

# ***Dignity At Work Charter***

*St Brigid's BNS, Foxrock*

*The Staff, Pupils and parents of St Brigid's Boys National School commit to upholding, promoting and modelling the Values and Vision for our school outlined below. All individuals, whether directly employed or contracted by us, and all visitors have a responsibility to uphold this Dignity at Work Charter.*

*We accept our individual and collective Rights and Responsibilities. Furthermore, where necessary we commit to engaging appropriately with agreed mechanisms for resolving conflict.*

## **1. School Values**

Respect  
Fairness  
Fun  
Kindness  
Professionalism

## **2. School Vision - Proposed**

Our Vision is to develop confident, respectful, responsible individuals who aim to reach their full potential academically, socially and emotionally. We will do this by providing a welcoming, fun and positive environment where all members of the school community are treated with kindness, respect and fairness.

### **School Motto**

In St. Brigid's Everyone Succeeds

## **3. Rights**

- a. To work in a happy and safe environment
- b. To be treated with courtesy, kindness, fairness and respect
- c. To be treated with equality and fairness
- d. To have access to a support mechanism for dealing with conflict
- e. To have one's privacy respected and safeguarded

## **4. Responsibilities**

- a. Act and behave in a way that promotes a happy and safe environment for others
- b. Treat others with courtesy, kindness and respect, equality and fairness
- c. To resolve conflicts respectfully and participate in the agreed mechanisms for conflict resolution should the need arise
- d. Respect and safeguard the privacy of others

## **5. In Summary**

Everyone is expected to act and behave in a way that is e.g. kind, supportive, courteous, polite and patient. Openness and cooperation are encouraged.

Behaviours that are not acceptable in the school include publicly criticizing, blaming, using threatening language, rudeness, aggressiveness, being dismissive, ignoring, isolating or shouting at others, undermining, making derogatory, defaming or insulting comments or personal remarks, using offensive language, threatening or intimidating behaviour, victimisation and harassment, workplace bullying and/or sexual harassment. This applies to comments on social media.

(This List is not exhaustive)

## Appendix: Mechanism for Resolving Conflict

### A - Identify and Broach the Issue

#### *Step 1: Identify the issue*

- Having identified the issue be aware of context and sensitive to demands being made on other person.
- Assess possible impact against your actual intent
- Leave your JCB at the door and use your CCC

#### *Step 2: Choose a good time and place*

- That is mutually acceptable and appropriate – allows for uninterrupted discussion

#### *Step 3: Bring the issue to the person*

- Don't "gossip" about doing this, either before or after the conversation.
- We need to be careful about what is/isn't our/others' business. However, it is okay to seek advice from a trusted colleague who respects confidentiality.

#### *Step 4: Broaching the issue*

Possible examples of how to start....

- I am worried/ a bit concerned about something, can we discuss it?
- I'd like to talk with you about X .... When would suit you?
- Can we have a chat about something that I am concerned about Can we have a chat about something that is bothering me?
- Remember what happened yesterday, it's been on my mind... could we have a chat about it?

### D - Joint Responsibilities of Speaker and Listener:

- Accept the other person's point of view – "just because you think something is true, doesn't mean it's always is true".
- Try and separate the issue from the personality
- Be willing to compromise – an incomplete resolution may be the only possibility or can you
- Agree to disagree.
- Try to settle on a solution that allows for a 'win-win' on both sides - if one person leaves the discussion feeling very dissatisfied, then the issue will continue to be an issue.
- Remember this might be the first time that the responder was made aware of the issue and s/he might need a little time to process what has been said. Sometimes it is best to say "maybe we should think about this and come back to it again."
- Watch your body language.
- Watch your tone
- Stay respectful
- End with a positive comment.
- Depending on the issue - make a note of resolution and date it, and agree a date to discuss it again.
- If no resolution can be found, the issue should be brought to the next in line - assistant principal, deputy principal, or to the Principal, who will decide on how best to proceed, depending on the context, and in consultation with the relevant parties

### B - Responsibilities of the Speaker

Be prepared to:

- Start with a positive comment e.g. "thanks for taking the time to meet with me" or "I like working with you/ this team/class...."
- Use "I" statement e.g. "when this happens...I feel uncomfortable ...." or "it upset me a bit when I heard you say ....." (don't blame)
- Be reasonable e.g. "I know you have a lot to do but I have noticed that ....."
- Stick with one issue and be specific
- Stay curious ... 'help me understand'
- Use Restorative Practice question – What happened vs Why etc

### E – Deal with it or Let it Go

- If you decide not to raise the issue, it is your responsibility not to gossip about it or let it simmer/fester. This will show in your body language and will cause bad feeling so..  
**DEAL WITH IT OR LET IT GO!**

### C - Responsibilities of Listener/Responder

Be prepared to

- Listen actively – do not interrupt
- Ask clarifying questions - 'do you mean'?
- Avoid becoming defensive
- Reflect back...'you are saying....am I right when I hear....?'

Stay open to the fact that the other person has an issue and it has taken courage to address it.

***The use of Restorative Practice Questions is also a very powerful way to manage conflict and is an alternative to the above mechanism***

