BULLYING AND HARASSMENT POLICY

Promoting dignity. Challenging harmful conduct. Ensuring fair resolution.



RIVERSIDE BRIDGE SCHOOL

INSPIRE, EMPOWER, ACHIEVE

This policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures and guidance.

RIVERSIDE BRIDGE SCHOOL
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OUR COMMITMENT

At Riverside Bridge School, every policy reflects our commitment to creating a safe, inclusive and ambitious school community in which every pupil is valued, every voice matters and every family is respected and supported.

Our policies translate our values into consistent practice. They support high expectations, clear responsibilities, effective partnership and informed decision-making, ensuring that the needs, rights, wellbeing and future outcomes of our pupils remain at the heart of our work.

We work collaboratively, act with integrity and continually reflect upon and improve our practice to achieve the best possible outcomes for every pupil.

POLICY PRINCIPLES

Our Policy Principles underpin how we work together and guide the decisions and actions we take to support every pupil and their families.



POLICY PURPOSE & FRAMEWORK

Riverside Bridge School policies set out the expectations, responsibilities and approaches that support safe, consistent and high-quality practice across the school. They translate our values, statutory responsibilities and professional expectations into clear guidance for everyday decision-making and practice.

Each policy forms part of the Riverside Bridge School Policy Framework and should be read alongside any related policies, procedures, statutory guidance and school frameworks referenced within the document.

Policies apply to the members of the school community identified within each document, including staff, governors, parents and carers, volunteers, contractors and other professionals where relevant. Everyone is expected to understand and apply the requirements appropriate to their role and to seek further guidance where clarification is required.

CURRICULUM DRIVERS



Our Drivers provide a shared golden thread across curriculum, school life, policy and leadership, helping ensure that our decisions and practice remain focused on the experiences and futures we want for every pupil.

STATEMENT OF INTENT

This policy sets out Riverside Bridge School's approach to preventing and addressing bullying, harassment, discrimination and victimisation within the workplace. It explains the expectations, responsibilities and arrangements through which concerns are raised, considered and resolved fairly, sensitively and proportionately.

Riverside Bridge School is committed to providing a professional working environment in which every member of staff is treated with dignity, fairness and respect. Bullying, harassment, discrimination, victimisation and retaliation are incompatible with the culture and professional standards expected within the school and will be addressed appropriately where concerns arise.

We recognise that positive professional relationships are essential to staff wellbeing, effective teamwork and the quality of provision experienced by pupils. Everyone working within the school therefore has a responsibility to contribute to a respectful, inclusive and professional workplace and to consider the impact of their words, actions and conduct upon others.

Bullying and harassment can take many forms. Conduct may be verbal, physical, written, non-verbal or digital; may occur face-to-face or through electronic communication or social media; and may arise during work, work-related activities or in other circumstances connected with employment. A concern does not need to involve repeated conduct in every case: a single serious incident may amount to harassment or otherwise require formal action.

The school encourages concerns to be raised at the earliest appropriate opportunity. Where the circumstances allow, early discussion or informal resolution may provide an effective way of addressing concerns and restoring professional working relationships. Informal resolution will not, however, be required where the seriousness or nature of the concern makes formal consideration more appropriate.

Employees who raise genuine concerns, support another employee or participate in an investigation in good faith must not be subjected to retaliation, disadvantage or victimisation. Equally, the fact that a complaint is not upheld does not in itself mean that it was made maliciously or in bad faith.

The school will distinguish inappropriate conduct from reasonable and legitimate management action. Appropriate supervision, reasonable instructions, constructive feedback, workload allocation, performance management, sickness absence management, organisational change and formal employment procedures do not constitute bullying or harassment simply because an employee finds them difficult or disagrees with them, provided they are undertaken fairly, reasonably and professionally. This distinction is already well established in the current policy and should remain.

Where formal investigation is required, concerns will be considered objectively and without pre-judgement. Individuals involved will have an appropriate opportunity to explain their account and provide relevant information. Investigations are intended to establish facts and will not themselves determine disciplinary guilt or impose disciplinary sanctions.

The school recognises that concerns involving bullying or harassment can be difficult for everyone involved. Information will therefore be handled with appropriate confidentiality, staff will have access to representation and support, and temporary working arrangements may be considered where necessary while enquiries are ongoing. Where a concern raises issues that fall more appropriately within another procedure, including safeguarding, whistleblowing, grievance or disciplinary procedures, the matter may be redirected or managed through the relevant process. The employee will be informed where another procedure applies.

This policy has been developed in accordance with the Partnership Learning Trust Bullying and Harassment Policy and should be read alongside relevant Trust employment procedures. Where Riverside Bridge School identifies local arrangements within this policy, these supplement rather than replace applicable Trust procedures.

Our responsibilities to staff

Riverside Bridge School will:

- promote a professional culture based upon dignity, respect and inclusion;
- encourage concerns about unwanted conduct to be raised at an early stage;
- listen sensitively and avoid pre-judging concerns;
- protect employees who raise genuine concerns or participate in investigations in good faith;
- take appropriate steps to prevent retaliation or victimisation;
- maintain confidentiality on a legitimate need-to-know basis;
- ensure all parties are treated fairly throughout any process;
- consider informal resolution where this is appropriate and voluntary;
- investigate concerns where formal consideration is required;
- distinguish unacceptable conduct from legitimate and reasonable management action;
- provide appropriate access to advice, representation and support;
- seek advice from Trust Human Resources where required;
- take appropriate formal action where allegations are substantiated or other misconduct is identified.

Through these commitments, we aim to maintain a workplace in which staff can raise concerns safely, professional relationships are respected and inappropriate conduct is addressed fairly and proportionately.

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APPROVED BY: Governing Board

APPROVED ON: September 2026

REVIEWED DUE ON: September 2027

Section 01

SCOPE AND APPLICATION

Defining application. Clarifying boundaries.

This policy applies to all employees directly employed by Riverside Bridge School.
It covers bullying, harassment, discrimination or victimisation that occurs:

- within the workplace;
- during work-related activities, meetings, training or social events;
- through emails, telephone calls, messaging platforms or social media;
- during business travel or activities undertaken on behalf of the school;
- in circumstances outside the workplace where the conduct is connected to employment or affects working relationships.

Where concerns involve an agency worker, consultant, contractor, volunteer, work-experience placement or employee of another organisation, the concern should be reported to the appropriate line manager or Headteacher. Advice from Trust Human Resources will be sought and the matter may be referred to the individual's employer or agency for investigation under its own procedures.

Concerns raised by members of the public or external organisations about a school employee will not normally be dealt with through this policy and may instead be considered under the Disciplinary Procedure or another appropriate process.

Section 02

PRINCIPLES

Acting fairly. Protecting dignity. Preventing victimisation.

Riverside Bridge School will seek to resolve concerns fairly, promptly and at the lowest appropriate level, whilst recognising that some matters are too serious for informal resolution.

The following principles apply:

- **Early reporting** - Staff are encouraged to raise unwanted conduct as soon as possible, even where they are uncertain whether it meets the definition of bullying or harassment.
- **Fairness** - All parties will be treated fairly and given an appropriate opportunity to explain their account of events.
- **No pre-judgement** - No conclusions will be reached until the relevant facts have been considered.
- **Confidentiality** - Information will be shared only with those who need it to provide advice, investigate the concern or take appropriate action.
- **Informal resolution where appropriate** - Every reasonable effort should be made to resolve concerns informally before progressing to the formal procedure, unless the nature or seriousness of the concern makes informal resolution inappropriate.
- **Protection from victimisation** - No employee who raises a genuine concern, supports another employee or participates in an investigation in good faith should suffer retaliation, disadvantage or victimisation.
- **Appropriate management action** - Reasonable instructions, legitimate supervision and fair, constructive management of conduct, attendance, capability or performance do not amount to bullying merely because an employee finds them difficult or disagrees with them.
- **School duty to act** - The school may investigate or take action where there are reasonable grounds to believe bullying or harassment has occurred, even where no formal complaint has been submitted or where a complainant does not wish the matter to proceed.

Section 03

LEGAL AND EMPLOYMENT FRAMEWORK

Meeting duties. Applying employment standards

This policy operates within the school's legal responsibilities as an employer and the terms and conditions applying to teaching and support staff.

Relevant legislation, contractual frameworks and guidance include:

- Equality Act 2010;
- Employment Rights Act 1996;
- Employment Relations Act 1999;
- Education Act 2002;
- School Staffing (England) Regulations 2009;
- Conditions of Service for School Teachers in England and Wales, commonly known as the Burgundy Book;
- Conditions of Service for support staff, commonly known as the Green Book;
- relevant ACAS guidance on bullying and harassment at work.

The school will seek advice from the Trust Human Resources when managing concerns under this policy to support fair, consistent and lawful decision-making.

Section 04

DEFINITIONS

Clarifying conduct. Supporting consistent understanding.

Bullying is unwanted, offensive, intimidating, malicious or insulting behaviour involving an actual or perceived misuse of power. It may cause a person to feel:

- frightened;
- humiliated;
- threatened;
- undermined;
- vulnerable;
- less respected;
- made fun of;
- upset.

Power does not only arise from seniority or formal authority. It may arise from personal influence, group behaviour, physical presence, knowledge, status or the ability to intimidate or isolate another person.

Bullying may:

- involve a repeated pattern or a single incident;
- occur face-to-face or through written or electronic communication;
- happen at work or during work-related events;
- be subtle and not immediately apparent to others;
- occur between colleagues at any level;
- be directed upwards towards a manager or senior employee.

Examples may include:

- persistent undermining or ridicule;
- spreading malicious rumours;
- deliberately excluding someone;
- setting a person up to fail;
- inappropriate or intimidating supervision;
- repeated derogatory remarks;
- withholding information needed to perform a role;
- continued disrespect or refusal to co-operate intended to undermine another person's authority;

- behaviour intended to make a colleague appear incompetent or incapable.

Harassment is unwanted physical, verbal or non-verbal conduct that has the purpose or effect of:

- violating a person's dignity;
- creating an intimidating, hostile, degrading, humiliating or offensive environment.

A single incident may amount to harassment.

Unlawful harassment may relate to a protected characteristic under the Equality Act 2010, including:

- age;
- disability;
- gender reassignment;
- marriage or civil partnership;
- pregnancy or maternity;
- race, colour, nationality, ethnic or national origin;
- religion or belief;
- sex;
- sexual orientation.

Harassment remains unacceptable even where it is not connected to a protected characteristic. A person may also experience harassment where they are not the intended target but the conduct creates an offensive or hostile environment for them.

Examples may include:

- unwanted touching or physical conduct;
- unwelcome sexual advances or suggestive behaviour;
- offensive jokes, comments or stereotypical remarks;
- mocking or belittling a person's disability;
- offensive emails, messages, images or social media content;
- deliberate exclusion;
- microaggressions;
- persistent misuse of a person's pronouns;
- threats to disclose personal information;
- repeated unwanted invitations after a refusal;
- displaying or circulating offensive or pornographic material.

Discrimination occurs where an individual is treated less favourably, placed at a disadvantage or subjected to unlawful treatment because of a protected characteristic or another legally protected reason.

Concerns relating to discrimination may be managed under this policy, the Equality, Diversity, Equity and Inclusion Policy, the Grievance Procedure, the Disciplinary Procedure or another appropriate process depending on the circumstances.

Victimisation occurs where a person is treated unfavourably because they have:

- raised a genuine complaint;
- supported another person's complaint;
- provided evidence or information;
- participated in an investigation;
- asserted rights under equality legislation.

Victimisation and retaliation are prohibited and may result in disciplinary action.

Section 05

WHAT IS AND IS NOT COVERED?

Distinguishing concerns. Recognising legitimate management action.

This policy is intended to address concerns relating to bullying, harassment, discrimination and victimisation within the workplace. It provides a fair and consistent process for resolving concerns whilst protecting the rights of everyone involved.

The policy covers behaviour between employees regardless of role, grade or seniority and applies where workplace conduct affects an individual's dignity, well-being or ability to work effectively.

The following are not normally considered bullying or harassment, provided they are undertaken reasonably, fairly and professionally:

- legitimate management instructions;
- constructive feedback regarding performance;
- supervision, appraisal and performance management;
- reasonable management of sickness absence or attendance-related concerns, conduct or capability;
- appropriate allocation of work;
- setting reasonable expectations and deadlines;
- implementing organisational change;
- addressing misconduct through formal procedures;
- differences of opinion or professional disagreement conducted respectfully.

Employees may disagree with management decisions or find them challenging without those decisions constituting bullying or harassment. The determining factor is whether behaviour is reasonable, proportionate and professionally managed.

Where concerns relate to safeguarding, whistleblowing, disciplinary matters, grievances or allegations against staff, the relevant school policy or statutory procedure may apply instead of, or alongside, this policy.

Section 06

RAISING CONCERNS AND SEEKING ADVICE

Speaking early. Seeking support. Understanding options.

Riverside Bridge School encourages employees to raise concerns at the earliest opportunity. Early discussion often enables issues to be resolved quickly before relationships deteriorate or concerns become more significant.

Employees who believe they have experienced bullying or harassment are encouraged, where they feel able to do so, to:

- explain to the individual that the behaviour is unwanted and should stop;
- keep a factual record of incidents where appropriate;
- seek advice from their line manager, another senior leader, the Trust Human Resources or trade union representative;
- consider whether informal resolution may be appropriate.

Employees are not expected to confront an individual if doing so would make them feel unsafe or where the nature of the allegation is sufficiently serious that formal action is more appropriate.

Managers receiving concerns should listen sensitively, avoid making assumptions or reaching conclusions, maintain appropriate confidentiality and seek the Trust Human Resources advice before determining the most appropriate course of action.

Section 07

RESPONDING TO CONCERNS

Listening carefully. Assessing circumstances. Determining the right response.

All concerns will be considered on their individual circumstances. The school will seek to resolve matters fairly, proportionately and at the earliest appropriate stage.

The most appropriate response will depend upon:

- the seriousness of the concern;
- whether the behaviour is ongoing;
- the wishes of the employee raising the concern;
- the impact upon those involved;
- whether informal resolution is appropriate;
- the wider interests of the school.

Where appropriate, concerns may initially be managed through informal discussion or mediation. However, allegations involving serious bullying, harassment, discrimination, victimisation or repeated inappropriate behaviour may proceed directly to the formal procedure.

The school reserves the right to investigate concerns where there is evidence that unacceptable behaviour may have occurred, even where no formal complaint has been submitted or where the complainant does not wish the matter to proceed, if this is necessary to fulfil the school's legal responsibilities as an employer.

Section 08

INFORMAL RESOLUTION

Resolving early. Restoring relationships. Acting proportionately.

Informal resolution is often the quickest and most effective way of resolving workplace concerns where relationships can be restored and the behaviour is capable of being addressed without formal investigation.

Depending on the circumstances, informal resolution may include:

- a discussion between the individuals involved;
- support from a line manager;
- facilitated conversations;
- mediation where appropriate;
- clarification of expectations;
- agreement regarding future professional conduct;
- other proportionate measures agreed between the parties.

Participation in informal resolution should be voluntary wherever possible.

If informal attempts do not resolve the concern, the behaviour continues, or the allegation is sufficiently serious, the employee may submit a formal complaint under this policy.

The school may determine that informal resolution is not appropriate where allegations involve serious misconduct, unlawful harassment or other behaviour requiring formal investigation.

Section 09

FORMAL COMPLAINTS

Raising concerns formally. Establishing the issues.

Where informal resolution has been unsuccessful, is considered inappropriate, or the allegations are sufficiently serious, an employee may submit a formal complaint under this policy.

Formal complaints should normally:

- be submitted in writing;
- set out the nature of the concern;
- include relevant dates, locations and individuals involved;
- describe the impact of the behaviour;
- include details of any witnesses or supporting evidence where available;
- explain any informal steps already taken, where appropriate.

Formal complaints should normally be submitted within 10 working days of the incident or the conclusion of any informal resolution process, unless there are exceptional circumstances.

On receipt of a formal complaint, the school will:

- acknowledge receipt, normally within five working days;
- seek advice from the Trust Human Resources;
- appoint an appropriate manager to consider the complaint;
- determine whether the matter should proceed under this policy or another appropriate procedure.

The employee raising the complaint has the right to be accompanied at formal meetings by a recognised trade union representative or workplace colleague in accordance with statutory employment rights.

Section 10

INVESTIGATION PROCESS

Establishing facts. Considering evidence. Investigating fairly.

Where a formal investigation is required, it will be conducted fairly, objectively and without unnecessary delay.

The purpose of the investigation is to establish the relevant facts. It is not intended to determine guilt or impose disciplinary sanctions.

An investigating manager may:

- meet separately with the complainant and the employee against whom the complaint has been made;
- interview relevant witnesses;
- review documentary, electronic or other evidence;
- obtain written statements where appropriate;
- seek further clarification where required;
- obtain advice from the Trust Human Resources throughout the process.

All individuals involved are expected to co-operate fully and maintain confidentiality throughout the investigation.

The school will keep both parties appropriately informed regarding the progress of the investigation, recognising that confidentiality may limit the information that can be shared.

At the conclusion of the investigation, an investigation report will normally be prepared setting out the evidence considered and recommendations regarding the next stage of the process.

Section 11

WORKING ARRANGEMENTS DURING AN INVESTIGATION

Supporting staff. Managing risk. Maintaining neutrality.

The school recognises that investigations can be difficult for everyone involved. Where appropriate, temporary working arrangements may be considered whilst enquiries are ongoing.

Depending upon the circumstances, this may include:

- adjustments to reporting arrangements;
- temporary changes to duties;
- amended working locations where practicable;
- agreed contact arrangements between individuals;
- other reasonable measures intended to support the investigation and minimise workplace difficulties.

Such arrangements are neutral management measures and should not be interpreted as indicating that any conclusions have been reached.

Employees involved in an investigation will continue to have access to appropriate support, including their trade union representative, the Trust Human Resources, Occupational Health or other employee support services where appropriate.

Section 12

OUTCOMES AND FURTHER ACTION

Determining outcomes. Taking appropriate action.

Following completion of the investigation, the findings will be considered by an appropriate decision-maker, in consultation with Trust Human Resources, who will determine the most appropriate next step.

Possible outcomes may include:

- no further action;
- informal resolution;
- recommendations to improve working relationships;
- mediation;
- management guidance or support;
- workplace adjustments;
- monitoring arrangements;
- referral to another school procedure;
- formal disciplinary action where there is evidence of misconduct.

Where allegations are upheld and disciplinary action is considered appropriate, the matter will normally proceed under the school's Disciplinary Procedure.

Both parties will normally receive written confirmation of the outcome, although confidentiality and data protection obligations may limit the detail that can be shared regarding any action taken in respect of another employee.

Section13

APPEALS

Reviewing decisions. Ensuring procedural fairness.

An employee who is dissatisfied with the outcome of a formal complaint may submit an appeal.

Appeals must:

- be made in writing;
- clearly state the grounds for appeal;
- normally be submitted within 10 working days of the written outcome being received.

The appeal will normally be acknowledged within five working days and heard within 15 working days, wherever reasonably practicable. The appeal will normally be considered by an appropriate governor panel or manager who has had no previous involvement in the matter, in accordance with the Trust procedure.

Employees have the right to be accompanied at the appeal hearing by a recognised trade union representative or workplace colleague.

Following the appeal, the employee will receive written confirmation of the outcome, normally within five working days of the hearing. The decision of the appeal panel is final and concludes the school's internal procedure.

Section 14

CONFIDENTIALITY AND RECORD-KEEPING

Protecting information. Maintaining appropriate records.

Confidentiality is fundamental to ensuring that concerns are managed fairly and with respect for everyone involved.

Information relating to complaints under this policy will be shared only with those who have a legitimate need to know in order to:

- provide advice;
- investigate concerns;
- make decisions;
- fulfil legal obligations;
- provide appropriate support.

Employees involved in any stage of this process are expected to maintain confidentiality. Unauthorised disclosure of information relating to an investigation may itself become a disciplinary matter.

Records relating to complaints, investigations, outcomes and any associated correspondence will be retained securely and processed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the school's Data Protection Policy.

Appropriate records may be retained on an employee's personnel file where this is necessary and proportionate.

Section 15

ROLES AND RESPONSIBILITIES

Sharing responsibility. Maintaining dignity and respect.

Creating and maintaining a respectful working environment is a shared responsibility.

The Governing Board will:

- approve and review this policy;
- promote a culture of dignity, respect and inclusion;
- ensure appropriate procedures are in place to manage concerns fairly;
- hear appeals where required under this policy.

The Headteacher will:

- promote a working environment free from bullying and harassment;
- ensure concerns are managed promptly, fairly and consistently;
- seek the Trust Human Resources advice where appropriate;
- appoint investigating managers where necessary;
- determine appropriate outcomes following investigations;
- ensure appropriate support is available to employees throughout the process.

Senior leaders and line managers will:

- model respectful and professional behaviour;
- respond appropriately to concerns raised by employees;
- avoid making assumptions or prejudging matters;
- maintain appropriate confidentiality;
- support informal resolution where appropriate;
- seek the Trust Human Resources advice before taking formal action;
- contribute to creating a positive workplace culture.

All employees are expected to:

- treat colleagues with dignity and respect;
- contribute to a positive and inclusive working environment;
- challenge inappropriate behaviour where appropriate;
- report concerns promptly;
- co-operate with investigations;

- maintain confidentiality;
- refrain from victimising or retaliating against any person who raises a genuine concern or participates in an investigation.

Section 16

MONITORING AND REVIEW

Monitoring application. Identifying learning. Maintaining compliance.

The Headteacher and Governing Board will monitor the implementation and effectiveness of this policy through appropriate workforce information, including:

- the number and nature of concerns raised;
- outcomes of investigations;
- staff feedback;
- advice from Trust Human Resources and emerging themes;
- workforce wellbeing information where appropriate;
- changes to employment legislation, statutory guidance or relevant professional practice.

This policy will be reviewed annually, or sooner where changes to legislation, ACAS guidance, Trust procedures or organisational practice require amendment.

Section 17

RELATED POLICIES & FRAMEWORKS

Connecting practice. Strengthening consistency.

This policy should be read alongside:

- Grievance Resolution Policy
- Disciplinary Policy
- Staff Code of Conduct
- Equality, Diversity, Equity and Inclusion Policy
- Whistleblowing Policy
- Staff Wellbeing Policy
- Health and Safety Policy
- Flexible Working Policy
- Capability Policy
- Data Protection Policy
- Safeguarding and Child Protection Policy
- Sickness Absence Policy

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Bullying and Harassment: Advice, Signs and Procedure

A practical guide to seeking support, recognising concerns and understanding the process

SOURCES OF ADVICE AND SUPPORT

Where to go for help

WITHIN THE SCHOOL

- Your Line Manager
- Senior Leader
- Headteacher
- Human Resources
- Trade Union Representative

PROFESSIONAL SUPPORT

- Occupational Health
- Employee Assistance Programme (Health Assured)
- Counselling Services
- Trade Union Support

IF IMMEDIATE ACTION IS NEEDED

- Report concerns promptly.
- Seek advice early.
- Preserve any evidence where appropriate.
- If anyone is at immediate risk, follow emergency procedures.

RECOGNISING POTENTIAL SIGNS OF BULLYING AND HARASSMENT

These signs may indicate that something is not right at work. They do not prove bullying or harassment has occurred but may suggest that supportive conversations are needed.

CHANGES IN WORK

- Reduced confidence
- Increased mistakes
- Missed deadlines
- Reduced productivity
- Increased sickness absence
- Difficulty concentrating
- Reluctance to take on tasks

CHANGES IN WORKPLACE RELATIONSHIPS

- Exclusion from meetings
- Team conflict
- Persistent criticism
- Malicious rumours
- Disrespectful behaviour
- Inappropriate jokes or comments
- Non-cooperation
- Social isolation

CHANGES IN BEHAVIOUR

- Withdrawal or quietness
- Anxiety or stress
- Loss of confidence
- Avoiding colleagues
- Becoming unusually emotional
- Loss of motivation
- Changes in engagement
- Changes in appearance or wellbeing

These indicators do not necessarily mean bullying or harassment has occurred but may suggest that supportive conversations are needed.

BULLYING AND HARASSMENT PROCEDURE

Our process for raising and resolving concerns

1. **RAISE CONCERN**
   Speak to the individual where appropriate or seek advice from your line manager, Headteacher, HR or Trade Union.
2. **INFORMAL RESOLUTION**
   Attempt to resolve the issue informally where appropriate through discussion, mediation or management support.
3. **FORMAL COMPLAINT**
   Submit a written complaint. An investigation will be conducted and evidence considered. Findings and potential actions will be agreed.
4. **OUTCOME & APPEAL**
   Outcome communicated in writing. If you are dissatisfied, you may submit an appeal within 10 working days.

APPENDIX

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