

Dealing with Intimidating Behaviour

**A TUC Short Course
2007**

Dealing with Intimidating Behaviour – A TUC Short Course

Your name _____

Address _____

Tel _____

E-mail _____

Union _____

Workplace _____

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Publisher's note

1. TUC Education has done its best to ensure that all legal references and extracts quoted in these short course materials were accurate at the time of writing. However, health and safety law and practice are evolving all the time and participants should not rely on these materials as an authoritative statement or interpretation of health and safety law. If you are in any doubt about where you stand legally, seek the advice of your trade union, the Health and Safety Executive or a qualified legal professional.
2. Throughout these course materials there are many references to useful web pages. Although all links were checked for accuracy some may expire over the life of this edition. In such instances participants may be able to find the information they need by going to the root website and navigating from there.

Acknowledgements

- The Dealing with Intimidating Behaviour course materials have been prepared for TUC Education by Peter Kirby. In developing these materials Peter has drawn upon a wide range of TUC health and safety material and other sources acknowledged below
- The use of material and resources from UNISON, the Health and Safety Executive, and the Advisory, Conciliation and Arbitration Service

Pre-Course Activity

Finding information on intimidating behaviour

Aims

To help us to:

- prepare for the TUC Dealing with Intimidating Behaviour course
- find information that can be shared with others on the course

Task

Before the first session of your TUC Dealing with Intimidating Behaviour course, try to find the following information from your workplace.

1) **Members**

Speak with a cross section of your members. Ask them:

- whether they have ever been subjected to intimidating behaviour at work (for example, bullying and harassment, violence)
- have they ever witnessed intimidating behaviour at work
- what injuries and ill health have been caused by intimidating behaviour
- whether they know of any policies or procedures at work to deal with intimidating behaviour

2) **Union branch/other safety reps**

Speak to branch officers and other safety reps. Find out:

- are they aware of instances of intimidating behaviour at work
- have any risk assessments been carried out to deal with intimidating behaviour (for example, threats of violence from clients or customers)
- if your trade union produced any guidance material for safety reps and members on dealing with intimidating behaviour

3) **Employer**

Speak to an appropriate manager. Ask them:

- for a copy of the employers safety policy
- for any policies, procedures, or agreements related to dealing with intimidating behaviour at work, for example, harassment at work, bullying, violence
- for copies of risk assessments that deal with intimidating behaviour (names can be deleted to preserve confidentiality)

Activity

Introductions

Aims

This activity will help us to:

- get to know more about each other
- share our first thoughts about the course
- practise interviewing, listening and note-taking skills

Task

Work with another person on the course (preferably someone you don't know). Use the checklist below to find out some information about them.

- ✓ Name
- ✓ Union and their position(s) in the union
- ✓ Workplace and the job they do
- ✓ How many members they represent
- ✓ Other union courses they have done
- ✓ Initial thoughts on what they want to get out of the course and how the course should be run.

Report back

You will be asked to introduce your partner to the rest of the course

How the course will work

Those of you who have attended TUC courses before know that they aim to be practical and to help you develop your knowledge, confidence and skills. The TUC dealing with intimidating behaviour course follows the same principles which include:

- Learning by doing - you learn far more by doing something yourself
- Collective work - work in small groups with regular reporting back
- Action at work - close links between you and your members
- Work on real problems – hazards, experiences and problems faced by members of the course
- Activities - specific tasks that you and other course participants undertake during the course
- Course file - a record of your work on the course. This is useful for a future reference point back at your workplace, and accreditation purposes

Course aims

You will have an opportunity to comment on the course aims and sample programmes which are reproduced below. They are based upon the TUC's assessment of the needs of health and safety representatives. Your tutor will also draw your attention to the learning outcomes and assessment criteria for the course (Dealing with Intimidating Behaviour) which has been accredited by the National Open College Network.

The course should help trade union health and safety representatives to:

- understand the extent and nature of specific intimidating behaviour at work
- understand how legislation, company policy or other requirements relate to specific behaviours at work
- develop a trade union strategy for dealing with intimidation at work

Course programme

The course can be organised in a variety of ways. For example, it can be run as a two day course on a day release basis using the programme below.

Example: 2 day short course with workplace activities

<i>PRE-COURSE ACTIVITY</i>			
<i>DAY</i>	<i>AM</i>	<i>PM</i>	<i>ACTION</i>
1	<ul style="list-style-type: none"> • Introductions, aims & how the course will work • Types of intimidating behaviour • Identifying legal & other standards 	<ul style="list-style-type: none"> • Identifying legal & other standards (continued) • Risk assessment for intimidating behaviour • Preparation for workplace activity 	Workplace activity <ul style="list-style-type: none"> • Finding information
2	<ul style="list-style-type: none"> • Policies for dealing with intimidating behaviour • Evaluating preventative measures 	<ul style="list-style-type: none"> • Trade union strategy, action planning and steps that need to be taken • Further training • Course evaluation • Accreditation 	<ul style="list-style-type: none"> • Report back to members, unions & employer • Action in the workplace • Further training

Course guidelines

Equal opportunities are an integral feature of any TUC course. It is important that we identify rules for the course that incorporate equal opportunities principles. Your tutor will ensure that course guidelines are set collectively by the course participants.

Jargon list

During the course you might come across terms that you are unfamiliar with. It is useful to keep a jargon list so that people can check what words, phrases and abbreviations mean or what they stand for. If anyone (including the tutor) uses a word, phrase or abbreviation you are not familiar with then say so. The word, phrase or abbreviation and the meaning can then be written on the jargon list.

Your tutor's role

Some of the things your tutor will be doing are:

- helping to organise the work, by suggesting tasks and ways of working
- organising resources, including basic information, internet access where possible, publications, and photocopying facilities, to help the course work
- giving advice and support
- leading some discussions and summarising key points
- giving guidance on the preparation of work for accreditation

Record of achievement

If you have previously attended a TUC Course, you will be familiar with accreditation of your learning by the National Open College Network. If you have not, your tutor will explain the basic principles.

An Achievement Record for the TUC dealing with intimidating behaviour course is provided below. Your course file will normally contain the evidence of your learning.

Action at work

As the course is a practical one, there will be a number of matters that arise where you will need to take some action at work and in your union. It is useful to keep a record of what needs to be done, and when you need to do it.

Progression

As a trained and experienced safety rep you will be skilled and valued by your members. Good employers will appreciate a safety rep who knows what they are doing and can represent members effectively. But your training and development needs won't stop at the end of this short course. And so as a part of your action planning at the end of the course, you will have the opportunity to think about what you need to do after the course has finished. Your tutor will give you details of other TUC core and short courses.

NAME _____

UNIT TITLE Dealing with intimidating behaviour (3 (10 hour) credits)

LEARNING OUTCOMES The learner should be able to	LEVEL 2 The learner has achieved the outcome because s/he can	LEVEL 3 The learner has achieved the outcome because s/he can	EVIDENCE	LOCATION
1. Understand the extent and nature of specific intimidating behaviour at work	1.1 Describe specific intimidating behaviour at work e.g. bullying, harassment, violence 1.2 Give examples of ways in which members are put at risk by specific behaviours	1.1 Describe specific intimidating behaviour at work e.g. bullying, harassment, violence 1.2 Assess the extent to which members are put at risk by specific behaviours		
2. Understand how legislation, company policy or other requirements relate to specific behaviours at work	2.1 Identify employers' responsibilities concerning specific behaviours at work 2.2 Identify appropriate health and safety systems for recording and reporting intimidating behaviour	2.1 Identify employers' responsibilities concerning specific behaviours at work from appropriate policies and legislation 2.2 Assess the adequacy and use of procedures for dealing with intimidating behaviour at work		
3. Develop a trade union strategy for dealing with intimidation at work	3.1 Identify key preventative measures 3.2 Produce a plan for dealing with intimidating behaviour at work	3.1 Assess key preventative measures 3.2 Develop a plan for dealing with intimidating behaviour at work, to include aims, arguments, actions and timescale		

KEY: WS=Work Sheet TO/PO=Tutor/Peer Observation SS=Summary Sheet

P=Plan

O=Other

Level achieved _____

Date _____

Signed: Tutor _____

Learner _____

OCN CODES: L2 A/3/2/QQ/046 ; L3 A/3/3/QQ/042

Activity

Types of intimidating behaviour

Aims

To help us to:

- define intimidating behaviour
- describe specific types of intimidating behaviour at work
- establish members' awareness of policies & procedures

Task

In your small group:

1. Discuss your own and your members' views about intimidating behaviour at work. Describe:
 - the types of behaviour at work that can be described as intimidating
 - injuries and ill health that can be caused by intimidating behaviour at work
2. Discuss if there are any policies or procedures at work to tackle intimidating behaviour at work, and whether members are aware of them.

Report Back

Elect a spokesperson to report back.

Resources

Pre-course Activity
Fact Sheet 1 below

Assessment criteria – Dealing with Intimidating Behaviour
Level 2: 1.1
Level 3: 1.1

FACT SHEET 1: Basic facts about intimidating behaviour

Bullying and harassment at work

Workplace bullying can be defined as offensive, intimidating, malicious, insulting or humiliating behaviour, abuse of power or authority which attempts to undermine an individual or group of employees and which may cause them to suffer stress.

According to the TUC Guide Bullied at work? bullying behaviour can include:

- competent staff being constantly criticised, having responsibilities removed or being given trivial tasks to do
- shouting at staff
- persistently picking on people in front of others or in private
- blocking promotion
- regularly and deliberately ignoring or excluding individuals from work activities
- setting a person up to fail by overloading them with work or setting impossible deadlines
- consistently attacking a member of staff in terms of their professional or personal standing
- regularly making the same person the butt of jokes

According to the Advisory, Conciliation and Arbitration Service, harassment is unwanted conduct affecting the dignity of men and women in the workplace. It may be related to age, sex, race, disability, religion, nationality or any personal characteristic of the individual, and may be persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient.

The 2006 TUC safety representatives' survey found that one in three (33 per cent) safety representatives identified bullying as a problem in their workplace that was linked to stress. And workplace bullying is widespread, according to findings from a survey in 2006 by the Chartered Institute of Personnel and Development (CIPD) in association with MORI and Kingston Business School. The survey identified that one fifth of all UK employees have experienced some form of bullying or harassment over the last two years. The survey also reported that the groups most likely to become victims of bullying and harassment are black and Asian employees, women and people with a disability. Nearly one third (29 per cent) of Asian employees or those from other ethnic groups report having experienced some form of bullying or harassment compared with 18 per cent of white employees. Employees with disabilities are at least twice as likely to report having experienced one or more forms of bullying and harassment (37 per cent) compared with non-disabled employees (18 per cent).

Effects of bullying and harassment

Stress and ill-health can become part of the daily life of those being bullied or harassed. Symptoms can include: anxiety, headaches, nausea, ulcers, sleeplessness, skin rashes, irritable bowel syndrome, high blood pressure, tearfulness, loss of self-confidence, various illnesses of the organs and thoughts of suicide.

Employers who fail to tackle bullying can pay a high price:

- in lost time – because staff are affected by stress and ill-health
- lost incentive – because morale is low
- reduced work output and quality of service
- lost resources – because people who are trained, and experienced, leave the organisation and
- if a case goes to Employment Tribunal or to court they also face financial penalties and loss of reputation

Earlier research has shown that few employers take adequate steps to safeguard against bullying in the workplace leaving the causes of the bullying unchallenged.

TUC general secretary Brendan Barber says: 'Bullies in the workplace must not go unchallenged and should not be given free rein to intimidate and victimise their colleagues. Every workplace should have a policy which makes clear that intimidating behaviour towards colleagues will not be tolerated and that those who persist in undermining their fellow members of staff will be dealt with severely.'

Violence at work

The TUC uses the HSE's definition of violence, which is:

"Any incident in which an employee is abused, threatened or assaulted in circumstances relating to their work." This means verbal abuse or threats count just as much as physical attacks.

A TUC report, *Violent times*, suggests one in five workers is likely to be attacked or verbally abused each year. It reveals that one in three nurses have been violently attacked or abused at work, closely followed by security workers (one in four) and employees in care homes (one in five). The report also shows that younger women are most likely to be assaulted in the workplace.

Every week people are abused, threatened and beaten up simply because people they have to deal with as part of their job turn violent. Many receive major or minor injuries, but the psychological effects – stress, depression, even fear of work – can be even worse.

The latest statistics on violence at work were published in 2005 by the HSE, using data from the Home Office British Crime Survey. Although the number of incidents of physical assaults and threats has fallen since the peak in 1995, it remains at a worrying level. According to HSE:

- The estimated number of incidents of violence experienced by workers in England and Wales was 655,000 in 2004/05

- Since a peak of 1,310,000 in 1995, the extent of violence at work reported in the British Crime Survey has been on a downward trend

Supplementary tables updating the British Crime Survey can be found at www.homeoffice.gov.uk/rds/notes/october_summaries.html#rdsolro404supp

In October 2006, TUC *Risks* Newsletter No. 279 reported the response to new retail crime figures. USDAW gave a cautious welcome to the figures which showed a fall in the number of attacks, threats and abuse against staff, but warned that this could just reflect employees' reluctance to report 'commonplace' incidents of abuse. USDAW said that while the British Retail Consortium 2006 Retail Crime Survey reported a fall across all three categories, this still meant that at least 72,900 shopworkers were subject to violence, threats or verbal abuse last year. BRC figures for 2005 indicate there were 10,800 reported incidents of violence against staff, 18,900 workers were threatened and 43,200 were verbally abused. USDAW general secretary John Hannett said: 'This issue has been top of our agenda since we launched our Freedom From Fear campaign in 2002 and it's fair to say that employers, employees, local authorities and the government have listened to our concerns. We also want to see the police take a more rigorous approach to retail crime.' He added: 'What is particularly worrying is that many workers don't report verbal abuse because it has become so frequent. It's as if staff think it is part and parcel of the job when in fact it certainly is not.'

Violence can come from people you already know as well as strangers:

- teachers can be threatened by their students and even parents, as well as by intruders
- patients can attack nurses or carers
- passengers caught without tickets can turn on railway staff
- someone denied benefits can take it out on the civil servant who has to give them the news

Some jobs carry more danger of attack. These include the security and protective services, nurses, care workers, those who work in public transport, such as bus drivers, and workers in catering. The HSE believes that those most at risk are those who are engaged in: giving a service; caring; education; cash transactions; delivery/collection; controlling and representing authority.

Intimidating behaviour - legislation & other standards

Introduction

The table on the next page demonstrates in a graphical form some of the laws and standards that apply to intimidating behaviour. The detailed description of the laws and standards are contained in Fact Sheet 2 which follows the next activity.

Intimidating behaviour – examples of legislation & other standards

Workplace
Dealing with intimidating behaviour

Health and safety legislation

Health and Safety at Work etc Act
Sex Discrimination Act
Race Relations Act
Disability Discrimination Act

Health & safety standards

Trade union advice/policies

Regulations

- Management of Health and Safety at Work Regulations
- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
- Safety Representatives and Safety Committees Regulations
- Employment Equality (Sexual Orientation) Regulations
- Employment Equality (Religious Belief) Regulations
- Employment Equality (Age) Regulations

Health and Safety Executive

Violence at work: a guide for employers (INDG69)
www.hse.gov.uk/pubns/indg69.pdf

HSE Management standards for work-related stress
www.hse.gov.uk/stress/standards/index.htm

HSE *Five steps to risk assessment*
www.hse.gov.uk/pubns/indg163.pdf

TUC

The TUC violence and bullying web page
www.tuc.org.uk/h_and_s/index.cfm?mins=30

TUC bullied at work – don't suffer in silence
www.tuc.org.uk/tuc/rights_bullyatwork.cfm

Violent times: a health and safety report
www.tuc.org.uk/h_and_s/tuc-2304-fo.cfm

TUC safety reps' guide to HSE stress management standards
www.tuc.org.uk/h_and_s/tuc-10147-fo.cfm

Approved Code of Practice

Management of Health and Safety at Work Regulations 1999

Advisory, Conciliation and Arbitration Service (ACAS)

Bullying and Harassment at Work:
a Guide for Managers and Employers
www.acas.org.uk/media/pdf/1/h/ALo4_1.pdf

Your union

Check your union website at
www.tuc.org.uk/tuc/unions_main.cfm
For example, USDAW:

- Let's Put a Stop to Bullying at Work
- Don't be a Victim of Violent Crime
www.usdaw.org.uk

Activity

Identifying standards on intimidating behaviour

Aims

To help us to:

- describe legal and other standards relating to intimidating behaviour
- identify employer's responsibilities

Task

1. Choose:

- either bullying and harassment at work
- or violence at work

2. You will be allocated to a group which has chosen the same issue.

3. Look at and discuss the standards that are covered in Fact Sheet 2 below. Using the worksheet on the next two pages, describe the legal and other standards that are relevant.

4. Identify the employer's responsibilities.

Report back

Photocopy your worksheet for other course members and elect a spokesperson to report back.

Resources

Fact Sheet 2 below
Resources in the trade union studies centre

Assessment criteria – Dealing with Intimidating Behaviour

Level 2: 2.1

Level 3: 2.1

Worksheet: Applying Law/Standards to Intimidating Behaviour

NAME OF LAW/STANDARD	KEY REQUIREMENTS OF LAW/STANDARD	EMPLOYERS' RESPONSIBILITIES

WORKSHEET (continued): APPLYING LAW/STANDARDS TO INTIMIDATING BEHAVIOUR

NAME OF LAW/STANDARD	KEY REQUIREMENTS OF LAW/STANDARD	EMPLOYERS' RESPONSIBILITIES

FACT SHEET 2: Intimidating behaviour & the law

There are no specific laws dealing with intimidating behaviour. However, employers have a duty under both statutory and common law which are relevant to dealing with intimidating behaviour at work. Common law principles have been determined by court decisions, rather than Acts of Parliament and provide employers with a general duty of care for their employees. Statutory duties are contained in the Health and Safety at Work Act 1974 to ensure, as far as is reasonably practicable, that employers' workplaces are safe and healthy.

There are a number of general laws that apply (see the relevant chapters of TUC *Hazards at Work* listed below):

- SRSC Regulations 1977 – *Chapter 3*, with reference to safety representatives' rights and consultation
- Health and Safety at Work etc. Act 1974 – *Chapter 12*, dealing with the general duties of employers and employees under Sections 2-9. Generally, the employer has a duty to ensure the health, safety and welfare of employees, and this includes mental as well as physical health
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) – *Chapter 49*. Employers must notify their enforcing authority in the event of an accident at work to any employee resulting in death, major injury, or incapacity for normal work for three or more days. This includes any act of non-consensual physical violence done to a person at work
- Civil law which places a duty of care upon employers to their employees – *Chapter 52*. Check for recent compensation cases using the TUC *Risks* weekly newsletter at www.tuc.org.uk/h_and_s/index.cfm

Management of Health and Safety at Work Regulations 1999

Employers should conduct risk assessments for workplace bullying and harassment and violence if there appears to be a risk to workers. The main causes must then be treated in the same way as any other workplace hazard by the implementation of protective and preventive measures. Provisions in the 1999 Regulations that are important for tackling violence include:

- Making a suitable and sufficient assessment of risks
- Identifying measures needed to comply with legal requirements
- Reviewing the risk assessment
- Recording the assessment where there are five or more employees
- Implementing preventive and protective measures on the basis of:
avoiding risks; evaluating the risks which cannot be avoided; combating the risks at source; adapting the work to the individual; adapting to technical progress; replacing the dangerous by the non-dangerous or less dangerous; developing a coherent overall prevention policy which covers technology, organisation of work, working conditions, social relationships and the influence of factors relating to the working environment; giving collective protective measures priority over individual protective measures; giving appropriate instructions to employees

HSE Management standards for work-related stress

Stress and ill-health can become part of the daily life of those being bullied, harassed or subject to violence or threats of violence. The HSE has introduced management standards for work-related stress that are closely connected with the risk assessment process. The Management Standards are not new laws but the approach will help and encourage employers to meet their existing legal obligation to tackle the causes of stress at work. The HSE management standards for work-related stress are closely connected with the risk assessment process. The management standards recognise that the solution lies in removing the causes of stress.

The HSE expects every employer to conduct risk assessments for health and safety hazards, including work-related stress. The HSE recommends a five-step approach to risk assessment (see Fact Sheet 3 below for full details):

- Look for the hazards
- Decide who might be harmed and how
- Evaluate the risk and decide what needs to be done
- Record your findings
- Monitor and review

The HSE Management Standards look at the six key aspects of work that, if not properly managed, can lead to work-related stress. They help employers identify hazards and measure their organisation's performance in managing work-related stress. Each Standard contains simple statements about good management practice in each of six areas.

1. Demands

The standard is that:

- Employees indicate that they are able to cope with the demands of their jobs
- Systems are in place locally to respond to any individual concerns

What should be happening/states to be achieved:

- The organisation provides employees with adequate and achievable demands in relation to the agreed hours of work
- People's skills and abilities are matched to the job demands
- Jobs are designed to be within the capabilities of employees
- Employees' concerns about their work environment are addressed

2. Control

The standard is that:

- Employees indicate that they are able to have a say about the way they do their work
- Systems are in place locally to respond to any individual concerns

What should be happening/states to be achieved:

- Where possible, employees have control over their pace of work

- Employees are encouraged to use their skills and initiative to do their work
- Where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work
- The organisation encourages employees to develop their skills
- Employees have a say over when breaks can be taken
- Employees are consulted over their work patterns

3. Support

The standard is that:

- Employees indicate that they receive adequate information and support from their colleagues and superiors
- Systems are in place locally to respond to any individual concerns

What should be happening/states to be achieved:

- The organisation has policies and procedures adequately to support employees
- Systems are in place to enable and encourage managers to support their staff
- Systems are in place to enable and encourage employees to support their colleagues
- Employees know what support is available and how and when to access it
- Employees know how to access the required resources to do their job
- Employees receive regular and constructive feedback

4. Relationships

The standard is that:

- Employees indicate that they are not subjected to unacceptable behaviours, e.g. bullying, at work
- Systems are in place locally to respond to any individual concerns

What should be happening/states to be achieved:

- The organisation promotes positive behaviours at work to avoid conflict and ensure fairness
- Employees share information relevant to their work
- The organisation has agreed policies and procedures to prevent or resolve unacceptable behaviour
- Systems are in place to enable and encourage managers to deal with unacceptable behaviour
- Systems are in place to enable and encourage employees to report unacceptable behaviour

5. Role

The standard is that:

- Employees indicate that they understand their role and responsibilities
- Systems are in place locally to respond to any individual concerns

What should be happening/states to be achieved:

- The organisation ensures that, as far as possible, the different requirements it places upon employees are compatible
- The organisation provides information to enable employees to understand their role and responsibilities
- The organisation ensures that, as far as possible, the requirements it places upon employees are clear
- Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities

6. Change

The standard is that:

- Employees indicate that the organisation engages them frequently when undergoing an organisational change
- Systems are in place locally to respond to any individual concerns

What should be happening/states to be achieved;

- The organisation provides employees with timely information to enable them to understand the reasons for proposed changes
- The organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals
- Employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs
- Employees are aware of timetables for changes
- Employees have access to relevant support during changes

The full HSE Management Standards for work-related stress can be found at:

www.hse.gov.uk/stress/standards/index.htm

Discrimination and harassment

According to the Advisory, Conciliation and Arbitration Service at

www.acas.org.uk/index.aspx?articleid=797 employees might be able to bring complaints about bullying and harassment under laws covering discrimination and harassment. For example:

- **sex:** the Sex Discrimination Act gives protection against discrimination and victimisation on the grounds of sex, marriage or because someone intends to undergo, is undergoing or has undergone gender reassignment
- **race:** the Race Relations Act 1976 gives protection against discrimination and victimisation on the grounds of colour or nationality. The regulations that amended the Act (Race Regulations 2003) also give a stand alone right to protection from harassment on the grounds of race and ethnic or national origin

- **disability:** the Disability Discrimination Act 1995 gives protection against discrimination and victimisation
- **sexual orientation:** the Employment Equality (Sexual Orientation) Regulations 2003 give protection against discrimination and harassment on the grounds of sexual orientation (orientation is defined as 'same sex' - lesbian/gay - 'opposite sex' - heterosexual - and 'both sexes' - bisexual)
- **religion or belief:** the Employment Equality (Religion or Belief) Regulations 2003 give protection against discrimination and harassment on the grounds of religion or belief
- **age:** the Employment Equality (Age) Regulations 2006 give protection against discrimination and harassment on the grounds of age.

Activity

Risk assessment for intimidating behaviour

Aims

To help us to:

- practise conducting a risk assessment
- assess the extent to which members are at risk
- think about remedial steps that can be taken

Task

1. Work in pairs to conduct a basic risk assessment for intimidating behaviour relevant to your workplace using the HSE template on the next page.
2. As a pair complete the risk assessment form.
3. Pass on your intimidating behaviour risk assessment to another pair who will read through it and compare it with their own approach. At the same time, you should do the same with their risk assessment and compare it with your own approach. Make notes on your activity summary sheet.

Report back

Prepare a brief report covering the main points of your own assessment. Include any problems you experienced trying to complete it.

Resources

Fact Sheet 2 above and Fact Sheet 3 below
Chapters 20 & 41 TUC *Hazards at Work – Organising for Safe and Healthy Workplaces*
HSE guide Five steps to risk assessment (INDG163(rev2)
www.hse.gov.uk/pubns/indg163.pdf The HSE risk assessment template www.hse.gov.uk/risk/template.pdf)
Resources in the trade union studies centre

Assessment criteria – Dealing with Intimidating Behaviour

Level 2: 1.2

Level 3: 1.2

FACT SHEET 3: Guidance for a violence risk assessment

HSE Guidance on Violence at work

The HSE guidance *Violence at work – a guide for employers* identifies a four-stage process to the successful management of violence at work. The four stages from the guidance are summarised below.

It is important to remember that these four stages are not a one-off set of actions. If Stage 4 shows there is still a problem then the process should be repeated again. Stages 1 and 2 are completed by carrying out a risk assessment.

Stage 1: Finding out if there is a problem – identify the hazard

The first step in risk assessment is to identify the hazard. Employers may think violence is not a problem at their workplace or that incidents are rare. However, the employees' views may be very different.

Ask staff: this can be done informally through managers, supervisors and safety representatives or by the use of a short questionnaire to find out whether employees ever feel threatened. The results of the survey should be conveyed to employees so they realise that the employer recognises the problem.

Keep detailed records: it is a good idea to record incidents, including verbal abuse and threats. For example:

- an account of what happened
- details of the victim(s), the assailant(s) and any witnesses
- the outcome, including working time lost to both the individual(s) affected and to the organisation as a whole
- details of the location of the incident

For a variety of reasons some employees may be reluctant to report incidents of aggressive behaviour which make them feel threatened or worried. They may for instance feel that accepting abuse is part of the job. Employers will need a record of all incidents to enable a complete picture of the problem to be built up. Employees should be encouraged to report incidents promptly.

Classify all incidents: headings such as place, time, type of incident, potential severity, who was involved and possible causes should be used. It is important that each incident report is examined to establish whether there could have been a more serious outcome. A simple classification of incidents would include:

- fatal injury
- major injury
- injury or emotional shock requiring first aid, out-patient treatment, counselling, absence from work (record number of days)
- feeling of being at risk or distressed

It should be easy to classify 'major injuries' but employers, in consultation with safety representatives and employees, will have to decide how to classify 'serious or persistent verbal abuse' so as to cover all incidents that worry staff.

Details from incident records can be used along with the classifications to check for patterns. Common causes, areas or times should be looked for. The necessary steps can then be targeted where they are needed most.

Try to predict what might happen: employers should not restrict their assessment to incidents which have already affected their own employees. There may be a known pattern of violence linked to certain work situations. Useful information on relevant incidents and potential problem areas may be provided by:

- trade and professional organisations
- trade unions
- articles in the local, national and technical press

Stage 2: Deciding what action to take

Having found out that violence could be a problem for employees, employers have to decide what needs to be done. The risk assessment should be continued by taking the following steps to help decide what action is necessary.

Who might be harmed, and how? – Identify which employees are at risk – those who have face-to-face contact with the public are normally the most vulnerable. Where appropriate, identify potentially violent people in advance so that the risks from them can be minimised.

Evaluate the risk – check existing arrangements: are the precautions already in place adequate or should more be done? It is usually a combination of factors that give rise to violence. Some of the factors which employers can influence include:

- the level of training and information provided
- the environment
- the design of the job

The way that these factors work together should be considered to influence the risk of violence, and plan preventive measures.

Preventive measures– training and information

Employers have a responsibility to train employees so that they:

- can spot the early signs of aggression and either avoid it or cope with it
- fully understand any system that has been set up for their protection
- are provided with any information they might need to identify clients with a history of violence or to anticipate factors which might make violence more likely

Preventive measures – the environment

Better seating, decor and lighting should be provided in public waiting rooms, along with more regular information about delays

Physical security measures should be considered, such as:

- video cameras or alarm systems
- coded security locks on doors to keep the public out of staff areas
- wider counters and raised floors on the staff side of the counter to give staff more protection

Preventive measures – the design of the job

Some examples of redesign of the job include:

- the use of cheques, credit cards or tokens instead of cash to make robbery less attractive
- money to be banked more frequently and variation of the routes taken to reduce the risk of robbery
- checking the credentials of clients and the place and arrangements for any meetings away from the workplace
- arranging for staff to be accompanied by a colleague if they have to meet a suspected aggressor at their home or a remote location
- making arrangements for employees who work away from their base to keep in touch
- maintaining numbers of staff at the workplace to avoid a lone worker situation developing

The threat of violence does not stop when the work period has ended. It is good practice to make sure that employees can get home safely. For example, where employees are required to work late, employers might help by arranging transport home or by ensuring a safe parking area is available.

Employees are likely to be more committed to the measures if they help to design them and put them into practice. A mix of measures often works best. Concentrating on just one aspect of the problem may make things worse in another. The employer should take an overall view, where the risks to employees are balanced against any possible reaction of the public. An atmosphere that suggests employees are worried about violence can sometimes increase its likelihood.

Preventive measures – record the findings

The employer should keep a record of the significant findings of the risk assessment. The record should provide a working document for both managers and employees.

Preventive measures – review and revise the risk assessment

Employers should regularly check that the risk assessment is a true reflection of the current work situation. It may be necessary to add further measures or change existing measures where these are not working. This is particularly important where the job changes. If a violent incident occurs, the assessment should be evaluated and necessary changes made.

Stage 3: Take action

The employer's policy for dealing with violence may be written into the safety policy statement, so that all employees are aware of it. This will help employees to co-operate with the employer, follow procedures properly and report any further incidents.

Stage 4: Check what has been done

Employers should check on a regular basis how well the arrangements are working, consulting employees or their representatives as they do so. They should consider setting up joint management and safety representative committees to do this. Records of incidents should be kept and examined regularly. They will show what progress is being made and if the problem is changing. If violence is still a problem, employers should go back to Stages 1 and 2 and identify other preventive measures that could work.

The victims

If there is a violent incident involving the workforce employers will need to:

- respond quickly to avoid any long-term distress to employees
- plan how employees are going to be provided with support, before any incidents occur

Employers should consider:

- debriefing – victims will need to talk through their experience as soon as possible after the event. Verbal abuse can be just as upsetting as a physical attack.
- time off work – individuals will react differently and may need differing amounts of time to recover. In some circumstances they might need specialist counselling.
- legal help – in serious cases legal help may be appropriate
- other employees – may need guidance and/or training to help them to react appropriately

Further help may be available from victim support schemes that operate in many areas.

(The full HSE guide Violence at work: a guide for employers (INDG69) can be found at www.hse.gov.uk/pubns/indg69.pdf)

Workplace Activity

Finding information on intimidating behaviour

Aims

To help us to:

- prepare for the next session of the course
- find information that can be shared with others on the course

Task

In case you did not have an opportunity to do the Pre-Course Activity, try to find the following information from your workplace.

1) Members

Speak with a cross section of your members. Ask them:

- whether they have ever been subjected to intimidating behaviour at work (for example, bullying and harassment, violence)
- have they ever witnessed intimidating behaviour at work
- what injuries and ill health have been caused by intimidating behaviour
- whether they know of any policies or procedures at work to deal with intimidating behaviour

2) Union branch/other safety reps

Speak to branch officers and other safety reps. Find out:

- are they aware of instances of intimidating behaviour at work
- have any risk assessments been carried out to deal with intimidating behaviour (for example, threats of violence from clients or customers)
- if your trade union has produced any guidance material for safety reps and members on dealing with intimidating behaviour

3) Employer

Speak to an appropriate manager. Ask them:

- for a copy of the employers safety policy
- for any policies, procedures, or agreements related to dealing with intimidating behaviour at work, for example, harassment at work, bullying, violence
- for copies of risk assessments that deal with intimidating behaviour (names can be deleted to preserve confidentiality)

Assessment criteria- Dealing with Intimidating Behaviour

Level 2: 2.1; 2.2

Level 3: 2.1; 2.2

FACT SHEET 4: Intimidating behaviour policies & procedures

Bullying and harassment at work

Safety representatives can urge their employer to have procedures in place to prevent bullying and harassment at work. Establish whether the employer already has a policy and procedure for tackling bullying and harassment at work. If not, take steps to negotiate a policy with management.

Commitments are required from employers which should include:

- recognition that bullying and harassment takes place and the seriousness of the issue
- a statement saying that bullying and harassment will not be tolerated and a code of acceptable behaviour
- jointly agreed policy and procedures for investigating and dealing with bullying and harassment
- complaints to be taken seriously and confidentiality assured
- provision of support to the victim
- access to trained and confidential counsellors
- training for all staff
- ensuring that all staff know what is considered to be acceptable behaviour at work

Advisory, Conciliation and Arbitration Service Guidance

Bullying and harassment at work

The five points below are an extract from an ACAS Guide outlining what employers should do about bullying and harassment at work.

1. Employers should consider framing a formal policy. This need not be over-elaborate, especially for small firms, and might be included in other personnel policies, but a checklist for a specific policy on bullying and harassment could include the following:

- statement of commitment from senior management
- acknowledgement that bullying and harassment are problems for the organisation
- clear statement that bullying and harassment will not be tolerated
- examples of unacceptable behaviour
- statement that bullying and harassment may be treated as disciplinary offences
- the steps the organisation takes to prevent bullying and harassment
- responsibilities of supervisors and managers
- confidentiality for any complainant
- reference to grievance procedures (formal and informal), including timescales for action
- investigation procedures, including timescales for action
- reference to disciplinary procedures, including timescales for action, counselling and support availability
- training for managers
- protection from victimisation
- how the policy is to be implemented, reviewed and monitored

The statement of policy will gain additional authority if staff are involved in its development. It should be made clear that the policy applies to staff on and off the premises, including those working away from base. The policy should also make plain that bullying or harassment of staff by visitors to the organisation will not be tolerated.

All organisations, large and small, should have policies and procedures for dealing with grievance and disciplinary matters. Staff should know to whom they can turn if they have a work-related problem, and managers should be trained in all aspects of the organisation's policies in this sensitive area.

2. Set a good example. The behaviour of employers and senior managers is as important as any formal policy. Strong management can unfortunately sometimes tip over into bullying behaviour. A culture where employees are consulted and problems discussed is less likely to encourage bullying and harassment than one where there is an authoritarian management style. The organisation must make it clear that bullying and harassment are unacceptable.

3. Maintain fair procedures for dealing promptly with complaints from employees. Complaints of bullying and harassment can usually be dealt with using clear grievance and disciplinary procedures. Such procedures should have provision for confidentiality, and for both the person making the complaint and the subject of the complaint to be accompanied by a fellow employee or trade union representative of their choice (see S10 of the Employment Relations Act 1999).

4. Set standards of behaviour – an organisational statement to all staff about the standards of behaviour expected can make it easier for all individuals to be fully aware of their responsibilities to others. This may include information about what constitutes bullying and harassment. Many organisations find it helpful to supplement basic information with guidance booklets and training sessions or seminars. Training can also increase everyone's awareness of the damage bullying and harassment does both to the organisation and to the individual.

The staff handbook is also a good way of communicating with employees, and can include specific mention of the organisation's views on bullying and harassment and their consequences.

5. Let employees know that complaints of bullying and/or harassment, or information from staff relating to such complaints, will be dealt with fairly and confidentially and sensitively. Employees will be reluctant to come forward if they feel they may be treated unsympathetically or are likely to be confronted aggressively by the person whose behaviour they are complaining about.

The full text of the ACAS advice leaflet *Bullying and Harassment at Work: a Guide for Managers and Employers* can be found at www.acas.org.uk/media/pdf/1/h/ALo4_1.pdf

Violence at work

The TUC believes employers should develop safe systems of working through practical policies which include:

- from the outset, full consultation with and involvement of safety representatives
- investigations of risk areas and groups

- proper reporting procedures
- creation of safer workplaces
- proper design of the working environment
- increasing staffing levels
- information and training for all workers at risk
- checking the relevance of training and any training gaps
- counselling and support for the victim and their colleagues
- effective monitoring

Safety representatives should urge their employer to have procedures in place to prevent violence at work. Establish whether the employer already has a policy and procedure for tackling violence at work. If not, take steps to negotiate a policy with management.

Tackling violence checklist: an extract from Violence at work: a UNISON guide to risk prevention www.unison.org.uk/acrobat/13024.pdf

Recognising the problem

- ✓ Does the employer agree that there is a violence problem?
- ✓ Does the employer recognise that it is a health and safety issue rather than a security problem?
- ✓ Is the employer aware of and acting on guidance provided in HSE and HSC publications?
- ✓ Has the employer consulted with safety representatives on how this guidance applies in the workplace?

Monitoring the problem – Risk assessment Step 1

- ✓ Has the employer introduced a reporting form system specifically for violent incidents?
- ✓ How do they ensure that all employees, including agency staff, contractors and part-timers, know about the scheme?
- ✓ Are staff encouraged to report all violent incidents including incidents of verbal abuse and intimidation?
- ✓ Are supplies of report forms readily available to staff?
- ✓ Are the results of monitoring used to check the effectiveness of employer's policies?

Deciding what to do – Risk assessment Step 2

- ✓ Does the employer consult with safety representatives to seek possible solutions to the problem?
- ✓ As part of the consultation, are the returns from the report form system reviewed and classified?
- ✓ Has the employer consulted any outside experts – security consultant, local police crime prevention officer, victim support etc?
- ✓ If so were safety representatives involved in the discussion?

Preventive measures

- ✓ Are all preventive measures based on local risk assessment?

Not all the measures below will be appropriate in all situations. There may be others that should be considered also

- ✓ Is there anything which can be done to increase physical security of car parks, grounds, etc. and restricting access to buildings, providing refuges for staff?

- ✓ Are panic buttons fitted? If so, do they work? Is there a reliable procedure for responding to them quickly?
- ✓ Are personal attack alarms provided? Is it clear that they are not in themselves a complete solution to the problem of violence?
- ✓ Are specialist security staff employed? If so, are they properly trained and vetted? If not, who is responsible for security matters (e.g. dealing with intruders)? Are they given specialist training?
- ✓ Is there a policy or procedure for home visits?
- ✓ Is there a system for passing on information about potential incidents or about clients, including new clients and for new staff?
- ✓ Has attention been given to rooms or areas used by the public/clients to make sure they are suitable, do not create tension or leave staff trapped if an incident arises?
- ✓ Have measures been taken to prevent staff working in isolated buildings, offices or other work areas on or off site?
- ✓ Have arrangements been made for lone workers and staff working in the community?
- ✓ Does the employer take account of the risk of violence when setting staffing levels, altering working hours or shifts?
- ✓ Are all staff, including part-timers, given training in the procedures for dealing with violence? Is that training suitable and appropriate? Does it make clear that staff should not put themselves at risk to protect cash or property?
- ✓ Does the employer make sure that junior or inexperienced staff are not left to cope alone?
- ✓ Does the employer have a 'client/patient care' programme? If so, does it avoid a one-sided 'client is always right' approach? Does the employer give sympathetic support to staff who encounter awkward, aggressive or abusive clients?
- ✓ If name badges are worn has the risk of violence been taken into account? Are forenames only used on the badges?
- ✓ Are there detailed procedures for dealing with cash handling and banking?
- ✓ Does the employer provide sympathetic support to victims of violence (e.g. access to counselling, time off to recover, awareness of psychological effects, etc.)?

Implementing the policy

- ✓ Does the employer include procedures for dealing with violence in their written safety policy?
- ✓ Does responsibility for implementing the violence policy lie with a named senior manager?
- ✓ Are all safety representatives provided with a copy?
- ✓ Is the policy regularly reviewed and updated in consultation with safety representatives?
- ✓ Are safety representatives checking that the policy works and is being followed properly?

Activity

Negotiating a policy

Aims

To help us to:

- negotiate policies to deal with intimidating behaviour
- practise presentation and negotiation skills

Task

The course will be divided into a number of management and union sides. Each negotiating team should appoint an observer to report back on the outcome of the negotiations.

The trade union side has requested a meeting to discuss the development of a policy to deal with intimidating behaviour.

1. Each side should prepare a negotiating plan
2. Conduct a role play safety committee meeting to try and reach an agreement
3. The observer will report back summarising the outcome of the meeting and the arguments and techniques used.

Resources

Negotiating plan below
Fact Sheet 4 above

Report back

Observers from each small group will report back with the main points from the negotiation that they watched.

Assessment criteria – Dealing with Intimidating Behaviour

Level 2: 2.2; 3.2

Level 3: 2.2; 3.2

Worksheet: outline negotiating plan

Main Facts	
Your Aims	Fallback
Main Arguments	Management/Opposing Arguments Your Response
Opening Position	
Other Factors	

Activity **Evaluating preventative measures for intimidating behaviour**

Aims

To help us to:

- further investigate intimidating behaviour
- evaluate key preventative measures

Task

In your small group:

1. Choose a specific type of intimidating behaviour that is relevant to your workplaces
2. Use the worksheet on the 'Principles of prevention' below to evaluate the key preventative measures that are currently in place to reduce the risk.

Report back

Make some notes on your activity summary sheet and worksheet below. Elect a spokesperson to report back.

Resources

Notes from previous activities
Worksheet on the next page
Fact Sheet 4 above and Fact Sheet 5 below

Assessment criteria – Dealing with Intimidating Behaviour

Level 2: 3.1

Level 3: 3.1

Worksheet: Intimidating behaviour - preventative measures

Description of intimidating behaviour

Investigating employer's preventative measures

- ✓ Has the priority hazard and consequent risk been identified?
- ✓ Are any preventive measures already being used working properly?
- ✓ Are the control measures followed and do control measures appear to work?
- ✓ Is information, instruction and training provision adequate?
- ✓ What preventive and protective measures have been identified under the hierarchy of principles laid down in Regulation 4 and Schedule 1 of MHSWR 1999 (see summary of the law above)?
- ✓ Can risks be avoided and have risks that cannot be avoided been evaluated?
- ✓ Are risks controlled at source?
- ✓ Is the work adapted to the individual, especially as regards the design of workplaces, the choice of work equipment and the choice of working and production measures?
- ✓ Are prevention measures adapted to technical progress?
- ✓ Is the dangerous replaced by the non or less dangerous?
- ✓ Has the employer developed a coherent overall prevention policy which covers technology, organisation of work, working conditions, social relationships and the influence of factors relating to the working environment?
- ✓ Are collective protective measures given priority over individual protective measures?
- ✓ Are appropriate instructions given to employees?
- ✓ Has a plan of action been drawn up for putting into practice the necessary measures identified by the risk assessment?
- ✓ Does the plan identify priorities and set an agreed timetable for action?
- ✓ Has the money been made available to implement control measures?
- ✓ Are there plans to monitor the success of new measures?
- ✓ Have protective and preventive measures been introduced?
- ✓ Has a plan of action been drawn up for putting into practice the necessary measures identified by the risk assessment?
- ✓ Does the plan identify priorities and set an agreed timetable for action?
- ✓ Has the money been made available to implement control measures?
- ✓ Are there plans to monitor the success of new measures?

Your overall evaluation of preventative measures

Activity **Trade union strategy – tackling intimidating behaviour**

Aims To help us to:

- decide what to do next
- implement plans for improvement

Task In your small group:

1. Decide upon your action plan in relation to intimidating behaviour at work based upon what we have done on this short course
2. Use the Worksheet below to:
 - Identify what needs to be done
 - Devise a trade union action plan to make sure that the changes are made

Report back Elect a spokesperson to report back to the rest of the course

Resources Previous activities
Fact Sheets 5 & 6 below

Assessment criteria – Dealing with Intimidating Behaviour
Level 2: 3.2
Level 3: 3.2

Worksheet: Action planning on tackling intimidating behaviour at work

Action you need to take in relation to:	Aims	What needs to be done?	When?
Employer			
Members			
Other union representatives			
Other			

FACT SHEET 5: Action planning for intimidating behaviour at work

Now that you have established what should be happening in relation to intimidating behaviour at work, you must work out what you want to achieve. This will depend on:

- the problem
- what you have found out
- short and long term aims
- members' support and union negotiating strength
- management's attitude to intimidating behaviour at work

So, you need to think in advance about what the minimum is that you will accept.

Involving your members

It is important to involve trade union members, get them to discuss problems with each other, and to make them aware that intimidating behaviour at work is a shared problem which can be tackled through the trade union. Discussing the issue of intimidating behaviour at work within the union will help, as well as persuading management to accept that there is a problem, and implementing the solutions suggested. A questionnaire is a good way of establishing if there is a problem. For example, USDAW provide a range of possible questions and answers for a bullying questionnaire at

www.usdaw.org.uk/getactive/resource_library/files/RLF314/Bullying314.pdf

If members feel strongly, and are prepared to support you, this will be your main source of strength. So:

- keep them informed about what you are doing
- involve them in planning your approach and deciding what to accept
- discuss whether management plans and procedures are adequate
- provide an opportunity for workers to express/register their concerns – by holding meetings, conducting surveys and using body mapping and risk mapping techniques
- inspect the workplace regularly
- encourage workers to report intimidating behaviour problems to management and safety representatives
- win their support

Pro-active safety reps

Safety representatives can identify whether intimidating behaviour is a problem in their workplace. Such things as: high levels of sickness absence; reports of violence; high absenteeism; high staff turnover; low morale and apathy amongst the workforce may indicate bullying and harassment or violence.

Safety representatives can:

- do a special inspection on intimidating behaviour
- survey their members using a questionnaire such as USDAW's bullying questionnaire at www.usdaw.org.uk/getactive/resource_library/files/RLF314/Bullying314.pdf
- use mapping techniques to identify problems. (See the *Hazards* workers' guide to body mapping, risk mapping and interactive hazards detective www.hazards.org/tools/)
- report their concerns and those of their members to management in writing

Risk management

You can urge your employer to prepare and implement a plan to manage the risks from intimidating behaviour. You should:

- be consulted by management
- monitor how management is following their plan
- keep the workforce informed of progress

Ask for copies of the risk assessments that the employer has done to ensure that they are preventing and controlling the hazards, and make sure that their employer is fully consulting you and other safety representatives. Where control measures are in place you can check that they are being adhered to and maintained and also that they are effective in preventing injuries and ill health.

Finally, check that where there is any potential risk, your employer has given the workforce appropriate training and information.

Policy for preventing intimidating behaviour

Safety representatives can negotiate a policy with their employer, preferably as part of the overall health and safety policy. See Fact Sheet 4 above for full details. The policy should contain agreed arrangements for joint monitoring and review to assess its effectiveness.

Taking up the issue with management

Sometimes, minor issues can be sorted out informally by direct contact with relevant managers. But if intimidating behaviour at work is being tackled for the first time, it is likely that you will need to raise the matter formally. Obviously you know the best way of getting things done in your workplace, but you may need to consider such things as:

- raising the matter in writing
- encouraging other safety representatives to support you and back you up
- using special safety procedures or an agreed procedure for resolving problems, in which case you should always involve other relevant union representatives
- raising the problem directly with senior management if it is urgent
- using safety committees which can sometimes help to make plans for implementation

Union pressure and arguments

You will need a well-argued case and you should refer to your research on intimidating behaviour at work. But the main source of negotiating strength is a well organised union with the support of your own members, and their determination to secure improvements.

Evaluating the outcomes

When you have carried out the appropriate action in the workplace, you should evaluate the outcomes. This is important because it allows you to reflect upon what has happened and determine what, if anything needs to be done next.

FACT SHEET 6: Further information

ACAS

- Bullying and harassment guides
www.acas.org.uk/index.aspx?articleid=515&detailid=537

Andrea Adams Trust

- News, resources and help on workplace bullying
www.andreaadamstrust.org/

Chartered Institute of Personnel and Development

CIPD – *20 per cent of UK Workers Have Been Bullied Over the Last Two Years*

www.cipd.co.uk/pressoffice/_articles/bullying241006.htm

Hazards magazine website

Excellent news and resources on the Hazards web resource page at www.hazards.org

Hazards magazine factsheets

- No. 79: Victimisation
 - No. 70: Psychoterror
 - No. 65: Violence at work
- £1.50 each for union subscribers, £6 for non-subscribers

HSE work-related violence website

The HSE have a specific web page which draws together HSE information on violence in one place at www.hse.gov.uk/violence/index.htm

HSE priced and free publications on violence

- For all the latest documents containing general standards and guidance on violence, go to the HSE web page:
www.hse.gov.uk/violence/information.htm
- Alternatively, obtain a free copy of the latest HSE Books catalogue, CAT 34, by telephoning 01787 881165

International Labour Organisation

- Resources on violence, bullying and harassment
www.ilo.org/public/english/protection/safework/violence/

Labour Research Department (see Section 6 below for contact details)

- Tackling bullying and harassment. £4.95
- Violence at work: a safety representative's guide. £3.30

London Hazards Centre (see Section 6 below for contact details)

- Bullying at Work Factsheet
www.lhc.org.uk/members/pubs/factsht/64fact.htm

Suzy Lamplugh Trust

A charity concerned with personal safety

www.suzylamplugh.org/home/index.shtml

TUC

- The TUC violence and bullying web page www.tuc.org.uk/h_and_s/index.cfm?mins=30
- TUC bullied at work – don't suffer in silence
www.tuc.org.uk/tuc/rights_bullyatwork.cfm
- Violent times: a health and safety report
www.tuc.org.uk/h_and_s/tuc-2304-fo.cfm
- Essential information for safety representatives. Keep up to date on health and safety by reading *Risks*, the TUC's weekly e-bulletin for safety representatives at
www.tuc.org.uk/h_and_s/index.cfm

Trade union information

- Many unions provide guidance on bullying and harassment and violence. The website addresses of all trade unions are on the TUC website at www.tuc.org.uk/tuc/unions_main.cfm. *Hazards* magazine has listed the health and safety pages of most trade unions at www.hazards.org/links/ukunionlinks.htm
- Contact your union or visit your union's website to find out if they produce any guidance on bullying. For example, USDAW have produced bullying and harassment resources for members at: www.usdaw.org.uk/resource_library/#BullyingandHarassment and have a Freedom from Fear campaign at www.usdaw.org.uk/campaigns/freedom_from_fear/ and have produced a leaflet for members *Don't be a Victim of Violent Crime* at www.usdaw.org.uk/getactive/resource_library/1060339751_21671.html
UNISON have a draft bullying agreement at www.unison.org.uk/safety/doc_view.asp?did=943

Victim Support

An independent charity which helps people to cope with the effects of crime

www.victimsupport.org/

Activity

Learning opportunities

Aims

To help us to:

- identify future learning needs
- consider ways you will meet those learning needs

Task

In your pair:

1. Identify your other learning needs for health and safety
2. What learning opportunities are provided by the TUC or your union to meet your learning needs?
3. Identify the steps that you need to take to make use of the learning opportunities

Resources

Details of TUC core and short courses from your tutor
Details of your union courses from your union website

Report back

Prepare a short report for the rest of the group.

Course review and evaluation

We hope that you have enjoyed the course. To help us make future courses more effective we would like your feedback. Please:

- contribute to a collective feedback session that your tutor will organise
- fill in the evaluation form on the next two pages and return it to her/him

End of Course Evaluation

Please take time to complete the following. Considered and constructive feedback will help us to ensure that the course is relevant to your needs as union representatives.

1. What were your aims/expectations for the course?

2. To what extent have these been met?

3. What, if anything, do you feel you have gained/achieved that you did not expect at the outset?

4. How would you rate the support you have had?

Tutor support	<i>Very good</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Weak</i>
Group support	<i>Very good</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Weak</i>
Course materials	<i>Very good</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Weak</i>
Other resources	<i>Very good</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Weak</i>

Comment

5. How did you find the teaching and learning methods used on the course?

Group Work	<i>too much</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>too little</i>
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Individual Exercises	<i>too much</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>too little</i>
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Written work	<i>too much</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>too little</i>
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Workplace Activities	<i>too much</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>too little</i>
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Comment

6. How do you think what you have got out of this course will help you in your work/union?

7. Having successfully completed your course, what are your learning priorities now?

8. Any other comments?
