct — This includes conduct that denigrates or ridicules or is intimidatory or physically abusive of a learner or staff member because of his or her sex. This includes derogatory or degrading abuse or insults which are gender-related.

6.4.3.3. Unlike with bullying, a single incident may constitute sexual harassment.

6.5. This policy sets out dialogical, collaborative and non-adversarial ways in which staff and learners can manage allegations of bullying and harassment. It is expected that in most cases a progressive, staged approach to management of allegations will be most useful to all involved. In keeping with IICP College's commitment to managing issues at the lowest possible level, this policy should be used, where appropriate, before invoking the procedures set out in the Complaints procedures.

6.6. All allegations of bullying and harassment are treated seriously and with due regard to the rights of all involved. It is recognised that in some instances of bullying and harassment it may be necessary or more useful to proceed directly to the Complaints procedure. That said, there is an expectation that all parties will take reasonable steps to co-operate with efforts to resolve differences and allegations under the policy, without undue delay, unless this policy is inappropriate or insufficient to deal with the allegations. This may occur, for example, where there is a risk to the health or safety of any person or an allegation of physical or sexual assault has occurred.

6.7. Allegations will be dealt in so far as possible as confidential to the College, other than where this may pose a risk to any person.

6.8. It is expected that all parties will act in a courteous and respectful manner when utilising this or any other IICP College procedure. Learners must act in accordance with the Learner's Code of Conduct, and their rights under the Learner Charter must be respected.

6.9. This is an evidence-based process, and it can be useful to keep a record of incidents as they occur: what happened, dates, times, places, witnesses (if any).

7. Procedure.

7.1. Informal Processes. The objective of this approach is to resolve difficulties with the minimum of conflict and stress for the individuals involved.

7.2. There are two informal approaches that any learner can take to resolving difficulties. These two approaches are best considered sequentially:

- Handling matters yourself;
- Talking to a member or members of the Faculty.

7.3. Handling matters yourself (IICP College Problem Solving Protocol stage 1):

7.3.1. When a learner experiences a concern relating to bullying or harassment, then he or she should, where appropriate, make an attempt in good faith to resolve the problem through early discussion of the matter with those concerned.

7.3.2. The principle to keep in mind is that in seeking a resolution of the difficulty, the problem should be addressed at the lowest possible level.

7.3.3. Usually, the first step is to approach the person or people concerned directly and explain the problem with a view to finding a timely solution. Learners are encouraged to draw on their knowledge and skills in interpersonal communication and conflict management gained through their IICP College programme. It is important to note that working towards a resolution at this level may have a positive impact on the people involved, in that it provides opportunities for open communication of concerns and for positive negotiation of differences.

7.3.4. If this is not possible or learners find it difficult to approach the alleged perpetrator, then they should approach a member of the Faculty for help.

7.4. Talking to a member/ member of the Faculty; (IICP College Problem Solving Protocol stage 2):

7.4.1. Where the process outlined in section 7.3 does not appear to be appropriate or does not achieve an acceptable resolution, then the next step is speaking with an appropriate faculty member. The role of this faculty member is to assist the learner in finding appropriate avenues for resolving their concern. Again, the aim is to provide a space for negotiation and resolution in an informal context.

7.4.2. The faculty member will talk through the issues at hand and work with the learner on a strategy for handling the matter.

7.4.3. The faculty member may invite the parties to meet jointly and/or separately. The aim is to identify a course of action that is acceptable to all parties, including IICP College. The outcomes to this stage are intended to address the particular issues raised by the case, and for this reason outcomes are not established definitively. These may include, but are not confined to:

- **No action.** The matter is not resolved, but the parties decide not to pursue it any further;
- **No action.** The matter is resolved to the satisfaction of the parties;
- **Mediation between parties.** Unless already utilised, conciliation or mediation may be discussed as a possible way forward, with the agreement of all parties and IICP College. Where there is agreement to mediation, IICP College will nominate a minimum of two mediators, with the choice of mediator from amongst this nomination to be agreed between the parties. In order to facilitate the mediation process, the timeline for these procedures may be extended with the agreement of all the parties (including IICP College and the mediator) in order to enable this process to be reasonably exhausted. The parties must confirm that they agree to these requirements in advance of the mediation.

7.4.4 The faculty member will record the outcome in writing as the resolution of these procedures, and all parties are required to sign this agreement. Any resolution at this stage does not constitute a formal decision as to the merits of the matter. Such formal decisions may only arise through formal proceedings.

7.5. It is usually the case that this process at the local level, with the minimum number of people involved, can achieve a solution that is respectful, fair and reasonable. For this reason, this approach should be attempted wherever possible. Where matters remain unresolved following application of this procedure then the Head of Academic Studies may invoke other College procedures, including but not confined to the Learner Disciplinary Policy.