

# Managers' Toolkit:

## Addressing Bullying and Harassment

## The aims of this toolkit

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

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

## 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](mailto:opd@qmul.ac.uk) with any queries about this document and its contents.



## This toolkit will support you to:



Opportunities

Communication resources

Talking points

## Opportunities to set expectations

-Our behavioural expectations are made clear through Queen Mary's Values. There are a number of 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 and harassment is, ensuring they complete the Introducing Inclusion module during induction
- Promote and encourage colleagues to refer to 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

## Talking points for meetings...

**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.

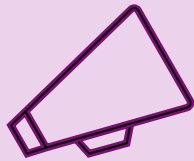
Approaches

Communicating how to report

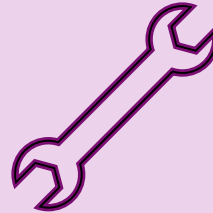
Queen Mary Bystander

Bystander Culture

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



Communicating ways  
**colleagues can report**  
bullying and harassment

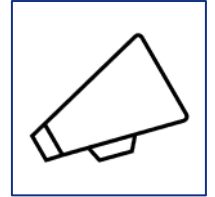


Providing tools on how  
colleagues might **call out**  
bullying, harassment and  
other inappropriate  
behaviour by offering Queen  
Mary Bystander training



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

## Communicate ways of reporting bullying and harassment



### Informal

A person affected by bullying, harassment or sexual misconduct 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 misconduct 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](mailto: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](mailto: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: 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.

## 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 misconduct 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 misconduct 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.**

## 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.

**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 or 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 disclosed about 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**

**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.**

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

### Informal Options:

#### Option 1: Speak to the individual

- Either you or your team members can speak to the individual informally.
- It should be made clear why their behaviour was unwelcome or upsetting
- The individual may have unintentionally caused upset or offence and an informal 1-1 discussion is all that is required
- It may be necessary to have a few conversations with the employees involved to agree a way forward
- 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: 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
- You should give all involved appropriate notice of the meeting
- Hold the meeting in a private and safe 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: 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

## 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
- It should be made clear why their behaviour was unwelcome or upsetting
- The individual may have unintentionally caused upset or offence and an informal 1-1 discussion is all that is required
- It may be necessary to have a few conversations with those involved to agree a way forward. 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 to find a resolution
- Please note that if you are asked to discuss with the individual it can be difficult to pass on feedback second hand. Ensure you discuss with your colleague what they would like you to feed back to the individual's line manager

#### 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 individual's line manager, it can be difficult to pass on feedback second hand. Ensure you discuss with your colleague what they would like you to feed back

#### 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 and safe 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 further 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 comfortable and relaxed 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.

## 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 consider the information provided. They may have upset or offended someone unintentionally.

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 [Queen Mary's Guidance for Employees accused of Inappropriate Behaviour](#).

## 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**

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## 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



# Proud

Proud of the difference  
we make when we  
work collectively.

Inclusive

Proud

**Ambitious**

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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.

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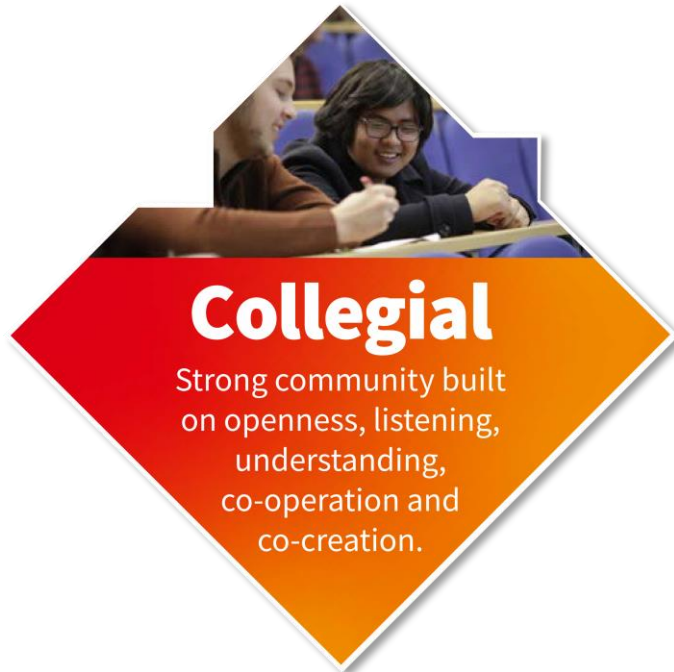
**Collegial**

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



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.