



etbi
Education & Training
Boards Ireland
*Bord Oideachais &
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Roll Number: 20529J

POLICY FOR DIGNITY IN THE WORKPLACE

BROADMEADOW COMMUNITY NATIONAL SCHOOL



2025/2026

Principal: Miss J. Robinson

The Principal of Miss Jennifer Robinson is responsible for the implementation of this Dignity in the Workplace Policy.

Introduction

Broadmeadow CNS aims to create and maintain a working environment where all employees are treated with dignity, integrity and respect and where diversity is valued.

Broadmeadow CNS is committed to fostering an atmosphere of respect, understanding and encouragement between all who teach, work and learn in the School, so that the development and contribution of every individual can be acknowledged.

Broadmeadow CNS recognises that all staff members have the right to a workplace free from bullying and harassment and is fully committed to ensuring that every staff member will enjoy that right. Each and every member of the school community has a duty to uphold the right of every individual in the school to work in an environment that is free from harassment and bullying of any kind.

Bullying Defined

"Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but, as a once off incident, is not considered to be bullying". (Task Force, 2001).

Bullying in the workplace is defined as persistent, offensive, abusive, intimidating, malicious or insulting behaviour. It includes abuse of power which makes the recipient feel upset, threatened, stressed, humiliated or vulnerable. It undermines employees' abilities and erodes their sense of self-worth. This normally happens over an extended period of time.

Bullying can come from a manager/Principal, a work colleague or a group of colleagues, child, parent or other party and examples may include:

- Using open aggression, threats, shouting, abuse or obscenities towards another individual
- Intimidation.
- Derogatory or offensive nicknames.
- Subjecting an individual to constant humiliation, sneering or ridicule.
- Spreading malicious gossip about an individual.
- Deliberately ignoring or excluding an individual or talking only to a third party to isolate another.
- Undermining a person's authority, work or achievements.
- Not remaining to act in a professional manner within the working environment in

a range of situations.
(This list is not exhaustive)

Harassment Defined

Harassment is covered by Employment Equality legislation and is based on a person's standing within one of the nine categories specified in that legislation (gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).

Harassment is defined in law as "*unwanted conduct*" related to one or more of the discriminatory categories which "*has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.*"

Harassment can be verbal / non-verbal, physical or psychological and can be experienced by both men and women. What appears acceptable to one person might not be so to another. People experiencing such incidents are often far more adversely affected than the harasser thinks. Their work and health may suffer.

Examples of Sexual, Racial and Disability Harassment are included in this policy.

Sexual Harassment

Sexual harassment includes unwanted verbal, non-verbal or physical conduct of a sexual nature that has the purpose or effect of creating an intimidating, hostile, degrading, humiliating or offensive environment. Often, it can cause distress, interfere with job performance, over-emphasise a person's sexuality and fail to respect the rights of others. It demoralises and diminishes people's skills and capabilities.

The following are examples of inappropriate behaviour, which could cause offence:

- Inappropriate comments about dress or appearance.
- Unwelcome sexual advances, propositions or pressure for sexual activity
- Continued suggestions for social activity outside the workplace after it has been made clear that such suggestions are unwelcome.
- Sexually suggestive remarks, jokes or gestures.
- The display of sexually suggestive pictures, objects or written material.
- Conduct that ridicules, destroys or is physically abusive or minimises the skills and abilities of a member of staff because of his or her sex.

(This list is not exhaustive)

Racial Harassment

Racial Harassment is an act which can intimidate, humiliate, ridicule, exploit or undermine the confidence of a person by reason of the person's race, colour, nationality, ethnic origin or religion.

The following are examples of inappropriate behaviour, which could cause offence:

- Racist language or abuse directed towards and within the hearing of a member of staff.
 - Racist "jokes" which includes all jokes made about any group, e.g., Asian, African, Irish and Jewish people as well as people from other racial/ethnic groups.
 - Racial stereotyping within the workplace resulting in limited employment opportunities because of the individual's membership of their racial group.
 - Written abuse and the display of offensive material.
 - Differential and less favourable treatment, e.g. unfair allocation of work.
 - Failure to recognise the quality of someone's work because of preconceptions about race and ethnicity.
 - Deliberate exclusion from conversations and/or work/social activities.
- (This list is not exhaustive)

Disability Harassment

Disability Harassment is directed at those staff who have a disability or specific health condition.

The following are examples of inappropriate behaviour, which could cause offence:

- Staring and / or uninvited touching.
 - Deliberate exclusion from conversations and/or work/social activities.
 - Speaking to others rather than to the disabled person directly.
 - Verbal or physical abuse or intimidation.
 - Questioning a disabled person's work capacity and / or ability.
 - Making assumptions or speculating about someone's impairment.
 - Asking intimate questions about disabled people.
 - Failure to recognise ability.
 - Offensive or patronising remarks.
 - Ridicule.
- (This list is not exhaustive)

A Positive Work Environment

It is agreed that we will all work to make this school a good place to work. A good place to work has a positive work environment characterised by:

- A supportive, professional and respectful atmosphere.

- Good and open communication (e.g. through opportunities at regular staff meeting, formal and informal meetings, chats etc).
- Appropriate interpersonal behaviour.
- Collaboration and team spirit.
- Mindful of personal/professional/friendship/parent/child/colleague relationships.
- Open discussion and resolution of conflict or upset.
- Recognition, feedback and affirmation as appropriate.
- Respect to be provided to and from all even throughout a period of consultation, growth, professional development or conflict.
- Fair treatment of all staff (including fair systems of selection and promotion in line with agreed procedures).
- Inclusion of all staff.
- Positive reflection on achievements of others. (e.g. sharing of good practise, observations, individual or team achievements)

Every person has a responsibility to play his/her part in contributing to a positive work environment. In this regard, a person who is a witness or bystander has a clear responsibility to raise concerns about dignity at work and threats to this, in an appropriate and timely manner.

This policy aims to ensure that a positive environment prevents bullying and harassment from occurring. Where bullying or harassment does occur, or is alleged to have occurred, there are means of tackling it through the agreed procedure.

Each person on staff has a responsibility to uphold the above at all times.

Procedures for Dealing with Allegations of Bullying/Harassment among Staff are completed through the ETB Complaints Procedures. In general, the procedures have been outlined below. Please Note: This is not an exact copy of the ETB Procedure and this can be located on the ETB website for use or requested from DDLETB HR department.

Stage One: Informal

If the behaviour of one or more members of staff towards another is found to be unacceptable by the latter, he/she has the right to explain through firstly use of conversation to the former that he/she is being made to feel uncomfortable at work or is being offended in some way. If, as a result of this informal conversation, the offending words, behaviour or demeanour change so as to make the environment comfortable for the person who had experienced the unwelcome behaviour, the matter will be closed. **(A written support document may be completed at this meeting if required. A copy will be provided to staff members and signed by staff and principal. This is not a written record)**

Should the offended party feel unable to approach the person(s) who is/are causing offence, he/she may approach the Principal or a designated contact person, who has

been nominated by the school in agreement with the staff. The role of the contact person at this informal stage will be to support and advise the person who has contacted him/her as to what steps might be taken to resolve the situation informally. He or she will act as an impartial mediator but will have no direct role in the grievance procedure. He or she will at no stage divulge any information about the particular case without the consent of the staff member who has sought advice from him or her.

As soon as any member of staff is made to feel uncomfortable to the extent to which he/she feels bullied or harassed, detailed notes of incidents including times, dates and particulars of incidents should be recorded. If other members of staff witness any of the incidents, they may be asked, without prejudice to themselves, to provide a report to the Principal/ designated contact person.

If, despite the above actions, the issue is not resolved and the unacceptable conduct continues, the staff member who is the victim will bring the matter to Stage Two.

Stage Two: Formal

Should the complainant find that the informal procedure outlined does not bring about a resolution of the problem, he/she should approach the designated contact person, Principal or other person who can represent his or her case to either the Principal or representative of the Board of Management/ DDLETB. The nature of the complaint may be outlined orally or in writing.

On receipt of the complaint, the Principal or person acting on behalf of the Board of Management/DDLETB will investigate the complaint in the following way:

1. By interviewing the complainant to ascertain the details of the complaint, finding out who was involved; when the incident(s) occurred; where the incident(s) occurred; whether there were witnesses to the event(s) and possible solutions to the problem. A written record of the meeting will be kept and a written statement provided by the complainant. The confidentiality of the process will be maintained by all parties at this stage of the investigation.
2. The alleged individual against whom allegations were made will now be advised of the complaints brought against him/her; given an opportunity to be heard; allowed representation if requested; be assured of confidentiality where possible. He/she will be given the opportunity to read the written statement(s) of the complainant and will be offered the opportunity to reply in writing.
3. If, following the investigation into the complaints, the latter are found to be valid, prompt action will be taken by the Principal or Board of Management/ DDLETB to stop the bullying or harassment.
4. If it is found that the actions of the individual against whom concerns have been raised, has been misinterpreted and that he/she was genuinely unaware of the effects of his or her demeanour, words or actions but on being made aware, makes

every effort to put the situation right for the complainant, no further action will be taken and the investigation will be closed.

5. Copies of all written records will be kept in the school files in accordance with GDPR.

Note: Discipline Circular Protocol 0049/2018

If it reaches a stage that a resolution cannot be found from the above, or behaviour continues to affect school moral or staff, we may have to refer to procedures outlined in the above circular where required or seen fit to do so. This is a circular created by the Department of Education and skills to be implemented in all school settings where required.

Summary

Broadmeadow CNS. takes seriously any truthful and honest allegations of which may impact on the dignity, integrity of employees including allegations of workplace bullying or harassment.

Supportive and effective procedures, in accordance with nationally-agreed practice, are in place in Broadmeadow CNS. These procedures to address and investigate allegations will focus on the earliest possible resolution, will proceed as necessary from informal to formal stages and will have a stress on confidentiality.

Management has a duty of care towards employees. Similarly, employees have a duty of care towards one another. This policy seeks to set out principles and practices to support the exercise of that duty in our school.

In summary, Broadmeadow CNS is committed to building and maintaining a work environment where respectful, open and equal relationships are the norm. Every person has the right to be treated with consideration and courtesy and to have his or her individuality valued and respected.

With this said, it is important to note that all staff have a duty and responsibility to conduct and engage in their employment duties in line with their contractual responsibilities.

Signed: B Manton 06/10/25

Chairperson of BOM

Signed: J Robinson 06/10/25

Principal

Date:

Last date reviewed: April 2021

Next review date:

References:

- *"INTO -Working Together"* document
- Staff charter on good working relations
- Statement in relation to homophobic bullying
- The Equal Status Act 2000

Appendices

Appendix 1: CNS Diversity and Equality – Homophobic Bullying

Appendix 1

CNS Diversity and Equality – Homophobic Bullying

“Our mission is to provide a new model of primary education that reflects Ireland in the 21st Century”

Central to the Community National School mission statement is the provision of a high quality education in a setting of diversity and inclusion. In line with our mission statement, Community National Schools recognise and celebrate diversity. Our schools understand the rich educational opportunities in exploring difference. In Community National Schools, we treat each member of the school community equally and with respect. We are committed to living our mission statement by recognising that Irish society has changed greatly in recent years and our schools are reflective of this change.

Children in Community National Schools are encouraged to live their lives to the full. We understand that our duty to our children goes beyond their immediate experiences in primary school and that children will carry their experiences in our schools with them for the rest of their lives. We fully comprehend the role the school plays in helping the children in our care with the life-long process of developing a positive self-image. We also understand that some of the children in our schools may have parents who are part of the LGBTI+ community. Our ethos ensures that all present and future members of the LGBTI+ community are treated equally and with respect. It is extremely important to us that our pupils, if struggling with their sexuality later on in life, will be able to reflect on the positive attitude their primary school had towards homosexuality.

Community National Schools also understand that we have a duty to our staff members to ensure that they are treated equally regardless of their sexuality. Our staffrooms are diverse spaces where we make no assumptions about our staff members. All staff members are encouraged to be open with their colleagues about their backgrounds as diversity in the school community is seen as extremely valuable.

We are also committed to providing CPD to our staff members to educate them about homophobic bullying and ways to prevent it. Community National Schools welcome and respect all family types. We are mindful of the fact that children in our classrooms come from all different types of families, including same-sex parents. We talk about different family types with our children to ensure that they feel their family is equally as valuable and respected as their friends’ families.

Community National Schools are committed to the spirit of inclusion and equality, where each member of the school community is valued and treated with respect. This is a genuine commitment and we hope that all members of our school community enjoy their right to this respect.

Review:

This policy will be reviewed periodically by the BOM as deemed necessary.