



Our plan and policy helps us to advance equality across all of the 'protected characteristics' set out in the Equality Act 2010

- Age
- Disability
- Gender reassignment
- Race
- Religion and belief
- Sex
- Sexual orientation
- Marriage and civil partnership

Strategic Equality Plan & Equality and Diversity Policy 2020 - 2024

Accessible Formats

This document is available in English, in Microsoft Word and pdf formats using Arial font size 14 as standard.

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Adopted by the staff and ratified by the Governing Body.

For and on behalf of the Governing Body

Headteacher

Date

Due for revision



St. Chad's Church in Wales Aided School



Strategic Equality Plan Contents

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Introduction

Welcome to our first Strategic Equality Plan and Equality and Diversity Policy.

It has been produced to comply with the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011.

This document sets our equality objectives, a summary of what we hope to achieve and the steps we will take to deliver those objectives as an employer, as an educational establishment and as a part of our local community.

This document also contains our Equality and Diversity Policy Statement.

This Plan replaces our Disability Equality and Race Equality schemes and plans. However our Disability Access Plan remains in place and is an Appendix to this plan.

Our Strategic Equality Plan will be in place for a maximum of four years and will be subject to regular review. We will publish an annual report setting out the progress we have made against our objectives and summarising the effectiveness of our action plans.

Should we update any of our equality objectives during the lifetime of this plan we will publish those changes promptly.

Although we have published our Strategic Equality Plan as a document in its own right it does not stand in isolation. It is an integral part of the policy framework and the culture of our school. We expect Governors, teaching and non-teaching staff, pupils and visitors to our school to play their part in making equality a reality and promoting a positive, welcoming and inclusive school environment.

2. About our School

Description of our school

St Chad's CIW VA School situated in the village of Hanmer on the Welsh border between Wrexham and Whitchurch is possibly the oldest building in Wales continuously to be used as a school. The School was built in 1676 when Charles II was King. Hanmer is a small community; we feel privileged to be a part of the village with its rural heritage and the natural beauty of its surroundings. In 2020, we have 83 pupils aged from three to eleven on roll, with a thriving Playgroup and Tots and Toddler group using the school.

Pupil Profile

In 2020, 40 of our pupils are girls and 43 are boys. 6% of pupils take up free school meals. The school currently has no English as an Additional Language pupils and the majority consider themselves to be White British. The school has a stable population. Whilst the majority of our pupils consider themselves to be White British we also have children from a range of ethnic backgrounds. As a Church in Wales V.A. School, the majority of our pupils follow and/or practice Christian beliefs. We have pupils with a range of additional learning needs including Speech, Language and Communication, ASD and health needs. We currently have no Looked After Children (LAC)

Staff Profile

We have 4 Teachers and 6 Teaching Assistants. 100% of teaching staff are White British. 75% of our staff are female one of which is Welsh-speaking.

Governor Profile

We have 11 school Governors. The school governing body is made up of 36% men and 63% women. 9.1% are Welsh speaking, 100% are White British and 0% are from Black, Asian or minority ethnic backgrounds.

3. About our Plan

Purpose of the Plan

We recognise and celebrate the growing diversity of the local and regional population. This plan sets out our equality objectives and includes our Equality and Diversity Policy Statement and sets out how our school will address diversity and contribute to improving equality outcomes.

The purpose of our Strategic Equality Plan (SEP) is to document the steps we are taking to fulfil the legal duties set out in the Equality Act 2010 and the Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011. When carrying out our functions we must have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

The plan helps us to improve our approach to equality across all of the 'protected characteristics', and to embed fairness and equality deep in the heart of our school community and in all aspects of our school plans and policies.

How our Plan was developed

We have adopted the Model Strategic Equality Plan that was developed by Wrexham County Borough Council in partnership with local schools. In consultation with Governors, school staff, parents and other interested parties, we have adapted the model plan to suit our school.

Wrexham County Borough Council published their Strategic Equality Plan in April 2012 setting out six local and six regional equality objectives for North Wales. These have formed the basis of the equality objectives included within the model Strategic Equality Plan for schools in Wrexham. We believe that this approach provides an important focus on key issues for schools that will be enhanced by joint working across Wrexham.

We have included an action plan for each equality objective. This sets out how we will contribute to the regional equality objectives we have adopted and the local objectives that will help us to improve the way we work and the way we manage equality in our school.

Our equality objectives are based on local, regional and national priorities within Education as well as feedback from engagement that took place regionally and locally as well as with our school community.

We have sought the views of Governors, staff, parents and people in our local community when setting our objectives, developing our action plan and agreeing this Strategic Equality Plan.

How our Plan will be Monitored

The Governing Body and Head teacher will work together to monitor the Strategic Equality Plan – this will include a discussion at Governor Meetings twice a year.

Our Arrangements for Annual Reporting

We will publish our annual report as part of the Governors Annual Report to Parents. This will set out the progress our school has made against our equality objectives, the effectiveness of our action plans and other relevant information. We will publicise it across our school community, advertise it on our school notice boards and publish it on Wrexham County Borough Councils website.

We will ensure this is published and available in a range of accessible formats.

Information Gathering and Engagement

We will work with the Equality and Diversity Network for Wrexham Schools supported by Wrexham County Borough Council's Equality Manager and Human Resources team to develop a common equality monitoring form for schools that we can use to monitor our workforce and the profile of our Governors.

We have adopted the recruitment and selection policies and procedures of Wrexham County Borough Council and work closely with them when recruiting new staff.

Wrexham County Borough Council also supports a number of our functions such as our allocation policies and procedures. We will work with the relevant departments of Wrexham County Borough Council to review our equality monitoring arrangements.

We will work with the Equality and Diversity Network for Wrexham Schools Wrexham County Borough Council's Equality Manager, and the Lifelong Learning Department and the Human Resources department to draw up clear plans for improving data gathering, analysis and reporting.

We will review the current arrangements for equality monitoring and action plan accordingly.

Currently we do not gather equality monitoring information in our school on Staff or Governors.

We currently collect the data regarding Pupil Profile and attainment levels - Ethnicity, Home Language, First Language, Asylum Status, National Identity, Religion, Traveller Status, EAL, and Previous Attainment Levels/Outcomes & Current Levels of Attainment in all subject areas.

Equality Impact Assessments

We will support the Equality and Diversity Network for Wrexham Schools supported by Wrexham County Borough Council's Equality Manager, to develop and adopt a common Equality Impact Assessment Toolkit for schools to use.

Training and Awareness Raising

One of our priority areas (Equality Objective Two) is to ensure staff and Governors have undergone Equality and Diversity Training.

We will develop an Equality Training Plan for our school and encourage staff and Governors to take up opportunities to attend Equality and Diversity Training provided by Wrexham County Borough Council and raise awareness of a range of e-learning modules available.

We will endeavour to embed Equality and Diversity training into our Induction Processes. In addition we will ensure that relevant information is made available to staff, improving the use of notice boards to myth-bust and promote key messages to pupils, staff, parents, guardians and visitors to our school

4. Our Equality Objectives

We have adopted two equality objectives.

Objective One Reduce unequal outcomes in Education to maximise individual potential

Objective Two Increase levels of understanding and knowledge of equality and diversity

North Wales Objective one:

Reduce unequal outcomes in Education to maximise individual potential

School Priority: To support our pupils to achieve their potential

School Governor Champions: Lady Hanmer, Gaynor Purcell

| What we will do to contribute to this objective in our school | Who will lead on this action for our school | How we will measure this action in our school | When we will complete this action |
|---|--|---|--|
| Review our monitoring arrangements to cover all relevant protected characteristics and carers. Action plan accordingly so that we better understand any connections between educational attainment, barriers and protected characteristics. | Headteacher | Monitoring/tracking in place re: Vulnerable groups FSM Gender gaps | This will continue on a termly basis. |
| Analyse educational attainment profiles by protected characteristic. | Headteacher | Analysis completed and will be considered by Governors for action planning in next meeting. | |
| Take account of cultural differences, caring responsibilities and other diversity issues when designing individual programmes. | Headteacher | Procedure in place to ensure diversity is considered | On-going |
| Review curriculum policies to ensure accessibility issues are embedded and action plan accordingly. | Teaching Staff/curriculum Leaders | Current policies all ensure accessibility issues are addressed, considered and embedded. | On-going |

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies;

More Able & Talented Policy
Assessment Policy
All Curriculum Policies
GwE Data

Objective Two: Increase levels of understanding and knowledge of equality and diversity

School Priority: To train key people on equality and diversity
School Governor Champion: Lady Hanmer/Gaynor Purcell

| What we will do to contribute to this objective in our school | Who will lead on this action for our school | How we will measure this action in our school | When we will complete this action |
|--|---|--|-----------------------------------|
| Create an equality and diversity training plan for school staff and Governors | Headteacher | 2 govs attended training HT to organise training for staff | On going |
| Organise School Governor Equality and Diversity training through LA | Headteacher | Record the number of Governors accessing e-learning module or attending meeting | on going |
| Teaching and non-teaching staff undertake Equality and Diversity training | Headteacher | Record the number of staff accessing e-learning module Chase this up via LA | November 2020 |
| Introduce Equality and Diversity elements within the new starters induction pack | Headteacher | Record the number of new staff completing equality induction e-module Chase this up with HR | On going |
| Staff appraisal processes (PM) will include Equality and Human Rights training needs | Headteacher | During PM staff will discuss any individual needs | On going |
| Create space on school notice boards for Equality and Human rights information | J. Williams | A space will be created on the staffroom noticeboard | On going |

Key Document: North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.

Relevant School Policies, Plans and Strategies;

Performance management Policy
 Induction Information
 Accessibility Policy & Plan

5. Our Equality and Diversity Policy

Purpose

- ❖ Equality and fairness is central to the values and behaviours of our school.
- ❖ This Policy Statement sets out our commitment to promoting equality and to meeting the requirements of equality and human rights legislation.
- ❖ We value equality and diversity and are committed to ensuring that no-one is treated less favourably for reasons that cannot be justified on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on grounds of Welsh language.
- ❖ This statement reinforces our commitment to promote equality and fairness and address all forms of unlawful discrimination, victimisation and harassment.

Scope of this Policy Statement

- ❖ This statement applies to everyone associated with our school and we expect everyone to behave in accordance with it.
- ❖ This statement underpins our Strategic Equality Plan and compliments the Children's "One Wrexham Charter of Belonging"
- ❖ This statement does not stand in isolation; its aims and values are at the heart of the plans and policies of our school.

Key Principles

- ❖ This statement aims support our school to be an organisation that values diversity and takes proactive steps to remove unlawful discrimination, advance equality of opportunity and foster good community relations.
- ❖ This will be achieved through the delivery of our Strategic Equality Plan and other relevant school policies and plans.
- ❖ We are committed to creating a fair, just and inclusive school community where diversity is valued and people are encouraged and supported to achieve their potential.

Policy Statement

- ❖ As an employer and provider of services we will not unlawfully discriminate on grounds of age, disability, gender, gender reassignment, race or ethnicity, religion or belief, sexual orientation, marriage or civil partnership, pregnancy and maternity or on the grounds of Welsh language.
- ❖ All pupils, their parents and guardians, volunteers, staff and school Governors are valued and will be treated with dignity and respect. We will not tolerate any form of discrimination, harassment or victimisation.
- ❖ We recognise that our diverse communities have much in common including a desire to live in peace and security together; to have a decent standard of living and a fair share of resources; to have equal chances in life and enjoy good health.
- ❖ We are committed to celebrating all that is good about Wrexham, the richness of its Welsh heritage, cultural traditions, beliefs, distinctive neighbourhoods and the energy, character and diversity of its people.
- ❖ We will work across our school community to ensure our commitment to equality and fairness is shared and take steps to ensure that our school is accessible, welcoming and inclusive.
- ❖ We will gather and use a range of equality and diversity data and information to help us monitor this policy and help us to continually improve.
- ❖ We will carry out equality impact assessments and engage a wide variety of people to ensure that we understand the different ways that different people could be affected by our decisions and proposed policies.

Responsibilities

- ❖ Everyone has a role to play in meeting the aims of this policy statement; however some people have additional roles and responsibilities.

Leadership and Management Commitment

- ❖ School Governors and management of the school will work with all its stakeholders and partners to be proactive in promoting equal opportunities, fostering good relations and in tackling unlawful discrimination. They will encourage support and enable all pupils and staff from all protected characteristics to reach the highest standards possible.

School Governors

- ❖ School Governors are responsible for ensuring that the school complies with equality and human rights laws including meeting the public sector equality duties.
- ❖ With assistance from the Head teacher, school Governors will ensure that our Equality and Diversity Policy is implemented and respected by everyone associated with our school.
- ❖ Governors will receive periodic updates on the effectiveness of our Equality and Diversity Policy and the progress we are making against the objectives set out in our Strategic Equality Plan.

Head teacher

- ❖ The Head teacher has specific responsibilities this includes ensuring that staff and Governors understand the aims and objectives of our Equality and Diversity Policy and Strategic Equality Plan, and their roles and responsibilities in improving equality outcomes for people across the whole school community.
- ❖ The Head teacher will ensure that
 - This Strategic Equality Plan is readily available along with copies of other relevant policies and procedures including those for Anti-bullying and Dignity at Work
 - Staff and Governors understand those key policies and receive equality and diversity training
 - Children, young people and adults within our school community are confident to report identity based bullying, community tensions and hate crimes
 - That children and young people from different backgrounds are confident to mix together
 - That staff have access to appropriate diversity training to develop skills to enable them to work in accordance with the values set out in this statement

Teaching and non-teaching staff

- ❖ Everyone in our school has their role to play in delivering our Strategic Equality Plan and ensuring our school is a fair, cohesive and inclusive environment where people can achieve their potential. All staff are required to
 - Ensure that all pupils, colleagues and school visitors are treated fairly, with respect and dignity

- Support pupils to learn about equality and diversity
- Challenge negative stereotyping and record any form of identity based bullying or harassment in accordance with the schools procedures

Raising a Concern

- ❖ Any person that feels the the school has not behaved in accordance with this policy statement can raise a concern with the Head teacher. Communication support will be made available as appropriate.

One Wrexham Charter of Belonging to Wrexham for Children and Young People

We have adopted the One Wrexham Charter of Belonging to Wrexham for Children and Young People – these are our promises.

We, the children and young people who live and learn in St Chad's:

- Promise to be welcoming to everybody who wants to be part of our community whether they are new to Hanmer or have lived here for a long time.
- Promise to remember our school's long history and build on this for our future.
- Promise to play our part in treating each other with respect, being respectful towards one another and in treating other people as we would like to be treated ourselves
- Promise to stand up for what is right and to stand against anger, hatred, prejudice and discrimination,
- Promise to be kind to people who come to Hanmer to live, especially people who come to look for peace or for somewhere to be safe and to learn about people's different languages, religions and cultures so that we can understand them better.
- Promise to look after the environment in Hanmer and take pride in our school and the places where we live.
- Promise to work together to build bridges of friendship and make St Chad's a happy place for everybody.

7. The Equality and Diversity Network for Schools in Wrexham

Our school is part of the Equality and Diversity network for schools in Wrexham established by Wrexham County Borough Council.

The Wrexham Schools Equality Network has been established by Wrexham County Borough Council to support schools to meet the requirements of the Equality Act 2010 and advance equality and community cohesion across the Borough.

Aims of the Network

The network will enable schools to access specialist advice and information on equality, human rights, diversity and community cohesion.

The network will help to promote joint working across schools in Wrexham and enable schools to share good equality and diversity practice.

The network will raise awareness of local events, community issues and opportunities to celebrate and improve their understanding of local diversity.

Working Arrangements

The network will communicate using email as far as possible and will meet annually.

Members receive regular updates and information from the Councils Equality Manager. This includes information relating to:

- Equality and Diversity training courses and materials
- Updates on local diversity and community events
- General information on equality, diversity, human rights and community cohesion.
- General guidance on meeting the equality duties
- Links to relevant websites

Information will be made available on the schools intranet pages under the folder “Wrexham Schools Equality Network”

8. Further Information and Contacts

The following documents explain more about our equality objectives and how schools in Wrexham are responding to the Equality Act 2010.

- North Wales Equality Objectives - A Collaborative Project between North Wales Public Sector Organisations.
- Developing Regional Equality Objectives - summary of the regional engagement event held in September 2011.
- Equality and Human Rights Commission Report “How Fair is Wales”
- Wrexham County Borough Council Strategic Equality Plan 2012 – 2016
- How Fair is Wrexham – summary of the public engagement event held in November 2011.
- The Equality Act 2010 – Guidance for Schools (Wrexham County Borough Council)
- Equality Act 2010 – Summary action plan for schools (attached)
-

| Equality Act 2010 – summary action plan for schools | Timescale | Lead Contact | Status |
|--|---|------------------------------------|---------------|
| Presentations to a range of individual school Governor meetings, Wrexham Association of Secondary Heads, Primary School Cluster Group meetings and Federation of Head Teachers etc raising awareness of Equality Act 2010 and new duties | Various dates throughout 2012 | Celia Hart, WCBC, Equality Manager | Completed |
| Prepare and Circulate to all schools guidance on the Equality Act 2010 and its implications for schools | Guidance prepared and issued by April 2012 | WCBC, Equality Manager | Completed |
| Attend Federation of Head Teachers to give presentation on equality duties for schools. | 29 March 2012 | WCBC, Equality Manager | Completed |
| Establish sub-group of FHT to prepare paper and recommendations. | First meeting held on 25 April | Head teacher, Chirk Infants | Completed |
| Submit paper and recommendations from sub group to Federation of Head Teachers meeting | Paper submitted on 24 May 2012 | WCBC, Equality Manager | Completed |
| Establish the Schools Equality and Diversity Network – invite all schools to take part, | Invitations sent from May 2012 | WCBC, Equality Manager | Completed |
| Draft Strategic Equality Plan model policy for schools to personalise and adopt, based around WCBC equality objectives and the North Wales Regional Objective “Reduce inequalities in education” | Draft to be considered by FHT sub-group at workshop on 11 July 2012 | , WCBC, Equality Manager | Completed |
| | Consultation draft submitted to schools for comment by 19 July 12 | Head teacher, Chirk Infants | Completed |
| | Draft model policy to be considered by FHT on 10 September. | Nick Williams | Completed |
| | Final adopted by all schools by December 2012 | Celia Hart, WCBC, Equality Manager | On-track |
| Draft new equality policy statement for all schools that reflects the requirements of the Equality Act 2010. | Draft for 11 July meeting. | Celia Hart, WCBC, Equality Manager | Completed |
| Draft letter to Head of Assets and Economic Development (CC Head of Lifelong Learning) regarding accessible buildings and requesting update on DDA audits and works. | Letter sent by end of June 2012 | Celia Hart, WCBC, Equality Manager | Completed |

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Contact: accessibleinfo@rnib.org.uk

St. Chad's Church in Wales Aided School

G Purcell B.Ed(Hons) NPQH Pennaeth Headteacher



DIGNITY AT WORK POLICY

ANTI BULLYING AND HARASSMENT POLICY AND PROCEDURE

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DIGNITY AT WORK POLICY STATEMENT

The procedure applies to all employees whose salaries are charged directly to a school budget. (i.e. full time, part time and temporary employees).

Wrexham County Borough Council and the Governing Body of St Chad's are committed to creating a positive and safe working environment for its staff in line with its core values.

Everyone has the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation. Any member of staff who believes that they are not being treated with respect in accordance with this policy statement, has

the right to challenge such behaviour and/or to raise a complaint. Staff are encouraged to challenge unacceptable behaviour.

Bullying and Harassment will not be tolerated. All allegations will be treated seriously and sensitively. They will be investigated promptly and a speedy resolution sought. Appropriate action, which may include disciplinary action, will be taken where an allegation of bullying and harassment has been upheld. Confidentiality will be maintained throughout the process.

Clear guidance and support will be provided to the school in the operation of this procedure by the HR team.

This procedure complements and is consistent with current school policies and other corporate policies on:

- Capability Procedure
- Disciplinary Rules and Procedure
- Grievance Procedure

In addition to the above those policies required by law by Governing Bodies.

Details of these policies and procedures can be obtained from your Headteacher, your Human Resources Officer or on the school page on the Council intranet site at; <http://www.internal.wrexham.gov.uk/intranet/schools/english/docs.htm#model>

This policy statement and procedure takes full account of the Advisory, Conciliation and Arbitration Service's (ACAS) booklet: *Bullying and Harassment at Work: Guidance for Employees*

1. WHAT IS BULLYING AND HARASSMENT

1.1 ACAS guidelines provide a widely accepted definition of bullying and harassment.

Bullying is:

“offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.”

Harassment, in general terms, is

“unwanted conduct affecting the dignity of men and women in the workplace. It may be related to age, sex, sexual orientation, race, disability, religion, national or any personal characteristic of the individual, and may be persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient.”

In this context, ‘viewed as demeaning’ is taken to mean that which can reasonably be considered as having that effect.

2. AIMS OF THE DIGNITY AT WORK POLICY

2.1 This policy aims to:-

1. Encourage early and speedy resolution of complaints of bullying and harassment.
2. Encourage professional behaviour and a productive working environment. The emphasis is on informal resolution and empowering individuals to effect positive change.
3. Ensure that all parties concerned are treated fairly.

3. RESPONSIBILITY

The Council and Governing Body

- 3.1 The Council and Governing Body is responsible for meeting legal requirements and taking all reasonable and practical steps to promote dignity and to prevent and eliminate all forms of bullying and harassment. The Headteacher/Governing Body will ensure that all staff are aware of the School's policies and understand what standards of behaviour are expected.
- 3.2 The Headteacher/Governing Body are also responsible for ensuring that all school staff know how to deal with bullying and harassment when it occurs.

Headteachers/School Managers

- 3.3 Headteachers and School Managers have a responsibility to familiarise themselves with the policy and procedures and appropriate professional codes of conduct and to ensure that they act in accordance with such guidance.

Staff

- 3.4 All staff are responsible for promoting a positive working environment free from bullying and harassment.
- 3.5 Each employee is expected to ensure that his or her own conduct is in accordance with the Code of Conduct.

Confidentiality

- 3.6 All parties involved need to respect confidentiality at all times. Information must not be shared with anyone except those directly involved. This does not preclude a confidential consultation with a friend, personal adviser, colleague or trade union representative for support.
- 3.7 This policy and procedure will be reviewed on a regular basis.
- 3.8 This policy applies to all staff, including temporary and agency staff who are expected to comply with the standards of behaviour set out in the Code of Conduct. In cases involving agency staff, the matter will be referred by the line manager to the relevant employment agency.

Victimisation

- 3.9 Challenging bullying and harassment can be difficult and distressing and is not undertaken lightly. Employees with a genuine belief that they or a colleague have been subjected to bullying and harassment and who make attempts to deal with the issue should not receive less favourable treatment as a result. Victimisation occurs where less favourable treatment is given to those who bring proceedings, give evidence or information or allege breach of this policy or of the Council's Code of Conduct. Victimisation may also contravene the Disability Discrimination; Race Relations; Sex Discrimination or Equal Pay Acts if the issues related to matters covered by this legislation.

4. PROCEDURE FOR DEALING WITH BULLYING AND HARASSMENT

- 4.1 It is intended that this procedure should operate concurrently with the School's Grievance Procedure. In other words, Stages 1 and 2 of Dignity at Work constitute Stages 1 and 2 of the Grievance Procedure. Therefore, a complaint that has been dealt with under the Anti Bullying and Harassment Procedure cannot be re-investigated under the Grievance Procedure. The Informal and Formal Stages of this procedure mirror the First and Second Stages of the Grievance Procedure.
- 4.2 Before invoking the Anti Bullying and Harassment Procedure, employees should, wherever possible, attempt to resolve their concerns informally and confidentially with the person(s) involved. This gives both parties the opportunity to clear up any misunderstandings and resolve matters informally. This would involve the person who feels he or she is being bullied or harassed making his or her feelings known to the person who is causing the offence and asking him or her to stop. The approach should be tactful, but firm; the aim is not to score points, but to build working relationships built on trust, honesty and mutual respect.

Informal Stage

- 4.3 We recognise, however, that there will be situations where an employee is experiencing such distress, anxiety and embarrassment that he or she feels such an approach would be inappropriate or does not feel able to approach the colleague whose behaviour they feel is causing these difficulties. In other cases the employee may have tried, without success, to deal with the issue by a direct approach to the person they feel is the cause of the problem. In either of these cases the employee should seek the support of their Headteacher/line manager and invoke the Informal Stage of this procedure. If the Headteacher/line manager is implicated in the alleged behaviour, the employee should approach the Chair of Governors (in the case of the Headteacher) or line manager's manager. Support may also be sought from a work colleague, trade union representative or Human Resources Officer.
- 4.4 The aim of the informal stage is to facilitate mediation between the complainant and the alleged harasser and, if possible, to achieve conciliation between them.
- 4.5 The Children & Young People Service HR team have a pool of HR staff trained in mediation skills in order to ensure a consistent approach across schools/ the whole authority.

- 4.6 Mediation refers to neutral and objective facilitation by a third party to help the parties communicate with each other and come to an agreement. Conciliation refers to the process once a decision has been made, whether formally or informally, to facilitate the restoration of positive working relationships.
- 4.7 The mediation process will give the complainant the chance to explain to the alleged harasser the effect their behaviour is having on him or her and the alleged harasser the opportunity to respond. From the complainant's point of view, this will involve an end to the behaviour that is causing them distress.
- 4.8 Both parties must agree to mediation. If any of the parties does not agree to mediation, it cannot be used to resolve the issues.
- 4.9 The process of mediation should be arranged by the Headteacher(or, in cases where the Headteacher is the subject of the complaint, by the Chair of Governors) and/or a Human Resources Officer.
- 4.10 If the parties are able to resolve the matter through mediation, no further action will be taken. Further information on mediation procedure is available from HR Team.

Formal Stage

- 4.11 If the complainant decides to make their complaint formal under the Anti Bullying and Harassment Procedure, he or she should submit their complaint in writing to their Governing Body, in writing to the Chair of Governors
- 4.12 The complainant must provide full written details of the complaint, including full details of attempts to resolve the matter informally and the outcome of any mediation.
- 4.13 Formal complaints should normally be made within ten working days of a failure to reach a satisfactory outcome at the informal stage.
- 4.14 The Chair of Governors should acknowledge receipt of the complaint within 5 working days of it being received. This acknowledgement should be in writing to both the complainant and the alleged harasser.
- 4.15 The Chair of Governors will then arrange for investigation of the complaint and, in most cases, this will involve the appointment of an Investigating Officer. Where possible, this will be from within the school, although in some cases it may be necessary to appoint an officer from the LEA in order to emphasise complete impartiality. In exceptional circumstances, it may be desirable to appoint an Investigator from outside the Council. The Investigating Officer must not have had any previous involvement with the case. He or she will normally need to question the complainant, the alleged harasser and any witnesses before reporting back to the Headteacher/Chair of Governors). In cases of alleged sexual harassment, careful consideration must be given to the gender of the investigating officer.
- 4.16 Investigating officers should aim to complete their investigation within 20 working days. In cases where the complexity of the issues involved or the availability of any of the parties necessitates a longer investigation, all parties should be kept informed of progress and informed of the reasons for any delay.

- 4.17 Once he or she receives the investigating officer's report, arrangements will be made for the complaint to be heard by a Committee of the Governing Body. It is recommended that a specific Committee (eg as with Grievance sub-committee) be appointed. Chair of Governors should invite the complainant and the alleged harasser to a panel hearing. Depending upon the circumstances of the case, this may involve separate meetings and/or a joint meeting. At any of these meetings, the investigating officer may be supported by a representative from the Human Resources Department and the other two parties accompanied by a work colleague or trade union representative.

It is recommended that this Sub-Committee comprises of no less than three and nor more than five governors with a quorum of three in attendance established. The Chief Learning & Achievement Officer, or his designated representative have the write to attend these meetings

- 4.18 The purpose of this meeting is for the committee to hear directly the views of both parties and to allow committee members to question both parties in order to clarify their understanding of the issues involved.

HR representatives will also attend to advise the committee on legal and procedural issues.

- 4.19 Within 10 working days of these meetings, a written response (detailing the committee's conclusions and/or chosen course of action) will be sent to both parties to confirm the outcome of the investigation into the complaint and what action (if any) it proposes to take.
- 4.20 It is not open to the complainant, within this procedure, to take issue with a decision on the action to be taken against the alleged harasser as a result of the investigation into his or her complaint.

Appeal

- 4.21 The complainant may appeal against the decision of the Governors committee. Notification of an intention to appeal should be received by the Chair of Governors in writing within 10 working days of both parties receiving the written response from the Governors Appeal Panel.
- 4.22 The appeal process will then follow the Third Stage (Appeal) of the School's Grievance Procedure.

Malicious Complaints

- 4.23 Where the Headteacher/Chair of Governors believes that the complaint was made maliciously, as a device to bully or harass the other party, or to evade or undermine disciplinary action or other management action, he or she should consult with the Chief Learning & Achievement Officer/HR Manager with view to whether the actions of the complainant need to be considered under the School's disciplinary procedure.

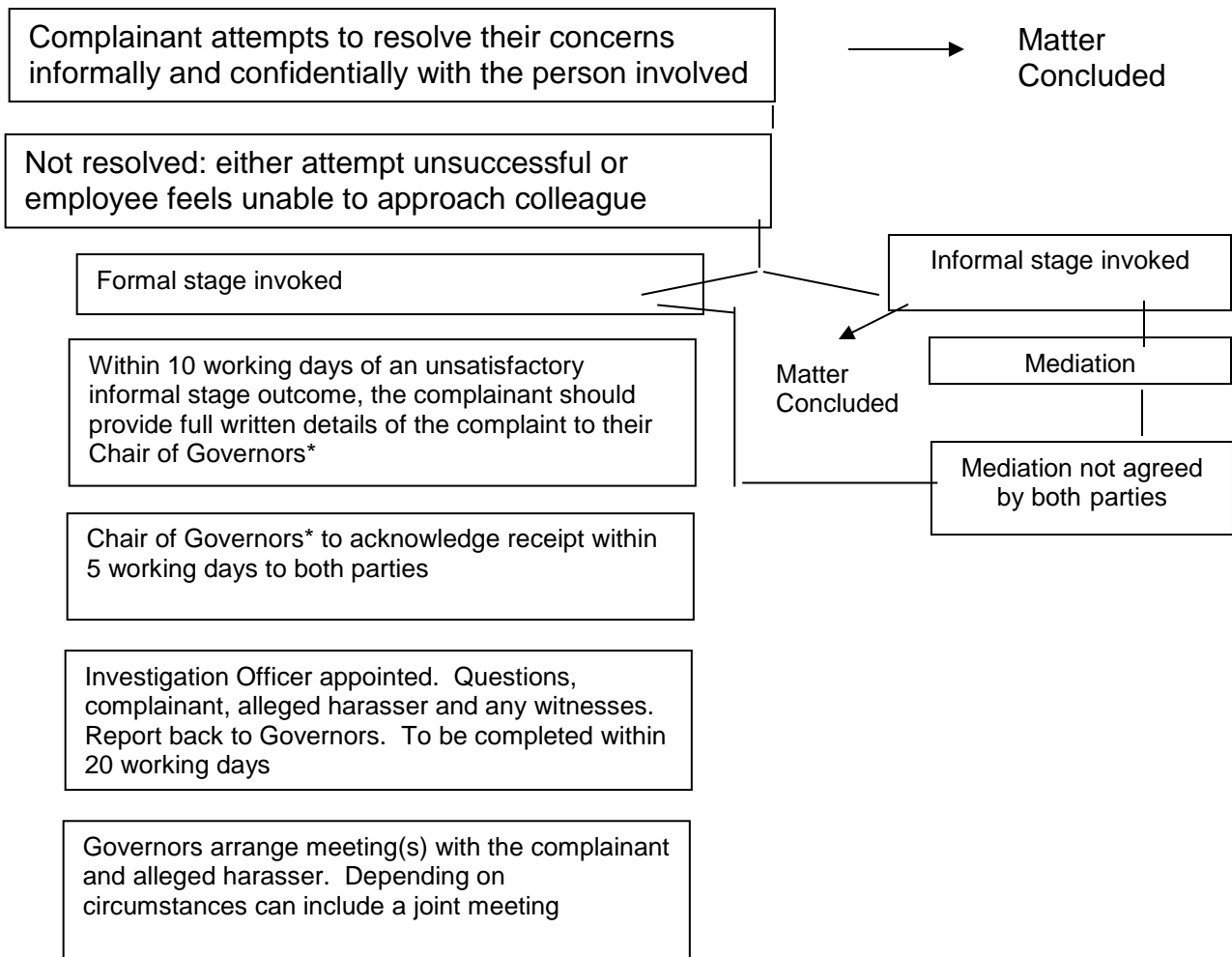
Unsubstantiated Complaints

- 4.24 Where a complaint has not been substantiated, but the complaint was genuinely raised, conciliation may be offered to both parties to restore working relationships.

Review Date

- 4.25 This policy will be reviewed and impact assessed no more than two years from the date it becomes effective.

ANTI BULLYING AND HARASSMENT PROCEDURE



Within 10 working days Governors* write to both parties to confirm outcome of investigation and what action he/she proposes to take

Either party may appeal against the decision of the Governors

Appeal Process

Notification of intention to appeal sent to Chair of Governors within 10 working days of outcome of investigation

Appeal process then follows 3rd stage (appeal) of School's Grievance Procedure

***Where Headteacher is the subject of the complaint, this will be the Chair of Governors, in consultation with the Chief Learning & Achievement Officer**

Adopted by the staff and ratified by the Governing Body.

For and on behalf of the Governing Body

Headteacher.....

Date:

Due for revision