



Forest Alliance
of Nursery Schools

Dignity at Work: Anti-Bullying & Harassment Policy

Status:	non-statutory
Responsible governors:	CLD Committee
Last review date:	Autumn 2026
Date of next review:	Autumn 2027
The policy is available for staff at:	School offices and shared drive
And for parents/carers at:	School offices

Version, revision date, who revised, section revised

V3, Autumn 2026, Alison Emmett used Gemini AI to align with values and simplify

Scope and Review

Scope: All employees, agency staff, contractors, volunteers, and governors across all nursery settings.

Review Schedule: Reviewed annually or immediately following statutory changes in employment law.

Our Philosophy & Values

We are committed to creating and maintaining a working environment free from bullying, harassment, and discrimination, where everyone treats each other with dignity and respect.

All Children First & A Warm Welcome: Modelling respectful adult relationships creates a safe, positive, and nurturing environment for the children in our care.

All Families Matter & Kindness, Respect, And Equity: High standards of behaviour and equity apply to every interaction between colleagues, families, and visitors.

Experts Working Together: Supporting one another professionally to prevent workplace distress and resolve conflicts constructively.

1. Expectations & Working with Colleagues

We expect high standards of behaviour and mutual respect at all times. Employees at all levels contribute to building a healthy workplace culture.

Standard of Behaviour

Staff must:

- Always be open, honest, and courteous with each other.
- Not abuse others verbally, in writing, on social media, or via email.
- Not behave in any way that suggests prejudice or favouritism.
- Not engage in, encourage, or condone bullying, intimidation, harassment, unlawful discrimination, or abuse.
- Not exploit colleagues for loans, private work, or favours of any kind.

Banter vs Harassment

Different people experience workplace interactions differently. Dismissive phrases like "she's too touchy" or "he can't take a joke" are unacceptable.

Category	What it IS (Unacceptable)	What it IS NOT / Context
Verbal Harassment	Sexual language, innuendo, lewd comments, racist remarks, insults, offensive nicknames, malicious gossip, swearing, or aggressive tone.	Friendly Banter: Good-humoured, mutual, and playful conversation. It ceases to be banter the moment it causes discomfort or offence.
Non-Verbal Harassment	Intimidating gestures, staring, whistling, offensive photos, graffiti, or inappropriate text/social media messages.	Grievances: Concerns about working conditions or general duties (handled under the Grievance Policy rather than this policy).
Physical Harassment	Unwanted physical contact, standing uncomfortably close, inappropriate touching, or physical assault.	Performance Management: Constructive feedback, setting reasonable targets, or operational management delivered respectfully.

Exclusion & Victimisation	Giving a colleague the 'silent treatment', deliberately ignoring them, or singling them out for unfair treatment.	
--------------------------------------	---	--

2. Resolving Issues Constructively (Getting Along Together)

Just as we teach children in *Getting Along Together* to express when they dislike something, we encourage adults to address hurt feelings early before misunderstandings grow.

Direct Conversation & Nonviolent Communication

If a colleague's behaviour upsets you, try to speak directly to them as soon as possible while details are fresh.

1. **Calm Your Body:** Take 3 deep breaths before speaking:
 - Inhale for 5 counts, exhale for 6 counts.
 - Inhale for 6 counts, exhale for 7 counts.
 - Inhale for 7 counts, exhale for 8 counts.
2. **Opening the Conversation:** Use neutral phrases such as:
 - "Please can we talk about X?" or "I'd like to talk about Y."
3. **Express Your Experience:**
 - "When you did X, it made me feel Y."
 - "When I see or hear X, it makes me feel Y."
 - "Would you consider doing Z instead?"

4. **State Your Feelings:** Stating how an action affected you helps the other person understand the impact. In most cases, making someone aware of their impact is sufficient to stop the behaviour.

Receiving Feedback

If a colleague approaches you about your behaviour:

Breathe and Listen: Take slow breaths to stay calm. Listen fully and wait until they have finished speaking before responding.

Practise Active Listening: Reflect back what you heard to confirm your understanding.

Request Processing Time: If you feel overwhelmed or reminded of past personal experiences, ask for time to reflect and agree on a specific time to resume the conversation.

Formal Mediation

If direct conversation does not resolve the issue, or if past experiences make direct communication difficult, staff can request formal mediation as set out in our Grievance Policy and Procedure.

3. Reporting Concerns & Escalation Pathway

If informal resolution is unsuccessful, or if you experience severe bullying, harassment, or victimisation, you must report your concern immediately using the following escalation pathway:

If the concern is about another member of staff:

- Talk to your Line Manager

If concern is about your Line Manager:

- Talk to the Headteacher

If concern is about the Headteacher:

- Talk to the Chair of Governors

If concern is about the Chair of Governors:

- Contact Ofsted or the Local Authority

4. Third-Party Harassment (Employment Rights Act 2025 Compliance)

In compliance with statutory requirements under the Employment Rights Act 2025 (effective October 2026), our schools take all reasonable steps to prevent and protect employees from harassment by third parties, including parents, carers, visitors, contractors, and members of the public.

To maintain a safe environment:

Setting Expectations: We distribute our *Getting Along Together* Behaviour Statement to all new families, contractors, and holiday playscheme users.

Key Person Meetings: Staff review our behaviour expectations with parents/carers during initial settling-in visits.

Public Displays: Behaviour statements are prominently displayed in school offices and reception areas.

Active Management: If a visitor or parent displays aggressive, inappropriate, or harassing behaviour, staff and managers may refer directly to the Behaviour Statement, pause the meeting, require the individual to leave the site, or escalate the matter to local authority/police partners where necessary.

Compliance Framework

Statutory Guidance: Fully compliant with the Employment Rights Act 2025 (third-party harassment prevention duty), the Equality Act 2010, and the ACAS Code of Practice on Discipline and Grievance Procedures.

Related Policies: Grievance Policy, Code of Conduct, Whistleblowing Policy, and Safeguarding Policy.

_____ end _____