



# Strategic Equality Plan & Equality and Diversity Policy 2020 - 2023

## Brynteg C P School



**Accessible Formats**

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

Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

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### **Adoption by School Governors**

The Strategic Equality Plan was agreed by Governors:

..... (Signature)  
Chair of School Governors

Date



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**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**

## Introduction

Welcome to our 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.

## 1.1. About our School

### **Description of our school**

*Brynteg C P School situated on the edge of the village of Brynteg. A majority of the schools catchment area is within a Communities First Ward. The school serves children between 3 and 11. The school also provides Early Entitlement which enables children to start school on reaching their third birthday. There are currently 190 pupils on role, 166 full time and 24 part time.*

*There is a Flying Start provision within the school building providing provision for children from two years old.*

### **Pupil Profile**

*48% of our pupils are girls and 52% are boys, 46.3% are eligible for free school meals and 16.5% are on the SEN Register. Pupils are mainly White British with a minority from other ethnic backgrounds, including: Polish, Turkish, Romanian, Asian, Pakistani and Bulgarian. Different Religions or Beliefs represented in our school include: Christianity and Islam; a minority are admitted with 'no religion.' Fifteen of our pupils currently speak English as an additional language. We have pupils with a range of disabilities including visual impairment and mobility challenges. We aim to be a fully inclusive school.*

### **Staff Profile**

*We have 26 teaching and non-teaching staff. 100% of teaching and non-teaching staff are White British. 85% of our staff are female and 15% of our staff are male. 4% of our staff are Welsh-speaking.*

### **Governor Profile**

*We have 13 school governors. The school governing body is made up of 31% men and 69% women. 8% are Welsh speaking, 100% are White British and 0% are from Black, Asian or minority ethnic backgrounds.*

## 1.2 Purpose of the Strategic Equality Plan

The Strategic Equality Plan has been developed so that Brynteg C P School can set out how it aims to meet its commitment to equality and how it will meet its legal obligations contained within the Equality Act 2010 and the Equality Action 2010 (Statutory Duties) (Wales) Regulations 2011.

## 2. Public Sector Equality Duties

### 2.1 The General Duties

The Governors Guide to the Law (Autumn 2013) states that:

Section 149 of the 2010 Act imposes a general duty on the Governing Body of a school to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the 2010 Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it ('Protected Characteristics' are explained in 2.4 below);
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Having 'due regard' means consciously thinking about the three aims of the general duty as part of the process of decision making. This means that consideration of equality issues must influence the decision reached by Governing Bodies.

Having due regard for the need to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, for the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic;
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it;
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low.

The steps involved in meeting the needs of disabled persons that are different from the need of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities.

Having due regard for the need to foster good relations between persons who share a relevant protected characteristic and those who do not share it involves having due regard, in particular, for the need to tackle prejudice and to promote understanding.

The 2010 Act expressly states that this duty may involve treating some persons more favourably than others, but that is not to be taken as permitting conduct that would otherwise be prohibited under the Act.

## 2.2 The Specific Duties

The Equality Act provides a power to make regulations imposing duties on public bodies to support better performance of the general duty; these are known as the Specific Public Sector Equality Duties and are different in England, Scotland and Wales.

The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011 (S. I. 2011/1064) (“the 2011 Regulations”) imposes specific duties on Governing Bodies to enable better performance of the general duty.

The 2011 Regulations place the following requirements upon Governing Bodies:

- To publish its “equality objectives” no later than 1 October 2020. The objectives must be designed to enable the Governing Body to better perform the general duty. If an equality objective is not published in respect of one or more of the protected characteristics, the Governing Body must publish its decision not to do so. The Governing Body must review its equality objectives within four years of their initial publication and at least once every four years subsequently. The equality objectives may be revised or remade by the Governing Body at any time. If the Governing Body revises an objective without remaking it, then the revision must be published as soon as possible;
- To publish a statement which sets out the steps it has taken or intends to take in order to achieve each equality objective and the anticipated timescales involved. If an equality objective is revised or remade by the Governing Body, it must either amend the statement or publish a new one;
- To make appropriate arrangements to monitor its progress in order to fulfil each objective and to monitor the effectiveness of the steps it has taken to fulfil each objective;
- To give due regard to relevant information that it holds when considering and designing its equality objectives;
- To seek the involvement of those persons that it considers represent the interests of persons who share one or more protected characteristics and who have an interest in the way the Governing Body carries out its functions. The requirement applies to the following activities:
  - Considering and designing equality objectives;
  - Carrying out an assessment of whether there are things that could be done that contribute or would be likely to contribute to a Governing Body’s compliance with the general duty;

- Carrying out an assessment of the likely impact of the proposed policies and practices, that it has decided to review and any proposed revisions to those policies and practices on compliance with the general duty; and
- Publishing or reviewing a Strategic Equality Plan);

The Governing Body may also involve or consult such other persons as it considers appropriate.

- To take all reasonable steps to ensure that any documents or information that the Governing Body is required to publish are accessible by persons who share one or more of the protected characteristics. This means that a Governing Body must take into account all of a person's protected characteristics, and if there are a range of steps that it would be reasonable for the Governing Body to take to make the documents or information accessible then it must take all of those steps;
- To make appropriate arrangements to ensure that it identifies the relevant information that it holds and identifies and subsequently collects the relevant information that it does not hold;
- To carry out an assessment in order to identify relevant information which identifies whether there are things being done by the Governing Body that contribute to its compliance (or otherwise) with the general duty and things that could be done to contribute to its compliance. In carrying out such an assessment, the Governing Body must have due regard for any relevant information that it has already identified, or collected and holds. The Governing Body should look for evidence (relevant information) both internally and externally which may be used, for example, in equality impact assessments;
- To make arrangements in order to assess the likely impact of proposed policies and practices on its ability to comply with the general duty, as well as the impact of any policy or practice that it has decided to review or any proposed revision to a policy or practice. There must be arrangements in place for the publication of reports regarding these assessments where they demonstrate that there is likely to be a substantial impact on an authority's ability to comply with the general duty. Also, the Governing Body must monitor the impact of its policies and practices on its ability to comply with the general duty;
- In each year, to collect specified employment information related to the school's employees and publish that information. This information may be set out in the Governing Body's annual report;
- To make such arrangements as it considers appropriate for promoting amongst the school's employees knowledge and understanding of the general duties and the additional duties which flow from it;
- When considering what its equality objectives should be, the Governing Body must have due regard for the needs in respect of the school's employees to

have equality objectives which address the causes of any pay differences. Those pay differences are between those that do share a protected characteristic and those that do not;

- To publish an action plan which sets out any policy it has relating to the need to address the causes of any gender pay difference and any gender pay equality objective that has been published by the Governing Body;
- To make a Strategic Equality Action Plan (“SEP”) no later than 1 October 2020. The SEP is intended to be a central vehicle for the various matters required by the 2011 Regulations so that there can be a single point of access for the public. The SEP must contain a statement setting out a description of the Governing Body, its equality objectives, details of the steps it has taken or intends to take in order to fulfil those objectives, the timescale for the fulfilment of the objectives, and details of arrangements it has made or intends to make to comply with the 2011 Regulations. The SEP can be revised or remade at any time, though it must be published as soon as possible after it has been made or remade. If the SEP has been revised but not remade, the Governing Body must publish its revisions. The SEP itself may form part of another published document. The Governing Body is under an obligation to keep its SEP under review;
- To publish a report in respect of each reporting period. The report must not be published later than 31 March in the reporting period in question. This report may form part of another published document.

### **2.3 Who has to comply with the Public Sector Equality Duties?**

The Equality Act imposes obligations on everyone concerned with the provision of services to the public. However, the Public Sector Equality Duty only applies to organisations that have been identified as ‘public authorities’ under the act. This includes Schools, local Councils, Fire and Rescue Authorities and the National Parks in Wales.

## **3. About our 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 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 for 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.

Wrexham County Borough Council published their Strategic Equality Plan, setting out seven local Strategic Equality Objectives. 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.

Wrexham County Borough's Strategic Equality Objectives are:

- Close attainment gaps in education (with a specific focus on achievement of boys, accessibility of school buildings and supporting Gypsy, Roma and Traveller children to achieve their potential).
- Engage with those seeking and providing employment in the County Borough to help increase the number of people with disabilities accessing employment opportunities and raise awareness of the pay gaps for this group.
- Improving the accessibility of the council.
- Involving all and ensuring that information about those who use the services including those with protected characteristics, to make good decisions.
- Promote and celebrate the ethnic diversity of communities ensuring they are inclusive and welcoming.
- Supporting diversity in local democracy.
- Improving diversity and addressing any pay gaps in the council's workforce.

We have included an action plan to address 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/carers/guardians 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 discussions at Governor meetings.

### **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 and advertise it on our school notice boards.

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

### **Information Gathering and Engagement**

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

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

We collect the following information on staff: personal/professional details (e.g. date of birth, address, gender, NI number, qualifications) ethnicity, national identity, disability and details relating to the ability to speak in Welsh. We do not currently gather equality monitoring information on Governors.

We also monitor/carry out:

- Admissions
- Attendance
- Discipline
- Exclusion
- Feedback from staff
- Complaints statistics
- Bullying statistics
- Analysis of parent/carer questionnaires
- Governing Body Reports to Parents
- School Council feedback
- Issues raised during annual reviews
- School Inspection reports

We provide feedback through meetings, assemblies, newsletters, Seesaw and on our school website.

The collection and use of data is in line with our Data Protection Policy and the Data Protection Act.

#### **4. Relevant Information**

We have studied Wrexham County Borough's Strategic Equality Plan (2020-2024) and have used the objectives to set Brynteg C P School's objectives for the same period.

We will publish our Plan on school noticeboards, in our Newsletters and on our website. We will produce an annual report relating to our Strategic Equality Plan and will publish this with our Governors' Report to Parents.

#### **5. Equality Impact Assessments**

We will continue to implement an effective system for assessing the equality impacts of our policies and decisions. Results will only be published if a 'substantial' impact has been identified. The Local Authority has an EIA tool in place which is available at the following link:

<http://www.internal.wrexham.gov.uk/wordpress/?s=eia+toolkit>

## **6. Staff Training and Awareness Raising**

It is now a statutory requirement to promote knowledge and understanding of the general duty amongst staff and to identify and address training needs in this area during the performance assessment process.

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/carers/guardians and visitors to our school.

Staff will be encouraged to undertake equality and diversity training and awareness raising via the Council's e-learning package.

The Headteacher will access update training and will share any new or additional information with Staff and Governors.

We will aim to address any training needs identified during the Performance Management process.

## **7. Our Equality Objectives**

**Wrexham County Borough's Strategic Equality Objectives are:**

- Close attainment gaps in education (with a specific focus on achievement of boys, accessibility of school buildings and supporting Gypsy, Roma and Traveller children to achieve their potential).
- Engage with those seeking and providing employment in the County Borough to help increase the number of people with disabilities accessing employment opportunities and raise awareness of the pay gaps for this group.
- Improving the accessibility of the council.
- Involving all and ensuring that information about those who use the services including those with protected characteristics, to make good decisions.
- Promote and celebrate the ethnic diversity of communities ensuring they are inclusive and welcoming.
- Supporting diversity in local democracy.
- Improving diversity and addressing any pay gaps in the council's workforce.

There are some groups who are sometimes treated less fairly than most. These groups will be given special thought to make life fairer. These are defined as possible with 'protected characteristics' within the Equality Act, and are:

- Sex – men and women

- Disability – disabled people – including those with mental health problems
- Age – people of different ages – young people or older people.
- Race – people who come from other cultures – who may live in a different way or have a different skin colour.
- Religion or belief – people of different religions – or who have no religious beliefs.
- Pregnancy and maternity – women who are pregnant or breastfeeding.
- Sexual orientation – lesbian women, gay men and bisexual men and women.
- Gender reassignment – transgender people – people who are born as one sex and want to live as the other sex.

In addition, we will also consider what we can do to make our school more helpful to poorer people. This is because many of the disadvantages the Equalities Act seeks to address, are often made worse if you are poor, or can cause people to be poorer.

We try our very best to treat everyone with compassion and fairness and have referred to each of the protective characteristics in our Action Plans below.

**Strategic Objective One:**

**Close attainment gaps in education (with a specific focus on achievement of boys, accessibility of school buildings and supporting gypsy, Roma and Traveller children to support their potential).**

**School Priority: as above**

**School Governor Champion : Michelle Firth**

<b>What we will do to contribute to this objective in our school?</b>	<b>Who will lead on this action for school?</b>	<b>How we will measure this action in our school?</b>	<b>When we will complete this action?</b>
Review our monitoring arrangements to cover all relevant protected characteristics and action plan accordingly so that we better understand any connections between education attainment, barriers and protected characteristics.	Headteacher	Reduced variance between boys and girls at Foundation Stage and Key Stage 2 Success in introducing developing/new teaching and learning strategies through implementation of the revised curriculum from September 2022.	This will remain our focus for 2020-24.
Analyse educational attainment profiles by protected characteristics.	Headteacher	Analysis will be complete and considered by GB for action planning.	First analysis completed by end of Autumn Term 2020 and annually.
Take account of cultural differences, caring responsibilities and other diversity issues when designing individual programmes.		Procedures will be in place to ensure diversity is considered when designing individual programmes.	To be considered throughout the year 20-21 and to remain our focus until 2024.
Closer analysis of Pupil Deprivation Grant and the impact of spending.	Headteacher	Good, measurable use of PDG.	Starting Autumn Term 2020 and annually.
Work with the Local Authority to assess the condition and fabric of our building and to ensure compliance with the Equality Act 2010/Accessibility Plan.	Headteacher	Our building will be fit for purpose and compliant with the Equality Act 2010. Our Accessibility Plan will be up to date.	Ongoing 2020-24.
Support Gypsy, Roma and Traveller pupils to access the curriculum (if any pupils join our school).	Headteacher	Gypsy, Roma and Traveller pupils will have full access to the curriculum and will have good rates of attendance.	As required 2020-24.

**Key Documents:** Data Analysis, School Improvement Plan

**Relevant School Policies, Plans and Strategies:**

Accessibility Plan, MAT Policy, Curriculum Policies, INCERTS Data System, Assessment Policy, Accessibility Plan.

**Strategic Objective Two:**

**Engage with those seeking and providing employment in the County Borough to help increase the number of people with disabilities accessing employment opportunities and raise awareness of the pay gaps for this group.**

**School Priority: To develop a diverse and skilled workforce.**

**School Governor Champion : Neil Rogers**

<b>What we will do to contribute to this objective in our school</b>	<b>Who will lead on this action for our school</b>	<b>How we will measure this action in our school</b>	<b>When we will complete this action</b>
Continue to work with Wrexham CBC to identify any pay gaps and address accordingly.	Headteacher	All staff will be paid appropriately. HT will scrutinise school budgets to address any errors.	2020-2024
Review the way we advertise teaching and non-teaching posts within school to ensure that we are reaching a diverse range of candidates.	Headteacher	We will reach a diverse range of candidates who will be encouraged to apply for employment in our school.  Improved awareness.	2020-2024
Train staff involved in recruitment and selection and on Equality and Diversity.	Headteacher	All staff involved in recruitment and selection will be trained.  Improved awareness about the needs of job seekers who have a disability/work limiting health condition.	2020-2024

**Key Documents:** Equality and Diversity Policy

**Relevant School Policies, Plans and Strategies:**  
Pay Policy

<b>Strategic Objective Three: Improving the accessibility of the council.</b>			
<b>School Priority: To improve the accessibility of our school. School Governor Champion: Rachael Connell</b>			
<b>What we will do to contribute to this objective in our school</b>	<b>Who will lead on this action for our school</b>	<b>How we will measure this action in our school</b>	<b>When we will complete this action</b>
Continue to work with the LA to become more modern and resilient in terms of technology and digital solutions.	Lindsey Jones	Good technology and digital solutions evident.	2020-2024
Continue to use digital technology to transform the way we work with pupils, parents and the community.	Lindsey Jones	Good levels of technology for pupils to use.  Technology used successfully with/for pupils, parents and the community.	2020-2024
Ensure that the content and design of our website and Seesaw are simple enough so that most people can use them.	Lindsey Jones Michelle Firth	More of our electronic information is fully accessible.	2020-2024
Work with the LA to provide information re: pupils who may be digitally disadvantaged.	Rachael Connell	Accurate knowledge of those who may be digitally disadvantaged.	2020-2024  In preparation for home learning (COVID19) throughout 20-21.
Improve technology for our teaching staff.	Lindsey Jones	All teachers will have a laptop to use at home.	Autumn Term 2020.

**Key Documents:** Acceptable Use of ICT Policy  
E-Safety

**Relevant School Policies, Plans and Strategies:**

## GDPR Policy

<b>Strategic Objective Four: Involving all and ensuring that we use information about those who use our services, including those with protected characteristics, to make good decisions.</b>			
<b>School Priority: as above. School Governor Champion: Neil Rogers</b>			
<b>What we will do to contribute to this objective in our school</b>	<b>Who will lead on this action for our school</b>	<b>How we will measure this action in our school</b>	<b>When we will complete this action</b>
Give everyone the opportunity to be heard and ensure that decision-makers have good access and understanding of this information.	Headteacher	Everyone will have a voice and information will be used by decision-makers.	2020-2024
Continue to seek the views and involvement of our pupils in all we do (e.g. pupils attending meetings of the GB, questionnaires, School Council, during planning etc)	Headteacher	Pupils will have involvement in all aspects of our school and will feel that their opinions are valued.	2020-2024
Review the way we advertise vacancies and the process of nominations for school Governors to ensure we are attracting a diverse range of people to engage with the schools decision making processes.	Headteacher	We have effective systems in place and a diverse range of people on our GB.	2020-2024
Increase the diversity of people who support the school e.g. volunteers, parent helpers, speakers etc. to reflect the local population.	Headteacher	All friends of the school and community will be welcomed and will support school.	On hold 2020-2021 due to COVID19. 2021-2024
Via our teaching and learning, encourage all pupils to make good decisions.	Headteacher	Our pupils will make good, sensible decisions.	2020-2024

**Key Documents:** School Council File/Minutes of Meetings

**Relevant School Policies, Plans and Strategies:**  
GB Agendas/minutes etc.

<b>Strategic Objective Five: Promote and celebrate the ethnic diversity of our communities ensuring they are inclusive and welcoming.</b>			
<b>School Priority: Promote and celebrate the ethnic diversity of our school ensuring it is inclusive and welcoming.</b>			
<b>School Governor Champion: Pam Griffiths with link to PSD work</b>			
<b>What we will do to contribute to this objective in our school</b>	<b>Who will lead on this action for our school</b>	<b>How we will measure this action in our school</b>	<b>When we will complete this action</b>
Ensure schemes of work have opportunities to teach about inclusion, diversity and fairness.	Pam Griffiths Natalie Roberts	Teaching and learning will include cover inclusion, diversity and fairness. Pupils will be inclusive and welcoming.	2020-2024
Continue to organise special events/Super Learning Days to promote and celebrate diversity and inclusion.	Rachael Connell & All staff	Pupils will be understand diversity and inclusion.	2020-2024
Continue with our excellent work regarding inclusion.	Rachael Connell & All staff		Moving between departments not possible currently. Focus 2021-2024
Ensure any racist incidents are reported in line with LA requirements. Continue to educate our pupils about racism through teaching and learning and discussion.	Headteacher	Racist incidents will be logged. Pupils will be educated about racism and will make good choices about their behaviour and attitudes.	2020-2024

**Key Documents:** Schemes of Work

**Relevant School Policies, Plans and Strategies:**  
Record of Racist Incidents/Harassment Log

<b>Strategic Objective Six: Supporting diversity in local democracy.</b>			
<b>School Priority: Supporting diversity in school democracy.</b>			
<b>School Governor Champion: Neil Rogers</b>			
<b>What we will do to contribute to this objective in our school</b>	<b>Who will lead on this action for our school</b>	<b>How we will measure this action in our school</b>	<b>When we will complete this action</b>
Review the way we advertise vacancies and the process of nominations for school Governors to ensure we are attracting a diverse range of people to engage with the schools decision making processes.	Headteacher	We will have effective systems in place and a diverse range of people on our GB.	2020-2024
Review the way we decide on class nominations for the School Council to encourage more children to apply (with a specific focus on boys and those pupils entitled to free school meals).	Natalie Roberts	We will have effective systems in place and a diverse range of children on our School Council.	2020-2024
Teach the children about democracy and encourage democracy in class. Focus on this topic during local elections/elections in other countries etc.	Headteacher	Our teaching and learning will include democracy. Pupils will be knowledgeable about democracy and will act with fairness.	2020-2024

**Key Documents:** Schemes of Work

**Relevant School Policies, Plans and Strategies:**

<b>Strategic Objective Seven: Improving diversity and addressing any pay gaps in the council's workforce.</b>			
<b>School Priority: Improving diversity and addressing any pay gaps in the school's workforce.</b>			
<b>School Governor Champion: Neil Rogers</b>			
<b>What we will do to contribute to this objective in our school</b>	<b>Who will lead on this action for our school</b>	<b>How we will measure this action in our school</b>	<b>When we will complete this action</b>
Ensure our practices promote equality of opportunity.	Headteacher	Our practices will display equality of opportunity for all. We will continue to recognise and value that everyone makes a different but important contribution.  We will continue to value diversity and equality.	2020-2024
Continue to build a culture where individuals feel able to declare a protected characteristic (e.g. during data collection).	Headteacher	Our workforce will provide equality data. We will use this information to identify areas to improve and to develop plans and actions to address these.  Our employees will be well supported in terms of any specific needs they have (relating to the protected characteristics) as there will be better awareness and understanding.	2020-2024
Have due regard for the need to address the causes of pay differences that seem reasonably related to any of the protected characteristics.	Headteacher & HR/Payroll	We will continue to annually review any gender pay gap. Appropriate work will commence to address this gap and other pay gaps where relevant.	2020-2024
Monitor who applies for our job vacancies and consider how we promote opportunities for employment in our school, to redress under-representation in our workforce.	Headteacher & HR	We will have a diverse workforce.	2020-2024

**Key Documents:** Annual Pay Reviews, Job Applications

## **Relevant School Policies, Plans and Strategies:**

All school policies (to ensure compliance with Equality Act 2010).

### **8. Gender Pay Objective**

We have not identified a gender pay difference however we have included reference to this aspect in Objective 2 and Objective 7 above.

We will look at future results and will work with the Local Authority to get involved with specific projects as required.

### **9. Employment Information**

Wrexham Council will:

- Collate information on employment and pay differences in relation to the protected characteristics including gender. This information should be referred to alongside our Strategic Equality Plan.
- Produce a report on all of their workforce that will include our school staff and this information will be published, just not aligned directly to Brynteg C P School.

### **10. Publishing and Monitoring Results**

We will publish our Strategic Equality Plan on our school website and app.

We will use the Council's tool for completing our Equality Impact Assessment. We will only publish our results if a 'substantial' impact has been identified.

Our Annual Report will be published by 31<sup>st</sup> March each year and will cover the previous financial year. We will make the report available via our school website/app, school newsletter and Governors' Report to Parents.

We will monitor our Strategic Equality Plan via Senior Leadership Team Meetings and will include a statement in the termly Headteacher Report to the Governing Body.

# **APPENDICES:**

**Equality & Diversity Policy**

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

**Clear Print Guidelines**

**Dignity at Work Policy**

**Anti Bullying and Harassment Policy and Procedure**

# 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 Wrexham:**

- Promise to be welcoming to everybody who wants to be part of our community whether they are new to Wrexham or have lived here for a long time.
- Promise to remember Wrexham's 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 Wrexham 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 Wrexham and take pride in our schools and the places where we live.
- Promise to work together to build bridges of friendship and make Wrexham a happy place for everybody.

- 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)



**For further information about our plan or to request a copy of this document in an accessible format, or to obtain a copy of the documents listed here please contact:**

**Name Rachael Connell**

**Telephone 01978 756398**

**Email [mailbox@brynteg-pri.wrexham.sch.uk](mailto:mailbox@brynteg-pri.wrexham.sch.uk)**

# **BRYNTEG C. P. School**

## **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 to 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 to 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 where 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, carers 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 Headteacher, 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 Headteacher has specific responsibilities that include 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.
  - Children and young people from different backgrounds are confident to mix together.

- 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 a 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 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.

### **Breaches of the Policy**

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with as determined by the Headteacher and the Governing Body.

### **Monitoring and Evaluation**

We collect study and use quantitative and qualitative data relating to the implementations of this policy, and make adjustments as appropriate.

# Clear Print Guidelines

## What is Clear Print?

Clear Print is RNIB's print design guidelines for all types of documents. The guidelines have been specially created to enable everyday information to be immediately accessed by more people.

## Who benefits from Clear Print?

Because Clear Print is designed to be used for all documents, it has far reaching benefits. A clearly designed and easy to read document will convey your essential information to everyone who reads it, and in the process can convey a positive view of the originating individual or organisation.

## Top tips for achieving Clear Print:

- Document text size should be 12-14 pt, preferably 14 pt.
- The font you choose should be clear, avoiding anything stylised
- All body text should be left aligned
- Use bold sparingly, only highlight a few words rather than a paragraph
- Keep the text layout clear, simple and consistent
- Don't use blocks of capitalised letters, and try not to use any italics or underlining
- Text shouldn't be overlaid on images
- The substrate or coatings should not be glossy or reflective
- Ensure the paper is thick enough to prevent show through
- The contrast between the text and background is as high as possible
- All text should be the same orientation on the page
- Space between columns of text is large enough to be distinct
- Any information conveyed in colour or through images is also described

For further information about Clear Print see [RNIB's See it Right book](#).

Contact: [accessibleinfo@rnib.org.uk](mailto:accessibleinfo@rnib.org.uk)

**Brynteg C. P.**

**Dignity at Work**

**Policy and Procedure**

## **Contents**

<b>Section</b>	<b>1.1</b>	<b>Policy purpose</b>
	<b>1.2</b>	<b>Scope</b>
	<b>1.3</b>	<b>Principles</b>
	<b>1.4</b>	<b>Definitions</b>
	<b>2.0</b>	<b>Preventing Bullying and Harassment</b>
	<b>3.0</b>	<b>Procedure for dealing with bullying and harassment</b>
	<b>4.0</b>	<b>Application of procedure</b>
	<b>4.1</b>	<b>Stage 1 – Informal</b>
	<b>4.2</b>	<b>Stage 2 – Formal stage</b>
		<b>4.2.1 Investigation</b>
		<b>4.2.2 Deciding on appropriate action</b>
	<b>5.0</b>	<b>Appeal</b>

### **Supporting documentation:**

Formal notification of complaint – Dignity at Work  
Notice of appeal against Dignity at Work decision

## **1.0 POLICY**

### **1.1 Purpose**

Wrexham County Borough Council is committed to creating a working environment in which all employees are treated fairly and with dignity and respect. We want to maintain a culture where differences are valued and harassment and discrimination are not accepted.

It is in everyone's interests for the environment in which we work to be harmonious and respectful. Although we would like to think that is always the case, this policy recognises that inappropriate behaviour such as 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 found.

In order to provide a fair and effective approach the following procedure will be applied in all instances where allegations are made in respect of bullying and harassment.

A full review of the policy will take place every three years.

The Chief Human Resources Officer will review the policy and procedure periodically to make any amendment/s necessary to reflect any changing legal requirement or make minor alterations.

### **1.2 Scope**

This procedure applies to all Wrexham County Borough Council employees appointed under the terms and conditions agreed with:

- the National Joint Council for Local Government Services;
- the Joint Negotiating Committee for Local Authority and Associated Employees;
- other employees not subject to a separate procedure.

This policy applies to all employees (whilst in work or organised work-related events regardless of the fact that these may be held outside the Council's premises and in employees own time) who are expected to comply with the standards of behaviour set out in the Code of Conduct.

This policy does not apply to employees appointed by a School Governing Body in respect of whom the "procedure" is determined by the relevant Governing Body. It does not apply to Members who have separate procedures.

### **1.3 Principles**

The Council 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 Council will ensure that all Managers and employees are aware of the Council's policies and understand what standards of behaviour are expected.

Managers should encourage professional behaviour and a productive working environment. The emphasis is on informal resolution and empowering individuals to effect positive change.

Managers should deal with any concerns raised immediately and consistently to ensure an early and speedy resolution of any complaints of bullying and harassment.

Managers will ensure that all parties concerned are treated fairly.

Each employee is expected to ensure that his or her own conduct is in accordance with the Code of Conduct and that he/she treats their colleagues, managers and subordinates with dignity and respect.

All parties involved must respect confidentiality at all times and individual employee confidences should not be breached. 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.

## **1.4 Definitions**

### **1.4.1 Bullying, harassment or discrimination**

The following definitions have been suggested by ACAS,

Bullying may be characterised as:

“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.

### **1.4.2 Victimisation**

Challenging bullying and harassment can be difficult and distressing. 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.

## **2.0 Preventing Bullying and Harassment**

All employees have a responsibility to discourage bullying and harassment and prevent it from taking place. It is therefore expected that all employees will:

- treat their colleagues with dignity and respect at all times by being aware of the problems that bullying and harassment can cause and ensuring that his/her behaviour does not cause others to feel harassed;
- make colleagues aware that certain conduct or behaviour is causing concern or offence to him/her or to others;
- raise any concerns regarding inappropriate behaviour within a reasonable time frame.

Managers have a particular responsibility to prevent bullying and harassment taking place by:

- using their judgement to correct behaviour that could be considered unacceptable or offensive and reminding employees of the Council's policy on this matter.
- setting positive examples of appropriate behaviour by respecting colleagues' right to dignity in the workplace.
- ensuring pictures/written material that may offend are not displayed or circulated including via email.
- being alert to the possibility that bullying or harassment may be happening in their area, this may include looking for signs eg if an employee taking more sickness than usual, high employee turnover, feedback in exit interviews, changes in an employee's behaviour.
- using their judgement to correct behaviour that could be considered offensive and reminding employees of the Council's policy on this matter.
- taking prompt action to deal with unacceptable behaviour and to stop harassment as soon as it is identified; and dealing with all incidents quickly, seriously, sensitively and in confidence.

## **3.0 Procedure for dealing with bullying and harassment**

This procedure reflects the approach and arrangements detailed in the Council's Grievance Procedure. Therefore 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 Dignity at Work Procedure cannot be re-investigated under the Grievance Procedure.

Before invoking the formal stages of the Dignity at Work 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 to build working relationships built on trust, honesty and mutual respect.

#### **4.0 Application of Procedure**

##### **4.1 Stage 1 - Informal – the recommended approach**

Wherever possible, the emphasis should be on resolving issues informally without resorting to the formal procedure. Informal solutions can often provide more positive outcomes for all concerned and result in improving and maintaining good working relationships.

Most people who complain that they are being harassed simply want the behaviour to stop. Where appropriate, employees should be encouraged to take charge of the situation by informing the harasser that his/her behaviour is unacceptable and that it must stop.

If an employee is unable to deal with a particular situation without support, he/she should ask their manager, or another trusted colleague, to explain to the person causing the offence that his/her behaviour is unwelcome and must stop. If the manager is implicated in the alleged behaviour, the employee should approach the manager's manager. Support may also be sought from a trade union representative or from a Human Resources Officer. Confidential external support can be provided to employees experiencing bullying and harassment through Third Party Reporting Centres, further information on this can be found at [http://www.wrexham.gov.uk/english/council/one\\_wrexham/antihate.htm](http://www.wrexham.gov.uk/english/council/one_wrexham/antihate.htm)

Mediation via a trained facilitator may also be offered if appropriate. Mediation refers to neutral and objective facilitation by a third party to help the parties communicate with each other and come to an agreement. Both parties must agree to mediation. If any of the parties does not agree to mediation, it cannot be used to resolve the issues. Further information on the mediation process can be found on the intranet.

The process of mediation should be arranged by the manager (or, in cases where the manager is the subject of the complaint, by the manager's manager) and/or a Human Resources Officer. If the parties are able to resolve the matter through mediation, no further action will be necessary.

Whichever approach is used to confront the person(s) concerned, the employee should record the action taken and the outcome as evidence of the attempt to deal with the situation.

If this initial approach fails to resolve the problem, the employee may wish to proceed on a more formal basis using the procedure detailed below.

## 4.2 Stage 2 - Formal Stage

If the behaviour continues, or if it is inappropriate to resolve the problem informally, and the employee wishes to proceed on a more formal basis, the employee must set out their complaint in writing by completing the 'Formal Notification of complaint form' under the Dignity at work procedure. This will need to clearly identify the person who is alleged to have bullied or harassed the employee, provide specific examples of the actions or conduct that are believed to constitute discrimination, harassment or bullying. Specific incidents must be highlighted including times and dates and the names of any witnesses to this unacceptable behaviour. It should also include full details of attempts to resolve the matter informally and the outcome of any mediation.

The formal notification form and further information must be submitted to the employee's Chief Officer with a copy forwarded to the Chief Human Resources Officer.

In cases where the Chief Officer is the subject of the complaint, the complaint should be addressed to the Chief Executive, who will appoint an officer to investigate the matter.

The following procedure will apply, this reflects the approach in the formal stage 2 of the grievance procedure.

### 4.2.1 Investigation stage

The employee's Chief Officer (or Chief Executive in cases where the Chief Officer is the subject of the complaint) will acknowledge receipt of the complaint in writing.

The Chief Officer (or Chief Executive) will designate an appropriate Senior Manager to investigate the complaint and arrange a meeting with the employee to discuss this. Where possible, the Senior Manager will be from the relevant department, although in some cases it may be necessary to appoint an officer from another department in order to emphasise complete impartiality. In exceptional circumstances, it may be desirable to appoint an investigator from outside the Council. The investigating officer will normally need to question the complainant, the alleged harasser and any witnesses before reporting back to the Chief Officer (or Chief Executive). In cases of alleged sexual harassment, careful consideration must be given to the gender of the investigating officer.

In advance of the interview with the person to which the allegation is about, he/she will be informed in writing of the exact nature of the complaint made against him/her. At this interview this person will be given a full and fair opportunity to state this/her side of events and explain any conduct that forms the basis of the employees complaint.

Both parties will be interviewed separately as soon as possible and granted the right to be accompanied at the interview by a colleague or trade union representative.

The investigation should be dealt with without unreasonable delay. Where an investigation takes over **twenty** working days, all parties should be kept informed of progress and informed of the reasons for any delay.

Once the investigation has been completed and the Chief Officer receives the investigating officer's report, the Chief Officer (or Chief Executive) should convene meetings within **ten** working days with the complainant and the alleged harasser. Depending upon the circumstances of the case, this may involve separate meetings and/or a joint meeting. The employees may be accompanied by a work colleague or trade union representative. A representative from Human Resources may also be present to advise on procedural matters.

If, for good cause either party are unable to attend the meeting, it will be adjourned to a date within the next **five** working days (also agreed, whenever practicable) If either party is unable to attend the rearranged hearing, it will proceed in their/or one parties absence)

The purpose of this meeting is for the Chief Officer (or Chief Executive) to hear directly the views of both parties and to allow him or her question both parties in order to clarify his or her understanding of the issues involved.

Within **five** working days of this meeting/s, the Chief Officer (or Chief Executive) will write to both parties to confirm the outcome of investigation into the complaint and what action (if any) he/she proposes to take.

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/her complaint.

#### **4.2.2 Deciding on appropriate action**

If following the investigation it is clear that the complaint is well founded and evidence based, prompt action will be taken to remedy the discrimination or stop any bullying and harassment and prevent its reoccurrence.

The outcome of the investigation may be that;

- the matter is referred to a disciplinary hearing
- the allegations are not viewed as discrimination or harassment but the situation may benefit from some other form of intervention such as conflict resolution, mediation or counselling
- standards for future conduct are set, which could include training
- the complaint is found to be false or malicious in which case disciplinary action may be taken against the employee.

The Council regards all forms of unlawful discrimination or harassment and bullying as gross misconduct and any employee who is found to have been guilty of such behaviour will be liable to disciplinary action up to and including summary dismissal.

## Unsubstantiated Complaints

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

### 5.0 Stage 3 – The Appeal

If the employee feels that their complaint has not been dealt with satisfactorily they may appeal against the decision of the Chief Officer (or Chief Executive).

Notification of an intention to appeal should be received by the Chief Human Resources Officer in writing within **five** working days of both parties receiving the written response from the Chief Officer. The appellant must enclose a written statement which includes the grounds upon which the appeal is made including the details of any residual issues outstanding from the initial complaint. A 'Notice of Appeal' form should be used for this purpose

The appeal process reflects the appeal stage of the Council's Grievance Procedure.

Where the Chief Officer heard the complaint under stage 2, the right of appeal shall be to the Chief Executive, who may designate an appropriate Strategic and Performance Director for the purpose.

On receipt of the appeal, the Chief Human Resources Officer shall forward a copy of the Notification of Appeal form' together with copies of any relevant correspondence to the Chief Officer or the Chief Executive/Strategic & Performance Director.

The appeal will be heard as soon as practicable and normally this will be within **ten** working days of receipt of the letter of appeal. (This can be extended by mutual agreement.) The appeal hearing, once set, will go ahead, even if one party does not attend, unless an adjournment has been agreed.

The employee will be entitled to be accompanied at the appeal by a work colleague, trade union representative or representative of a profession association.

The appeal meeting will follow the same format as the original complaint meeting and the employee will be asked to explain why they feel the matter has not been resolved to their satisfaction.

The Officer hearing the appeal may also speak to those involved in the earlier stages of the procedure.

When the meeting has concluded the Officer hearing the appeal will confirm what the outcome is, and this will be confirmed in writing within **five** working days of the meeting or without undue delay.

This decision shall be final and represents the end of the dignity at work procedure.

**Records**

Where an issue is raised under the Dignity at work procedure, records will be kept, detailing the nature of the allegations, the Council’s response and the outcome. Details of these will be kept on file by the HR Department, who will ensure the records are held in accordance with the Data Protection Act 1998.

**Monitoring and Review**

The Chief HR Officer will also be responsibility for making arrangements for the capture of statistical data relating to this policy and will ensure the appropriate use of such information for monitoring purposes.

**Training and Support**

Training will be provided to ensure that those with management responsibility for employees are clear about the policy, the procedures contained within it and their own responsibilities.

In addition to the support provided line managers to their employees, advice may be sought from a number of other sources such as the Human Resources Department, Trade Union representatives, the Occupational Health Service and the Equalities Manager.

Confidential external support can be provided to employees experiencing bullying and harassment through Third Party Reporting Centres, further information on this can be found at [http://www.wrexham.gov.uk/english/council/one\\_wrexham/antihate.htm](http://www.wrexham.gov.uk/english/council/one_wrexham/antihate.htm)

This policy was adopted and agreed by the governing body of Brynteg C P School on .....

It will be reviewed Autumn Term 2023

Signed ..... Chair of governors

**FORMAL NOTIFICATION OF COMPLAINT – DIGNITY AT WORK**

This form must only be completed and forwarded as directed after you have completed 'Stage One' of the Council's Dignity at Work Procedure. If you are a member of a Trade Union you may wish to seek its advice and help in completing this form from your departmental steward.

**Send to:**

(1) ..... (the relevant Chief Officer)

(2) Chief Human Resources Officer (copy for information)

(3) ..... (your Trade Union representative)

In accordance with the Council's Dignity at Work Procedure I should be grateful if you would consider the complaint referred to below. I have already brought my complaint to the attention of the following officer but believe the matter has not been resolved -

Informal Stage

Name of Officer: .....immediate supervisor or other appropriate officer)

Post held: .....

Please detail actions already taken during the informal stage to resolve the matter informally

.....  
.....

**Details of complaint** (you should clearly identify the person, provide example of actions or conduct, specific incidents including dates, times and names of witnesses)

.....  
.....  
.....  
.....  
.....

(please continue overleaf if necessary)

**Name :** ..... (please print)

**Signed :** ..... **Date** .....

**Job Title:** .....

**Department:** .....

**WREXHAM COUNTY BOROUGH COUNCIL**

**NOTICE OF APPEAL AGAINST DIGNITY AT WORK DECISION**

**Send to:**

**Chief Human Resources Officer, HR Department, Guildhall, Wrexham LL11 1AY**

I wish to appeal against the decision(s) of the \_\_\_\_\_  
(title of Officer hearing case) written confirmation of which I received on \_\_\_\_\_  
following an investigation/hearing which was held on \_\_\_\_\_.

The grounds for my appeal are based on my contention that :-  
(Note: The grounds for the appeal should include the details of any residual issues outstanding from the initial complaint)

.....  
.....  
.....  
.....  
.....  
.....

I have attached my "statement of case" which sets out the detailed information to support my appeal.

At the Appeal I wish to be accompanied by \_\_\_\_\_  
\_\_\_\_\_

During the appeal hearing I will refer to the following witness statements which I have provided with my papers.

.....  
.....

**Name :** ..... (please print)  
**Signed :** ..... **Date** .....  
**Job Title:** .....  
**Department:** .....

# **Brynteg C. P. School**

## **Anti Bullying and Harassment**

### **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 staff 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. The Investigating Officer 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 all parties receive 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. The 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 right 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.

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 3<sup>rd</sup> 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 Head of Education**