

*Developing people  
for health and  
healthcare*

# *Charter of Behaviour*



## NHS Constitution Values

Working together  
for patients

Everyone counts

Compassion

Improving lives

Respect and dignity

Commitment to  
quality of care

**NHS**

Health Education East of England

# Commitment to NHS Values

We are committed to providing a service that is driven by quality and facilitated by a professional team, with a zero tolerance approach to all forms of unacceptable behaviour or communications. We promote a workplace and training environment that is free from hostility and that all employees, faculty and trainees/ students have the right to be treated with consideration, dignity and respect.

For all our staff, faculty, trainees and students, and external visitors there is at all times an expectation of:

- Respect and courtesy
- Appropriate professional conduct
- Patience and the appreciation of pressures
- The use of appropriate communication (in person, by telephone, text or email, through professional networks or social media, and in all written correspondence)

**Discrimination of any kind on the grounds of race, gender, disability and other characteristics as defined by the equality act (2010) will not be tolerated.**

# Unacceptable behaviours include, but are not exclusive to:

Persistent attempts to belittle and undermine work

Persistent attempts to demoralise individual or constantly undervalue efforts

Persistent and unjustified criticism and monitoring of work

Persistent attempts to humiliate individual in front of colleagues

Undermining individual's personal integrity

Verbal and non-verbal threats including use of destructive innuendo and sarcasm, shouting or swearing

Making inappropriate jokes about individual or persistent teasing

Unwelcome sexual advances

Physical violence or violence to property

Freezing out, ignoring or excluding

Removal of areas of responsibility without consultation

Shifting of goal posts without telling individual

Withholding necessary information from individual

Unreasonable refusal of applications for leave, training etc

Intimidating use of discipline or competence procedures

Undue pressure to produce work and setting of impossible deadlines

## Who to contact

If a member of HEEoE staff believes they have not been treated appropriately then they should follow the HEE Policy 'Respect and Dignity at Work'. HEEoE acknowledges and accepts that it has a duty to take reasonable steps to protect its employees from bullying and harassment and will work closely with partner organisations to ensure that any such incidents are prevented and satisfactorily resolved. Trained contact officers are available to discuss in confidence any such related incidences. These contact details are stated within our Staff Handbook..

Doctors and Dentists in training should also refer to HEEoE Guidance, 'Bullying and Harassment Guidance for Doctors and Dentists in Training' if they believe that they have not been treated appropriately. Should an incident occur trainees may approach the Head of School, Educational Supervisors or HEEoE at [karen.panesar@nhs.net](mailto:karen.panesar@nhs.net) for a confidential meeting to discuss their concerns and how these may be addressed.

Employing organisations and HEIs will also have a policy that addresses such concerns.



## Key Principles for trainers

Provide support, guidance and fair treatment to trainees/students irrespective of gender, race or any other aspect of trainee's/student's background

Avoid demonstrating favouritism to the exclusion of individuals or groups, allowing all trainees/students equity of access to appropriate training opportunities

Undertake roles of educational and clinical supervision, developing and maintaining skills needed for these roles

Listen to concerns expressed by trainees/students in relation to working conditions to ensure patient and staff safety

Work with trainees/students in a constructive and professional manner

Offer prompt, timely and constructive feedback that links feedback to trainee/student performance. Avoid giving feedback in such a way as to humiliate, threaten or undermine

Provide feedback which highlights observed behaviours and helps the trainee/student to find alternative strategies to overcome problems

Highlight areas of good performance that help trainees/students envisage what they are capable of as well as dealing with problem areas

Avoid behaviour that intimidates or bullies trainees/students, seeking to deal with problems in an appropriate manner for professional adult practice which aims to encourage positive approaches to practice

## Key Principles for trainees/students

Engage fully with the area of practice you are working in at the time to ensure that you make the most of the opportunity to broaden your experience and knowledge

Ensure you are fair in your dealings with colleagues over training opportunities and service responsibilities

Engage on a regular basis in on-going professional development, quality improvement activity, and contribute to critical incident review (both formally and via your learning portfolio) in regard to your own practice

Find out how to fulfil the requirements of your position and discuss any limiting factors with more senior personnel in your department if problems arise

Ensure you are professional in your approach to clinical practice and be timely and efficient in your clinical roles

Seek out feedback on your performance, by critically appraising your own performance and highlighting areas you are seeking to improve

Engage proactively in your own educational supervision, taking responsibility for learning about the requirements for assessment and maintaining an up to date record of your training progress

Contribute to teaching of health care professionals, taking note of the guidance for trainers to ensure that you follow the same principles in your dealings with other trainees/students and staff you work with

Avoid engaging in behaviour that seeks to intimidate, undermine or belittle colleagues including trainers

