

## Group Dignity at Work Policy

**Policy Owner:** Group Head of People Operations

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### Rationale

At ISP, our framework is **Together. In Partnership**. The word partnership is very important. It reflects our commitment to getting better, together.

The success of ISP and our schools depends on our people. By capitalising on what is unique about one another and harnessing our different perspectives, skills, knowledge, understanding and experiences we will learn and work better together and each of us will be able to add value in what we do.

### Dignity at Work

Together we are committed to creating and nurturing a safe, welcoming, inclusive, equitable and diverse community, representative of and responsive to different cultures and groups and where each of us has the chance to thrive, contribute and do what we do best.

Underpinning this there needs to be a culture of mutual respect and consideration; all of us have a responsibility to embrace, support and grow this culture and to challenge those behaviours and attitudes that prevent us from achieving our goal.

The tenets set out in our Principles, Key Behaviours and Competencies are very clear on where our collective and individual responsibilities lie and define how we interact, learn and work with each other:

- We treat everyone with care and respect, looking after one another, embracing similarities and differences and promoting the wellbeing of each other
- We are friendly and, crucially, we listen and act accordingly
- We have the sensitivity, awareness and skill to understand the values, attitudes and practices across cultures that support each other to learn and work effectively

### ISP Principles

- **We begin with our children and students;**  
Our children and students are at the heart of our business. Simply, their success is our success.
- **We treat everyone with care and respect;**  
We look after one another, embrace similarities and differences and promote the well-being of each other.
- **We operate effectively;**  
We focus relentlessly on the things that are most important and will make the most difference.
- **We are financially responsible;**  
We make financial choices carefully based on the needs of the children, students and our schools.
- **We learn continuously**  
Getting better is what drives us.

## Key Behaviours



## ISP Leadership Competencies

Emerging Talent are those in middle leader and people manager roles. Existing Talent are those in senior leadership roles.

	<b>Emerging Talent</b> The behaviours below (1-7) should be demonstrated regularly and consistently by our Emerging Talent.		<b>Existing Talent</b> The behaviours below (8-14) in addition to the Emerging Talent behaviours (1-7) should be demonstrated regularly and consistently by our Existing Talent.		
Leadership	<b>1. Collaboration</b> Takes an active part in leading their school or region; is cooperative and a genuine team player, developing positive, supportive relationships with colleagues to solve problems and maximise opportunities.	<b>2. Learning &amp; Getting Better</b> Continually demonstrates personal commitment and passion for learning and getting better using evidence and feedback; supporting others in their continual learning, development and growth.	<b>8. Leading &amp; Inspiring Others</b> Supports, encourages and inspires students, colleagues and teams so that they give their best.	<b>9. Understanding People</b> Is a very good judge of talent, can objectively articulate the strengths and motivations of people inside or outside the organisation.	<b>10. Influencing &amp; Communication</b> Consistently informs, influences and inspires students, parents and colleagues through timely and effective communication.
Strategy & Innovation	<b>3. Innovation Leadership</b> Is good at creating an environment where ideas for learning initiatives and services are generated and is able to motivate and inspire others through the process of creation through to completion.		<b>11. Agile</b> Responds and adapts to changing circumstances; manages and solves problems by providing solutions in a climate of ambiguity.	<b>12. Strategic, Commercial &amp; Financial Awareness</b> Has the ability to apply understanding of the business and industry to improve effectiveness and profitability.	
Delivering Results	<b>4. Outcome driven</b> Can be counted on to find solutions. Is consistently looking to exceed goals and is focused on KPIs.	<b>5. Resilience</b> Can deal with setbacks and challenges calmly and effectively.	<b>13. Planning &amp; Decision Making</b> Makes decisions on the best course of action and then to plans, organises, prioritises and balances resources to achieve the desired outcome.		
Community Focus	<b>6. Community Focus</b> Is committed to meeting and exceeding the needs and expectations of our students and their families.				
Integrity & Ethics	<b>7. Integrity &amp; Ethical Management</b> Has the ability to work ethically and with integrity; helps others feel valued; upholds and models ISP Vision, Purpose and Principles.		<b>14. Diversity &amp; Equity</b> Has the sensitivity, awareness and skill to understand the values, behaviours, attitudes and practices across cultures that supports all children and adults to learn and work effectively.		

All of us have the right to be treated with care, dignity and respect in our places of work and learning. Our Dignity at Work policy sets out ISP's commitment to this as a group and how each of us is responsible for creating a safe, fair, equitable and inclusive atmosphere for all our students and employees.

## Key definitions

### Diversity

Diversity is measured based on the collective whole – teams and companies are diverse, an individual person is not. The term ‘diversity’ refers to the differences amongst the range of people in a team or company. These differences can be both visible and invisible and diversity covers people of different backgrounds, ages, religions, beliefs, cultures, races, ethnicities, sexual orientation and genders.

Diversity legislation will vary from country to country and many countries have protected groups, classes or characteristics such as:

- age
- physical and mental disability
- genetic condition or information
- nationality / national origin and citizenship
- ethnicity
- race
- religion / beliefs
- sexual orientation
- marriage (and civil partnership in the UK)
- pregnancy and maternity
- sex, gender / gender identity and gender reassignment

In some countries protection is also given to those who work part-time, fixed-term, as agency workers and those who are union members and in the US veteran status is also a protected group.

However, at ISP, we do not confine ourselves to what is covered by legislation. As a truly international group working and learning in different cultures and speaking different languages, we understand the benefit of working effectively and collaboratively across every culture and country, both within our regional and local communities as well as with colleagues and schools from around the group.

When we recognise, understand and harness the value that individuals bring to ISP and our schools by virtue of their different backgrounds, experiences and skills, then we are stronger together as a result. How we work together every day is the example we give to the children and students in our care so that they uphold the values and beliefs to take with them into the future.

### Equity

Our focus is on equity rather than equality.

With equality the emphasis is on treating everyone the same. Equity recognises that each of us is an individual. It acknowledges that differences exist and that each of us will require support in different ways, and at different times of our lives, depending upon our individual circumstances.

It recognises that we do not start from the same place and that we will face advantages and barriers depending on our background. Equity is important because people from marginalised or less-privileged backgrounds will have bigger barriers to overcome than those from more-privileged backgrounds.

Focusing on equity means exploring ways to identify and understand the imbalances caused by such barriers. It requires commitment to addressing and correcting these imbalances to ensure that everyone has access to the same opportunities. Equity will only thrive in an environment built on care, respect and dignity.

### **Inclusion**

Diversity has been described as the 'what' and inclusion as the 'how'. As explained previously, diversity refers to the visible and invisible differences amongst the range of people in a team or company. Having a diverse team or company is not enough. What is important is how welcome and engaged people feel and this is where 'inclusion' comes in.

Inclusion happens when people's differences are valued and harnessed to enable everyone to thrive. In an inclusive environment, we feel we belong without having to conform. We can see that our contribution matters and we are able to make the best use of our knowledge, skills and understandings, reaching our full potential, irrespective of our backgrounds, identities or circumstances.

Inclusion is the quality of the human experience within a team or company. We need to work together to ensure that people feel included. We do this by engaging with them, listening to them, showing up for them and by demonstrating that they are valued. Simply put, we do this by working in partnership with our people.

There are many ways we can do this at ISP – agreeing goals, collaborating within and across teams, individual 1-2-1s and check-ins, team catch-ups and get-togethers and the use of our employee Net Promoter Score and engagement surveys. There are also new and exciting opportunities for inclusion and engagement that we can explore.

### **Diversity, Equity and Inclusion at ISP**

Using fair, objective and innovative employment practices, our aim is to ensure that:

- All employees and potential employees are treated fairly, transparently and with respect at all stages of their employment and with consideration to their individual circumstances and needs
- All employees have the chance to contribute and to achieve their potential, irrespective of any defining feature that may give rise to unfair treatment or discrimination
- All employees have the right to be free from harassment and bullying of any description, or any other form of unwanted behaviour

Each of us has an equal responsibility to follow this policy and to treat each other with care, dignity and respect at all times. All line managers are responsible for upholding, promoting, implementing and enforcing this policy in a fair, transparent and equitable way.

This policy and accompanying training and resources are a first step in defining our approach to shaping a more diverse, equitable and inclusive future for ISP. There will be many opportunities to collaborate with us on this approach and we look forward to working with colleagues across our global group.

### **Unfair treatment and unwanted behaviour**

Whilst our emphasis is on a positive and proactive approach to promoting diversity, equity and inclusion within our group, it's important to be familiar with what constitutes unfair treatment and unwanted behaviour.

If we are on the receiving end of unfair treatment or unwanted behaviour ourselves, we need to know what we are experiencing and what steps we can take to address such behaviour. When we witness this kind of behaviour happening to others, we should know who we can approach to raise it in confidence.

Unfair treatment and unwanted behaviour tend to fall into three categories:

- Discrimination
- Bullying and harassment
- Victimisation

### **Discrimination**

Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics. As explained previously, protected groups, classes or characteristics vary from country to country and can include:

- age
- physical and mental disability
- genetic condition or information
- nationality / national origin and citizenship
- ethnicity
- race
- religion / beliefs
- sexual orientation
- marriage (and in the UK civil partnership)
- pregnancy and maternity
- sex, gender / gender identity and gender reassignment
- veteran status
- part-time, fixed-term and agency workers
- union members, where applicable locally

Discrimination can occur in the following forms:

- *Direct Discrimination*  
Direct discrimination occurs when a person is treated differently and worse than someone else for certain reasons relating to a protected characteristic. For example, a candidate has the qualifications and experience necessary for a job but their application is turned down because they are 'too young' or 'too old'.
- *Indirect Discrimination*  
If there is a rule or policy in place that puts an employee at a disadvantage as compared to others, it may be considered indirect discrimination. For example, when a hiring company specifies a minimum height in the job ad, despite this not being relevant to the duties, this could indirectly discriminate against women as they are generally shorter than men. It could also indirectly discriminate against certain ethnic groups.
- *Discrimination by Association*  
If someone is treated unfairly because someone they know or are associated with has a protected characteristic, this may be construed as discrimination by association. For example, discrimination by association would cover the situation where an employee is

dismissed because of his or her partner's religious beliefs, even if the employee does not share those beliefs.

- *Discrimination by Perception*

When someone receives unfair treatment because another person thinks they belong to a group with protected characteristics, they may be experiencing discrimination by perception. For example, a manager believes an employee is gay or is of a particular race and treats him or her less favourably as a result.

Discrimination of any kind is not tolerated by ISP in any circumstances. Specific regions and countries will have legislation in place covering discrimination and it is important that we fully understand and comply with the local legislation and that we uphold the ISP principles and requirements of this policy.

*Making accommodations and reasonable adjustments*

Where existing arrangements disadvantage an individual because of a disability, we should make reasonable accommodations and adjustments to overcome the disadvantage. To not make these accommodations or adjustments could constitute discrimination on the grounds of disability. For example:

- A building only has steps for access – if it is reasonable to do so, a ramp should be installed.
- A hearing-impaired candidate applies for a role – communication support can be offered for the interview process if required, such as a sign language interpreter or speech-to-text reporter.

It's important to discuss with the candidate or employee what accommodations or adjustments may be helpful and hiring managers are encouraged to seek advice from their HR representative.

***Bullying and harassment***

Bullying and harassment means any unwanted behaviour that makes someone feel intimidated, degraded, humiliated or offended. It is not necessarily always obvious or apparent to others and may happen in work without the employer's awareness. It can also happen outside of work. Bullying or harassment can be between two individuals or it may involve groups of people. It might be obvious or it might be insidious. It may be persistent or an isolated incident. It can also occur in written communications, by phone, through email, through other messaging platforms and through social media, it is not just face-to-face.

Bullying can be defined as offensive, malicious or insulting behaviour. It is an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure. Bullying tactics can include hostile verbal or nonverbal communication, sabotage, exclusion, manipulation, and psychological or physical abuse.

Harassment is unwanted conduct related to 'protected characteristics' that has the purpose or effect of violating dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment. Unwanted conduct of a sexual nature which has that same purpose or effect is also harassment.

There are many actions and behaviours that do not amount to bullying. This includes:

- the expectation of high standards in terms of performance, results and output
- fair and reasonable criticism of performance

- constructive feedback
- not being invited to meetings when not required
- being formally performance managed when performance is not of the required standard.

Examples of bullying and harassing behaviours include:

- putting an employee down, ridiculing, undermining or deliberately embarrassing them
- unreasonably overloading with work or setting impossible deadlines that cannot be achieved despite best efforts
- making insulting, racist, derogatory or offensive comments or jokes
- scaring an employee, making threats or shouting at them
- intimidating or coercive behaviour
- using insulting words or threatening body language
- ignoring an employee or unreasonably keeping them out of meetings or events that they would ordinarily be expected to attend because of their role and responsibilities
- stopping or blocking an employee from doing their job or from promotion
- threatening an employee or committing physical violence
- leaving offensive items around your work area
- inappropriate comments about a person's appearance
- intrusive questions or comments about a person's private life
- malicious gossip and / or spreading rumours about someone
- systemic ostracism or exclusion from normal conversation in the work environment or work-related social events
- incitement of others to commit bullying or harassment

Examples of sexual harassment include when someone:

- repeated unwanted social invitations; relentless proposals for dates or physical intimacy.
- makes unwelcome sexual advances or physical harassment such as touching an employee inappropriately or in an intrusive way
- makes sexual jokes
- spreads rumours or gossip of a sexual nature about someone, for example, speculates about someone's sexual orientation or gender identity or outs them
- displays pornographic photographs or drawings around the work area
- uses inappropriate literature, pictures, books or tapes to bully and harass others
- sends an employee emails with material of a sexual nature

Bullying and harassment can be both direct and indirect in approach:

- Direct approach – undermining, denigrating, humiliating or injuring someone in their place of work or learning by, for example;
  - making comments etc. directly to them or about them to others (e.g. their manager, employees and third parties) while they are present;
  - sending messages directly to them or copying them in on offensive messages;
  - leaving something offensive where they can see it; or
  - a direct threat / assault.

- Indirect approach – undermining, denigrating, humiliating or injuring someone in their place of work or learning by, for example:
  - spreading rumours or making derogatory comments about the employee concerned to others (e.g. their manager, employees and third parties) when they are not present or are out of earshot;
  - spreading rumours by electronic means without the employee concerned being in copy; or
  - excluding someone from activities.

### ***Complaints of discrimination, bullying and harassment***

Complaints of discrimination, bullying or harassment are very sensitive and can be difficult to raise. We encourage employees to raise concerns informally in the first instance with the person concerned or alternatively with their line manager or with HR, however, we recognise that this is not always possible.

ISP has a Grievance Procedure framework in place across our regions and schools to provide recourse for their investigation and resolution and employees should refer to the relevant Grievance Procedure if they feel they are being subjected to discrimination, bullying or harassment. Employees may bring a formal complaint under the Grievance Procedure if they feel uncomfortable with trying to resolve the matter informally as a first step or if informal methods of dealing with the issue fail and the discrimination, harassment or bullying continues or reoccurs. Employees are encouraged to record, in writing, all acts of discrimination, harassment or bullying, including dates, times, conduct, what was said and if there were any witnesses as this may be useful for subsequent investigations.

Employees are always welcome to discuss concerns confidentially with a member of the HR team prior to raising them more formally should they wish to do so or should they require any advice on how to proceed.

Where employees believe that they have witnessed discrimination, bullying or harassment of another employee but not been affected or targeted themselves then they are encouraged to raise with and seek advice from the HR or their line manager.

ISP and our schools and offices take complaints of discrimination, bullying and harassment very seriously, whether direct or indirect in their approach. Where a complaint of discrimination, bullying or harassment is found to be valid then action will be taken under the relevant disciplinary procedure, where there will be a full hearing and appeals procedure.

Anyone found to have discriminated against or bullied or harassed another, either directly or indirectly, will be subject to disciplinary action. Such behaviour may be treated as gross misconduct and could render the employee liable to summary dismissal, as applicable locally.

### ***Victimisation***

Victimisation broadly refers to bad treatment directed towards someone who has made or is believed to have made or supported a complaint or grievance. It includes situations where a complaint hasn't yet been made but someone is victimised because it's suspected they might make one. For example:

- A non-disabled employee gives evidence on behalf of a disabled colleague at a meeting where disability discrimination is claimed. If the non-disabled employee is subsequently refused a promotion because of this, they would have been subjected to victimisation.



- An employer threatens to dismiss an employee because he thinks she intends to support a colleague's sexual harassment claim. This threat could amount to victimisation, even though the employer has not actually taken any action to dismiss the employee and may not really intend to do so.

### ***Complaints of victimisation***

Where an employee believes they are being victimised, they should refer to the Grievance Procedure. Again, we would encourage employees to raise concerns informally initially but they can use the formal route if they feel uncomfortable raising the matter informally as a first step or if informal attempts at resolution have failed.

Where employees believe that they have witnessed the victimisation of another employee but not been affected or targeted themselves then they are encouraged to raise with and seek advice from the HR.

### **Related Policies**

Relevant regional or school Grievance Procedure