

# UWS Workplace Bullying Prevention Action Plan 2014 - 2016



**The University of Western Sydney**

**UWS Workplace Bullying Prevention  
Action Plan  
2014 – 2016**

This Action Plan can be downloaded from the UWS Equity and Diversity website.  
It is available in alternative formats upon request, including standard and large print hard copy,  
and electronic formats.



## CREATING A SAFE WORKPLACE

The University of Western Sydney is a large organisation that employs almost 4000 staff and provides higher education to more than 40,000 students.

Workplace bullying creates a risk to the health, safety and wellbeing of staff and students, as well as affecting our ability to maintain a culture of civility. Without psychological safety staff and students are unable to reach their full-potential and achieve excellence.



The best approach to workplace bullying is to prevent it from occurring and to respond appropriately when it does occur. At UWS, we pride ourselves in setting a higher standard of behaviour than that which is stipulated in legislation, so I am very pleased that prior to the introduction of a Federal legal definition of workplace bullying in January 2014, UWS had undertaken extensive work to create a safe and civil organisational culture.

This year UWS has enshrined its commitment to preventing and responding to workplace bullying through the ***UWS Workplace Bullying Prevention Action Plan 2014-2016***. The plan has two overarching goals: to promote a culture of civility and wellbeing, and to improve systems and resources relating to bullying.

I commend this document to you so that it can guide us in preventing conflict from escalating into harmful behaviour and to take effective steps when we experience, witness or hear of bullying. Let us work together to create an organisation that is built on civility, respect and inclusion and one that takes steps to prevent and respond to incidents of workplace bullying.

A handwritten signature in black ink, appearing to read 'Barney Glover', with a long, sweeping underline that extends to the right.

Professor Barney Glover  
Vice-Chancellor  
University of Western Sydney.



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# UWS Workplace Bullying Prevention Action Plan

## NEW DEFINITION

*Workplace Bullying involves repeated unreasonable behaviour towards a worker or a group of workers that creates a risk to health and safety*

## ACTION PLAN

### Goal 1: Promote a culture of civility and wellbeing at UWS

Improve  
Leadership

Improve  
Knowledge

Improve  
Communication

Evaluate  
the Risk

### Goal 2: Improve systems and resources at UWS

Review  
policy and  
procedure

Design  
safe systems  
of work

Provide  
effective  
resources

Provide  
adequate  
support

Click on boxes for relevant section of plan



# 1. INTRODUCTION

A key goal of the University's Strategy 2014 – 2016 *'Making the Difference'* is creating a superior and engaged learning experience which is underpinned by the attraction, retention and development of its staff. The University's *Our People 2015 Staffing Strategic plan* and *Our Future Program* recognises the critical importance of building a culture of civility at UWS. The University is committed to ensuring a safe and positive work environment that is free from workplace bullying.

A range of policies, procedures, resources and support structures have been developed to address workplace bullying and inappropriate behaviours at UWS. During 2009 and 2010, the University, through Equity and Diversity, implemented a University-wide anti-bullying campaign to promote the then new UWS Policy and Guidelines on Bullying Prevention, supported by promotional material, a video and online toolkit. Feedback from staff at the time was positive.

In 2012, the University conducted a staff engagement survey on a range of management and human resource practices. Although 62% of staff agreed that UWS was adequately responding to bullying and abusive behaviours, this was highlighted as a potential area of organisational risk for the University.

Further to the survey response, UWS needs to respond to the introduction of a new legal definition of workplace bullying in 2014 and the requirements of the new Fair Work Commission jurisdiction which can hear applications to stop workplace bullying orders.

This Action Plan aims to improve the University's capacity to prevent workplace bullying, to effectively respond and reduce incidents of workplace bullying, and to clearly define and communicate what workplace bullying is, and what it is not.

This plan will review existing UWS policies, resources and support, and develop enhanced support and training to prevent and address bullying in the workplace. A key objective of this plan is to communicate a clear message that workplace bullying and other adverse behaviours will not be tolerated at UWS and that breaches of policy are taken seriously and acted upon.

## 2. KEY STAKEHOLDERS AND IMPLEMENTATION

The success of this Action Plan relies on the following key stakeholders and other players who will be responsible for the endorsement, development, implementation and engagement with the Action Plan.

- **Project Sponsor:** Rhonda Hawkins (Deputy Vice Chancellor Corporate Strategic plan and Services)
- **Project Endorsement and Staff Engagement:** Vice Chancellor, Executive, Deans and Directors
- **Project Leaders:** Sev Ozdowski (Director, Equity and Diversity) and Aggie Lim (Director, Organisational Development)
- **Project Mentors:** Professor Kevin Dunn and Ann Tout (Executive Director, Office of People and Culture)
- **Project Manager:** Tatiana Lozano (Equity and Diversity)
- **My Voice Working Group – Responding to workplace bullying:**
  - Margaret Vickers - academic representative from the School of Business
  - Roberto Parada - academic representative from the School of Education
  - Karen Ardouin (Senior HR Partner) and Alex Tillman (WHS representative) - Office of People and Culture
  - Edith Taylor – Complaints Resolution Unit
  - Melissa O’Leary – Internal Communications
  - Glenn Cooper – Campus Safety and Security
  - Leone Cripps and Kelly Lanfranca - Office of Organisational Development
  - Jennifer Kensey – UWS Student Welfare

This plan is aimed at an organisational level with the goals and objectives applying to the overarching structures and systems of the university. Its implementation at the local level will depend on UWS managers and supervisors developing strategies, in line with this plan, to bring change at the team, division and school level.

Hence, the successful cultural and systemic change required to improve the university’s response to workplace bullying depends on engagement from UWS leaders, staff and students.

## 3. LEGISLATIVE AND POLICY FRAMEWORK

### 3.1 New fair work commission jurisdiction

The University is required to comply with Federal and NSW laws<sup>1</sup>. Until recently neither of these laws contained an express definition or prohibition on workplace bullying. In June 2013, the Federal parliament successfully passed a Bill amending the Commonwealth *Fair Work Act 2009* which provides a definition of workplace bullying and the ability for employees who are being bullied to apply to the Fair Work Commission for an order to stop the bullying.

Under the new federal definition workplace bullying occurs when:

**“an individual or a group of individuals repeatedly behaves unreasonably towards a worker or group of workers at work, AND the behaviour creates a risk to health and safety”**

‘Repeated behaviour’ is understood as the persistent nature of the behaviour and can refer to a range of behaviours over time and ‘unreasonable behaviour’ as behaviour that a reasonable person, having regard for the circumstances, would see as victimising, humiliating, undermining or threatening.

A risk to health and safety means the possibility of danger to health and safety, and it is not confined to actual danger to health and safety. The ordinary meaning of ‘risk’ is exposure to the chance of injury or loss.

Balanced against this definition of workplace bullying is the need for managers to be able to undertake management action. Hence, it is important to note that bullying behaviour does not include reasonable management action, carried out in a reasonable manner.

This exclusion is comprised of three elements<sup>2</sup>:

- The behaviour must be management action
- It must be reasonable for the management action to be taken and
- The management action must be carried out in a manner that is reasonable

Under this definition of bullying, the intent of the perpetrator is not required to be established. Workplace bullying can be both intentional and unintentional, and what needs to be established is that there is repeated unreasonable behaviour that causes a risk to health and safety.

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<sup>1</sup> The only State in Australia that has legislated specifically against bullying is Victoria with the introduction, in 2011, of bullying into its criminal stalking legislation. In Victoria repeated acts of bullying, either at work, at school or online, are now punishable by a maximum term of 10 years imprisonment.

<sup>2</sup> See commentary on reasonable management action in the Fair Work Commission’s Anti-Bullying Benchbook, <http://benchbooks.fwc.gov.au/anti-bullying/>

## 3.2 Work Health and Safety Jurisdiction

Apart from the federal employment jurisdiction, the legislative framework that best covers the incidence of workplace bullying is the Workplace, Health and Safety (WHS) legislation in each State and Territory. This is because workplace bullying can be seen as a work health and safety issue that poses risks to the health and safety of those employees that are targeted.

Workplace bullying can be categorised as a breach of the *NSW Work Health and Safety Act* (2011) where the repeat of unreasonable behaviour has created a risk to an employee's (or another person's) health and safety and the employer has failed to take all reasonably practical steps to prevent and address it. As such, UWS is bound by WHS legislation to take all reasonable steps to prevent and respond to bullying.

Reasonable steps in the area of bullying include:

- Managing the risks in the environment
- Developing a workplace bullying policy
- Developing effective complaints resolution procedures
- Providing information and training on workplace bullying to staff
- Encouraging reporting of bullying incidents

## 3.3 Other relevant areas of law

Apart from the WHS legislative framework, workplace bullying may also be covered by the following areas of law:

**NSW Employee's Compensation Law** – individuals may lodge a claim for weekly payments, medical expenses, and other costs arising from the psychological injury sustained from bullying.

**NSW Criminal Law** – if the bullying behaviour involves a criminal act such as stalking, actual or threat of physical or sexual assault, intimidation, etc, this can be reported to police who may prosecute under NSW criminal law.

**NSW Anti-discrimination Laws** – an individual's right to legal action exists here if the bullying behaviour fits within the protected categories or if an individual has suffered other harm under these laws.

**Commonwealth Fair Work Act (2009)** – an individual has a right to legal action provided certain breaches have occurred, such as: breach of general protection provisions, adverse action or breach of the enterprise agreement.

**Contract Law** – an individual has the right to sue for breach of express or implied terms.

### 3.4 UWS Policy and Guidelines

UWS has two policy documents that deal with workplace bullying prevention:

- UWS Bullying Prevention Policy
- UWS Bullying Prevention Guidelines

These operational documents outline the university's definition of workplace bullying, provide a procedure for dealing with workplace bullying and provide a range of examples and other guiding information on the subject.

These are attached as [Appendix B](#) and [Appendix C](#) to this plan.

## 4. ACTION PLAN

In response to these legislative requirements outlined above, UWS must have a range of policies, resources and support structures to adequately prevent and respond to bullying. This Action Plan aims to undertake an organisational review of the adequacy of UWS policies, resources and support structures and make improvements where required. The plan is not aimed at providing local solutions to bring about cultural change nor to address individual incidents of workplace bullying. However, any local response to workplace bullying should be in line with this plan.

The plan has been strongly informed by the best practice guidelines found in [Appendix A](#).

# GOALS AND OBJECTIVES

This section of the Action Plan is divided into two overarching goals:

1. Promote a culture of civility and wellbeing at UWS
2. Improve UWS systems and resources to prevent and respond to workplace bullying

Each goal is subsequently supported by a number of objectives.

## 1. Promote a culture of civility and wellbeing at UWS

### Objective A: Improve leadership in the area of workplace bullying prevention

Strategic aim	Action	Responsibility	Time frame	Measure
Provide an opportunity for UWS leaders to learn about Bullying Prevention at UWS	Facilitate sessions/presentations at relevant learning sites e.g. Senior Staff Forums, Director of Academic Program Forums, School Manager Meetings, Inspire Leadership Programs for Academic and Professional Staff.	Office of Organisational Development and Equity and Diversity or external provider	Long term 2014 - 2016	Sessions/presentations facilitated
Support leaders to communicate with staff about Bullying Prevention at UWS as part of a Champion program	Develop a Bullying Prevention Champion Program for leaders  Develop a communications plan for leaders who elect to be Champions	Office of Organisational Development and Internal Communications	Long term 2014 - 2016	Champion System in place  Communication plan implemented
Promote positive leadership styles through recruitment of leaders who are competent at people management	Develop and incorporate a KPI in the area of conflict management for UWS leaders	Recruitment Services, Office of People & Culture	Medium term 2015	KPI incorporated into leaders' PDs and/or contracts
Support positive people management through feedback mechanisms	<ul style="list-style-type: none"> <li>• Include questions on the conduct of managers in exit interviews and employee opinion surveys</li> <li>• Ensure that the 360 Degrees feedback process includes people management</li> </ul>	Office of People & Culture	On-going	Questions included in exit interviews and 360 Degree feedback mechanism

[Link to Diagram](#)

<b>Objective B: Improve knowledge in the area of workplace bullying prevention</b>				
Strategic aim	Action	Responsibility	Time frame	Measure
Review and improve existing UWS learning opportunities on workplace bullying	• List existing learning opportunities	Equity and Diversity	Short term 2014	List of learning opportunities
	• Review training and recommend changes	MyVoice Working Group	Short term 2014	Summaries of existing training with critical analysis
Update existing learning opportunities	Course content updated by content author	Relevant facilitator	Medium term 2015	Updated sessions
Increase UWS knowledge on workplace bullying	Develop and facilitate train-the-trainer training	Equity and Diversity	Medium term 2015	Facilitation of train-the-trainer session for key UWS staff
	Roll-out workplace bullying training sessions across UWS, starting with UWS schools	Office of Organisational Development	Long term 2014 - 2016	Facilitated learning opportunities

[Link to Diagram](#)

<b>Objective C: Improve University wide communication in the area of workplace bullying prevention</b>				
Strategic aim	Action	Responsibility	Time frame	Measure
UWS wide Communications Plan for Strategy	Development of plan	Internal Communications and Equity and Diversity	Medium term 2015	Communications Plan
Clarify the definition of bullying amongst staff	Develop and distribute print materials across UWS with bullying definition	Working Group and Equity and Diversity	Short term 2014	Distributed materials
UWS video promoting Bullying Prevention	<ul style="list-style-type: none"> <li>Application for funds from WHS Insurance to make a video for website</li> </ul>	Work Health & Safety	Short term 2014	Funds
	<ul style="list-style-type: none"> <li>Development of video</li> </ul>	UWS Production Unit with input from Equity and Diversity	Medium term 2015	Video
Website for all UWS information pertaining to Bullying Prevention	<ul style="list-style-type: none"> <li>Development of website</li> </ul>	Office of Organisational Development	Short term 2014	Website
	<ul style="list-style-type: none"> <li>Maintenance of web content</li> </ul>	Equity and Diversity	Ongoing	Yearly update

[Link to Diagram](#)

**Objective D: Evaluate the risk of workplace bullying at UWS**

Strategic aim	Action	Responsibility	Time frame	Measure
Identify occurrence of workplace bullying	Development of reports on absenteeism, sick leave and staff turnover	HRIS in Office of People & Culture	Ongoing – on a yearly basis	Reports submitted to UWS Board of Trustees
	Bullying complaints	Complaints Resolution Unit		
	Exit interviews	Office of People & Culture		
	WHS Reports on Bullying matters	Work Health & Safety		
	Employees' compensation claims associated with workplace bullying	Work Health & Safety		

[Link to Diagram](#)

## 2. Improve UWS systems and resources to address workplace bullying prevention

### Objective A: Review policies and procedures that address workplace bullying

Strategic aim	Action	Responsibility	Time frame	Measure
Review and improve existing UWS policy and guidelines on bullying prevention	Policy review	External legal team	Medium term 2015	New policy and guidelines to deal with workplace bullying at UWS
Review and improve existing UWS complaint resolution procedures used to respond to workplace bullying	Procedure review	External legal team	Medium term 2015	New procedure to deal with workplace bullying at UWS
Review and improve the UWS Code of Conduct in the area of inappropriate behaviours	Ensure that the UWS Code of Conduct reflects the aims of this Strategy	Author of UWS Code of Conduct	Medium term 2015	Reviewed UWS Code of Conduct

[Link to Diagram](#)

<b>Objective B: Design safe systems of work</b>				
Strategic aim	Action	Responsibility	Time frame	Measure
Mentor and support new managers and employees with poor people management skills	Incorporate this aim into development of Mentoring strategy	Office of People & Culture	Long term 2016	Mentoring strategy
Review and monitor workloads and staffing levels in a consultative manner	Academic Workload Committee to consider the risk of workplace bullying when determining workloads	Academic Workload Committee	On-going	Reduced workplace bullying complaints arising from workload issues
Improve consultation and communication about change proposals	Development of a consultation and communication strategy for organisational change proposals	Office of People & Culture – Workplace Relations and Organisational Design	Ongoing	Reduced workplace bullying complaints arising from organisational change
Process for feedback from staff about systems of work	Performance review process to include feedback from staff about concerns about roles and responsibilities	Office of People & Culture and supervisors	Ongoing	Compass to include feedback process

[Link to Diagram](#)

<b>Objective C: Provide effective UWS resources in the area of bullying prevention</b>				
Strategic aim	Action	Responsibility	Time frame	Measure
Review existing UWS resources addressing Bullying Prevention	<ul style="list-style-type: none"> <li>List existing resources</li> </ul>	Equity and Diversity	Short term 2014	List of resources
	<ul style="list-style-type: none"> <li>Review and update as needed</li> </ul>	Equity and Diversity and MyVoice Working Group members	Short term 2014	Summaries of existing resources with critical analysis
	<ul style="list-style-type: none"> <li>Discussion of changes required</li> </ul>	Working Group members	Short term 2014	Decision on changes required
Amend existing resources	Changes made where possible by person responsible for resource	Resource author	Medium term 2015	Updated resources
Develop new resources	Develop new resources (see recommendations)	TBA	Medium term 2015	New resources
Distribute new resources	<ul style="list-style-type: none"> <li>Identification via a list of where to distribute new resources</li> </ul>	Equity and Diversity	Medium term 2015	List
	<ul style="list-style-type: none"> <li>Distribution of resources</li> </ul>	Office of People & Culture and Equity and Diversity	Medium term 2015	Distributed resources
Provide information to UWS employees on resources available on workplace bullying	Add a resource list to new Bullying Prevention Website	Equity and Diversity	Medium term 2015	List of services on website

[Link to Diagram](#)

**Objective D: Provide access to adequate support in the area of workplace bullying**

Strategic aim	Action	Responsibility	Time frame	Measure
Review existing UWS support services that can deal with workplace bullying	<ul style="list-style-type: none"> <li>List all resources and support services available at UWS in the area of bullying</li> </ul>	Equity and Diversity	Short term 2014	List of services
	<ul style="list-style-type: none"> <li>Provide information/training on Bullying Prevention at UWS to each support area</li> </ul>	Office of Organisational Development and Equity and Diversity – maybe external	Medium term 2015	Distribution of information and/or training
Provide information to UWS employees on support services available in cases of workplace bullying	Add a support services list to new Bullying Prevention Website	Equity and Diversity	Medium term 2015	List of services on website
Improve the first point of contact for staff with bullying enquiries	Establish a UWS Contact Officers Network	TBA	Medium term 2015	Contact Officers Network

[Link to Diagram](#)

## 5. RECOMMENDATIONS

### Learning Opportunities

The following knowledge areas are identified by this Action Plan as integral to the adequate prevention and response to workplace bullying at UWS:

- Defining Workplace Bullying
- Leadership skills
- Effective communication
- Conflict resolution
- Effective management practices including performance management
- Responding to grievances and complaints
- Facilitating teamwork and cooperation
- Developing productive and respectful workplace relationships
- Working with diversity

As outlined in [Appendix A](#) of the plan there are numerous ways to facilitate learning about workplace bullying and its impacts.

The plan recommends that the most effective learning method be determined and implemented for each strategic aim that involves learning.

For example:

- Employ a trainer or consultant to facilitate training on Bullying Prevention for UWS leaders
- Facilitate train-the-trainer workshops so that group of UWS staff who can provide Bullying Prevention information sessions across UWS
- Develop an online module specific to UWS on Bullying Prevention
- Organise a *Roadshow* across UWS on Bullying Prevention

### Resources

After the review of existing UWS resources that deal with workplace bullying, the Strategy recommends that new resources be developed to increase awareness about bullying across UWS.

These may include:

- Online resources
- Checklists

- Print resources:
  - Postcards describing what workplace bullying is and is not and what to do when dealing with bullying
  - a UWS Fact Sheet on Preventing and Responding to Bullying at UWS (one for staff, one for students and one for UWS service providers)
- Visual resources

### Support

The development of a Contact Officer system is outlined in [Appendix A](#) of the plan. This system would add significantly to the support structures that are currently available at UWS for employees who are dealing with workplace bullying.

The plan recommends the development of such a system.

## APPENDIX A

# BEST PRACTICE FOR PREVENTING BULLYING AT UWS

This Strategic Plan recommends that UWS work towards best practice in preventing workplace bullying as outlined below<sup>3</sup>.

### A1.1 Evaluating the risk of workplace bullying

Evaluating the risk of workplace bullying involves finding all of the things and situations that could potentially contribute to bullying in the workplace and cause harm to people. Although there may be no obvious signs of workplace bullying, this does not mean such behaviour or conduct does not exist.

Sources of information that can assist in identifying whether bullying is, or could be, a problem include:

- patterns of absenteeism, complaints, sick leave and staff turnover
- results from workforce surveys
- direct feedback from employees, managers or supervisors
- work, health and safety reports
- exit interviews
- issues raised by work health and safety representatives, and
- employees' compensation claims

The presence of bullying in the workplace can be the result of many factors, however bullying is more likely in a workplace culture and environment that allows or encourages (tacitly or explicitly) such behaviours to occur. It can also be the product of poor people management skills and lack of supportive leadership. The risk factors that make it more likely for bullying to occur involve:

- organisational culture
- negative leadership styles
- inappropriate systems of work
- poor workplace relationships, and
- workforce characteristics

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<sup>3</sup> This best practice approach has been adapted from versions of Safe Work Australia's *Code of Practice: Preventing and Responding to Workplace Bullying*. The House of Representatives Report supports the adoption of this approach by organisations.

### **A1.1.1 Identifying risk factors**

#### **Organisational culture**

The culture of an organisation is made up of shared values, beliefs and assumptions that define how an organisation views itself and its environment. These underlying values may encourage acts of bullying and expect targets to endure the behaviour or make it acceptable for management to ignore bullying complaints, for example, when bullying and aggressive behaviour is seen as necessary to get the job done or to 'toughen people up' for the rigours of the industry.

A group within an organisation can differentiate itself from the wider organisational culture, where attitudes and behaviours that are unacceptable in the wider organisation may be established and passed on to new employees in the group.

#### **Leadership styles**

Autocratic leadership styles are strict and directive, where employees are not involved in decision-making and may have little control or flexibility over their work. Conversely a leader may have a style that is too relaxed. A relaxed leadership style is characterised by a tendency to avoid making decisions, inadequate or absent supervision of employees, inappropriate delegation of tasks to subordinates and little or no guidance or performance feedback being provided to employees. Misuse of positional power may also be reflective of poor leadership styles and may contribute to workplace bullying.

#### **Systems of work**

The way in which work is organised and designed can have a significant impact on stress and conflict in the workplace, which is related to the occurrence of workplace bullying. Inappropriate systems of work that may lead to incidents of bullying include:

- workload and excessive task demands (for example, through unreasonable performance measures or timeframes)
- role conflict (perception of contradictory demands and expectations to carry out the job)
- role ambiguity (being unsure about what tasks are part of one's own job, as opposed to someone else's job)
- uncertainty about the way work should be done (for example, through a lack of training)
- job insecurity and change (for example, due to restructuring, downsizing, outsourcing, new rosters or changes in work methods), and
- lack of support systems

## **Workplace relationships**

Poor workplace relationships may be characterised by:

- criticism and other negative interactions
- negative relationships between supervisors and employees
- poor communication or inadequate consultation
- interpersonal conflict, or
- employees being excluded or isolated

## **Workforce characteristics**

Although all employees are potentially at risk of being bullied, the following groups of employees may be at higher risk:

- young or older employees
- new employees
- trainees
- injured employees and employees on return to work plans, and
- employees in a minority group because of ethnicity, religion, disability (including mental health), gender or sexual identity

### **A1.1.2 Assessing the risks**

A risk assessment can help determine:

- the frequency and severity of bullying behaviours
- whether any existing control measures are effective
- what action should be taken to control the risk, and
- how urgently the action needs to be taken

The risk indicator in Appendix A may help to assess whether factors in the work environment create a risk of bullying. It should be used in consultation with employees and their health and safety representatives. Areas of highest risk revealed in the risk assessment should be addressed first.

When assessing the likelihood of bullying occurring, it is important to recognise the risk factors can be interrelated and therefore should not be considered in isolation.

## A1.2 Controlling the risk of workplace bullying

The best way to control bullying risks is to eliminate the factors that can cause it. If that is not reasonably practicable, implement measures to minimise the risk. The following control measures should be considered:

- managing the risks in the work environment (including virtual environment)
- developing a workplace bullying policy
- developing effective complaints resolution procedures
- providing information and training on workplace bullying to employees, and
- encouraging reporting of workplace bullying incidents

A number of control measures should be implemented together to manage the risks of bullying, ensuring complaints are responded to promptly and appropriately. A single control used in isolation is likely to be ineffective or incomplete. Measures may need to be implemented across the whole organisation, as well as in specific work areas.

### A1.2.1 Managing the risks in the work environment

#### Organisational culture

Creating a culture where everyone in the workplace is treated with dignity and respect and where bullying is not tolerated involves:

- developing and promoting a code of conduct
- raising awareness of unacceptable behaviour and its damaging effects
- a process to adequately respond to reports of unacceptable behaviour and ensure they are dealt with confidentially, fairly and in a timely manner
- developing appropriate human resource policies and procedures, for example relating to recruitment and performance management practices
- training and empowering supervisors and managers to respond effectively to bullying incidents
- facilitating teamwork and cooperation

#### Leadership styles

- Recruit managers and supervisors who are competent in managing people into management roles
- Provide training for managers, particularly on how to:
  - Communicate effectively and engage employees in decision-making
  - Provide constructive feedback, formally and informally
  - Effectively manage workloads
- Encourage managers to lead by example, demonstrating positive management skills
- Mentor and support new managers and managers with poor people management skills

- Implement and review performance improvement/development plans
- Provide regular feedback on management performance
- Provide regular leadership skills development and support
- Include leadership questions on the conduct and performance of managers in exit interviews and employee opinion surveys

### **Systems of work**

- Review and monitor workloads and staffing levels
- Allow employees to have more autonomy in their work and have input into decision-making
- Clearly define jobs
- Encourage healthy work/life balance
- Seek regular feedback from staff over concerns about roles and responsibilities
- Have plans in place for proposed workplace change such as restructuring or downsizing, consult with employees affected as early as possible, and maintain effective communication throughout workplace change

### **Workplace relationships**

- Develop and implement an issue resolution process, in accordance with the requirements under the WHS Act and Regulations. This may include using mediation to resolve conflict
- Provide training (e.g. equal opportunity, WHS, interpersonal communication skills)
- Ensure supervisors act on inappropriate behaviour in a timely manner

### **Workforce characteristics**

- Develop and implement systems to support and protect employees at higher risk of bullying, for example, a 'buddy' or mentoring system for new employees
- Train line managers to support employees at higher risk
- Provide access to external employee support services or implement a contact officer system to provide support and advice

#### **A1.2.2 Workplace bullying policy**

A bullying policy should be developed by the organisation in consultation with employees and their health and safety representatives. It should set out the standards of expected behaviour and make a clear statement that inappropriate behaviour will not be tolerated. A bullying policy should support other risk control measures.

The policy may be developed as a specific bullying policy or incorporated into an existing work health and safety policy or handbook.

A workplace bullying policy should contain:

- a statement that the University is committed to preventing bullying
- the standards of appropriate behaviour,
- a process to encourage reporting, including contact points for informal and confidential discussion
- a definition of bullying with examples of bullying behaviour, and
- the consequences for not complying with the policy

### A1.2.3 Complaints procedures

Developing effective procedures to resolve complaints will help ensure bullying incidents are dealt with in a consistent and fair way. The procedure should be used each time a complaint is made and should be flexible enough to fit the different circumstances of each incident.

The complaints procedure should provide a clear process for reporting and dealing with workplace bullying, including how complaints will be handled, investigated and resolved. It should also nominate the persons in the organisation who are responsible for receiving and investigating complaints.

Like the bullying policy, it must be developed in consultation with employees and their health and safety representatives. All employees should be made aware that procedures exist for resolving bullying in the workplace.

The complaints procedures should:

- be in plain English and, if necessary, available in other languages
- ensure there is no bias and there is a fair hearing
- ensure privacy and confidentiality
- aim to resolve the problem as quickly as possible<sup>4</sup>
- provide the option to make an informal (verbal) complaint or a formal (written) complaint with mechanisms available to address these
- outline what is involved in the complaint handling process, both formal and informal
- include methods for ensuring people are not victimised as a result of lodging a complaint
- clearly state the roles of responsible individuals such as managers and supervisors, contact officers or grievance officers,
- contain review procedures and a process for appeal of outcomes, and
- identify external avenues available to employees where grievances have been unable to be resolved internally

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<sup>4</sup> In cases of conflict at work, which have not yet escalated into bullying, mediation may be a useful tool. Mediation is a voluntary process where an impartial third party (preferably a trained mediator) assists the parties put their respective cases before each other. The role of a mediator is to assist both parties understand the perspective of the other and to find an agreement the parties are willing to abide by. Mediation may be useful for early intervention and may prevent bullying.

### A1.2.4 Information and training

Information to raise awareness of bullying and its impacts in the workplace may be provided in various ways, for example:

- training and information sessions
- seminars
- team meetings
- newsletters, pamphlets
- payslip attachments
- posters
- intranet announcements, or
- email messages

All employees, managers and supervisors should be trained to recognise and deal with bullying as it occurs. A training program should also cover:

- the workplace policy and procedures
- how to comply with the policy
- how to deal with bullying
- how to report bullying, and
- measures used in the workplace to prevent bullying

Training may need to be tailored to meet the needs of particular employee groups.

Face-to-face training with facilitated role plays, group work and opportunities to ask questions are often most effective. When providing training about bullying, it is not appropriate to include specific examples of bullying incidents that have occurred in the workplace or details of investigation outcomes.

Bullying has been linked to situations of role conflict and ambiguity. Employees should understand their role and have the appropriate skills to do their job. This includes ensuring that employees who manage or supervise others have good communication and people management skills, or if necessary, providing training to acquire these skills before they start supervisory duties.

Employees who have a designated role in handling reports of bullying should undertake specific training to assist them to carry out their role effectively.

Information and training on workplace bullying, including any relevant policies and procedures, should be included in employee inductions.

### **A1.2.5 Encourage reporting**

Employees should be encouraged to report bullying incidents. This will help ensure intervention occurs as early as possible so prompt assistance and support can be provided to employees. It will also help assess whether bullying prevention measures are working.

Reporting can be encouraged by:

- supervisors and managers promoting reporting
- consistent and effective responses to reports
- regularly providing information (e.g. quarterly) to health and safety committees on numbers of reports made, how they were resolved and what control measures were put in place to address underlying risk factors, and
- making this information available to health and safety representatives and employees

### **Contact officers**

It may be useful to appoint a person within the workplace as a first point of contact for employees who believe they have been bullied at work. A contact officer must be suitably trained to provide employees with confidential information and support about how best to address an incident. They should have access to information about the options for complaints resolution both inside and outside the business and they should understand the bullying policy.

The contact officer's role involves:

- listening to the person affected and acting as a support person
- maintaining confidentiality and not taking sides
- explaining and providing information about what constitutes bullying
- providing information about the options available to deal with the issue and the likely results
- providing information on rights and duties under WHS Act and Regulations and other relevant laws, and
- referring the person affected to counselling or other support services if necessary

## APPENDIX B

# UWS BULLYING PREVENTION POLICY

<http://policies.uws.edu.au/view.current.php?id=00099>  
accessed on 5 August 2014



## Bullying Prevention Policy

### Section 1 - Purpose and Context

(1) The University of Western Sydney is committed to ensuring a safe and healthy working and learning environment that is free from bullying, as required under the New South Wales [Work Health and Safety Act 2011](#) and associated regulations, standards and codes of practice. Under common law, the University also has a duty of care to provide a learning environment for students that is free from bullying.

(2) This commitment recognises that each University member has a responsibility to co-operate in the creation of a University environment in which mutual respect and inclusion prevail, as well as the promotion of the health, safety and welfare of employees and students.

(3) The policy applies to all members of the UWS community:

- a. in attendance at a UWS campus or facility, be it owned or leased;
- b. using University equipment, be it owned or leased (e.g. communications technologies, vehicles, facilities);
- c. in attendance at a University event, function or activity;
- d. participating in any activity as a representative or student of the University (e.g. field trips inter-University events, conferences, practicum, clinical placements, etc).

(4) The policy also applies to any form of contact or communication that is relevant to University business activities, whether initiated in person, by telephone, fax or e-mail, through another person, agent or any other means.

(5) Matters that arise away from the University and that have no association with the University would not normally be covered by this policy except where there is a clear impact on the University's ability to fulfil its objectives in terms of this policy.

### Section 2 - Definitions

(6) For the purpose of this policy:

- a. Aggrieved person refers to a person who perceives that they have been targeted and detrimentally affected by the conduct of another.
- b. Bullying occurs when:
  - i. an individual or group of individuals repeatedly behaves unreasonably towards another individual or a group of individuals, and
  - ii. the behaviour creates a risk to health and safety.
- c. Unit Head - refers to any person who holds any of the following positions:
  - i. Vice-Chancellor or nominee
  - ii. Deputy Vice-Chancellor or nominee
  - iii. Campus Provost or nominee

- iv. Pro Vice-Chancellor or nominee
  - v. Dean or nominee
  - vi. Director or nominee
  - vii. Director, Campus Safety and Security or nominee
  - viii. Any other position designated by the Deputy Vice-Chancellor and University Provost as a Unit Head for the purposes of this policy.
- d. Unlawful discrimination occurs when someone, or a group of people, is treated less favourably than another person or group because of their race, colour, national or ethnic origin; sex, pregnancy or marital status; age; disability; religion; sexual preference; trade union activity; or some other characteristic specified under discrimination or human rights legislation.
  - e. Unlawful harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their race, colour, disability; religion; sexual preference; trade union activity; or some other characteristic specified under discrimination or human rights legislation.
  - f. Victimization refers to less favourable treatment of a person or persons for their participation in making, supporting or resolving a complaint, whether that participation was actual, intended or presumed.
  - g. Vilification refers to a public act that could incite others to hate, have serious contempt for, or severely ridicule a person or a group of people. Under NSW legislation, perceived or actual vilification because of race, colour, nationality, descent, ethnic, ethno-religious or national origin, homosexuality (lesbian or gay), HIV or AIDS status or transgender status is illegal.

### **Section 3 - Policy Statement**

(7) Bullying is unacceptable at the University of Western Sydney and any bullying behaviour by a member of the University community will not be tolerated.

(8) The University of Western Sydney aims to:

- a. adopt a risk management approach to bullying which identifies hazards, assesses risk, and eliminates or controls the source of the problem;
- b. create a working and learning environment that is free from bullying and one where all members of the university community are treated inclusively and with respect;
- c. promote appropriate standards of conduct at all times;
- d. implement training and awareness raising strategies to ensure that all employees and students know their rights and responsibilities with regards to bullying;
- e. encourage the reporting of behaviour which breaches this policy;
- f. provide an effective procedure for bullying complaints based on the principles of natural justice;
- g. engage in a process of regular policy and procedural review and improvement.

(9) Any member of the University community who experiences or witnesses bullying may use the procedures below to deal with this adverse behaviour.

### **Section 4 - Procedures**

(10) The procedures used for dealing with bullying should follow principles of natural justice (see Guidelines).

(11) The procedures for dealing with bullying are represented in a flowchart format in the Associated Information of this policy and the [Bullying Prevention Guidelines](#).

## Procedures for Dealing with Bullying

(12) Bullying behaviours may be displayed by students and employees and may be between students, between employees, and between students and employees in both directions.

(13) Any employee or student who perceives that they are being bullied or observes bullying by a student or an employee, has the right to take action and make a complaint.

### Preliminary Actions by Aggrieved Person

(14) The aggrieved person is encouraged to:

- a. talk to someone about the behaviour of concern;
- b. seek support and advice (see Guidelines for suggestions),
- c. record the behaviour(s) in writing, making notes of dates, time, witnesses, and instances that describe the behaviour and the context within which it occurred

### Direct Informal Action by Aggrieved Person

(15) If able to do so, the aggrieved person is encouraged to approach the bully directly and raise the matter, either face-to-face or in writing, telling the alleged bully exactly which behaviour is unreasonable and asking them to stop.

(16) If the aggrieved person is unable to approach the alleged bully directly due to intimidation, the procedures below are available to deal with the matter.

### Reporting of Bullying

(17) The aggrieved person or witness of bullying is strongly encouraged to promptly report the alleged bullying behaviours to the relevant Unit Head. For example, if you are an employee report the behaviour to your manager or if you are a student report it to your Dean.

(18) In cases where the alleged bully is the Unit Head, the matter should be reported to the next level of management.

### If bullying is by a student

(19) All allegations of bullying by a student should be dealt with in accordance with the [Misconduct - Student Non-Academic Misconduct Policy](#).

### If bullying is by an employee

#### Response by Head of Unit

(20) Once the alleged bullying behaviour has been reported, the Unit Head should gather evidence of the alleged behaviour and consider all the circumstances of the case before making a characterisation of the behaviour reported.

(21) The Unit Head is encouraged to seek advice from the Office of People and Culture and the Equity and Diversity Unit on the characterisation of the behaviour.

(22) If the behaviour reported and the evidence gathered supports that there is a pattern of unreasonable behaviour towards an individual or a group of individuals that creates a risk to health and safety, then it is bullying.

(23) The Unit Head must also consider the severity of the behaviour and decide whether to proceed according to the

Misconduct clauses in the relevant employment agreement. Serious adverse behaviour including physical assault, violent threats, severe intimidation, etc should be dealt with according to the Misconduct provisions.

(24) The Unit Head is to provide information to the aggrieved person on the options available to deal with the situation, including a copy of this policy and the [Bullying Prevention Guidelines](#).

(25) The Unit Head is to ensure that the aggrieved person completes an [Accident/Injury/Incident/Hazard Form](#).

### **Action by Head of Unit**

(26) If the Unit Head characterises the behaviour as bullying, they should complete and submit an Accident/Injury/Incident/Hazard Notification Form (found in the Associated Information of this policy), with details of steps taken to deal with the bullying.

(27) The Unit Head should also take immediate action to resolve the matter within their work or study unit.

(28) There are several options available to the Unit Head to address bullying, and include:

- a. Raising the issue of bullying at the next staff meeting so as to not identify the alleged bully;
- b. Meeting with the alleged bully to sensitively communicate that bullying behaviours akin to those being alleged are not acceptable and should be stopped immediately;
- c. Recommending mediation to the parties for consideration;
- d. Organising training for the whole team on bullying;
- e. Suggesting training options for both parties.

(29) The Unit Head should inform the aggrieved person of action taken to resolve the alleged bullying reported.

(30) If the alleged bullying behaviour has not improved two weeks after it was reported, the Unit Head should report the alleged bullying to their HR Business Partner and the Complaints Resolution Unit.

(31) The HR Business Partner will record the alleged bullying and support the Unit Head to resolve the matter within their work or study unit.

(32) After two weeks, the Office of People and Culture will follow up with the Unit Head on the progress of the matter.

### **Formal Procedures**

(33) If the matter is not resolved two weeks after notification to the HR Business Partner, the Office of People and Culture will investigate the alleged bullying.

(34) The Office of People and Culture should notify the aggrieved person and alleged bully of the progress being followed to investigate the matter and the relevant timeframes.

(35) After investigation, the Office of People and Culture will make recommendations to the Unit Head on possible actions to resolve the bullying, including possible action under the misconduct provisions of the relevant employment agreement.

(36) The Unit Head will implement the recommendations from the Office of People and Culture and provide support to both parties.

(37) If the bullying has not ceased after attempting all the above options, the aggrieved person should make a formal

complaint under the [Complaint Handling and Resolution Policy](#) procedures for a serious matter.

### Investigation by Executive Director, People and Culture

(38) Should employees express concerns to the Equity and Diversity Unit, the Office of People and Culture, or the Complaints Resolution Unit, about systemic bullying in a particular work or study unit, and evidence is available on the issue from the Office of People and Culture or the Complaints Resolution Unit, the Executive Director, People and Culture may undertake an investigation of the unit in question.

### Status and Details

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Approval Authority Procedure/Guideline:	DVC and University Provost
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Unit Head:	Name: Sev Ozdowski (02) 4570 1460 Position: Director, Equity and Diversity
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## APPENDIX C

# UWS BULLYING PREVENTION GUIDELINES

<http://policies.uws.edu.au/view.current.php?id=00240>  
accessed on 5 August 2014



## Bullying Prevention Guidelines

### Section 1 - Purpose and Context

(1) These guidelines provide information to assist employees and students understand their rights and responsibilities in relation to bullying behaviour at UWS. These guidelines should be read in conjunction with the [UWS Bullying Prevention Policy](#).

### Section 2 - Definitions

(2) Nil.

### Section 3 - Policy Reference

(3) Refer to the [UWS Bullying Prevention Policy](#).

### Section 4 - Procedures

(4) Refer to the:

- a. [UWS Bullying Prevention Policy](#), and
- b. [Flowchart](#) of Procedure to deal with bullying by employees at UWS.

### Section 5 - Guidelines

#### Part A - What is Bullying?

(5) Bullying:

- a. Occurs when:
  - i. an individual or group of individuals repeatedly behaves unreasonably towards another individual or a group of individuals, and
  - ii. the behaviour creates a risk to health and safety;
- b. May include, but is not limited to, unlawful behaviours such as discrimination, harassment including sexual harassment, vilification, and workplace violence;
- c. Is characterised by behaviour of a persistent nature that is, it occurs more than once and it occurs as part of a pattern of behaviour. An isolated incident of bullying behaviour is not considered bullying, but may lead to action being taken against the perpetrator based on that single incident;
- d. May involve misuse of informal or formal power; and
- e. Can be:
  - i. intended: where actions are intended to intimidate, degrade or humiliate, or
  - ii. unintended: where although not intended to intimidate, degrade or humiliate, the pattern of unreasonable behaviour has caused and should reasonably have been expected to cause that effect.

- iii. overt: the bullying behaviours are visible and noticeable to others.
- iv. covert: the bullying behaviours are not visible or obvious, they are concealed from others.

## **Part B - What is Unreasonable and Reasonable?**

(6) Unreasonable behaviour refers to behaviour that a reasonable person, having regard to all the circumstances, would consider to intimidate, degrade or humiliate. In this context, the reasonable person is deemed to know as much as the alleged bully could reasonably know in the circumstances.

(7) Reasonable person refers to a hypothetical individual who uses an ordinary degree of reason, care, foresight and consideration to inform their conduct, conclusions, and expectations.

(8) In the case of bullying, the reasonable person is deemed to know that at UWS, employees and students must be respectful and inclusive of all other UWS community members despite their individual attributes and personality. The reasonable person would take into account the norms of conduct at UWS, as well as the personal traits of the aggrieved person.

## **Part C - When Can Bullying Happen?**

(9) The University recognises that bullying can take place wherever people work and study together and can be difficult to detect.

(10) Both employees and students can experience and be perpetrators of bullying behaviours.

(11) The perpetrator of bullying is equally likely to be male or female.

(12) Bullying can take place between all members of the UWS community, including:

- a. Employees or volunteer (sideway, upwards and downwards);
- b. An employee or volunteer and a student;
- c. Students; and
- d. An employee, volunteer, or student and another person on campus.

## **Part D - Why Is Bullying Not Always Reported?**

(13) Bullying is not always reported because employees and students may:

- a. Not recognise bullying behaviour;
- b. Not know the reporting procedure;
- c. Fear of retribution or 'payback' from the alleged bully, or isolation from colleagues or fellow students;
- d. Believe no-one will respond to their complaint;
- e. Fear being labelled a complainer or weak;
- f. Believe complaining will damage their career or study prospects; or
- g. Accept bullying as a normal part of the organisational culture.

## **Part E - What Are Examples Of Bullying?**

(14) The examples of bullying behaviour listed below need to be repeated and unreasonable to fall within the definition of bullying.

- (15) Bullying includes but is not limited to repeated unreasonable overt behaviours such as:
- a. Verbal abuse - yelling, screaming, shouting, aggressive or abusive or offensive language, personal insults, name-calling, sarcasm, inappropriate comments about a person's appearance or personal life, defamation of individuals or their family or associates;
  - b. Teasing or regularly being made the brunt of pranks/practical jokes, particularly after an objection has been made known;
  - c. Unconstructive criticism about work or academic performance;
  - d. Demeaning, insulting and derogatory remarks;
  - e. Requesting unachievable deadlines, assigning excessive workloads or demeaning tasks on one employee and not others within existing work unit standards;
  - f. Minimising or non-acknowledgement of contribution to team activities;
  - g. Denying appropriate breaks/leave;
  - h. Repeated demands for leave at short notice;
  - i. Deliberately changing work schedules to inconvenience particular employees;
  - j. Handling the personal effects or work equipment of other employees without reasonable justification;
  - k. Abusive and inappropriate emails or phone calls, either in nature or frequency.
- (16) Bullying includes but is not limited to repeated unreasonable covert behaviours such as:
- a. Excluding or isolating employees or students from normal work/study interaction without justification;
  - b. Dispensing punishment, blaming, 'ganging up', preferential treatment for an individual/group to the detriment of others;
  - c. Punitive sanctions that impede a person's work or academic progress,
  - d. Ignoring the employee or student;
  - e. Withholding work/study information or resources required for effective work/academic performance (for example time, leave, training, support, equipment);
  - f. Displaying written or pictorial material which degrades or offends an individual.
- (17) This list is not exhaustive. Other types of behaviour may also constitute bullying.

## **Part F - What Is Not Bullying?**

- (18) Reasonable supervisory actions in the allocation and management of work or study should not be confused with bullying, even where employees or students do not accept those actions.
- (19) It is not bullying to manage and supervise employees or students appropriately, professionally and impartially.
- (20) Reasonable instances of guidance, counselling, or managing the work/study performance of employees or students is not bullying.
- (21) Invoking unsatisfactory performance procedures or misconduct procedures does not in itself constitute bullying of employees.
- (22) Applying student progress procedures, academic integrity procedures or assessment due dates does not in itself constitute bullying of students.

## Part G - Consequences Of Bullying

(23) Some effects of bullying can manifest immediately as discomfort/unease or may be expressed as feeling 'degraded' or 'undermined'.

(24) Other effects may evolve over time as the bullying behaviour gradually erodes an individual's or group's confidence, self-esteem and work/study performance.

(25) Effect on those experiencing bullying may include:

- a. Stress related illnesses, including headaches, nausea, insomnia;
- b. Loss of confidence, reduced self-esteem, depression and suicidal thoughts;
- c. Social isolation, absenteeism, overworking;
- d. Reduced performance at work or in study; or
- e. Risk of economic devastation through the loss of their job or withdrawal from study.

(26) Effects on those witnessing bullying may include:

- a. Fear that they might be the next target and therefore withdraw or resign;
- b. Guilt that they are not stopping the behaviour;
- c. Anger and resentment that nothing is being done about it; or
- d. Fear of retribution if they intervene or take sides.

(27) Effects on the University environment (study or work):

- a. Reduced employee or student productivity and motivation;
- b. Increased absenteeism;
- c. Loss of experienced and skilled staff through resignation;
- d. Increased student drop-out rates;
- e. Reduced commitment and respect for the organisation; or
- f. Breakdown in communication and teamwork.

## Part H - What Should Managers And Supervisors Do?

(28) All managers and supervisors should:

- a. Model workplace behaviour that is respectful and inclusive of all employees and students;
- b. Participate in training on the management of adverse behaviours including bullying, effective communication and conflict resolution;
- c. Discuss UWS intolerance of adverse behaviours including bullying, as part of team meetings and student orientation;
- d. Ensure their staff have access to appropriate training and skills development necessary to create effective workplace relationships;
- e. Be mindful and responsive to the different personalities of their employees in their management of teams; and
- f. Take all reasonable steps to ensure that the work or learning environment for which they are responsible is free from bullying.

(29) All managers and supervisors have a responsibility to:

- a. Promote the University's Bullying Prevention Policy and Guidelines within their working and learning environment;
- b. Monitor the working and learning environment to ensure acceptable standards of conduct are observed at all times;
- c. Demonstrate leadership through appropriate professional behaviour;
- d. Seek advice from the Equity and Diversity Unit and assistance from the Office of People and Culture in managing employees where behaviour(s) may be in breach of this policy;
- e. Treat all reports of bullying according to the principles of natural justice; and
- f. Take immediate action to resolve the matter, such as:
  - i. Listening impartially to the aggrieved person's complaint;
  - ii. Having a courageous conversation with the alleged bully about the alleged behaviours;
  - iii. Providing the alleged bully with an impartial opportunity to explain their behaviours;
  - iv. Ensuring that the aggrieved person and alleged bully seek support;
  - v. Providing the opportunity for the aggrieved person to participate in personal development training such as assertiveness training;
  - vi. Providing the opportunity for the alleged bully participate in personal development training such as a behaviour management course;
  - vii. Providing reading material about rights and responsibilities to both the aggrieved person and the alleged bully;
  - viii. Suggesting that mediation be attempted to resolve the issue.
- g. Ensure that a file note is kept of every incident of bullying that is reported. File notes are to be kept in a confidential file and stored in a locked cabinet to which only the manager or supervisor has access (Refer to the UWS [Privacy Policy](#));
- h. Ensure that the environment is safe for all parties during the investigation process;
- i. Ensure that no victimisation occurs against the person who reports bullying; and
- j. Follow up with all parties at an appropriate time to ensure actions to resolve the issue have been implemented and are sustained.

## Part I - What Should Employees And Students Do?

(30) All employees and students have a responsibility to:

- a. Comply with the University's [Bullying Prevention Policy](#);
- b. Behave in a respectful and inclusive manner towards all UWS community members at all times;
- c. Develop an awareness about the impact of their behaviours on others and act accordingly;
- d. Contribute to a productive workplace environment that is respectful and inclusive;
- e. Play a role in eliminating bullying by refusing to join in bullying behaviour;
- f. Report any behaviours outlined in the Bullying Prevention Policy to a Unit Head; and
- g. Offer support to anyone who is being bullied and advise them on where to get assistance and support.

## Part J - Where Can I Get Assistance And Support?

(31) For employees:

- a. [Employees Assistance Program](#)
- b. Equity and Diversity Unit [webpage](#)
- c. Office of People and Culture [webpage](#)

(32) For students:

- a. Student Support Services including Student Counsellors, Disability Advisors, Student Welfare Officers, and the Chaplaincy
- b. Head of Student Equity [webpage](#)
- c. Student Welfare Services [webpage](#)
- d. Student Representation and Participation at UWS [webpage](#)

## Part K - What Is Natural Justice?

(33) The procedures used for dealing with bullying at the University should adopt the following principles of natural justice:

- a. Treat all reports seriously - this encourages reporting and reinforces the University's commitment to the elimination of bullying;
- b. Act promptly - resolve reports quickly and fairly;
- c. Do not victimise people who report bullying;
- d. Support all parties - provide details about support systems to all parties, such as the [Employee Assistance Program](#), interpreters, or appropriate support for people with disability;
- e. Support during interviews - give all parties the opportunity to have a support person with them at all interviews;
- f. Neutrality - the person in charge of the resolution process or investigation should have had no direct involvement in the matter;
- g. Impartiality - ensure that all parties are comfortable that the person in charge of the resolution or investigation is impartial and unbiased;
- h. Communication - all parties should be informed of how long the process will take and what they can expect to happen during and at the end of the process. If delays occur, inform all those involved of the reasons for the delay and when the process is expected to recommence;
- i. Confidentiality - all parties should be informed that details of the matter will remain confidential and will be disclosed only on a need to know basis;
- j. Documentation - document all meetings and interviews, who attended and agreed outcomes (even where no formal investigation is undertaken);
- k. Presumption of innocence - the alleged bully is to be treated as innocent until allegations are proven.

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