

# School BULLYing - INTO Guidance

## FOREWORD

Since the Jordanstown Agreement in 1987, a number of trends have become evident in Northern Ireland schools: These include

- Managerialism;
- Bureaucratic forms of accountability;
- Unplanned application of Government Initiatives;
- Unacceptable workload levels for teaching principals and teachers;
- Increased work-related stress ill health retirements.

The independent enquiry into the salaries and conditions of service of teachers in Northern Ireland may bring forward recommendations that will address these problems.

INTO is determined to tackle the growing problem of bullying and harassment. The Guidelines are designed as a reference for teachers. I trust they will be of help and assistance to teachers who face the impact of bullying in schools.

Thanks to Tony Carlin, Equality Officer and the Equality Committee Northern Ireland for this guidance.

**Frank Bunting**  
**Northern Secretary**  
**February 2003**

***"All cruelty springs from weakness."***

(Seneca, 4BC-AD65)

***"Lack of knowledge of, or unwillingness to recognise, or outright denial of the existence of the serial bully is the most common reason for an unsatisfactory outcome of a bullying case for both the employee and employer"***

Tim Field

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## INTRODUCTION

A Times Education Supplement article on 21<sup>st</sup> June 2002 stated that:

- One teacher in three claims to have been bullied at work
- Over 90% of reported cases of workplace bullying are caused by a serial bully
- Bullying is not a gender issue but women make up 75% of victims who seek help.

Mention bullying and people think of kids involved in playground squabbles. Few see it as an adult problem, destroying careers and families or causing long-term psychological and emotional damage. However in April 2000 one worker in four in the UK had experienced bullying. For teachers the figure was significantly higher, with one in three claiming to have been bullied and a further 20% claiming to have witnessed it.

It is clear to INTO that our members in school require advice, representation and encouragement to help them tackle serious problem.

## WHAT IS BULLYING?

Bullying is about power. Bullies want control - control of their victims and of their environment. Bullying has been defined in many ways. These include:

*“Persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power or unfair penal sanctions which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress”* MSF 1994.

*“Bullying is a compulsive need to displace aggression and is achieved by the expression of inadequacy (social, personal, interpersonal, behavioural, and professional) by projection of that inadequacy onto others through control and subjugation (criticism, exclusion, isolation etc). Bullying is sustained by abdication of responsibility (denial, counter-accusation, pretence of victimhood) and perpetuated by a climate of fear, ignorance, indifference, silence, denial, disbelief, deception, evasion of accountability, tolerance and reward (e.g. promotion) for the bully.”* Tim Field, 1999

The definitions of bullying are based on the impact the behaviour of the bully has on the recipient, not their intention.

## WHO ARE THE BULLIES?

Bullying involves a person in authority abusing his/her authority and bullying those below him or her. An individual may also bully a peer, and groups of people may pick on and bully an individual as a group.

## THE CAUSES OF BULLYING

A survey by UMIST in 2000 “Destructive Conflict and Bullying at Work” found that bullying is linked to negative management styles. Targets of bullying were more likely to experience autocratic and divisive styles of management. Bullying was also associated with a negative work climate, high workloads, and unsatisfactory relationships at work. A number of the **organisational factors** that can contribute to bullying in the workplace include:

- Competitive work environment
- Envy among colleagues
- An authoritarian style of management and supervision
- Organisational change

- Little participation
- Lack of training
- No respect for others point of view
- No clear codes of conduct
- Impossible targets or deadlines
- No procedures for resolving problems

Bullying may also be endemic in the culture of an organisation. It may be seen as strong management, or an effective way of getting things done. Some organisations may overtly condemn the practice but covertly encourage it. Bullies may be deliberately promoted into positions of authority to get the job done.

There is no stereotypical bully. However certain **individual factors** can contribute to the psychological make up of a bully. These include:

- Aggression
- Sarcasm
- Anger
- Malicious behaviours

Bullies may lack confidence or feel insecure in their position. They may view everyone else's suggestion as a threat to their popularity or authority. They may be envious of people's abilities, success and popularity. Bullies may focus on some aspect of the victim's personality, appearance or way of doing things. They may have learned their bullying behaviour as a child or may have been used to having their own way.

## HOW DOES BULLYING MANIFEST ITSELF?

Bullying in schools can take many forms. Bullying may take place through overt or covert means. It may be subtle in its attack on the individual but over a period of time the effect can be devastating. Some overt manifestations of bullying include:

- Using of terror tactics to constantly humiliate, threaten, shout at, abuse or direct obscenities towards the target.
- Subjecting the individual to constant humiliation or ridicule, belittling his/her efforts, often in front of others
- Using monitoring, or being extremely critical about minor things.
- Taking credit for another's work, but never taking the blame when something goes wrong.
- Overruling another's personal authority
- Removing whole areas of work responsibility from the victim, reducing his/her role one of performing routine and mundane tasks
- Setting the victim impossible tasks and then criticising for not being able to meet his/her targets
- Deliberately withholding information necessary for the individual to do his/her job effectively
- Ostracising and marginalizing the victim, dealing with the individual through a third party. This may exclude the individual from input into decisions.
- Refusing reasonable requests for leave, training, blocking promotion etc.

**Covert** bullying is perpetrated through more insidious means which wear down the employee over a period of time. The bully may perpetrate the bullying in front of others who are afraid to speak up because of fear of retaliation. In many cases, bullying takes place where there are no witnesses and the victim is afraid to make a complaint.

## **THE EFFECTS OF BULLYING**

### **The Individual**

Teachers who are constantly bullied lose their self-confidence, their self-esteem and are at an increased risk of suffering stress. The symptoms of bullying therefore often mirror those of stress in an individual. These include:

**1. Physiological changes including:**

- Dry mouth and throat
- Butterflies in the stomach
- Flushed face / moist palms
- Pounding heart
- Muscle cramps

**2. Physical health problems including:**

- Appetite loss
- Comfort eating
- Weight loss / gain
- Indigestion / heartburn
- Constipation or diarrhoea
- Sleeplessness
- Sweat bouts
- Headaches
- Back pain
- Nausea
- Breathlessness
- Fainting spells
- Impotence / frigidity
- Eczema

**3. Mental or emotional health problems.**

The psychological problems can manifest themselves as:

- Fatigue
- Anxiety
- Depression
- Hostility and aggression
- Psychosomatic complaints

### **The School**

Bullying not only affects individuals. It is also reflected in the school. Where individuals work in a climate of fear, anxiety or resentment they are not working to their full potential or capacity. Bullying in a school will be reflected in higher absenteeism levels and staff turnover. In addition morale plummets and teacher performance falls. The overall damage to the image and reputation of a school because of bullying cannot be underestimated.

### **Bullying and Harassment – the difference**

Bullying differs from harassment and discrimination in that the focus is rarely based on gender, race, or disability. The focus is often on competence, or rather the alleged lack of competence of the bullied person. In reality, the target of bullying is often competent and popular, and the bully is aggressively projecting his/her own social, interpersonal and professional inadequacy onto his/her target. The

purpose of projection is to avoid facing up to that inadequacy and doing something about it, and - mainly - to distract and divert attention away from the bully's inadequacies, shortcomings and failings. Bullying must not be confused with "tough management" or any other popular euphemisms that people disingenuously use to dismiss, diminish, rationalise or justify the behaviour.

## **THE LAW**

### **The Legal Position**

There is no specific law to protect employees from being bullied at work. Employers have a general duty under Health and Safety legislation to provide a safe and healthy working environment under Section 2.(1) of the Health and Safety at Work Order (NI) 1978. Under common law employers may be deemed liable for psychiatric or psychological damage caused by bullying at work.

### **Risk Assessment**

Every employer has a legal responsibility to make a suitable and sufficient assessment of the risks to the health and safety of his/her employees in order that his/her take the appropriate preventative and protective measures. This assessment should include risks to mental health. This is set out in the 'Management of Health and Safety at Work Regulations 1999'.

The Health and Safety Executive, reminds employers remind them that their responsibilities extend to taking steps to make sure that workers do not suffer stress related illnesses. The HSE has identified bullying at work as a cause of work related stress.

As a consequence of this advice, accredited Health and Safety Representatives are able to investigate sources of stress, such as bullying and harassment. They also have a right to take up members' health and safety complaints and talk to them in confidence and can legitimately raise bullying and harassment as a health and safety issue.

## **EMPLOYMENT LAW**

### **Duty to prevent unlawful discrimination**

There is no employment law, which deals specifically with bullying at work. However, bullying can amount to unlawful discrimination if it involved significant elements of sexual, racial, or disability matters.

### **Constructive Dismissal**

In circumstances where bullying leads to a fundamental breach of the employment contract, a teacher may be able to pursue a claim for constructive dismissal. Employees who wish to exercise this right must have been working for the employer for at least one year and must present their claim to an industrial tribunal within three months of the dismissal having occurred.

### **Compensation for Personal Injury**

It may be possible to take a personal injury case if the employee can demonstrate that the workplace bullying has resulted in physical or psychological injury. The worker must demonstrate that:

- He/she suffered injury (or a medically recognised psychologically condition) as a result of bullying;
- That the employer knew that the bullying was likely to cause injury; and

- The employer failed to take reasonable steps to prevent it.

### **Other Legal Action**

Where bullying involves physical contact or threat, it may be appropriate to consider civil or criminal action. This may include issues such as assault, battery, indecent assault or rape. Under the Criminal Justice and Public Order legislation, individuals who bully or harass another may be guilty of an offence and may face criminal charges.

## **IDENTIFYING BULLYING IN SCHOOLS**

Incidents of bullying must be tackled. However the process is difficult. The person being bullied will need understanding and practical support to help him/her through a difficult time.

Raising problems of bullying at school can sometimes make the problem worse. In a recent survey, conducted by UNISON, 15% who complained to the bully's boss and 9% of those who went to the personnel department were labelled troublemakers. One quarter were threatened with dismissal. Other research suggests that when issues are dealt with speedily, the outcome is better.

Any response to bullying must take into account the problems that might arise and ensure that adequate support and protection for the person being bullied is available.

### **Raise Awareness**

Raising awareness of bullying is important both in identifying the extent of the problem and as a means of preventing it. It is also important as a strategy for changing workplace cultures and making teachers aware of the policies and procedures in place to deal with school bullying.

The TUC suggests in a guide for trade union reps and personnel managers, 'Beat Bullying at Work', that they should jointly introduce a workplace awareness-raising programme, which could include:

- Organising a survey of the workplace on the extent of bullying
- Organising meetings on the issue
- Raising awareness through posters and leaflets; and
- Ensuring awareness about bullying is incorporated into trade union and employer training

### **School surveys**

A school survey can be an effective means of establishing the nature and extent of bullying and to raise awareness amongst teachers and management. Many trade unions have adopted a partnership approach and have held joint surveys with management. Surveys should be confidential and replies, which may identify a victim of bullying, should be avoided. A model survey is included in Appendix 1 of this guide.

### **Take up the issue with your employer**

If the results of a survey or an awareness campaign indicate a problem with bullying this should be raised with the employer. Immediate problems should be dealt with straight away, but the long term aim must be to negotiate a joint policy on bullying. Even if bullying is not a problem now, it may become one in the future. It is therefore important to have a negotiated policy which makes clear what is acceptable behaviour and what is not.

## **Risk Assessments**

Another mechanism for identifying whether or not there is a problem with bullying at work is health and safety Risk Assessments. The Health and Safety Executive guide, *Tackling Work Related Stress*, points out that under the management of *the Health and Safety at Work Regulations 1999*, employers are required to assess risks to health and safety from hazards at work. This assessment includes the risk of employees developing stress related illness because of work.

The HSE guide identifies bullying as a particular source of work related stress. Getting an employer to do a risk assessment that covers stress may identify problems of bullying, which are major contributors to work related stress. The risk assessment should involve:

- Looking at pressures at work which could contribute to stress (and to bullying);
- Deciding who might be harmed by these; and
- Deciding whether enough is being done to prevent any harm and if not what more should be done.

## **RESPONDING TO BULLYING**

### **What to do?**

Bullying affects individuals in many ways. Common responses are a feeling of powerlessness and of being undermined and isolated. In such a situation it is essential that early support is sought. People being bullied should seek support from friends, colleagues or their union and may also use the services provided by their employer or other organisations.

Individuals may wish to speak to the bully and advise him/her that the behaviour is unacceptable. This is sometimes all that is needed for the bullying to stop. However, if the behaviour does not stop it will be necessary to build up a case. As allegations can have serious consequences, it is important that there is evidence to sustain any case.

At some point it may be necessary to use a procedure. Individuals may use the bullying or grievance procedure to attempt to resolve the matter.

### **What union reps can do**

Union representatives have an important role in responding to bullying by taking complaints seriously and making sure the member feels supported.

### **What employees can do**

While the majority of bullying is performed by managers or individuals in a position of power, there are still teachers who get involved in bullying a colleague, or who by their lack of activity, appear to condone it.

Often teachers witness colleagues being bullied. They can approach the victim informally, and tell them what they have observed. They can offer to listen and take notes if the person being bullied feels unable to discuss the matter. They can also encourage victims to talk to someone they can trust or approach their school representative.

### **What a teachers who is bullied should do**

INTO advises teachers who are being subjected to bullying to keep the following records:



- Written evidence that they have complained of the treatment – to the individual or else that they have reported it to a line manager.
- A diary of incidents – what happened and when. How it affected them? Many incidents seem trivial in isolation so it is important to establish a pattern over time; and
- Witness names – and those roles they occupied in any events
- Other evidence – including notes or correspondence. This may include e-mails, records of meetings and letters sent or received.

If a grievance or harassment procedure is being invoked, the teacher will be required to put his/her complaint in writing. Advice should be taken from a Northern Office official. Copies of the complaint and other communications should be kept.

### **Support for bullied staff**

Good policies on bullying will indicate contacts, either a harassment officer or mediator, who will support the individual being bullied. Counselling may help people deal with the effects of bullying. School Reps should ensure that members are aware of the range of services they can provide.

### **Union members accused of bullying**

Sometimes the perpetrators of bullying can be union members. These individuals are also likely to call on INTO for support.

In some cases the individual accused may not have realised that the effects of his/her behaviour and in these cases the matter may be informally resolved through discussion.

It is important that trade unions ensure that procedures are operated fairly.

A model checklist on bullying in the workplace is included in Appendix 2.

## **NEGOTIATING A WORKPLACE POLICY**

### **I already have a grievance procedure.**

All organisations should have a policy or policies on preventing workplace bullying. They should also have procedures for dealing with it should it occur. This applies not just to organisations that have identified a problem of bullying or where an individual employee has complained of bullying or harassment.

Bullying perpetrated by members of the public against teachers should be dealt with by a *Violence at Work* policy.

### **Why should an organisation have an anti bullying policy?**

All schools should have a policy on discrimination harassment, and bullying at work. All teachers are human beings. Even model schools will have the occasional case. Key issue is have a policy in place that will investigate and deal promptly, thoroughly and fairly with incidents of bullying and harassment according to recognised and agreed procedures.

The policy should state that bullying behaviour is not acceptable and provide an agreed course of action to be taken should any teachers behave in an unacceptable manner. Existence and implementation of a policy also means that the employer is much less likely to be involved in

employment tribunals and litigation, and if they are, will be in a better position to defend themselves successfully.

### **Who should the policy apply to?**

An anti-bullying policy must apply to everyone, from the principal to the cleaner, from permanent full-time staff to contractors. It should state clearly that bullying is a disciplinary offence, which links the behaviour into existing disciplinary procedures. To be effective, the policy must state that **confidentiality is guaranteed**.

The existing grievance procedure is not suited to dealing with bullying, as most bullying is committed either by the target's line manager, or by a teaching colleague often with the line manager's active (encouragement) or passive (refusing to take action) support. Therefore, anyone resorting to informal or formal procedures must be able to have the services of individuals not connected with the alleged bully. It is a breach of natural justice for the alleged bully to be in any way involved with investigation and judgement.

Most policies recommend a two-tier procedure: an informal stage and then, if the informal stage is not sufficient or the offence is of a serious nature, a formal stage.

### **Informal**

A teacher who believes he/she is being bullied needs to be able to discuss his/her situation with somebody who is empathetic and trained. If genuine, the target will gain strength to continue their course of action; if frivolous, the individual and their circumstances can be assessed and advised accordingly.

At this stage it is essential to identify the type of bullying that has been reported. This will be established through an informal investigation. The teacher who undertakes this role must be impartial and trained in bullying and investigation techniques.

Unwitting and organisational bullying can often be defused at this stage without the need to escalate matters to the formal stage. With unwitting bullying (which can be all of us at times), a quiet word or a letter from the target (constructed with assistance) will often be sufficient. The unwitting bully may need assistance, especially if his/her behaviour has deteriorated due to excessive workload or a change in their job or inadequate training or lack of support.

With a serial bully, the informal procedure may require that the alleged bully is made aware of his/her behaviour, as well as the harmful effect on his/her target in terms of health and ability to perform his/her duties, its inappropriateness, and that it is contrary to policy. The bully will have to be reminded that bullying is a disciplinary offence and repeated incidents may render him/her liable to a formal procedure which might result in disciplinary action.

Whether the victim or the representative make and keep any written records at this stage is a decision for the individual. INTO recommends that a note is kept on file which includes a statement that it should only be taken into account if formal or further informal procedures are initiated. A single informal procedure should not be held against the individual, especially with unwitting bullying.

To counter the victim's request that he/she doesn't want any action to be taken against the bully at this stage and they don't want it to be investigated, the policy should have a clear statement that "*the employer has a legal obligation of a duty of care to provide both a safe place and a safe system of work; any bullying that is reported must be investigated, first informally, and later, if appropriate, formally, in order to comply with this duty of care*". This duty of care cannot be derogated. Derogated means avoided or abdicated or passed to someone else for any reason.

The policy must also have a clause stating that victimisation as a result of reporting bullying and harassment will be regarded as a serious breach of discipline and automatically result in a formal investigation which, if proven, may result in disciplinary action being taken against the perpetrator, which may include dismissal.

The policy also needs a clause stating *"the making of false or malicious complaints of bullying and harassment will be regarded as a serious disciplinary offence"*.

### **Should attempts be made to reconcile within the policy?**

At the informal stage, should the employer, bring the two sides (alleged bully and target) together? It depends on the circumstances and you should be guided by the needs of the victim and the results of informal investigation. With unwitting bullying, bringing the two sides together may be appropriate, especially if mediation is used. With a serial bully, the default should be that there is **no** contact unless the victim requests it. Many targets of serial bullies are so traumatised by the time they report the bullying that being coerced into close proximity with the serial bully causes further trauma.

### **Formal**

If the bullying cannot be resolved by an informal procedure, the victim- or the employer if they feel it is appropriate under his/her duty of care - can initiate a formal procedure. The formal procedure must state clearly **in writing** what the procedure involves and what the possible outcomes will be. Rights of appeal for both parties should also be made clear at this stage.

The first step is to find out the facts, so an investigation by a trained investigator is essential. The investigator must be impartial and confidentiality must be guaranteed; with a serial bully, most employees will be too frightened to come forward of their own volition.

A good starting point is the bully's CV. Serial bullies often lie about their qualifications and experience, or describe it in ambiguous terms, which are misleading. For example "I undertook a degree course in xxx" may give the impression of holding a degree but may mean "I started the course but didn't complete it because I failed the exams". Check everything carefully; lying and deception can be used as the basis for a disciplinary offence.

Another line of enquiry is to establish the precise circumstances under which the bully left his/her previous job; in many cases, his/her behaviour led to them being given the option of resigning or being sacked. Most bullies, given the choice, elect to resign so nothing appears on record. The previous employer, glad to be rid of the bully and fearful of legal action for giving a misleading reference, is unlikely to admit this has happened.

### **Representation**

Representation is a grey area with many employers claiming that the person who is the alleged target of bullying is not entitled to representation. Denial of representation is a common tactic by which bullies reveal themselves., INTO recommends that any reasonable employer will allow and encourage **both parties** to have a representative of their choice and without limitation present in all meetings related to the formal procedure. The Employment Rights Act gives employees the legal right to be accompanied during grievance procedures and disciplinary hearings, but only by a union or colleague. Colleagues may be too involved with management to be impartial, and the school representatives may be too frightened to come forward and are often threatened by the bully anyway. A reasonable employer will go beyond what the law requires and allow the target to be accompanied by a person of his or her own choosing.

**A model policy is included in Appendix 3.**

## **Confidentiality**

It is essential that confidentiality is guaranteed and that teachers likely to be involved in implementing the complaints procedure understand that breaches of confidentiality may be a disciplinary offence.

This will require that clear information and training must be provided to all concerned, including:

- Line managers
- Individuals involved in the investigation
- Welfare or counselling staff
- Complainants
- The alleged bully

If confidentiality is not seen to be respected then people will not make use of the system and the policy will be ineffective.

## **Training**

A prerequisite for the successful implementation of a bullying policy is training. The policy must provide for all employees to be given appropriate information and training. Staff will need to be given information about the policy so that they understand the nature of bullying, why it is unacceptable, why the policy is needed, what the procedures are for complaining and what disciplinary action will be taken against those who do not comply. Information about the policy should also be included in any induction programme. Additional training will need to be provided for those involved in implementing the policy, those conducting investigations and those hearing appeals. The training will need to emphasise that senior staff are not exempt from the policy and that if they bully action will be taken to deal with them just as vigorously as any other employee.

The training programme should include:

- What is meant by the term “bullying”
- The effects of bullying
- The organisational situation, culture and value systems, which may give, rise to and perpetuate bullying
- Details of the bullying policy and procedures
- Practical skills (e.g. welfare and counselling services)
- 

The policy should also be well advertised and drawn to the attention of teachers by means of posters, leaflets, etc., which reinforce the training provided under the policy.

## **Welfare and support staff**

Welfare staff and counsellors are facilitators, not therapists. If the bullying policy provides for counselling to be offered to bullied people to help them regain their self confidence or to bullies to help them recognise and change their behaviour, then this must be provided by specialist qualified counsellors. The counselling should be independent and confidential.

## **Monitoring and Review**

The policy must provide for regular, joint monitoring and review involving INTO. This is to ensure that it complies with current employment law and is effective.

## **HELPING BULLIED MEMBERS –**

### **If an INTO member comes to you for help**

- Ensure that you treat any case of bullying seriously and be supportive to the person bullied. The nature of bullying means that in many cases it will be the word of the bully who is often in a more influential position, against the bully.
- Listen carefully to what the member says and make it clear that you don't consider them to be over sensitive, that the incident isn't silly or trivial, and that INTO is prepared to help.
- Encourage the member to write down details of each occurrence of bullying, including what was said and done, the date and time and the effect that the incident had on them.
- Find out whether other workers have experienced similar problems, and if so ask them for details of any bullying which has occurred.
- Discuss with the member how he /she wishes the case to be pursued.
- If the member agrees, seek support from other teachers.
- Advise the member to report the incident to management. Assist the member to do this if they so wish. Take all written information about the case with you when you meet management.
- Offer to represent and /or support the member at any stage of the enquiry into the allegations
- Ensure that the case is dealt with as quickly as possible by management, ensure each step of the procedure is followed within the given timeframe and press for a deadline to complete the enquiry.
- Ensure that any agreement reached is effective.

### **If the alleged bully is an INTO member**

INTO policy is to oppose bullying, harassment and discrimination of any kind. INTO should make it clear that INTO does not tolerate bullying and will not defend bullying behaviour by its members. The bully should be advised to accept counselling to help him / her to recognise and change their behaviour.

If the bullying has any element of harassment on the grounds of race, creed, ethnic origin, nationality, disability, sexual orientation or sex then the member may face disciplinary charges in accordance with the rules of the Organisation.

## **WHAT TO DO IF YOU ARE BEING BULLIED AT WORK**

If you are being bullied at work you should not suffer in silence. You should seek advice from INTO. You should not feel guilty or weak or that you are to blame in some way for inviting bullying behaviour. INTO believes that bullying is a severe offence and that individuals' complaints should be dealt with swiftly and sensitively. Confronting a bully on your own is not easy. It is only effective in the early stages of bullying. The longer the bullying goes on the harder it becomes to confront the bully. Teachers should use INTO to assist them in tackling bullying at work.

- Log all incidents of bullying – including dates, times nature of incidents, details of slurs, accusations, criticisms etc.- making sure you stick to the facts.
- Write down your feelings at the time and your response.
- If you cannot confront the bully, try writing a memo to make it clear why you object to their behaviour and keep copies of the memo and any written reply.
- Keep copies of any annual appraisals and letters / memos relating to your ability to do the job.
- Try to get witnesses to bullying incidents
- Try to avoid situations where you are alone with the bully
- Find out if you are the only person being bullied or whether other people are also affected. You may be able to make a collective complaint.
- Talk to colleagues and see if they will support you.

- Make sure that you know exactly what your job description is so that you can check whether the responsibilities you are given match it.
- Find out if your employer has a policy on bullying / harassment and request a copy.
- Make sure you keep your INTO Rep. apprised of all developments.
- Stand firm and don't let yourself become a victim.

If you wish to pursue a legal case you should seek advice from your Northern Committee / CEC or official. Your case will then be considered for funding and support.

## **APPENDIX 1**

### **Bullying at work survey**

The typical questions in a survey include:

- Have you ever been bullied at school?
- Are you currently being bullied? If yes, when did the bullying start?
- How often does the bullying happen?
- Who is doing the bullying? – line manager, colleague, group of colleagues or others?
- What form does the bullying take – intimidation, being shouted at, being humiliated or, ridiculed, belittling your work, withholding information, being ignored, being given impossible targets or deadlines malicious gossip, excessive monitoring, blocking promotion, refusing reasonable requests, removing areas of responsibility, or other?
- Was the bullying related to your gender, race, disability, sexual orientation, age or any other characteristic?
- Have you had time off work because of the bullying?
- Have you ever witnessed anyone being bullied in school?
- Do you know of anyone who has had time off school because of bullying?
- Do you know of anyone who has left his or her school because of bullying?
- If you have been bullied at school have you tried to raise the problem with your manager, personnel department, INTO, or a colleague?
- What action was taken, if any?

## **APPENDIX 2**

### **Responding to bullying – a checklist**

- ☐ Do all union members / employees know what to do if they are being bullied, or if they are aware that a colleague is being bullied?
- ☐ Would you know what to do if a union member / employee came to you who is being bullied?
- ☐ Are members / employees aware of what support systems are available?
- ☐ Are there prominent notices informing people in the workplace / trade union literature informing individuals what to do if they are being bullied?
- ☐ Do the trade union / company have dedicated procedures so that members / employees have support where the union representative may be the bully?

## **APPENDIX 3**

### **Typical Bullying at Work policy**

Copy Available from Northern Office 9038 1455



## Appendix 4

### Sources of information

#### Organisations

**Irish National Teachers Organisation**

23 College Gardens

Belfast BT9 6BS

9038 1455

[info@ni INTO.ie](mailto:info@ni INTO.ie)

Largest teachers' trade union in Ireland

**Labour Research Department (LRD)**

78 Blackfriars Raod

London

SE1 8HF

02079283649

[www.lrd.org.uk](http://www.lrd.org.uk)

LRD publishes a range of health and safety, legal and negotiation guides.

**Trade Union Congress (TUC)**

Congress House

Great Russell Street

London

WC1B 3LS

02076364030

[www.tuc.org.uk](http://www.tuc.org.uk)

Has produced guides entitled *Beat bullying at work*. Also provides a free leaflet for individuals called *Bullied at Work? Don't suffer in silence*.

**Labour Relations Agency (LRA)**

2 Gordon Street

Belfast

9032 1442

or

1 – 3 Guildhall Square

Derry

7126 9639

Provides and advice on issues including anti bullying policies and procedure

**Health and Safety Executive**

Information line 08701545500

HSE Books 01787881165

[www.hse.gov.uk](http://www.hse.gov.uk)

HSE has a free leaflet for individuals called *Tackling work related stress – a guide for employees* which is available from HSE books.

**Health and Safety Executive Northern Ireland (HSENI)**

83 Ladas Drive

Belfast

BT6 9FR

02890243249

[www.hse-ni.org.uk](http://www.hse-ni.org.uk)

HSENI provides information on all areas of workplace health and safety with a particular focus on Northern Ireland legislation.

**The Andrea Adams Trust**

Maritime House

Basin Road North

Portslade

Brighton

East Sussex BN41 1WA

01273704900 (10am – 4pm weekdays)

Raises awareness of bullying. Provides a range of services giving practical help and support

**Equality Commission for Northern Ireland**

Equality House

7 – 9 Shaftesbury Square

Belfast BT2 7DP

9050 0600

Provides advice and information relating to discrimination / harassment at work

**Lesbian and Gay Employment Rights**

LAGER

Unit 1G

Leroy House

436 Essex Road

London N1 3QP

Minicom Lesbians 02077048066

Gay Men 02077046066 (12pm – 4 pm weekdays)

Offers confidential free advice and information to lesbians and gay men who are experiencing harassment or discrimination at work

**Internet based advice****Bully OnLine**

[www.bullyonline.org](http://www.bullyonline.org)

A leading web site on bullying and related issues that validates the experience of bullying and provides confirmation, reassurance and re-empowerment

**The Andrea Adams Trust**

[www.andreadamstrust.org](http://www.andreadamstrust.org)

Recommended reading on identifying and dealing with bullying, harassment and psychological violence

The only UK Charity dedicated to tackling Workplace Bullying.

## **Support Groups**

### **Concerned Spouses of Suffering / Stressed Teachers (COSST)**

If you're a partner of a stressed teacher, you might like to contact the new self-help and mutual support organisation COSST, Concerned Spouses of Suffering/Stressed Teachers: Peter Lewis, 22 Marlborough Rise, Aston, Sheffield S26 2ET, Tel 0114 287 3087. Please enclose a stamped addressed envelope when enquiring.

### **Campaign against Bullying at Work**

(CABAW): write to Campaign Against Bullying At Work, Working Environment Unit, Amicus, 40 Bermondsey Street, London SE1 3UD, Email [weu@amicus-m.org](mailto:weu@amicus-m.org)

### **The Northern Ireland Campaign Against Workplace Bullying.**

Adult Bullying Clampdown is a support group for men and women who have suffered the trauma of workplace bullying. We meet in the Lagan Valley Island Arts Centre, Lisburn at 7.45-9.45 on the 4th Tuesday of each month, except December/July/August. There are different guest speakers throughout the year. The group is kept very informal and there is tea/coffee and a chat. There is a small cover charge of £2. Everyone is made welcome.

Email address is [abclampdown@btopenworld.com](mailto:abclampdown@btopenworld.com). The information line is 08707446609.

### **Teachers Against Bullying**

This is a support group, based in Dublin, set up to help teachers who have been, or are being bullied by principals and/or colleagues and/or inspectors and/or boards of management. The group so far consists mainly of primary teachers and secondary teachers. Teachers are welcome to contact Teresa McMahon at 01-288 3062, between 7pm and 9pm, or email Teresa at [tmm45@gofree.indigo.ie](mailto:tmm45@gofree.indigo.ie).

### **Anti-Bullying Centre Resource and Research Unit**

Located in the University of Dublin, Trinity College, the group aims to create a greater awareness and understanding of bullying behaviour and provide advice, guidance and counselling and resource material for parents, schools and organisations seeking to counter bullying behaviour.

## **Books**

### **Bullycide: death at playtime**

#### **An exposé of child suicide caused by bullying**

by Neil Marr and Tim Field

ISBN 0 9529121 2 0

Published by Success Unlimited 2001 – Introduction by Jo Brand

### **Bully in sight**

#### **How to predict, resist, challenge and combat workplace bullying**

#### **Overcoming the silence and denial by which abuse thrives**

by Tim Field

ISBN 0 9529121 04

### **Post Traumatic Stress Disorder**

#### **The invisible injury, 2001 edition**

by David Kinchin

ISBN 0-9529121-3-9

Published by Success Unlimited 2001