

SKETTY PRIMARY RESOLUTION POLICY FOR SCHOOL BASED STAFF

RESOLUTION POLICY FOR SCHOOL BASED STAFF

Cyngor Abertawe
Swansea Council

RESOLUTION POLICY FOR SCHOOL BASED STAFF

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RESOLUTION POLICY FOR SCHOOL BASED STAFF

1.0 Policy Statement

1.1 This Resolution Policy provides an opportunity to link dispute resolution to the school's values and vision. It replaces the Schools Grievance, Collective Grievance and Harassment Policies and Procedures.

1.2 Swansea Schools operate an open policy for communication and consultation with the intention that any problems or concerns can be raised and settled as a matter of course and recognises that from time to time, employees may have problems, concerns or complaints about aspects of their employment, which they wish to raise with their line manager and have resolved.

1.3 This policy and procedure is consistent with the principles outlined in the ACAS Code of Practice on Discipline and Grievance Procedures.

1.4 This statement of policy underpins a commitment to developing a culture of personal and managerial integrity and professionalism, in which dignity, courtesy and respect are valued, and unacceptable behaviour is identified and dealt with quickly, fairly and sensitively.

1.5 It offers a collaborative approach that balances the rights of individuals with their interests and needs. In doing so, it brings the core principles of mediation to the forefront and encourages constructive resolution and positive working relationships. By making mediation available at each stage (even where cases may be escalated to formal actions) greater flexibility is offered to all parties.

1.6 Any problems or concerns relating to matters more than three months old or which have been raised and resolved previously in the preceding 12 months will not be accepted, unless reasonable circumstances dictate or allow otherwise. However, if problems or concerns persist and the agreed upon actions to resolve the matters have not been implemented, this should be raised as a new complaint.

1.7 The overall confidentiality of the resolution process will be respected by all parties.

2.0 Scope

2.0 This Policy applies to all school based staff.

3.0 Key Principles

3.1 This policy is suitable for concerns, complaints or problems between all work colleagues within or between teams, between line managers and members of their team, or actions/inactions of the employer.

3.2 The foundation of all forms of **acceptable behaviour** at work is the respect in which we hold every individual working within the school, and the value we place on their individual contribution to our common purpose. Every individual is entitled to fair and equitable treatment and the school is committed to providing a caring and supportive working environment which is free from all forms of harassment, discrimination, bullying and victimisation (hereinafter referred to as **unacceptable behaviour, as defined in appendix 1**).

3.3 This policy covers **unacceptable behaviour** in any situation, as the result of which an employee's employment with the school may be affected. It is not confined **to unacceptable behaviour** occurring in the workplace or during working hours but extends to situations that occur outside the working environment which arise out of, or may affect, the working relationship between employees and the Council/School as the employer.

3.4 Issues that may cause an employee to raise a concern, problem or complaint connected to their employment, could include, terms and conditions of employment, health and safety, work relations, bullying, harassment, discrimination, victimisation (this list is not exhaustive)

3.4 Employees cannot use this Policy and Procedure if the nature of the concern relates directly to their salary grade, where their complaint relates to pay in circumstances where the school does not exercise discretion, the overpayment of salary or annual leave in line with contractual provisions, where the complaint relates to matters more appropriately dealt with under an alternative policy i.e., the Disciplinary Policy.

3.5 The provisions of this policy will apply to collective complaints raised on behalf of two or more employees by a member of a recognised trade union or other appropriate workplace representative, refer to section 4.

3.6 When concerns or complaints arise, they will be resolved through informal procedures, wherever possible and all parties will endeavour to deal with concerns as quickly as possible, within a reasonable timeframe.

3.7 The school recognises that the offence may not be intentional. An individual may be subject to unacceptable behaviour, and the person causing the alleged distress may be unaware that their behaviour is offensive or causing a problem.

3.8 Records and notes should be kept of each stage of the procedure and checked for accuracy by all parties. In certain circumstances the school may withhold some information, for example to protect a witness. All such records will be regarded as confidential and retained in accordance with the provisions of the General Data Protection Regulation (GDPR).

3.9 The school undertakes to observe and maintain confidentiality wherever possible in dealing with cases of alleged unacceptable behaviour. In this context, confidentiality means that information will be disclosed only to appropriate parties.

3.10 Where an employee formally raises a concern or complaint under this policy during a disciplinary process, the disciplinary process may be temporarily suspended in order to deal with the concern. However, where the concern and the disciplinary matters are related it may be appropriate to deal with both concurrently if directly relevant to the outcome of the disciplinary hearing.

3.11 Any concerns made against a Headteacher will be addressed by the Chair of Governors. Should the Chair of Governors be compromised, the Vice Chair of Governors will take over their role in the process. If the Vice Chair of Governors is also compromised the governing body will have to select another governor who is not compromised, this decision must be minuted. Any support in relation to Governing Body matters should be referred to the School and Governor Unit.

The school recognises the possibility that concerns may be brought with malicious, vexatious or spurious intent. If there is evidence to support such intent, the matter will be considered in line with the School Disciplinary Policy.

4.0 Collective Complaints

4.1 A collective complaint is where a number of employees have the same concern or have been affected by the same issue. A collective complaint can be submitted by a member of a recognised trade union or an employee on behalf of a group of employees. In these cases, every employee who is a signatory to the collective complaint is required to be named and have given their written consent for their representative to act and speak on their behalf. This information is required to be provided at the time of submitting the complaint on the ***Formal Resolution Form (Appendix 2).***

4.2 A commitment to this policy and procedure will mean that both parties are willing to examine and discuss the subject of the dispute and negotiate possible means of jointly resolving the dispute in the best interests of all concerned.

4.3 Both parties will accept that the working practices in existence prior to the complaint, will continue pending conclusion. Exceptions to this could apply where it is determined that the continuation of those practices would constitute a hazard or result in statutory obligations not being applied. However, the continuation of working practices in place prior to the complaint but pending conclusion will **not** apply where changes are made to working arrangements in line with contracts of employment, for example a change of base.

4.4 It is mutually agreed that as we work through this procedure, we will explore all established and relevant avenues of negotiation before considering any potential strike or industrial action.

5.0 Right to be accompanied

5.1 An employee may be accompanied at any meeting held under this policy and procedure by:

- An official employed by a trade union.
- A workplace trade union representative
- A fellow worker (i.e. an employee of the school or Swansea Council)

5.2 An employee cannot be accompanied by:

- A relative
- A legal representative
- A representative whose presence could prejudice the proceeding.

5.3 It is for the employee to make arrangements to be accompanied at any meeting held under this policy and procedure, the employee should inform their employer who their chosen representative is.

5.4 Any meetings under this policy may only be postponed once and should be reconvened at the earliest opportunity. Only one postponement will be permitted, unless there are exceptional circumstances.

5.5 The unavailability of the employee's preferred representative is not considered to be an 'exceptional circumstance'. If after one postponement, an employee fails to attend, the case may be heard in the employees' absence.

5.6 Employees should be afforded reasonable time off during working hours to meeting their trade union representative.

6.0 Roles and Responsibilities

6.1 It is important that everyone clearly understands their roles and responsibilities within the resolution procedure.

6.2 Employees should:

a) Act in a way that is consistent with the values and code of conduct of the school.
b) Ensure they read, understand and comply with this policy and fully co- operate with the requirements of the procedures when they are in operation.
c) Raise a concern with their line manager in a timely way, clearly stating the basis of the concern including the resolution required, no later than 3 months from the date of the issue, except in exceptional circumstances.
d) Undertaking to resolve the concern informally before resorting to the formal stages of the procedure.
e) Maintaining a written record of the incidents including the time, date, place and

a full description of what happened including the names of the people concerned and names of any witnesses.

f) Maintain confidentiality at all times during any resolution proceedings, with the exception of any conversations which may be necessary with their representative, and if there is a requirement to share information in relation to alleged criminal matters or safeguarding concerns.

6.3 Line managers/Headteachers:

In addition to their responsibilities as employees, line Managers should:

a) Ensure employees are aware of all relevant policies and procedures and how to access them.
b) Take positive steps in maintaining an environment which is free from unacceptable behaviour, and to treat those for whom they are responsible fairly and with dignity, courtesy and respect at all times.
c) Take the initiative in identifying unacceptable behaviour and taking reasonable corrective or preventative action in accordance with this policy and procedures. It is not acceptable for any manager to ignore unacceptable behaviour. Managers have a responsibility to "*ask and act*".
d) Deal with minor concerns as part of normal day to day operational management.
e) Undertake available training.
f) Deal with concerns promptly, fairly and consistently in accordance with the procedure and detailed timescales and with advice from HR.
g) Work with the employee to resolve the matter informally in the first instance, if safe to do so.
h) Demonstrate a commitment to release employees during working hours for mediation.
i) Have a duty of care for all employees, this means that they should do all that they reasonable can to support their employee's health, safety and wellbeing.
j) Keep adequate notes and records of all events and evidence to support the use of the policy.
k) Write to the employee following consideration of their concerns, detailing their response, explaining the reasons behind their decision.

6.4 The Governing Body

The Governing Body (schools only) should:

a) Ensure the adoption of this Policy and Procedure.
b) Establish an Appeal Committee to deal with appeals in line with this policy procedure.
c) Undertake available training

6.5 Human Resources

a) Provide professional advice to managers and employees at all stages of the policy and procedures, including the informal, and to ensure that the School's Resolution Policy and Procedures are correctly applied.

6.6 Trade Unions

In addition to their responsibilities as employees, Trade Union Representatives are responsible for:

a) Providing advice, support and representation to their members
b) Working with managers, HR and employees to ensure that the Resolution policy is adhered to.
c) Working with all parties to facilitate timely and early resolution to matters.
d) Encouraging the use of informal procedures if appropriate, including promoting the use of mediation to re-establish and maintain working relationships.

PROCEDURE

7.0 Suspension

7.1 Where appropriate, consideration to suspension will be given in line with the Schools Disciplinary Policy.

8.0 Informal Resolution Procedure

8.1 In the first instance, the expectation is that the employee communicates directly with their line manager/a member of the senior leadership team or the person with whom they have a concern as soon as possible. Employees are encouraged to act promptly.

8.2 The School expects employees and managers to work together to try and resolve concerns informally in the first instance, as this can lead to the matter being resolved quickly and with minimum distress to the parties involved.

8.3 In cases where the line manager is the subject of the concern, individuals should raise the matter with their line manager's manager, or the Chair of Governors if the Headteacher is the subject of the concern.

8.4 The line manager / member of the senior leadership team should meet with the employee and allow them to explain their concern(s) and provide relevant evidence or information and state how they would like to see the matter resolved. The line manager/ member of the senior leadership team and employee should identify and explore potential solutions to the concern(s).

8.5 If the line manager/ member of the senior leadership team considers there to be no merit in the concern, the employee should be advised in writing of the reason(s) why, within a reasonable timeframe.

8.6 If the line manager/ member of the senior leadership team needs to explore the concern(s) further by speaking to other employees, gathering more information or seeking advice from HR.

8.7 The line manager/ member of the senior leadership team should meet with the employee to explain the findings and agree the appropriate course of action. A written note of the agreed actions should be recorded and a copy given to the employee.

8.8 The outcome will be dependent on the nature of the concern(s) raised but must also be reasonable and achievable. The employee/line manager may find solutions to the concern(s), which are applicable to any party, and may include the following **(but is not intended to be an exhaustive list):**

- Provide on the job coaching.
- Provide training / development.
- Give additional support internal/external.
- Clarify revised working instructions.
- Provide new/additional information.
- Undertake clarification of roles within a team.
- Make adjustment of working arrangements/work environment.
- Undertake modification of behaviours.
- Reconfirm employees' responsibilities.
- Referral for mediation.
- Facilitated discussions between employees.
- Referral to disciplinary policy.

8.9 Where the employee is dissatisfied with the outcome of the informal stage, they can initiate the formal process by completing the ***Formal Resolution Form (Appendix 2).*** This must be initiated within 7 days of the decision being communicated.

9.0 Mediation

9.1 The school recognises the value of mediation to resolve workplace concerns quickly and effectively and can be offered at any stage of the procedure.

9.2 Mediation is a confidential voluntary process that helps two or more individuals in a disagreement attempt to resolve the concern and to reach an agreement themselves. They are taken through the 'mediation' process by a trained mediator who is responsible for the process of seeking to resolve the problem, but not for determining the outcome as this is arrived at, agreed upon and owned, by the individuals involved.

9.3 The mediation process provides an opportunity for the parties to take responsibility for discussing situations in a supportive, constructive and empathetic forum and agree the way forward in a safe and confidential environment away from the usual workplace.

9.4 The focus for mediation is to agree what will happen in the future, rather than what has happened in the past. The emphasis is on making a forward looking agreement, outlining mutually acceptable future behaviour between the parties.

9.5 Due to the voluntary and informal nature of mediation there are some limits to what can be resolved through mediation. Mediation is most effective if it is used early on to enable relationships to be rebuilt. However, **mediation may be requested or recommended at any stage of this policy.**

10.0 Initiating the Formal Resolution Procedure

10.1 A requirement of this policy is that where appropriate there should be evidence that actions have been taken to resolve concern(s) informally, before proceeding to any formal part of the procedure.

10.2 Where the informal process has failed to resolve the concern, the employee can initiate the formal resolution procedure by completing the ***Formal Resolution Form***, detailing the action they have taken to try and resolve the matter and how the process has failed.

10.3 On completion, the ***Formal Resolution Form*** should be forwarded to the Headteacher or Chair of Governors if the Headteacher is the subject of the concern.

10.4 The nature of the concern should be detailed and reference made to specific occurrence(s) with dates if possible. The names of any individuals who could act as witnesses.

11.0 Formal Resolution Procedure

11.1 The School have a responsibility to act promptly, and the person with whom the formal resolution application has been lodged must meet with the employee as soon as possible after receiving the ***Formal Resolution Form***. Employees have the right to be accompanied during formal resolution meetings.

11.2 Employers, employees and their representative should make every effort to attend the meeting. Employees should be allowed to explain their concern(s) and how they think it/they should be resolved. Consideration should be given to adjourning the meeting for any investigation that may be necessary.

11.3 The Headteacher/member of the senior leadership team should:

- Arrange a meeting.
- Ensure the employee(s) is aware of their right to be accompanied.
- Arranging for someone who is not involved in the case to take a note of the meeting, or where applicable the Clerk to Governors
- Consider whether any reasonable adjustments are necessary for a person who is disabled and/or their representatives.
- Remain impartial and objective at all times.
- Where necessary, the Headteacher/member of the senior leadership team should explore the concern(s) further by speaking to other employees or gathering more information.

- tell the employee when they might reasonably expect a response if one cannot be made at the time. If there is a subsequent delay in the anticipated timescale for a response, for example due to the need to investigate matters, the employees should also be informed of this.

11.4 Meeting records will be given to the employee including copies of any formal notes that may have been taken during their meeting.

11.5 A report will be produced by the Headteacher/member of the senior leadership team, outlining their determinations.

12.0 Resolution Outcome

12.1 The outcome will be dependent on the nature of the concern(s) raised and must be reasonable and achievable.

12.2 The Headteacher/member of the senior leadership team, having gathered and considered all information will make a determination whether the concern is:

a) The concern(s) have not been upheld – No further action will be taken.
b) The concern(s) are partly or fully upheld – Appropriate action will be taken to rectify the matter as determined by the officer, which could include the matter(s) being referred to the Schools Disciplinary Policy.

12.3 The Headteacher/member of the senior leadership team will communicate their decision and provide the rationale in writing to the employee.

12.4 In cases where the concern was about a fellow employee, that individual should also be informed of any aspect of the decision that affects them and the reasons for it. In such cases, the employee who raised the concern should be informed of who else will be told about the decision and what type of information they will be given.

12.5 If the investigation highlights any issues concerning policies, procedures or conduct (even if not sufficiently serious to merit separate disciplinary procedures) they should be addressed as soon as possible.

12.6 Ensure any action taken is monitored and reviewed, as appropriate, so that it deals effectively with the issues.

13.0 Right of Appeal

13.1 Where an employee feels that their concern has not been satisfactorily resolved they have the right to appeal. Employees can lodge an appeal by completing the ***Formal Resolution Appeal Form (Appendix 3)*** which will be included with the decision letter. This must be initiated within 7 working days of the decision being

communicated.

13.2 Employees will need to identify the grounds on which they are appealing and provide details to support those grounds. The completed form must justify and detail the grounds for the appeal in that there was either:

a) A procedural flaw **in the process,** clearly indicating what the flaw was and how the policy was not correctly followed or applied.
b) The findings were inconsistent with the evidence presented.
c) There was insufficient evidence to come to the conclusion reached.
d) New evidence relevant to the complaint, has come to light since the formal resolution meeting.

13.3 The requirement for indicating the grounds of appeal on the form is to ensure that the appeal can focus on the grounds for appeal. Failure to fully complete and return this form could result in a delay to the appeal being heard.

13.4 Any appeal will be heard by the appeals committee of the governing body.

13.5 Failure to comply with the timeframe as set out in 12.1 or appropriately engage with the appeals procedure could result in your appeal not being accepted or withdrawn.

14.0 Appeal Resolution Meeting

14.1 The governing body will arrange to meet with the employee as soon as possible after the ***Formal Resolution Appeal Form*** is received.

14.2 Employees and their representatives should make every effort to attend the meeting.

14.3 The governing body should:

- Arrange a meeting.
- Ensure the employee(s) is aware of their right to be accompanied.
- Ensure that a member of the HR team is present.
- Ensure that the clerk to governors is present to take notes of the meeting.
- Consider whether any reasonable adjustments are necessary for a person who is disabled and/or their representative.
- Remain impartial and objective at all times.
- Make any relevant enquiries to inform their decisions.
- Tell the employee when they might reasonably expect a response if one cannot be made at the time. If there is a subsequent delay in the anticipated timescale for a response.
- The employees should also be informed of this.

- Notes of the appeal resolution meeting will be provided upon request.

14.4 The purpose of the meeting is to enable the governing body to consider the employee's presentation only on the points raised for the appeal, including any relevant documentation.

14.5 The governing body after due consideration will communicate their decision and provide the rationale in writing to the employee. The decision of the appeals officer will be final.

14.6 In cases where the concern was about a fellow employee, that individual should also be informed of any aspect of the decision that affects them and the reasons for it. In such cases, the employee who raised the concern should be informed of who else will be told about the decision and what type of information they will be given.

15.0 Matters raised from individuals who have left the school

15.1 Wherever possible a problem or concern should be raised and dealt with before an employee leaves employment within the timeframe as detailed in this procedure. If an employee lodges a concern just prior to or after leaving their employment due consideration should be given to the use of this procedure taking into account, the circumstances of the concern.

15.2 In these circumstances, the line manager must seek advice from Human Resources.

16.0 Policy Monitoring

The Council will monitor the application of this policy and has discretion to review it at any time through the appropriate consultation mechanisms.

Responsibility for the implementation, monitoring and development of this policy lies with the Head of Human Resources and Service Centre. Day to day operation of the policy is the responsibility of nominated officers who will ensure that this policy is adhered to.

Version Number	Details of Change	Date
1.0	Introduction of Single Status	1st April 2014
2.0	Fully Policy Review Combination of Grievance, Collective Grievance & Harassment Policy	January 2025

APPENDIX 1

Definitions

1.0 Unacceptable Behaviour

1.1. Unacceptable behaviour can range from violence and bullying to more subtle behaviour such as ignoring an individual at work. It can subject an individual or a group to unwelcome attention, intimidation, ridicule, offence or loss of privacy. It is unwanted by the recipient and continues after an objection is made, although a single incident may be serious enough to constitute harassment and justify a concern being raised. There are certain forms of unacceptable behaviour, which, in the interest of clarity, are explained below.

2.0 Harassment

2.1 The school will regard harassment as being any of the following:

- Unwanted conduct, whether verbal or not, which affects the dignity of the individual at work; or
- Any form of verbal or non-verbal conduct which could be regarded as bullying or intimidating behaviour.
- Unwanted conduct or behaviour witnessed by others- the "*third party*" effect.

2.2 Harassment can take many forms and can exist where any of the circumstances outlined above apply. It can be visual (including electronic transmission), verbal or physical and may be focussed on an individual's sex, race, religion or beliefs, nationality, sexual orientation, and/or disability.

2.3 The Equality Act 2010 uses a single definition of harassment to cover the relevant protected characteristic as '*unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating and intimidating, hostile, degrading, humiliating or offensive environment for that individual*'.

2.4 The relevant protected characteristics are age, disability, gender reassignment, race, religion or belief, sex and sexual orientation.

3.0 Sexual Harassment

3.1 Sexual Harassment is unwanted behaviour of a sexual nature. The law (Equality Act 2010) protects the following people against sexual harassment at work:

- employees and workers
- contractors and self-employed people hired to personally do the work.
- job applicants.

3.2 To be sexual harassment, the unwanted behaviour must have either:

- violated someone's dignity, whether it was intended or not.
- created an intimidating, hostile, degrading, humiliating or offensive environment for them, whether it was intended or not.

4.0 Bullying

4.1 Bullying - is a psychological form of persecution, which is present behind all forms of harassment and discrimination. Where it has a focus such as race or gender it becomes racial or sexual discrimination or harassment. Where it has no such focus, it is bullying. It may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

Examples of bullying / harassing behaviour include:

- Spreading malicious rumours, or insulting someone by word or behaviour
- Copying memos that are critical about someone to others who do not need to know.
- Ridiculing or demeaning someone – picking on them or setting them up to fail.
- Exclusion or victimisation
- Unfair treatment
- Overbearing supervision or other misuse of power or position
- Unwelcome sexual advances –.touching, standing too close, and the display of offensive materials, asking for sexual favours, making decisions on the basis of sexual advances being accepted or rejected
- Making threats or comments about job security without foundation
- Deliberately undermining a competent worker by overloading and constant criticism
- Preventing individuals progressing by intentionally blocking promotion or training opportunities

4.2 Bullying and harassment are not necessarily face to face. They may also occur in written communications, email, phone and automatic supervision methods such as computer recording of downtime from work, or the number of calls handled if these are not applied to all workers

4.3 Bullying and harassment can make someone feel anxious and humiliated. Feelings of anger and frustration at being unable to cope may be triggered. Some people may try to retaliate in some way. Others may become frightened and de-motivated. Stress, loss of self-confidence and self-esteem caused by harassment or bullying can lead to job insecurity, illness, absence from work, and even resignation. Almost always job performance is affected and relations in the workplace suffer.

5.0 Victimisation

5.1 Victimisation occurs when a person is treated less favourably because they are suspected or known to have complained (this need not be limited to complaints regarding bullying or harassment) or given evidence about behaviour which has resulted in a complaint alleging a breach of conduct, or a request to have a decision reviewed. Victimisation is a form of bullying or harassment and is unacceptable, may be illegal and could lead to disciplinary action being taken.

6.0 Discrimination

6.1 There are various types of discrimination and other unlawful conduct set out in the Equality Act 2010:

- Direct discrimination – where a person treats another less favourably because of a protected characteristic.
- Combined direct discrimination – where a person is treated less favourably because of a combination of protected characteristics, e.g. gender and age.
- Indirect discrimination – when a policy or practice is apparently neutral but the effect places a group of people at a significant disadvantage.

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APPENDIX 2

Formal Resolution Form			
Employee Name:		**Employee No:**	
Department:		**Section:**	
Job Title:		**Line Manager:**	
Email Address:		**Telephone No:**	

What steps have you taken to resolve the matter informally? (include dates of meeting with manager and/ or other relevant persons).	
Have you considered mediation?	YES ☐ NO ☐
Is this concern related to any other process?	YES ☐ NO ☐
(If yes, please provide detail and state which process).	

Type of concern:	
Individual:	YES ☐ NO ☐
Collective: Please attach a page listing all the names, employee number and job titles of the other people who are party to this application.	YES ☐ NO ☐

Nature of perceived concern(s):
• Please list using bullet points

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Full details of perceived concern(s):
Please provide full details of your concerns, including dates, names of witnesses (if necessary, use additional sheets and attach them to this form). **Copies of any relevant documents that relate to this concern should also be attached to this form.**

What outcome are you seeking to resolve your concerns?

In accordance with the Resolution Policy, you have the right to be accompanied at the resolution meeting by a trade union representative or work colleague. If being accompanied, please provide the following details, if known:	
Name of Trade Union:	
Name of Representative:	
Email address of representative:	
Telephone No representative:	
Do you agree to your representative being copied into all correspondence in relation to your concern?	YES ☐ NO ☐

Signed:		**Date:**	

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APPENDIX 3

Formal Resolution APPEAL Form			
Employee Name:		**Employee No:**	
Department:		**Section:**	
Job Title:		**Line Manager:**	
Email Address:		**Telephone No:**	

This form should be completed and returned to formal stage decision maker, within 7 days of the decision being communicated.

I wish to appeal against the outcome of the Formal Resolution Meeting held under the Schools Resolution Policy and Procedure. **Please identify the grounds on which you are appealing below:**	
a) A procedural flaw in the process, clearly indicating what the flaw was and how the policy was not correctly followed or applied	YES ☐ NO ☐
b) The findings were inconsistent with the evidence presented.	YES ☐ NO ☐
c) There was insufficient evidence to come to the conclusion reached.	YES ☐ NO ☐
d) New evidence has come to light since the formal resolution meeting.	YES ☐ NO ☐
Please provide full details to support your grounds of appeal as identified above. Use a separate sheet if necessary.	

In accordance with the Resolution Policy, you have the right to be accompanied at the resolution appeal meeting. If being accompanied, please provide the following details:	
Name of Trade Union:	
Name of Representative:	
Email address of representative:	
Telephone No representative:	
Do you agree to your representative being copied into all correspondence in relation to your concern?	YES ☐ NO ☐

Signed:		**Date:**	