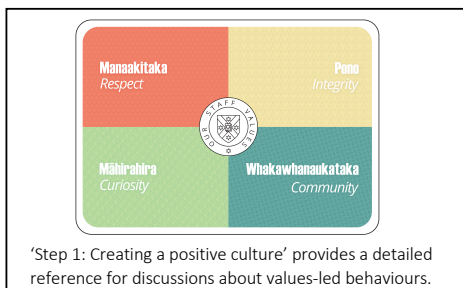


Our definitions

These definitions and examples were created by staff and students and guide how we act as individuals and teams within the University. If the behaviour you have experienced is not on this list, have a discussion about where you feel it might fit.

Values-led behaviour



Acceptable behaviour

Constructive, supportive guidance or feedback with the intention of helping an individual or group to meet their work goals or improve their job performance.

You might not like the actions or behaviours, but they are being done respectfully, with good intent and can reasonably be considered appropriate in the circumstances.

Inappropriate behaviour

One-off acts of unwelcome behaviour which are inappropriate and don't meet your behaviour standards.

May be unintended incivility or deliberately unkind or rude.

If unchecked a single act of inappropriate behaviour could create a culture receptive to bullying and so should be raised and resolved.

Bullying or harassment

Harassment is inappropriate behaviour that intimidates, humiliates, undermines or dominates another person.

Bullying is a form harassment that is characterised by persistent and offensive, abusive, intimidating and malicious or insulting behaviour The person acting this way may be doing so intentionally or may be unaware of the impact until they have been told about it.

Behavioural

To do with the person's body language, tone of voice or other day-to-day interactions.

- Respectful body language and tone of voice
- Raised but calm voice if there is a safety concern
- Some forgiveness when people are stressed, listen and offer advice and encouragement
- Jokes or humour that are not harmful to anyone
- Putting forward your opinions or views
- Not noticing someone if you are lost in thoughts

- Strongly negative body language, no eye contact, sneering, eye-rolling, tone of voice e.g. sarcastic
- One-off aggressive behaviour: shouting, hitting out, being short or snapping, intimidation
- Unwelcome humour, innuendos, jokes, swearing, remarks on personal characteristics, unkind humour
- Invading personal space, standing over someone, being overfamiliar
- Ignoring e.g. not responding to a greeting

- Consistent negative body language or tone of voice, including passive-aggressive actions, intimidation
- Repeated anger, shouting or aggression
- Continuing banter or humour, name-calling, derogatory terms after they're told it is unwelcome
- A range of repeated rude or unkind behaviours, remarks about appearance or competencies etc.
- Repeated intimidation, violence or threats
- Ignoring feedback about unwelcome behaviour

Personal

Words, behaviour and interactions between individuals

- Being vigilant, challenging unsafe practice, speaking up about errors or behaviour you find offensive
- Taking disciplinary action if appropriate
- Giving constructive feedback to help you grow, improve performance or behaviour e.g. BUILD
- A hug or other physical contact if you've checked it's ok with them e.g. 'would you like a hug?'

- Critical feedback that picks fault without helping to improve, may be in front of others
- Talking over someone, continually interrupting
- One-off insensitive or thoughtless comments about race, culture, gender, appearance, etc.
- Lack of manners, rude, sharp, direct, intimidating
- Unwelcome physical contact or endearments

- On-going criticism, undermining, belittling, or humiliation, ridicule, 'making an example of'
- Unpredictable so people 'walk on eggshells'
- Persistent judgmental comments about for example gender, beliefs or appearance
- Treated differently due to a protected characteristic
- Sexual innuendos, jokes, requests or harassment

Social

How people work together and involve each other as a group or team.

- Respectful colleagues need not be best friends
- People being different and not always getting on
- Being open about differences of opinion
- Asking questions and clarifying, being accountable
- Reasonably declining a request
- Accusing someone of bullying, when you have a genuine concern about their behaviour and its impact
- Offering or discussing a different point of view

- Excluding someone on one occasion, interrupting or ignoring, not saying hello
- Insensitive or disrespectful to cultural backgrounds
- Public shaming that belittles or demeans
- Talking about someone behind their back, gossip, cliques
- Singling out or making an example of someone
- Accusing someone of bullying in a way that is in itself aggressive or inappropriate

- Exclusion, isolation or 'the silent treatment'
- Continually bad-mouthing another team, personality assassination, in person or online
- Gossiping, ganging up or spreading rumours
- Ongoing scapegoating or victimisation
- Consistently ignoring views, exclusion
- Accusation of bullying without justification
- Humiliation or targeted personal remarks, insults, putting down of others

Work-related

Affecting your work, role, tasks, objectives, rostering, performance or development

- Robust, supportive management - clear, fair expectations about job performance and time management
- Reminding people about targets or objectives
- Checking in on people's work to ensure quality, constructive criticism, expectations, accountability
- Reasonable rostering or declining leave request
- Clear performance management or discipline
- Firm but fair management: staff may not like what's happening but understand why it's happening. However this should not prevent a challenge to the substance / content of the management decision.

- Unrealistic expectations of a job or project
- Blaming their own non-performance on others
- Occasional micro-management, undermined, degrading to 'junior' staff, assuming limits to job role capabilities
- Applying different rules for different people
- Misuse of power, manipulation, lying, punishment through shift rostering
- Constant lateness, being on phone during meetings

- Setting up to fail by withholding information, unrealistic work demands, unnecessary edits to work
- Taking credit for other people's work
- Consistently questioning someone's capabilities
- Excessive supervision: 'watching over like a hawk'
- Taking away responsibilities without justification
- Favouritism e.g. allocation of leave or tasks, not involving in decision making
- Continued abuse of power, blame