

# Supporting our staff

Condensed version of the full and  
interactive Civility and Respect Toolkit



This is a condensed version of the full toolkit “Supporting our people: A toolkit to promote cultures of Civility and Respect” which has been published.

Bullying and harassment have no place in the NHS. The NHS Constitution provides the framework for the principles and values of the NHS in England. The NHS People Plan reminds us to ensure that staff must feel valued, supported and empowered to carry out their work. Therefore, we must address levels of bullying and create compassionate and inclusive cultures which has implications for staff health & wellbeing, staff engagement and ultimately patient care.

Collectively, we must ensure staff feel valued, supported and empowered to carry out their work. This needs to be role-modelled throughout teams and organisations. Leaders at all levels, therefore, have an integral role to play in exhibiting behaviours and demonstrating values that lead to a culture of civility and respect.

We are the NHS: People Plan 2020/21 – action for us all recognised this need and committed to providing organisations with the Civility and Respect toolkit to help tackle bullying and harassment and to create a civil and respectful workplace culture.

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# 1. Intro

The purpose of this toolkit is to understand what bullying looks like in the NHS and how we plan to reduce it. Bullying and harassment are a significant concern in the NHS. The 2019 NHS staff survey shows that 28.5% of staff reported experiencing bullying in the last 12 months, with 12.3% of staff experiencing bullying and/or harassment at work from managers and 19% from other colleagues. With harassment, bullying and abuse more likely be experienced by BAME, Disabled, LGBT+ and staff with other protected characteristics. This has implications for staff wellbeing and engagement, and patient care.

Fevre et al. (2011) illustrate in their report how behaviour falls into three distinct categories, which are: Unreasonable Treatment, Denigration & Disrespect and Violence. The behaviours they describe within these categories helps us to understand what behaviours employees are experiencing and how these can contribute to an employee feeling bullied. Their research also highlights the BAME, LGBT and Disabled Employee experience by industry, with a high prevalence of violence, incivility and disrespect in health and social care.

The NHS Long Term Plan recognises that levels of bullying and harassment must come down if the NHS is to achieve its aim of being an employer of excellence. The intention is to create a culture where staff feel supported, valued and respected for what they do and where the values we seek to show to our patients; kindness, compassion and professionalism are the same values we show to each other.

This framework has been used to structure a flexible practical guide for the NHS to initiate and sustain activity using an Analyse, Intervene, Measure (AIM) approach.

The AIM approach helps organisations to develop action plans tackling these issues through:

- **Analyse: understand the issues**
- **Intervene: take action to address the issues**
- **Measure: evaluate the impact of interventions.**

## 2. Context

Current approaches to addressing bullying in the workplace, including policies and training, are not working. While they are essential components, there are significant obstacles to resolution at every stage of the process that such policies typically provide. Research shows that in isolation, this approach generates no evidence that it will work to reduce the overall incidence of bullying in Britain's workplaces (Evesson, 2015).

### Did you know?

See the Bullying Cost Calculator Tool. This will help your organisation estimate the impact of bullying and harassment if its left unaddressed.

Further research by Roger Kline and Professor Duncan Lewis in 2018 estimated the cost of bullying and harassment to the NHS as over £2.3 billion per annum.

This figure is made up of:

- Sickness absence costs associated with bullying and harassment (£483.6M)
- Costs of covering sickness absence for bullying and harassment (£302.2M)
- Impact and costs of bullying and harassment to employee turnover (£231.9M)
- Impact of bullying and harassment to productivity of NHS workers (£575.7M)
- Impact of presenteeism of sick NHS workers when bullied/harassed (£604.4M)
- Costs of industrial relations, compensation and litigation (£83.5M)

The NHS workforce must grow for the future. This means we need to retain our current staff and recruit new staff. In order to do this, we must look after our people and deliver 'Our NHS People Promise'. We know that leaders who demonstrate these values directly affect the health, wellbeing and engagement of staff. The expectation of leaders must be high, and they must understand the decisive importance of their own role and behaviours in creating a compassionate and inclusive culture.

While it may be recognised that discrimination is based on individual, institutional and structural foundations, bullying is generally regarded as a personal experience built on frequent and prolonged exposure to unwanted and unwarranted negative behaviours carried out by other organisational members (Lewis et al., 2020). Bullying and discrimination can co-exist, or one can lead to another.

Over the past 20 years, researchers have established risk groups for bullying classified as having protected status. It has been found that the risk of bullying is more than double among ethnic or racial minorities compared to white respondents (Fox & Stallworth, 2005). Bullying and harassment at work has been shown to disproportionately affect minorities and protected groups. Where an individual is a member of more than one protected group, the probability of being bullied spirals (Berdahl & Moore, 2006).

**The Civility and Respect Toolkit includes extensive outline of the context.**

# 3. Why it's important to achieve the language shift

In addition to this framework we are promoting a change in language from reducing bullying to promoting civility and respect. This refreshed focus will support individuals to understand their experience better and enable organisations to focus on the root causes of bullying, which predominantly include incivility and disrespect. The change in language will aid conversations with staff behaving inappropriately.

The research around incivility, unreasonable treatment and negative workplace behaviours shows that grouping this wider range of behaviours under one term such as 'bullying' or 'bullying and harassment' does not provide the right level of focus required.

Having a focus on the behaviours of incivility and disrespect enables employees and employers to recognise, understand and take pro-active, targeted and informal action to address the underlying behaviour.

This change in focus and language therefore helps employees to;

- Better understand and explain what they are experiencing,
- Managers to better identify and address it, and more importantly
- For all employees, including witnesses, to be able to call out the unprofessional behaviour and set expected standards of behaviour with one another.

“The NHS has traditionally emphasised policies, procedures and training as the cornerstone of tackling bullying. Yet research is clear that enabling individuals to better raise their concerns will not, in isolation, reduce the overall levels of bullying. Indeed, it may put such individuals at greater risk. We need to prioritise tackling the 'organisational climate' which encourages, allows or colludes in bullying. That means addressing root causes, but it also means being proactive and preventative.”

Roger Kline,  
Research Fellow, Middlesex University Business School

The change in language also aids the conversation with staff who have acted inappropriately without using the label 'bully'.

**The Civility and Respect Toolkit includes extensive outline of the context.**

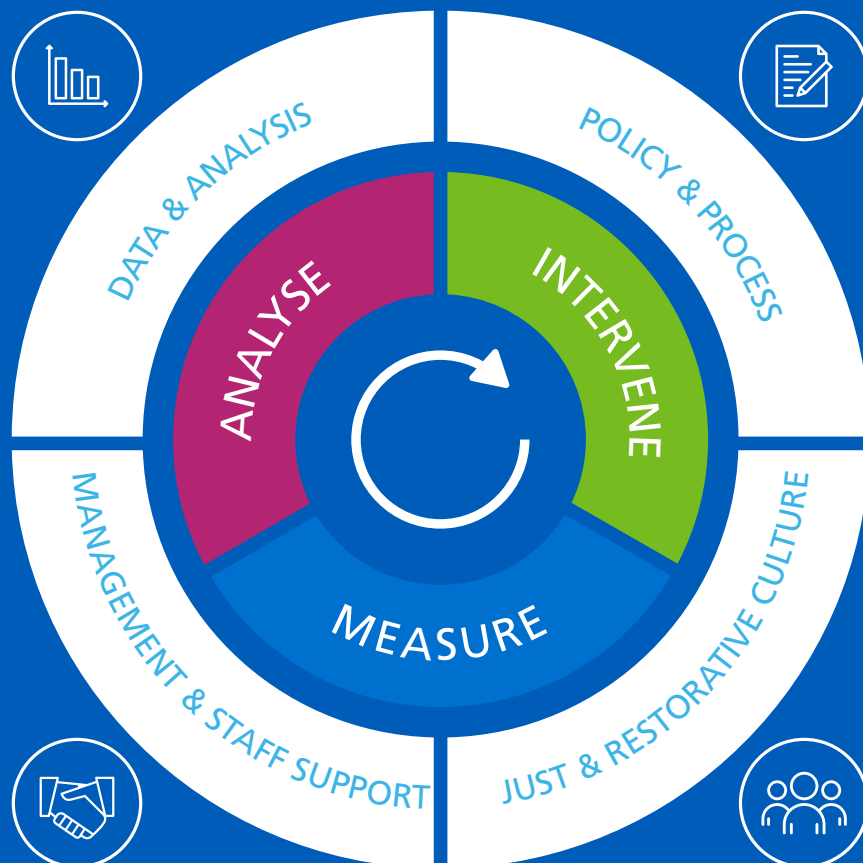
# 4. Framework

## Civility and Respect Framework

Our Civility and Respect Framework provides a practical overview to thinking and action using the AIM approach making underlying issues easier to analyse, plan for and intervene. Using the AIM model, the framework highlights the importance of data to understand and benchmark employee experience and the importance of engaging with employees to understand their experience, what the culture feels like, how the process makes them feel and what support they need.

If you can work through these themes and then apply them practically using the AIM approach towards the end of the toolkit, you should be able to develop sustainable, measurable interventions, which are specific to addressing the issues in your organisation.

The interactive Civility and Respect Toolkit includes detailed summary of all frameworks, including well illustrated terminology breakdowns and scenarios.



# 5. Theme 1: Data and analysis

**Understanding your organisation's data is a crucial first step in tackling the culture of bullying, harassment and other forms of incivility and disrespect in your workplace.**

It is important to benchmark your data against other, similar organisations or departments and compare year on year trends to ensure you give a complete picture. Once the data has been analysed fully, it can be presented to a Board / managers so that they can understand the issues and be guided to make decisions on the best way forward.

If you can work through these themes and then apply them practically using the AIM approach towards the end of the toolkit, you should be able to develop sustainable, measurable interventions, which are specific to addressing the issues in your organisation.

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## **Available data**

Available data consists of quantitative and qualitative data: any in depth analysis should include both:

### **Quantitative data**

Very regimented data usually numbered or yes/no. E.g. Staff survey data on bullying

and harassment, whether staff reported it when they experienced or witnessed it, morale, leadership, discrimination, could also be staff survey results, workforce information on ESR, Workforce Race Equality Standards (WRES) and Workforce Disability Equality Standards (WDES) data and any other local surveys. This should be readily available through established information sources, systems and dashboards.

### **Qualitative data**

Usually more word-based and informationally rich which includes feedback and information from, for example, employee engagement activity (free text submissions from engagement surveys/listening events), employee exit interview data, facilitated discussions, employee support routes (staff networks, local union representatives) and informal concerns raised through alternative channels.

Quantitative data gives you information on incidence, whereas qualitative data can give insight into issues.

## **Analysis and presentation of data**

Once you have identified the data sources, review how this data is analysed, how meaning and theories are identified, and use the data to present a clear picture of employee experience in the organisation.

The purpose of data collection and analysis is to make improvements across the organisation and the NHS. Sharing knowledge, precise analysis and accurate data collection are all vital components in achieving our vision of a brighter future with less incidents of incivility and disrespect.

**The Civility and Respect Toolkit includes extensive outline of the context.**



# 6. Theme 2:

## Policy and Process

Policy has two immediate roles – as a statement of intent and as a document to guide all stakeholders through the formal and informal processes connected to bullying prevention and intervention.

### **Policy shift**

Research and good practice show the impact of cultures of civility and respect in going beyond the formal policy to a restorative approach, enhancing informal stages and support structures for staff. To understand why this restorative approach is a better option, it is first worth exploring why the formal processes are not working. For if a case enters the formal stages, there is immediate emotional impact on all parties involved; the individual putting forward the complaint, the individual who is the subject of the complaint and any witnesses/bystanders who are brought into the process.

The importance of culture and leadership in the Dignity at Work policy means organisations need to ensure managers and leaders have the skills and competencies to address inappropriate workplace behaviours and the HR workforce has the skills and competencies to support and coach managers in this restorative approach.

### **HR skills and competencies**

A restorative approach requires support for healing. This includes how the HR community supports the provider to uphold accountability and managers to have difficult discussions with dignity and helps focus the policy and progress on restoration.

### **Management and organisation competencies**

Leaders can be found at all levels. Leadership frameworks are key to supporting the reduction of incivility and bullying in the workplace and upholding a restorative approach. They should outline the behaviours and competencies expected of all leaders, explore how leaders understand the prevailing culture and how they work to address negative workplace behaviours.

For example

Pressured working environments, high workloads, resources, staff shortages, differing priorities, performance targets, etc. These can be magnified by management systems and decision-making, such as rotas, work/case allocation, breaks, annual leave and performance management, but they can also be balanced by leadership engagement, inclusive and compassionate leadership, promoting self-compassion, enabling team dialogue and reflection, promoting and demonstrating civility, holding supportive early discussions about inappropriate workplace behaviour, seeking informal restoration, and celebrating team diversity, team values and team achievements.

**The Civility and Respect Toolkit includes extensive outline of the context.**

# 7. Theme 3:

## Staff and management support

'Staff and management support' builds on the restorative approach by focusing on:

- What is available informally to support staff and managers experiencing uncivil and bullying behaviours
- Support during the formal processes
- Support for managers handling the process at both informal and formal levels.
- The health and wellbeing of all staff; recognising how incivility and bullying can affect the health of everyone involved.

For absolute comprehension, the full Civility and Respect Toolkit should be read in conjunction with the Health and Safety Executive's (HSE) Management Standards for Stress at Work as well as MISSING Professor Michael West's (2019) Caring for doctors, caring for patients report, which describes how organisations need to identify the primary causes of workplace stressors and put in place interventions at this primary level so as to address them effectively.

### **Staff support**

Several organisational actions are required to make staff feel supported, so that they embrace the restoration of relationships and are confident in challenging unprofessional behaviours and calling out and reporting bullying.

As well as behavioural support, the organisation needs a structure to help staff challenge and report inappropriate and bullying behaviours in the workplace. This should cover two elements:

First; supporting staff on the receiving end of the behaviour to call it out

Second; calling on witnesses/bystanders to support colleagues to address/report the behaviours or to directly address/report the behaviour witnessed in a dignified manner.

### **Manager support**

Creating cultures of civility and respect and reducing bullying in the NHS will require managers and leaders to know how they shape the culture of the organisation by what they talk about, monitor and reward. It is therefore crucial that there is adequate support to develop leadership skills and a safe space for learning.

### **Health and wellbeing**

Incivility and bullying affect individuals' health and wellbeing. To ensure the NHS is a great place to work, organisations need to recognise points of impact and employees' needs, putting in place support, health interventions to support self-compassion and access to personal health support such as resilience training and counselling.

We must aim for a culture of civility and respect, but we must also provide targeted support for those that are, or have experienced incivility, disrespect, bullying or harassment.

**The Civility and Respect Toolkit includes extensive outline of the context.**

# 8. Theme 4:

## Just and restorative culture

'Just and restorative culture' concentrates on the culture and leadership elements of organisations and how these elements can support organisations to grow compassion in the workplace, modelled by leaders. It also emphasises working with partners such as local union representatives, Freedom to Speak Up Guardians, employee engagement leads and health and wellbeing leads and staff network chairs and leads.

### Compassion

West & Chowla (2017) 'compassionate leadership for compassionate health services' outlines four active elements for leaders:

- Attending: paying attention to staff and 'listening with fascination'
- Understanding: developing a shared understanding of what employees face
- Empathising: understanding and sharing the feelings of others
- Helping: taking intelligent action to serve or help.

Research tells us that inclusive and compassionate leadership helps create a psychologically safe workplace where staff are more likely to listen and support each other resulting in less bullying and better patient outcomes (Carter et al., 2008).

Compassionate leadership also includes the requirement for self-compassion: practicing kindness and compassion to yourself and using mindfulness to understand the 'here and now'; self-kindness and looking after yourself can positively impact your health and wellbeing.

### Restoration

Restoration requires the acknowledgement that systems are not perfect; they can themselves trigger interactions and behaviours among employees.

The key to managing these issues is practical support for restoration in the workplace, working with partners on this approach (e.g. local union representatives, FTSU Guardians) and a leadership strategy for a restorative culture, e.g. individual and collective leadership capabilities for compassionate and inclusive leadership.

### Learning

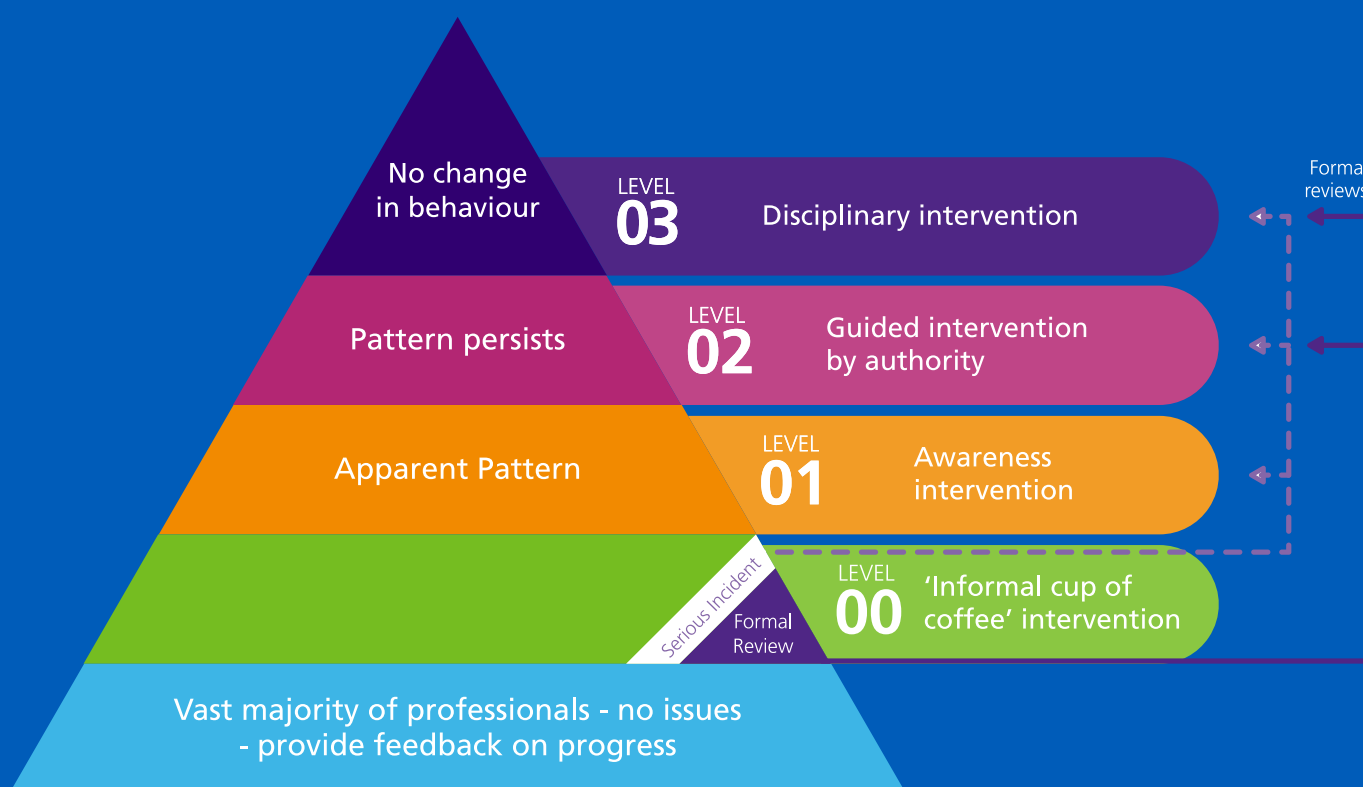
The full potential of a just and restorative culture is realised when an organisation uses restoration to enhance organisational learning. This is learning about where hurt and harm has been caused (policies, behaviour) and learning from what went wrong or the employee experience to reflect on what changes to policy/process/approach are required.

Schippers et al. (2015) suggest that the learning potential of an organisation is improved by 'reflexivity and team learning' – that is, teams are more productive, effective and innovative when they routinely take time out to reflect on their objectives, strategies, processes and environments and make changes accordingly. Taking the time out as a team to review performance and standards creates a shared vision and understanding and a sense of team inclusivity that supports the development of a positive team culture.

**The Civility and Respect Toolkit includes extensive outline of the context.**

# 9. Promoting professionalism pyramid

The approaches in this toolkit are based on a supportive and corrective stance. The tools are intended to bring about an understanding and a change behaviour, not to blame and punish.



This shortened version contains immediate practical actions for you to review but if you are unsure about any of the regulations, strategies or procedures please do not hesitate to contact 'your representative at NHSE/I or your head of implementation at your organisation'

**The interactive Civility and Respect Toolkit includes full breakdown of behaviours, resolution strategies and even in-depth scenario reviews.**



## 10. Level 0 'Informal cup of coffee' intervention

For creating compassionate cultures in the workplace, the informal early conversation provides a respectful and supportive environment for the individual to reflect on their behaviour and try to identify its cause, e.g. work pressure, hierarchical incivility, etc. The aim is to help the individual to reflect on their behaviour and impact, and to think about an alternative approach and coping strategy for the primary causes behind their behaviour.

### Practical actions you can take:

- This situation is within your control to address directly and informally. The best route is to approach the employee and work with them on restoring the working relationship in a professional and supportive manner. You would aim to agree the boundaries of your working relationship and set professional behaviour expectations you can both agree to and work on.
- Approach the employee directly and in a professional manner. Ask to speak to them about the behaviour/incident that has caused you concern. Outline how it has made you feel; work with them towards a better way of working together and agree to move forward together.

If you are not able to speak to the employee directly, other options include:

- Speak to your line manager who can provide you with support and guidance and help you work through the best approach to resolve the issue at an early stage.
- Speak to your Freedom to Speak Up Guardian who can provide you with support and guidance and can speak to HR and/or your line manager with you or on your behalf to agree a way forward.
- Speak to your local union representative who can provide you with support and guidance and speak to HR and/or your line manager with you or on your behalf to agree a way forward.
- Speak to a colleague who can provide you with moral support and help you speak to HR and/or your line manager
- The interactive Civility and Respect Toolkit includes scenarios which you may find helpful to navigate situations at this level.



# 11. Level 1 Awareness intervention



It is important that the focus of this stage is not about directive or corrective advice but a coaching approach, encouraging the employee to self-reflect and be aware of their actions and impact on others. The learning comes when the primary causes behind the behaviours are understood. Once these are understood, a period of reflection can take place and the employee can learn what different approaches may be appropriate in the future. Primary causes can include high pressure at work, unmanageable workloads and incivility under pressure.

## **Practical actions you can take:**

- This situation is within your control to address directly with the clinical senior manager or using the avenues of support available informally. The approach you want to take here is to raise awareness about how this behaviour is making you feel before it escalates into a situation that causes yourself or others harm. You also want to get the working relationship back on track and establish professional working behaviour expectations you can both agree and work on.
- Approach the senior clinical manager directly and in a professional manner. Ask to speak to them about the behaviour/incident that has caused you concern, outline how it has made you feel and work with them to look for a better way of working together and agree to move forward together.
- If you are not able to speak to the senior clinical manager directly, other options include:
  - Speak to your line manager who can provide you with support and guidance and help you work through the best approach to take to resolve the issue at an early stage.
  - Speak to your Freedom to Speak Up Guardian who can provide you with support and guidance and speak to HR and/or your line manager with you or on your behalf to agree a way forward.
  - Speak to your local union representative who can provide you with support and guidance and can speak to HR and/or your line manager with you or on your behalf to agree a way forward.
  - Speak to a colleague who can provide you with moral support and help you speak to HR and/or your line manager.
  - The interactive Civility and Respect Toolkit includes scenarios which you may find helpful to navigate situations at this level.



## 12. Level 2 Guided intervention by authority



This level of intervention is required where a pattern of behaviour starts to emerge, despite existing strategies and previous informal coaching conversations and there is a need for a more guided and directive approach. This still requires a coaching approach to why the previous approach has not worked, exploring the underlying issues still influencing the individual and refreshing the agreed approach that will be put in place by both the employee and the line manager. This prompts the individual to take responsibility for contributing to resolving the matter within a framework of support from the line manager and an agreed review period to keep focus on resolving the matter, a supportive action plan can be used to outline interventions, support, expectations and review periods.

### Practical actions you can take:

- This situation may feel challenging depending on the relationships and personalities in the team, but it is still possible to approach it in a civil manner to start the conversation about implementing and managing the changes.
- Your initial approach is key to starting this off in the right way. Even though this conversation may bring emotions to the surface (e.g. upset, anxiety, frustration) an adult conversation is required to ensure understanding and moving forward together.
- Approach the next in line manager directly and in a professional manner and ask to speak to them about the behaviour/incident. Outline to them how this behaviour has made you feel and explore with them how you can work together on this going forward.
- If you are not able to speak to your next in line manager directly about these concerns, other options include:
  - Speak to your Freedom to Speak Up Guardian who can provide you with support and guidance and can speak to HR and/or your line manager with you or on your behalf to agree a way forward
  - Speak to your local union representative who can provide you with support and guidance and speak to HR and/or your line manager with you or on your behalf to agree a way forward.
  - Speak to a colleague who can provide you with moral support and help you speak to HR and/or your line manager.

**The interactive Civility and Respect Toolkit includes scenarios which you may find helpful to navigate situations at this level.**



## 13. Level 3 Disciplinary Intervention



The formal disciplinary level intervention is usually required when an employee does not improve their conduct or behaviour following previous informal coaching and guided interventions, or if a single serious incident amounts to misconduct and therefore requires escalation to the formal disciplinary level.

### Practical actions you can take:

- In a volatile situation like this, formal escalation is the most appropriate route. Approaching the employee directly may not be feasible or the most appropriate action. You may need to ask colleagues immediately to help you de-escalate the situation or to help you remove yourself from the verbal and racist aggression.
- Options include:
  - Escalate the incident to your line manager immediately. They can provide you with support and guidance as well as taking the required formal action.
  - Speak to your Freedom to Speak Up Guardian who can provide you with support and guidance and can speak to HR and/or your line manager with you or on your behalf, e.g. if you experience come back or negative consequences from reporting the incident.
  - Speak to your local union representative who can provide you with support and guidance and speak to HR and/or your line manager with you or on your behalf about any concerns you have during the escalation and the formal process consideration/progression.
  - Speak to a colleague who can provide you with moral support and help you speak to HR and/or your line manager

**The interactive Civility and Respect Toolkit includes scenarios which you may find helpful to navigate situations at this level.**



# 14. Do you have the right intervention level?

To address high levels of bullying in the NHS, it is important to resolve/ remove the cause of the stressor with a different levels of interventions. A common NHS approach to addressing these stressors is to provide interventions that address how individuals respond to the stressor (secondary interventions) and help individuals overcome the stressor (tertiary interventions). Secondary interventions focus on how employees respond to an issue such as stress or bullying. These are essential too but they will not address the problem fully, so think about addressing the root cause of bullying (primary interventions). Please see table below for levels of intervention:

Level	Focus	Stress interventions	Bullying interventions
Primary	<ul style="list-style-type: none"> <li>Addressing the root cause of the workplace issue (stress, bullying)</li> <li>Aimed at modifying or eliminating stressors/ root causes in the work environment</li> <li>Targeting organisations and the changes they can make</li> </ul>	Workplace changes: Reducing workload Team working Supervision Facilities	Understand the employee's experience and what bullying looks like in your organisation (incivility, negative workplace behaviours) <ul style="list-style-type: none"> <li>Staff survey on workplace behaviours, civility and bullying (<a href="#">Appendix 1</a>)</li> <li>Listening events and staff support (Shwartz Rounds, focus groups <a href="#">Appendix 2</a>)</li> </ul> Develop organisation and team values and behaviour agreements <ul style="list-style-type: none"> <li>Develop a behaviour framework (<a href="#">Appendix 3</a>)</li> <li>Develop shared team objectives</li> <li>Establish team development and team reflection opportunities</li> <li>Promote civility and respect</li> <li>Promote compassion and inclusion</li> <li>Establish Values Ambassadors</li> </ul> Implement a just and learning culture approach: <ul style="list-style-type: none"> <li>Identify harm caused by policy, process, systems, structures, culture</li> </ul> Peer support arrangements Support managers and employees to have courageous conversations about acceptable behaviour in the workplace Team-based interventions: <ul style="list-style-type: none"> <li>Boxes workshop (<a href="#">Appendix 6</a>)</li> <li>Value in action discussion (<a href="#">Appendix 7</a>)</li> </ul>
Secondary	<ul style="list-style-type: none"> <li>Focused on an individual's response to the issue (stress, bullying)</li> <li>Reducing the effects of stressors by making them more resilient</li> <li>Targets individuals/ employees</li> </ul>	Mindfulness Yoga Exercise Health and wellbeing programmes	Resilience training (Building resilience workshop <a href="#">Appendix 8</a> ) Unconscious bias training Respect and Support Workshop ( <a href="#">Appendix 4</a> ) Behavioural Self-Assessment ( <a href="#">Appendix 5</a> ) Leadership training Courageous conversations workshops ( <a href="#">Appendix 9</a> ) Personal reflection log ( <a href="#">Appendix 10</a> )
Tertiary	<ul style="list-style-type: none"> <li>Treating the resulting ill health</li> <li>Focused on helping individuals cope with the consequences</li> <li>Targets individuals/ employees</li> </ul>	Employee assistance programme	Employee assistance programme Occupational health service Counselling service Fast-track cognitive behavioural therapy/counselling Respect and Support helpline ( <a href="#">Appendix 14</a> and <a href="#">15</a> ) Targeted Civility at Work campaign Routes to address the conflict arising from incivility and bullying <ul style="list-style-type: none"> <li>Mediation service</li> <li>Coaching</li> <li>Round table discussions (<a href="#">Appendix 11</a>, <a href="#">12</a> and <a href="#">13</a>)</li> </ul>

# 15. AIM – Analyse: Understanding the issues

It is important you understand the key issues in your organisation before you start to develop interventions. Two possible approaches you could use to map the issues in preparation for engagement are staff surveys and focus groups. Please consult the full toolkit for detailed descriptions and examples of staff surveys or Focus groups.

## Freedom to speak up guardians

FTSU Guardians work with leadership teams in organisations to ensure workers' concerns are heard and dealt with appropriately at the right level, hopefully avoiding the need for colleagues to escalate the matter further. They provide support and a listening ear if staff wish to raise a concern and they can also act as an escalation point for people who want to speak up, have concerns, including those who have been unable to raise the issue through usual line management channels or have felt their concerns at this level have not been acted on.

**The interactive Civility and Respect Toolkit** includes more information on FTSU Guardians and on the Freedom to Speak Up National Guardian's Office website.

## Analyse: Check in

1. What qualitative and quantitative data do you have access to?
2. Can you break the data down to look at the detail? - *For example, by geographical area, profession or protected characteristic?*
3. How can you analyse the data through different lenses to identify/understand employee experiences? - *For example, looking at the staff opinion survey data for bullying and harassment or employee relations cases by protected characteristic, to try to understand the differences in employee experience.*
4. Are you able to triangulate your data to get a deeper understanding of the issue? - *For example, doing a geographical or protected characteristic comparison of data for the staff survey, numbers of and reasons for employee relations cases, sickness absence prevalence/trends, Freedom to Speak Up concerns.*
5. What is your data telling you or indicating?
6. Can you identify the primary causes/underlying issues? - *For example, incivility, work pressures (resources/time/workload), command and control culture, band bias*
7. What further data do you require? - *For example, qualitative and quantitative*
8. What do you need to do to gather/access this data? - *For example, workforce analyst input, bespoke staff survey, focus groups*
9. Have you engaged with your employees directly to understand their primary concerns?
10. Have you engaged with your FTSU Guardian and staff side representatives to understand concerns expressed through these staff support routes?

# 16. AIM – Intervene:

## From insight to action: addressing the issues

Once the main themes and issues are identified, the next step is to determine appropriate actions and interventions. The full Civility and Respect Toolkit is broadly split into tools focused on prevention and those addressing issues as they arise. There's an outline of approaches below, followed by more detail on the actions and interventions.

### 1. Developing a behavioural framework

- Identify clear expectations and behavioural standards

### 2. Raising awareness

- Respect and support workshops for managers and staff to raise awareness of the behavioural framework and what positive behaviours look like
- Behavioural self-assessment tool to support personal insight and reflection

### 3. Team interventions

- 'Values in action' and 'in your box' sessions to help individuals understand their thoughts, attitudes, beliefs and behaviours and how these affect others

### 4. Self-help and wellbeing focused interventions

- Resilience training to support staff with wellbeing and stress management
- 'Courageous conversations' workshops to support staff to have difficult conversations
- Events and feeling logs to enable staff to capture their experiences and feelings and to support reflection and action

### 5. Alternative conflict resolution approaches

- Round-table discussions for low-level relationship issues that don't require formal mediation

### 6. Additional support approaches

- An organisation-based confidential phone line to provide support to staff experiencing incivility, disrespect, bullying or harassment.
- Value ambassadors to support staff through signposting, listening to issues and encouraging the raising of concerns at the earliest opportunity.

#### Intervene: Check in

1. What is your data analysis telling you is the primary cause(s) to focus on?
2. What primary interventions do you need to address the primary causes of incivility and bullying identified?
3. Do your primary level interventions correctly focus on the primary cause?
4. How will you appraise the options to get the best intervention for the specific issue identified?
5. What secondary level interventions do you already have in place?
6. What tertiary level interventions do you already have in place?

# 17. AIM – Measure: Showing improvement and creating an evidence base issues

When planning the interventions that aim to address the organisation's identified causes and characteristics of workplace bullying it is crucial that at the same time there is some thought and planning around the metrics that will be used to measure improvement.

A couple of resources you may want to have a look at:

- Northampton General Hospital NHS Trust put in place a measurement point system during implementation of each of their interventions. Full details and a diagram are available in the civility and respect toolkit.
- For more detail on measurements and metrics you could use, see the Social Partnership Forum's report by Newcastle University.

## **Measure: Check in**

1. What benchmark data can you lock down to create a measure of your starting point?
2. What measure points can you identify for each intervention you have planned/are planning?
3. Does this measure point tell you if you are meeting your objective?
4. How do you know this?
5. What projected measure outcomes can you aim for?
6. What control measures can you set around these data points to ensure your projected outcome is achievable (qualitative and/or quantitative)?
7. Does this measure point indicate an expected point of improvement?
8. Have you defined this?
9. How will you monitor this data during the intervention phase?
10. What will you do with your results, how will you share learning?
11. Internal – staff, FTSU Guardian, staff side representatives, board, WRES/ WDES information
12. External – sharing learning, networks

# 18. Next steps: Sustaining activity

The AIM (Analyse, Intervene, Measure) model is an approach that looks at implementing a targeted intervention and maintaining measure points within the initial intervention period to assess the success of the intervention in creating improvement. The cycle supports the process of revisiting the approach based on the outcomes of the intervention and refreshing the intervention to provide a better focus based on the initial stage implementation to improve the approach of the intervention in stage two.

For more detail on models for improvement, see the NHS Improvement (2018). Online Library of Quality, Service Improvement and Redesign tools. Plan, Do, Study, Act (PDSA) cycles and the model for improvement.



## Analyse

**Appendix 1:** Example survey

**Appendix 2:** Example focus group structure



## Intervene

**Appendix 3:** Example behavioural framework

**Appendix 4:** Workshop outlines for managers and staff for respect and support training

**Appendix 5:** Behavioural self-assessment

**Appendix 6:** Team intervention: Boxes session workshop plan

**Appendix 7:** Team intervention: Values in action discussion

**Appendix 8:** Team intervention: Building resilience workshop plan

**Appendix 9:** Courageous conversation lesson plan

**Appendix 10:** Events and feelings log

**Appendix 11:** Roundtable conversation support materials

**Appendix 12:** Roundtable facilitator qualities and role expectations

**Appendix 13:** Roundtable facilitator lesson plan and guidance

**Appendix 14:** Confidential staff hotline lesson plan for call handlers

**Appendix 15:** Example staff confidential hotline script guidance and supporting documents

# 19. Where to find the Civility and Respect full toolkit and other Supporting resources

## FULL TOOLKIT

The interactive Civility and Respect Toolkit includes further information, detailed explanation of everything summarized here, with appendices and scenarios.

### Further information

- Useful contacts (TBD) ??
- Civility Saves Lives
- Social Partnership Forum
- Freedom to Speak Up Guardians
- Antbullying Alliance
- Whistleblowers' Support Scheme
- The Point of Care Foundation

### More tools and resources

- Estimating the cost of bullying and harassment calculator (link when published)
- Commissioning external consultants to review bullying and harassment in NHS organisations – A Briefing Paper (link when published)
- GMC - Professional behaviours and patient safety programme
- Managing with kindness, civility and respect guide - NHS People website
- SPF's Creating a culture of civility compassion and respect
- NHS Employers tackling bullying in the NHS
- NHS Employers - Professionalism and Cultural Transformation (PACT) toolkit
- Patient voices – bullying and harassment staff stories
- Anti-bullying alliance – An Alliance Against Bullying, Undermining and Harassment in the NHS
- Mersey Care NHS Foundation Trust – Just and Restorative Culture E-Learning modules
- Epsom and St Helier University Hospitals NHS Trust – Make or break: Incivility in the workplace
- London Ambulance Service – Tackling Bullying and Harassment
- Case Study Review Report – Duncan Lewis (link when published)

## 20. References

(Full list of references is available in full toolkit)

