

<b>Name &amp; Date of Meeting</b>	<b>Academic Board, 17<sup>th</sup> March 2021</b>
<b>Title of Report/Paper</b>	Respect Policy
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## Executive Summary

This Policy augments principles currently existing within our Policy Framework, including but not limited to, the following documents that would be retired/modified if the Respect Policy is approved:

- Sexual Violence, Violent Behaviour, Harassment, Racism and Bullying Policy - to be retired October 2021 with the operational elements incorporated into a new Student Life Manual, which will complement the Respect Policy. We will incorporate changes prescribed by OfS following their consultation on how HEIs should consider allegations of harassment and sexual misconduct in the Manual and in relevant procedural documents.
- Dignity at Work - to be revised to reflect and complement this new policy.
- Social Media Policy
- Disruption and Anti-Social Behaviour in Teaching and Study Areas

N.B. in due course, we will also need to review our policies in light of any new DfE/OfS requirements relating to Freedom of Speech currently being developed by DfE reporting to the Secretary of State.

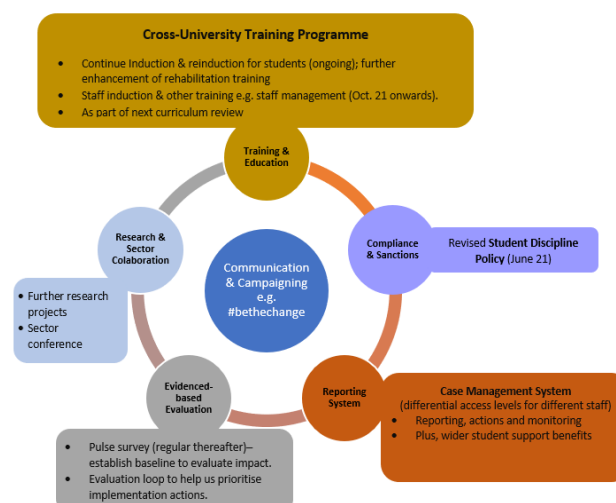
The Policy codifies principles and approaches developed through our Respect Campaign, which has been discussed regularly at Success and Retention Committee (SRC), reporting to LTSEC. This policy is informed directly by:

- The Research project undertaken by the Head of Student Services as part of a postgraduate award, entitled: "How can the stories of our students help to shape an inclusive and respectful student community at Harper Adams?" – which was overseen by SRC from conception, during the research/fieldwork phase and the evaluation of findings, at its meetings on 9<sup>th</sup> November 2019, 22<sup>nd</sup> January 2020, 15<sup>th</sup> May 2020 and 11<sup>th</sup> November 2020.
- Input from the HR team including feedback from discussion they have had with staff groups.
- Feedback from our teams in Students Services and the Students' Union.
- Confidential feedback received via the Safereporting@harper-adams.ac.uk email account (established recently) from both staff and students. Not only has this provided valuable insights into the challenges some groups and individuals face, but it has also created connections with individuals who have offered to contribute to the collaborative work needed to implement our proposed approach.

If approved by Academic Board, the policy paper would be presented to the Students' Union Board of Trustees at its next meeting on 23<sup>rd</sup> April 2021. Given the strategic importance of this whole-university policy, the final version and details about its implementation will be reported to the Board of Governors later this academic year.

## Implementation

Whilst the introduction of this new Policy is critical, we believe the most important work is yet to come. We want to consult widely about its implementation. We have identified some themes (right) we wish to explore when establishing our Respect Implementation Plan. Our intention is to develop this Plan, following a series of staff events and student workshops, before presenting the proposal to LTSEC at its next meeting in June 2021.



## Recommended Actions at Meeting

Academic Board is asked to:

- Grant formal approval of the policy. Should any minor changes to the Policy be identified by the Students' Union Trustee Board, Academic Board is asked to delegate to the Chair authority to approve the revisions.
- Delegate responsibility to LTSEC to agree and oversee the implementation of the Respect Implementation Plan.

# Respect Policy for Students and Staff



**Harper Adams  
University**



**HASU**

# RESPECT POLICY

## 1. What is the purpose of this policy?

Our aim is to take all necessary steps to ensure our community is free of harassment, violence, exploitation and intimidation, and that through our actions collectively and individually we nurture an environment of respectfulness, positive relationships and experiences. This policy complements our Equality and Diversity Policy, which ensures our legal compliance with the Equality Act 2010, by promoting a respectful community environment that promotes best practice.

We understand that sometimes individuals will behave in a way that undermines our community values. These disrespectful behaviours jeopardise the mental, physical, and emotional wellbeing of those affected and risks the safety and reputation of our University community. We also recognise the impact that these negative behaviours can have on individuals, ranging from mild, to moderate, to severe, as well as the effect on family and friends. Therefore, we adopt a whole-university approach that promotes: personal responsibility, proactive interventions at an early stage to minimise the risk of situations escalating, and dealing with behaviours in in-person and virtual spaces, including all social media. All students and staff have a part to play in developing this positive and inclusive environment, which celebrates difference, challenges prejudice and nurtures a campus culture to be proud of.

### Our Respect Commitment

Our community expects that:

- All interpersonal and professional relationships and interactions will be grounded in mutual respect and open communication.
- Incidents of harassment, violence or bullying are unacceptable and may also constitute a direct infringement of the law. Therefore, we promote a culture in which incidents that threaten a positive student or staff experience are reported, and inappropriate behaviours actively challenged and addressed.
- Bystander intervention, the act of intervening when another individual needs help or when unacceptable behaviour is witnessed, will be encouraged and promoted to ensure a positive, safe environment for all members of our community.
- We will respond promptly and sensitively to both informal concerns and formal complaints. Where appropriate, disciplinary action will be taken through the relevant disciplinary policy (see section 5) and some cases may be referred to the Police and other law-enforcement agencies. All parties will be properly supported during investigations relating to complaints and disciplinary processes.

## 2. Who is this policy for?

All staff and students who are part of the University community, including our Students' Union.

It covers the following behaviours in person, in written form and in virtual spaces (including social media):

- Discrimination or Harassment covered by the Equality Act 2010 and related case law, on the grounds of:
  - Age
  - Gender reassignment
  - Sex
  - Race
  - Disability
  - Religion or belief (including Ethical Veganism, Vegetarianism, Humanism, Passivism, belief in manmade climate change)
  - Sexual orientation
  - Marriage and Civil Partnership
  - Pregnancy and Maternity

- Sexual, racial or other forms of violence
- Bullying, including actions to humiliate, isolate, attack or denigrate a person's lifestyle or dietary choices.
- Disruptive and antisocial behaviour on campus in social, teaching and other spaces (such as the Bamford Library).

Key definitions and examples are provided at **Annex A**.

### **3. Who is responsible and what are our responsibilities?**

As members of the University community demonstrating respect and integrity in our interactions with individuals and groups, we will:

- Identify and challenge unacceptable behaviour when it occurs, even if it is not directed at ourselves (i.e. Bystander Intervention).
- Address and resolve matters ourselves, where reasonably possible, in a positive and constructive way.
- Raise more serious concerns with relevant University staff and participate positively in approaches to resolve them.
- Modify our own behaviour and language should we become aware that we have behaved unacceptably in relation to this policy, even if no complaint has been made.
- Respect individuals who raise feedback, irrespective of their role or relationship to us.
- Actively contribute to promoting a culture of dignity and respect.
- Collaborate and work collectively to:
  - Foster a positive culture for working, studying and living together, which permits freedom of thought, belief and expression, within a framework of mutual respect and tolerance.
  - Ensure all staff and students are treated with openness, respect and dignity at all times.
  - Make staff and students feel safe, listened to, and heard, when raising concerns about behaviour.
  - Handle complaints and allegations seriously and with discretion, in line with the appropriate policy, and with support for all parties involved.
  - Ensure malicious or vexatious allegations are investigated and resolved in line with relevant disciplinary procedures.

### **4. How can we take Positive Action?**

**Creating a Connected Community:** Promote a connected community through opportunities for networking and wider participation in order to foster a broader understanding of, and respect for, differences. Encourage and promote activities and groups which enhance the student/staff experience such as Mature Student Network, Global Café, Planet Harper and student societies which promote positive connection and common interest.

**Creating Calendar of Culture:** In partnership with the Students' Union and our students, promote a calendar of cultural events which encourage and represent a diverse community of students and staff, and engage in local activities and events which enhance our relationship with local community groups.

**Through Education and Training:** Deliver a range of education opportunities, awareness campaigns and workshops, including but not limited to:

- Student Welcome Week induction/reinduction promoting the University's values and culture of respect to students, with a particular focus on encouraging an understanding of both sexual consent and the importance of bystander intervention in tackling examples of negative behaviours.
- Student Wardens, Ambassadors, Clubs and Societies Executive skills training and ongoing mentoring.

- Staff induction and other training: to instil our values and help staff members handle disclosures and referrals for support, and to ensure that all staff and students understand how to report concerns with confidence and intervene as an active bystander.
- Educational opportunities within the curriculum that are designed for all, to hear and expose students to different perspectives and world views not fitting with their own, and to ensure that staff draw upon a range of counter views in their teaching.
- Extra-curricular activities offered to reinforce expectations and to address topical issues such as bullying and harassment and to critique and debate controversial issues.
- Educational measures may also be considered to educate and rehabilitate, when matters of misconduct are considered by a discipline committee and where reporting individuals are comfortable with proposed outcomes.
- Promotion of the work of Agrespect and other organisations, which actively promote and support diversity in the industries with which the University works.

**Provision of Individual Support:** Immediate and ongoing care and support for all parties involved in cases. Referrals to wellbeing, counselling and medical services; safety planning; academic and workplace adjustments; self-care resources; advocacy; navigating resources. Staff and Students have access to the Employee / Student Assistance Programmes for 24/7 over the telephone support.

**Assistance with reporting and complaints:** Those with concerns will be given assistance in making an informed decision about next steps, should an individual choose to report a concern to authorities within the University, or to the Police. All incidents will be reported using the Incident Reporting Form. We are committed to developing tools for easy reporting of concerns.

Currently, individuals can report general concerns to Student Services [studentservices@harper-adams.ac.uk](mailto:studentservices@harper-adams.ac.uk), [Humanresources@harper-adams.ac.uk](mailto:Humanresources@harper-adams.ac.uk), or [studentsunion@harper-adams.ac.uk](mailto:studentsunion@harper-adams.ac.uk)

**Provision of information:** Provide up-to-date community resource information and appropriate signposting to external services.

**Proactive Monitoring and Accountability:** The University's Learning, Teaching and Student Experience Committee (LTSEC) and Students' Union Board of Trustees will engage with its community to monitor and review its performance in relation to promoting dignity and respect and the effectiveness of this policy and procedures.

## 5. Relationship with other policies

This Policy operates within the context of the following:

Action relating to:	Is Dealt with via:	Possible External referrals:
Complaints by one or more student dissatisfied with the standard of service, action or lack of action by, or on behalf of, the University.	<a href="#">Student Complaints Procedure</a>	<ul style="list-style-type: none"> <li>• Police (possible criminal actions)</li> <li>• External organisations (e.g. social media companies in cases where we have evidence of breaches of their own policies)</li> </ul>
Complaints by one or more staff members dissatisfied with the standard of service, action or lack of action by, or on behalf of, the University.	<a href="#">Staff Grievance Procedure</a>	
Concerns or complaints about the behaviour of a student or group of students raised by a student, including vexatious and malicious complaints.	<a href="#">Student Disciplinary Policy</a>	
Concerns or complaints about the behaviour of a student or group of students, in Students' Union	Students' Union Discipline Policy -	

facilities and social settings, raised by a student, including vexatious and malicious complaints.	<i>under development</i>	<ul style="list-style-type: none"> <li>Local Authority Designated Officer/Family Connect or other relevant Agency (for safeguarding issues)</li> <li>Prevent</li> <li>Sexual Assault Referral Centre (The Glade)</li> </ul>
Concerns or complaints about the behaviour of a staff member, or group of staff, including vexatious and malicious complaints.	<a href="#">Student Complaints Procedure</a>  <a href="#">Staff Disciplinary Procedure</a>  <a href="#">Dignity at Work Policy</a>	
The exercise of freedom of speech, balanced debate and events involving external speakers.	<a href="#">Freedom of Speech, Academic Freedom and External Speakers Policy</a>	
Concerns about institutional misconduct that may suggest wrongdoing, constitute criminal activity or a breach of a legal duty.	<a href="#">Whistleblowing Procedure</a>	
Proposed changes to university-wide practices, policies and procedures.	<a href="#">Equality and Diversity Policy</a>	N/A

## Annex A – Definitions and Examples of Unacceptable Behaviour

*The definitions below provide indicative examples and do not restrict the University from considering any matters that it deems may constitute one or more of the unacceptable behaviours described.*

Definitions	Examples
<p><b>Harassment:</b> covers a range of behaviours, subjects an individual or a group in-person or virtually (e.g. via social media) to unwelcome attention, intimidation, humiliation, ridicule, offence or a reduced feeling of self-worth. Unacceptable behaviour can range from violence and bullying to more subtle behaviour such as ignoring an individual at work. It is unwanted by the recipient and continues after an objection is made, although a single incident may be serious enough to constitute harassment and justify a complaint. Harassment can also have a specific meaning under certain laws, for instance, if harassment is related to sex, sexual orientation, race, religion and belief, age, gender reassignment, disability or pregnancy and maternity, it may be unlawful discrimination and may also constitute a criminal offence.</p>	<ul style="list-style-type: none"> <li>• Derogatory name-calling or ridicule, including sharing of derogatory images based on racial differences;</li> <li>• Verbal abuse and threats of physical attack, for example, related to a person's sexuality;</li> <li>• Display of racially offensive material or graffiti;</li> <li>• Sharing of derogatory images including posting on social media;</li> <li>• Derogatory actions, statements, jokes, taunts or references to an individual's ethnic origin, customs, dress, diet, culture or religion;</li> <li>• Examples of Sexual harassment include (but are not limited to): <ul style="list-style-type: none"> <li>▪ Uninvited and unwelcome physical contact;</li> <li>▪ Sexual innuendo and use of sexually centred expletives;</li> <li>▪ Unwelcome advances, attention, invitations or propositions;</li> <li>▪ Unwelcome or lewd references to a person's physical features, figure or dress;</li> <li>▪ Suggestive and unwelcome comments, looks, attitudes or jokes;</li> <li>▪ Taking, sharing or distributing sexual or sexualised images without consent.</li> </ul> </li> </ul>
<p><b>Violent behaviour (including Sexual Violence):</b> use of physical force or violence to inflict harm to others, to endanger the health or safety of another person or property, or restrict the freedom of action or movement of another person. Violent behaviour also includes the <i>threat</i> of violence, as an expressed or implied threat to interfere with an individual's health and/or safety, and/or property, which causes a reasonable apprehension or fear that such harm or injury is about to occur such as stalking, prolonged or frequent shouting.</p>	<ul style="list-style-type: none"> <li>• Unwelcome physical contact;</li> <li>• Slapping, punching, striking, pushing, or otherwise physically attacking a person;</li> <li>• Throwing, punching, or otherwise handling objects in an aggressive manner;</li> <li>• Any sexual activity without consent. Consent requires the capacity to make a choice (including age and understanding) and being able to make that choice freely without constraint (including without intoxication, coercion or under the influence of drugs).</li> </ul>
<p><b>Bullying:</b> offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.</p>	<ul style="list-style-type: none"> <li>• Persistently ignoring, excluding or patronising a class-mate or colleague;</li> <li>• Giving someone an unrealistic workload and/or failing to give them all instructions needed to complete a task;</li> <li>• Posting derogatory or offensive images of an individual or to represent the individual on social media.</li> </ul>

	<ul style="list-style-type: none"> <li>Leaving objects in a person's space (bedroom or office for example) to intimidate or cause offence, such as leaving meat or road kill in someone else's space where that person is an ethical vegan.</li> </ul>
<p><b>Discrimination:</b> When an individual, or group of people, is treated less favourably than others based on a protected characteristic, as defined in the Equality Act 2010:</p> <ul style="list-style-type: none"> <li>age;</li> <li>disability;</li> <li>race, colour or nationality, ethnic / national origin;</li> <li>religion or belief;</li> <li>sex;</li> <li>sexual orientation;</li> <li>gender reassignment;</li> <li>marriage or civil partnership;</li> <li>pregnancy and maternity.</li> </ul> <p>This is direct discrimination.</p> <p><b>Direct discrimination by association:</b> is treating someone less favourably than another person because they are associated with a person who has a protected characteristic.</p> <p><b>Direct discrimination by perception:</b> is treating one person less favourably than someone else because you incorrectly believe they have a protected characteristic.</p> <p><b>Indirect discrimination:</b> is a situation in which an apparently neutral provision, criterion or practice puts an individual, who has a particular protected characteristic, at a disadvantage compared with other people.</p>	<ul style="list-style-type: none"> <li>Not offer a place on a course or not employing someone because they hold a protected characteristic (e.g. because they are disabled).</li> <li>Not offering a place on a course or not employing someone because they are a carer of a disabled child or dependent.</li> <li>Not offering a student placement or not promoting a staff member because you think they are homosexual, when actually they are not.</li> <li>Insisting on a minimum height requirement for a job where height is not relevant to carry out the role. Such a requirement may, for example, discriminate disproportionately against women as they are generally shorter than men.</li> </ul>
<p><b>Victimisation:</b> Less favourable treatment of a person because they have, in good faith, made allegations of Harassment, intend to make such an allegation or have assisted or supported a person in bringing an allegation. Victimisation is unlawful and will be treated as a form of Harassment.</p>	<ul style="list-style-type: none"> <li>Labelling an individual a 'troublemaker' and/or refusing to advance them academically or professionally;</li> <li>Refusing to provide a reference once the working or learning relationship has ended, or to treat them in any way less favourably as a result of their actions.</li> </ul>
<p><b>Vexatious reporting:</b> creation of persistent, unwarranted reports of misconduct (including Sexual Violence), or a refusal to accept any reasonable decisions arising from the application of the accompanying procedure to this Policy.</p>	<ul style="list-style-type: none"> <li>Repeatedly complaining about another student or staff member.</li> </ul>
<p><b>Malicious reporting</b> occurs when an individual makes a report knowing that it lacks any evidence or basis.</p>	<ul style="list-style-type: none"> <li>Accusing another student of defacing their property when they know no evidence exists.</li> </ul>

<p><b>Complicity</b> is any act that knowingly helps, promotes, or encourages any form of Sexual Violence, Violent behaviour, Racism, Bullying or Harassment, and misconduct by other individuals.</p>	<ul style="list-style-type: none"> <li>• Misuse of social media, for example, reposting derogatory images uploaded by another student or staff member.</li> </ul>
<p><b>Retaliation:</b> constitutes any words or actions, including intimidation, threats, or coercion, made <i>in response to</i> disclosures or reports of misconduct, by any individual including both the Accused Party and the Reporting Party, as well as witnesses, friends, or relatives.</p>	<ul style="list-style-type: none"> <li>• Creating offensive images, for example, by adapting an image of another students or staff member because they have complained about behaviour towards them due to their dietary preferences or due to their disability, or race.</li> </ul>

## Equality Impact Assessment

*(for all policies, procedures and strategies approved by Academic Board or a sub-committee)*

<p><b>1. Name of policy being analysed:</b>  <i>For the purpose of the EA process, the use of the term “policy” refers to the full range of functions, activities and decisions for which the University is responsible. This includes both current and new policies.</i></p>	<b>Respect Policy</b>
<p><b>2. Purpose of the Policy:</b>  <i>What is the function of this policy and how is it used on a practical level? This should be a simple summary of the main aims of the policy and how it is implemented and used on a day to day basis.</i></p>	<p>The aim is to ensure our community is free of harassment, violence, exploitation and intimidation and that through our actions collectively and individually we nurture an environment of respectfulness, positive relationships and experiences, through:</p> <ul style="list-style-type: none"> <li>• Defining clearly actions and behaviours that will not be tolerated;</li> <li>• Detailing action to promote and embed our values and encourage bystander intervention and reporting.</li> <li>• Explaining how incidents should be reported, investigated and fully addresses.</li> </ul>
<p><b>3a. Department responsible for policy</b></p>	Academic Services and Human Resources working with the Students’ Union
<p><b>3b. Name/Job title of policy holder/who has the authority to make changes to the policy:</b></p>	Head of Student Services and Head of Human Resources with the Students’ Union Director
<p><b>4. Are there any other policies, procedures, guidance documents, etc that will interact with the policy?</b>  <i>Please provide any details which may help to provide context to the policy and its implementation.</i></p>	<p>Student Disciplinary Policy  Staff Disciplinary Policy  Student Complaints Process  Staff Grievance Policy  Dignity at Work  Equality and Diversity (currently under review)  Complaints Process  Students’ Union Complaints Portal and Discipline Policy (in progress).</p>
<p><b>5. Who was consulted when the policy was written?</b></p>	<p>Head of Human Resources  Students’ Union Board of Trustees  SRC – 2019-2020  This paper was also reviewed/edited in the light confidential reporting by staff and students through the safereporting email account established in February 2021 to inform the implementation of this Policy. When a new secure reporting system is in place, this email account will be disabled.</p>
<p><b>6. Who does the policy affect?</b></p>	Students and staff.
<p><b>7. What steps will be taken to ensure the effective and consistent implementation of the policy?</b>  <i>e.g. in the case of a new/revised policy, how will this be communicated to those affected; are briefings/training sessions required?</i></p>	A detailed Action Plan is being finalised, which will be reviewed by University Executive in March 2021 (to consider resourcing implications) and by LTSEC in May 2021. This will be shared with Academic Board at its next meeting in June 2021
<p><b>8. Details of the EIA work</b>  Date of EIA:  Name of person who undertook EIA:</p>	<p>8<sup>th</sup> March 2021  Simone Clarke</p>
<p><b>9. Name of Committee receiving the EIA as part of the approval process:</b></p>	Academic Board

## 10a. IMPACT ASSESSMENT TOOL

Protected Characteristic under the Equality Act 2010	Potential impact		Please detail here, for each characteristic listed on the left describe the reasons behind your assessment of potential impact e.g. <ul style="list-style-type: none"> <li>Any reports, statistics, websites used to inform your assessment;</li> <li>Information gained through engagement with staff / students; or</li> <li>Any other information that has informed your assessment of potential impact.</li> </ul>
	Nature of impact (this may be + and -) Positive (+) Negative (-) Neutral (N) No impact / not applicable (n/a)	Scale of impact High (H) Medium (M) Low (L) No impact / not applicable (n/a)	
Age	+	M	
Sex	+	H	Rated as a high impact because of the incidence of cases relating the survivors of unacceptable behaviours based on: desk-based research undertaken in 2019/20 that informed the development of this policy in 2020/21 academic year and recent confidential reporting.
Disability	+	M	
Race / Ethnicity	+	H	Rated as a high impact because of the incidence of cases relating the survivors of unacceptable behaviours based on: desk-based research undertaken in 2019/20 that informed the development of this policy in 2020/21 academic year and recent confidential reporting.
Religion / Belief / non-belief	+	M	
Sexual orientation	+	M	
Gender reassignment	+	M	
Pregnancy and Maternity	+	M	
Marriage and Civil Partnership	+	M	
<b>Additional personal characteristics to be considered:</b>			
Carers / Caring responsibilities	+	M	
Socio economic status	+	H	Rated as a high impact because of the incidence of cases relating the survivors of unacceptable behaviours based on: desk-based research undertaken in 2019/20 that informed the development of this policy in 2020/21 academic year and recent confidential reporting.
International student / staff	+	H	Rated as a high impact because of the incidence of cases relating the survivors of unacceptable behaviours based on: desk-based research undertaken in 2019/20 that informed the development of this policy in 2020/21 academic year and recent confidential reporting.
First language other than English	+	M	
<b>Other factors to be considered:</b> please specify			
Vegetarians and Vegans	+	H	Rated as a high impact because of the incidence of cases relating the survivors of unacceptable behaviours based on: desk-based research undertaken in 2019/20 that informed the development of this policy in 2020/21 academic year and recent confidential reporting.

## 10a. IMPACT ASSESSMENT TOOL

Please complete for all personal characteristics for which a potential <u>negative</u> impact was identified in section 10a.	Information sources e.g. data, statistics, consultation, reports etc	Summary of key issues identified	Legal basis (if applicable) for accepting a negative impact e.g. health and safety <i>If not completed, go to next column</i>	Steps you will take to mitigate any potential negative impacts you have identified	Who is responsible for delivering the mitigation?	Who else needs to be involved? departments / partners?	By when will the mitigation be implemented?
Age	N/A						
Gender / Sex							
Disability							
Race / Ethnicity							
Religion / Belief / non-belief							
Sexual orientation							
Gender reassignment							
Pregnancy and Maternity							
Marriage and Civil Partnership							
Carers / Caring responsibilities							
Socio economic status							
International student / staff							
First language other than English							
<b>Other personal characteristic:</b>							