

# Federation of Shevington Primary Schools

Millbrook and Shevington Vale Primary Schools



## **Dignity at Work Policy**

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## **A Dignity at Work Policy**

### **1. Introduction**

The Governing Body is committed to providing a safe and secure working environment where all employees are treated with dignity and respect and valued for their individual contribution.

Inappropriate behaviour such as bullying and harassment can have very serious consequences for all those involved. While the main cost is to the employee's health and well-being, the school can also suffer. Costs to the school may include strained relationships, low morale, increased sickness absence and tribunal or court cases. Treating dignity at work as a serious issue is likely to have the following benefits:

- higher morale and improved performance
- better employee relations
- reduced absence levels (particularly stress related)
- reduced turnover and better retention rates
- improved image and reputation of the school

The aim of this policy is to encourage a working environment where harassment, bullying and victimisation are known to be unacceptable, and to provide schools with a framework for resolving issues quickly and effectively.

The Dignity at Work Procedure supports this policy and will be used to deal with reported cases of harassment, bullying, discrimination and victimisation.

### **2. Policy Statement**

The Governing Body values the high standards of professional conduct from their employees. They also recognise that disagreements are to be expected from time to time and encourage the resolution of these by open and honest discussion. Employees should be able to overcome differences of opinion through acceptance, tolerance and constructive debate.

The Governing Body and Headteacher will not tolerate behaviour that goes beyond the boundaries of what would be considered normally acceptable. This includes any form of harassment, bullying or inappropriate behaviour that causes offence, whether intentional or not. It also includes victimisation and discrimination. Employees are able to complain of behaviour that they find offensive even if it is not directed at them.

All complaints will be treated seriously and dealt with sensitively and confidentially. Acts of harassment, bullying, discrimination and victimisation will be treated as a disciplinary offence.

No employee will be victimised for making a complaint, even if the allegations are unfounded following the investigation. However, if an investigation establishes that a complaint was malicious, disciplinary action may be taken, and may be treated as gross misconduct, potentially leading to dismissal.

### **3. Scope**

This policy applies to all employees of the school including the Headteacher.

The principles of this policy also apply to any person who works on the school premises including students on placement, agency, voluntary and casual workers, external consultants and contractors. Schools should ensure that people working on the premises are aware of the policy, for example as part of their introduction to the school, or within the contract for services.

Complaints involving people not employed by the school will be handled jointly with the external organisation that employs them.

This policy may extend to outside of working hours where appropriate. This includes work related functions and other events where this has an impact on working relationships, and also covers comments placed on social networking sites.

### **4. Principles**

This policy is underpinned by the following principles:

- the school's commitment to equality of opportunity will be observed at all times;
- all employees will be treated fairly and offered support throughout the process;
- confidentiality will be respected and maintained at all times, as far as is reasonably practicable. By this, it is meant that it will not act as an impediment to the thorough investigation of complaints. Employees should be made aware that investigatory findings will be shared with relevant parties, strictly on a need to know basis, to ensure a fair and thorough investigation takes place;
- all employees have the right to be accompanied by a trade union representative or a work colleague at the formal meetings (including investigation interviews) held during the procedure; and
- managers will ensure that every effort is made to make reasonable adjustments for employees who have a disability as defined in the Equality Act 2010, or if the employee has a pregnancy related issue.

### **5. Definitions**

#### **5.1 Harassment**

Harassment is defined under the Equality Act 2010 as:

“unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.”

The protected characteristics that apply to harassment are detailed under section 5.2 of this policy. Although pregnancy, maternity, marriage and civil partnerships are protected characteristics under the Equality Act any

unfavourable treatment in respect of these characteristics would be considered as discrimination, as opposed to harassment, as outlined in the act.

Harassment is normally characterised by more than one incident of unacceptable behaviour, although just one incident may constitute harassment if it is sufficiently serious. Harassment may be carried out by, or directed at, one person or a group of people. The behaviour may be unintentional or intentional. The key is that it is unwanted by the recipient.

Examples of harassment may include:

- unwanted physical contact, sexual advances or innuendo;
- verbal abuse including threats, name calling, insults or ridicule;
- offensive jokes, banter, gossip;
- spreading malicious rumours;
- display or circulation of offensive or abusive materials;
- intrusion by pestering, spying or stalking; and
- coercion, such as pressurising someone to take a particular course of action.

### **Third party harassment**

Since the Enterprise and Regulatory Reform Act 2013 removed employer liability for third party harassment of its employees ( eg by customers and contractors) with effect from 1 October 2013, there is no direct legislative provision whereby an employer is liable for such harassment. However, harassment at work is unacceptable, whether from third parties or from colleagues, and, in line with the principles of this policy, schools should investigate any complaints of third party harassment, and take reasonable and appropriate action.

## **5.2 Discrimination**

Discrimination can be based on any one of the following protected characteristics. Employers can avoid a successful claim of unlawful discrimination only if they can show that they took reasonable steps to prevent the offence being committed:

- disability;
- age;
- gender re-assignment;
- sexual orientation;
- race;
- religion or belief;
- sex;
- pregnancy and maternity; and
- marriage and civil partnerships

### **Direct discrimination**

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have. Direct discrimination may also be based on the following:

- perception discrimination. This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic; and
- discrimination by association. This is direct discrimination against someone because they associate with a person who possesses a protected characteristic.

### **Indirect discrimination**

Indirect discrimination can occur when a condition, rule, policy or even a practice that applies to everyone, particularly disadvantages people who share a protected characteristic. Indirect discrimination can be justified if it can be shown that the employer acted reasonably in managing the business and that it is a proportionate means of achieving a legitimate aim.

### **5.3 Bullying**

Bullying is not defined in law but ACAS have provided the following definition:

“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.”

Bullying can be carried out by one or more employees and can often be unseen by others. ACAS have provided employers with some examples:

- spreading malicious rumours, or insulting someone
- ridiculing or demeaning someone – picking on them or setting them up to fail
- exclusion or victimisation
- overbearing supervision or other misuse of power or position
- deliberately undermining someone or constantly criticising

ACAS provide guidance on bullying and harassment for employees, and for managers and employers, which can be found on their website – [www.acas.org.uk](http://www.acas.org.uk). Information from other sources is also available on the internet by searching under ‘workplace bullying’.

### **5.4 Victimisation**

This is defined as treating people less favourably because of action they have taken, or are proposing to take, in connection with legislation, such as giving evidence in a tribunal case or making a formal complaint of discrimination. It can also occur when an employee has rejected the advances of another person, or it could arise if someone is adversely treated prior to a complaint being discussed with them, for example by being moved to a different workplace.

No employee will be victimised for making a complaint, even if the allegations are unfounded following the investigation, however, should the investigating officer conclude that the complaint was malicious, disciplinary action may be taken.

## **6. Legitimate Management Action**

Headteachers and School Managers have a responsibility and a duty to manage. They will treat employees fairly, communicate effectively and use appropriate measures to deal with issues concerning an employee's behaviour or performance. Providing the reasons for any action taken are legitimate and decisions are communicated in an appropriate manner, this does not constitute bullying, harassment or victimisation.

## **7. Roles and Responsibilities**

### **7.1 Governors, Headteachers and School Managers**

Governors, Headteachers and School Managers have a particular responsibility to take all reasonable steps to prevent and eliminate unacceptable behaviour from the workplace.

Responsibilities include:

- setting standards through their own behaviour and conduct;
- encouraging a positive working environment, where people treat each other with mutual dignity and respect;
- being alert to potential problems and acting promptly without waiting for a complaint to be made;
- encouraging an open working environment where incidents can be reported;
- treating all complaints seriously and dealing with them sensitively, taking into account the feelings of all those involved.

### **7.2 Employees**

Every employee has a responsibility to:

- maintain appropriate standards of behaviour;
- be responsible for their own behaviour and change it if necessary;
- let people know straight away if they are upsetting or offending them; and
- help to prevent unacceptable behaviour by challenging and reporting colleagues whose behaviour appears to be causing distress to others

### **7.3 Trade Unions and Professional Associations**

Trade Unions and Professional Associations have a responsibility to:

- support the school in its effort to provide an environment that is free from harassment, bullying and victimisation;
- advise members of their rights and responsibilities under this policy and to represent members as and when appropriate; and
- work with managers to seek effective resolutions.



#### **7.4 HR and OD Services**

In line with each school's Service Level Agreement, HR and OD Services have a responsibility to:

- provide advice and guidance to managers and employees on the application of this policy;
- assist managers with conducting investigations, where necessary; and
- periodically review this policy and update it in line with current legislation.

#### **8. Employee Support**

Dignity at work issues can be very distressing for all employees involved and employees will be offered support throughout the process and following the outcome of any formal investigations or action taken. Sources of advice and support can be found in Appendix 1.

## **B Dignity at Work Procedure**

### **1. Introduction**

It is recognised that dignity at work issues need to be dealt with swiftly, sensitively and thoroughly. This procedure has been developed specifically for dignity at work issues with the aim of providing schools with an effective process for the resolution of complaints.

This procedure includes the following two stages:

- Informal action
- Formal action

The stages are described under Section 3 of this procedure. Whilst it is preferable to try to resolve matters informally in the first instance, an employee is not obliged to go through the informal stage before submitting a formal complaint. The employee may feel, for example, that the particular situation is too serious to be dealt with informally, and therefore goes straight to the formal stage.

The stage used will not in any way influence the outcome. For example, if an employee chooses to raise a complaint at the formal stage the issue may be more appropriately addressed with informal methods such as discussion, training or mediation. Similarly, if an employee chooses to address an issue at the informal stage the Headteacher still reserves the right to take disciplinary action if the incident is sufficiently serious.

It is recognised that schools will have their own management arrangements depending upon the size and structure of the school. Where the procedure refers to the Manager, this may be a member of the School Leadership Team or the Headteacher.

For the purpose of this procedure the employee making the complaint will be referred to as the complainant. The person against whom a complaint is made will be referred to as the respondent.

### **2. Effective Resolution**

Dignity at work issues not only seriously affect the people directly involved, they can also have a significant impact on the rest of the team and the school as a whole. Prevention and effective resolution methods are essential in achieving and maintaining a positive, engaged workforce. It is therefore in everyone's interests to resolve complaints as swiftly and smoothly as possible to minimise damage to working relationships and enable employees to move forward more easily.

Most people will be able to identify extreme cases of bullying and harassment but it is sometimes the 'grey' areas that cause most problems. Managers should be aware of the behaviour and the culture in their school in order to address issues before they escalate. Being alert to changes in the

'atmosphere' or the behaviour of a particular employee will enable Managers to recognise and deal with any potential issues promptly.

When complaints are brought to the attention of management they must be dealt with thoroughly, fairly and in a timely manner.

### **3. Informal Action**

#### **3.1 General**

Prompt and informal action is less stressful for all involved and will enable employees to move forward more easily. Informal action is particularly effective for dealing with 'grey' areas and possible misunderstandings or miscommunication. It can also be used to address issues such as escalated banter that is causing an employee to feel uncomfortable or for less serious incidents that may not have been intentional.

If an anonymous complaint is received the Manager should discuss the matter with the employee against whom the complaint is directed, and then consider whether it is appropriate to take any action. If a complaint is made by anyone other than the employee who is the subject of the alleged inappropriate behaviour, the Manager must discuss this both with the employee who has raised the issue, and the recipient of the alleged behaviour, before taking any action.

#### **3.2 Action by the employee**

An employee can take steps to resolve a situation directly, if they feel able to do so. This can be done by approaching the person to ask that the unwanted behaviour stops. This approach is likely to have a positive impact on the employee and the feeling of them being back in control of the situation can do a lot for self esteem.

The employee should prepare for this approach by:

- thinking about what they want to say and examples of the behaviour they want to stop;
- when and where will be most appropriate for the discussion to take place;
- the potential responses from the other person and how they can be prepared to seek agreement;
- reading the Dignity at Work Policy; and
- considering seeking advice from their Trade Union or from HR.

If the employee is not comfortable approaching the person alone they may ask someone to accompany them for support. Alternatively, the employee could write to the person to explain their feelings, giving an example of the unacceptable behaviour and asking that it stops immediately.

If the employee does not feel comfortable in approaching the person directly or if they have already done so without success, they should speak to their Line Manager without delay. If the concern relates to their Line Manager, the

employee should speak to the person who manages the Line Manager; where the concern relates to a Headteacher, the employee should speak to the Chair of Governors.

### **3.3 Action by the Line Manager**

If an employee raises a dignity at work issue, the Manager will listen and try to gain a thorough understanding of the issues and any action that has been taken so far, and, if appropriate, explore whether the employee may wish to approach the person, in any of the ways outlined above. If action by the employee is not appropriate, the Manager should then meet with the respondent to discuss the issue and explain that they are trying to resolve the matter informally. The Manager should remain objective, not pre-judge and allow the employee to respond fully.

The employee may not be aware that their behaviour has offended someone and will stop immediately. An acceptable outcome is that the person accepts that they have upset somebody, even if it was unintentional, and that no further incidents will be expected.

Following the meetings, the Manager will need to decide whether any further action is needed, and, if so, whether it should be formal or informal; possible informal actions are set out below, and formal action is set out in section 5.

Confidential notes should be kept of all meetings, conversations, actions or agreements.

### **3.4 Mediation**

Mediation can provide a very useful tool when dealing with issues between employees. It involves an independent, impartial person helping two or more individuals or groups to reach a solution that is acceptable to everyone. Mediators do not make judgements or determine outcomes, they assist people to understand the issues and clarify the options for resolving their disputes. **[Schools will need to consider how to access mediation; this may be achieved in various ways – for example, buying the service in from an external organisation; using staff at the school who are skilled in this role; training staff as mediators, and using them in this role; seeking assistance from HR and OD Services to provide an informal mediation role; using the services of the Employee Assistance Programme.]**

### **3.5 Training/Coaching**

It may become apparent during conversations that an employee may require additional training related to the circumstances. For example, equality and diversity awareness.

### **3.6 Written Instruction**

The Manager may issue a written instruction detailing the expected behaviour or conduct, which will be placed on the employee's personal file. This is not disciplinary action.

### **3.7 Counselling**

The school may have access to a counselling service that can be offered to the employee.

If the school has access to the Employee Assistance Programme, the employee may choose to contact them for free advice and support. As a free telephone based service, employees can ring any time, any day, and speak to trained specialists in private who are able to provide information and practical help either over the phone, via the web or by email.

## **4. Whole School issues**

If it becomes apparent that a number of employees are involved, the situation as a whole should be addressed at an early stage, if possible, rather than allowing it to escalate.

If the Manager feels there may be a culture of inappropriate behaviour developing, all employees need to be involved in achieving a resolution.

Depending on the issues and how advanced the situation may have become a number of options can be considered such as:

- communicating the dignity at work policy to all employees
- team building events such as an away day
- training
- mediation
- written instruction to employees – this may be in the form of a letter or an email to all employees, or those within the particular group concerned, as appropriate.

These options can be discussed with HR & OD Services to explore the appropriate way forward.

## **5. Formal action**

The formal stage will be appropriate in all, or any, of the following circumstances:

- the complaint is too serious for informal action;
- the bullying or harassment continues following attempts at informal resolution; or
- the employee wishes to pursue a complaint at this stage.

Employees should set out their complaint in writing by completing the form at Appendix 2, together with any supporting evidence they may wish to attach. The form must be submitted to the Headteacher. If the complaint is against the Headteacher, or a member of the Governing Body, the form should be submitted to the Chair of Governors. In cases where the complaint is against the Chair of Governors, the form should be submitted to the Headteacher, who will, if appropriate, request that representatives from the Staffing Committee

should investigate the complaint, with advice and guidance from staff in HR and OD Services, as appropriate.

## **5.1 Receiving a complaint**

The Headteacher or Chair of Governors receiving the complaint must acknowledge receipt of it with the employee as soon as possible. If the Headteacher feels they have had substantial involvement in attempts to resolve the complaint at the informal stage, they may feel it necessary to forward the complaint to the Chair of Governors, along with any notes they have kept from the informal stage. The Headteacher should inform the employee of the reasons why they have referred the matter on.

If the complaint has been raised at the formal stage in the first instance and the circumstances do not appear to be of a serious nature it may be appropriate to discuss the resolution options available at the informal stage (as set out in paragraphs 3.4 – 3.7 above). However, this must be explored carefully and with tact and diplomacy. It may be that the incident does not appear to be serious but has been the latest in a series. If the circumstances are serious or it is clear that the employee wishes to pursue the complaint, the Headteacher or Chair of Governors will proceed with dealing with the complaint at the formal stage.

## **5.2 Suspension or alternative action**

Depending on the circumstances and seriousness of the complaint, the Headteacher or Chair of Governors should consider whether it will be necessary to undertake a precautionary suspension of the respondent, or to take some alternative action to suspension (for example to relocate the respondent).

Suspension is not an assumption of guilt and is not a disciplinary sanction. It is a paid period where an employee is removed from the workplace for one or more of the following reasons:

- to prevent repetition of the alleged incident;
- to protect the employee from harm;
- when the presence of the employee will obstruct the investigation process;
- where the circumstances of the allegation may become public knowledge and will affect the reputation of the school;
- there is a significant issue relating to trust and confidence; and
- continued working will breach a statutory requirement.

Suspension must only be used when all alternatives have been considered. Employees who are suspended will be paid their normal pay. Managers are advised to contact the HR School Team (for casework, advice and policy) via the direct HR operational links contacts for their school for further assistance when considering suspension or alternative action; the team can be contacted by e-mail at [herschop@wiganmbc.gov.uk](mailto:herschop@wiganmbc.gov.uk).

### **5.3 Investigation**

An investigation into the complaint will need to be undertaken promptly. The decision on who should undertake the investigation will depend to some extent on the staffing structure of the school concerned – for example a larger school may have a Deputy or Assistant Headteacher who could undertake the role of investigating officer. In most cases, however, the investigation will be undertaken by the Headteacher, or by the Chair of Governors if the complaint is about the Headteacher. The investigating officer may be assisted by staff from HR and OD Services.

The investigating officer will interview the complainant first, to obtain comprehensive details of the complaint and produce a statement which will be signed by the individual, to indicate it is a true record. Potential witnesses will be identified during the interview. The investigating officer will interview the respondent next, to enable them to respond to the complaint, to identify potential witnesses and produce a signed statement. Witnesses will only be interviewed after the complainant and respondent have been interviewed.

The investigating officer will obtain all necessary and appropriate evidence and documentation to enable them to produce a comprehensive report at the end of the investigation.

The investigation will be conducted fairly and thoroughly, observing the principle of confidentiality, and the right of employees to be accompanied during the investigation, as described in Section 4 of the Policy

The HR School Team (for casework , advice and policy) can provide detailed advice and guidance on conducting investigations, and are available to assist where necessary. Telephone the direct HR operational links contact for the school, or email [herschop@wiganmbc.gov.uk](mailto:herschop@wiganmbc.gov.uk)

### **5.4 Outcomes of the investigation**

Once the investigation is complete, the investigating officer will recommend to the Headteacher or the Chair of Governors, as appropriate, one of the following courses of action:

#### **No case to answer**

If the finding is that there is no case to answer, the investigating officer will meet with the complainant to advise them of the outcome of the investigation and will explain the considerations in reaching the decision. It is important to remember that the employee may still feel they have been subjected to inappropriate behaviour but the investigating officer has not been able to find the necessary evidence to substantiate the allegations.

The investigating officer will then meet with the respondent to also explain the findings.

The findings and reason for the decision will be confirmed in writing to the employees.

### **Malicious complaint**

If the investigation concludes that the complaint was malicious, the Headteacher or the Chair of Governors, as appropriate, will decide whether the complainant should be subject to the disciplinary procedure.

### **Some level of inappropriate behaviour has occurred**

It may be found that some level of inappropriate behaviour has occurred which would be more appropriately dealt with by methods at the informal stage, such as training or written instruction, as provided for in paragraphs 3.4 to 3.7 above. The investigating officer will consider the best course of action and meet separately with the employees to discuss. The investigating officer will advise them of the outcome of the investigation and the considerations in reaching the decision.

The findings and reason for the decision will be confirmed in writing to the employees.

### **Disciplinary proceedings**

Following the investigation, the Headteacher or the Chair of Governors, as appropriate, will make the decision to proceed to a disciplinary hearing, where necessary, and will convene a hearing in accordance with the school's Disciplinary Procedure. The full investigation report including the original complaint and witness statements will be shared with the respondent as part of the documentation for the disciplinary hearing.

Both the respondent and the complainant should be advised in writing of the findings and the reason for the decision to proceed to a disciplinary hearing.

## **6. Appeals**

If the complainant is dissatisfied with the investigation process or the outcome and recommended action, they have the right to appeal.

The complainant does not have a right of appeal when the outcome is that there will be a disciplinary hearing.

The respondent does not have a right of appeal under the Dignity at Work Policy. In the event that the matter goes to a disciplinary hearing, the respondent would have a right of appeal under the disciplinary procedure.

A complainant wishing to appeal must write to the Clerk to the Governing Body within five school working days of receiving written notification of the outcome of the investigation, clearly stating the grounds of their appeal, and indicating which of the original documents used during the investigation they would wish to submit.



The appeal will be considered by the Appeal Committee of the Governing Body.

At least five school working days prior to the appeal hearing, the person presenting the appeal for the management side will indicate which of the original documents used during the investigation they would wish to submit. The presenter for the management side will be the person who decided on the course of action to be followed following the investigation ie either the Headteacher or the Chair of Governors, as appropriate. They may be assisted in the presentation by the investigating officer, as he/she will be familiar with the detail of the investigation.

If either side wish to deal with some aspect that was not included in the documentation previously provided, this is permissible. However, where this applies, the documentation should also normally be submitted to the Clerk to the Governing Body at least five school working days in advance of the hearing in order that it may be forwarded to both parties.

The employee has the right to be accompanied by a trade union representative or work colleague. The Director of People Services' representative may be invited to attend the hearing to give advice to the Committee.

The decision of the hearing will be confirmed in writing by the Chair of the Appeal Committee within five school working days to the appellant and the investigating officer. The decision of the Appeal Committee shall be binding on both parties.

## **7. Timescales**

It should be possible to resolve issues promptly at the informal stage. All meetings should be held within a 10 day timescale of the date the matter was brought to the attention of the Manager, Headteacher, or Chair of Governors (or the respondent in cases where the complainant approached the person themselves), although further work to monitor and rebuild working relationships may continue.

Formal complaints can be much more involved depending upon the complexity of the case, the number of witnesses who need to be interviewed and the time needed to prepare a thorough investigation report. The aim is to resolve cases as swiftly as possible, with due regard for the need for a full and fair investigation.

All parties will be expected to assist the progress of the investigation so that it can be completed in a timely manner.

Due to the complex nature of some cases, some investigations may take a significant period of time. In these circumstances, the investigating officer should ensure that the complainant and the respondent receive periodic

updates on progress; this is not to provide the detail of the case, but to advise both parties that progress is being made, and, where possible, to give an indication of potential timescales.

#### **8. Further support after the process**

Managers should give careful thought to what support employees may need to help them continue to work together, following formal investigations. Consideration should be given to counselling, mediation, team building, training or development plans.

## Sources of Advice and Support

### Line Managers

Line Managers are available to provide advice and support to all employees involved in these procedures.

### Trade Unions and Professional Associations

The school recognises the important role that Trade Unions and Professional Associations play in addressing dignity at work and encourages employees to approach their representatives with their concerns. Representatives are able to provide advice on dealing with issues at the informal and formal stage and can accompany their members to meetings held during the formal stage. Contact details for Branch Local Representatives can be found in the [Schools Employee Help Directory](#)

### HR and OD Services

HR and OD Services are available to offer confidential advice and guidance in relation to this policy and procedure.

Tel. 01942 827410 or 827356 or 8272412 ; internal numbers. 2410/2356/2412 respectively

Email: [herschop@wiganmbc.gov.uk](mailto:herschop@wiganmbc.gov.uk)

### School's Counselling Services

Individual schools may have access to counselling services for their employees. Employees should speak to their Line Manager to find out if this service is available and how they can access this.

### Employee Assistance Programme

The school may have access to the Local Authority's Employee Assistance Programme, which is provided by Workplace Options. This is a dedicated, independent, information and support service that provides employees with free advice and practical help on a wide range of work and personal issues.

Telephone. 0800 243 458 Email: [assistance@workplaceoptions.com](mailto:assistance@workplaceoptions.com)

Website: [www.workplaceoptions.co.uk](http://www.workplaceoptions.co.uk)

### Occupational Health Services – Health Management Ltd

Occupational health advice plays an important part in supporting a healthy workforce. Schools can refer employees to Health Management for assessments by accessing the on line portal. Schools must contact HR & OD Services, Corporate Health, Safety & Wellbeing Team to obtain their registration details to access the portal. Telephone. 01942 827471 ext. 2471 Email:

[CorporateHealthAndSafety@wigan.gov.uk](mailto:CorporateHealthAndSafety@wigan.gov.uk)

### Schools Employee Help Directory

This directory contains information on a range of council services and external organisations which may be useful to school employees when using any HR policies and procedures. It is available via the following link: [directory](#)

## Dignity at Work Formal Complaint Form



This form should be completed for complaints being raised at the formal stage of the Dignity at Work Procedure.

**School:**

### To be completed by the employee

Name:	Pay number:
Job title:	Contact number:
Line Manager:	Line Manager's Contact number:
<b>Please read the Dignity at Work Policy before completing this form. Your trade union representative can help you to complete this form if required.</b>	
Please state the name of the employee or employee(s) against whom the complaint is made and their relationship to you, for example, work colleague or line manager.	
Please give full details of your complaint, including the nature of the complaint and the date, time and description of incidents that have occurred.	

Please give full details of any attempts to resolve the issue at the informal stage, including dates.

Please provide the names of any witnesses, job titles and contact information, if known.

Please state the name and trade union of your representative, if you have one.

**If you have any relevant documentation which you wish to include to support your complaint, please attach it to this form.**

Signed:

Date: