Harold's Cross ETNS Dignity and Respect At Work Policy
Ratified March 2026

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1 Introduction

The Board of Management and staff are committed to building and maintaining a work environment where respectful, open and equal relationships are the norm. The Board of Management recognises that it has a duty of care towards all school staff. School staff also have a duty of care towards one another. This policy seeks to set out principles, practices, and procedures to facilitate the exercise of that duty in our school.

The Board of Management of Harold's Cross Educate Together National School (HXETNS) has adopted this policy, following consultation with all staff members. The policy is formulated in light of the Workplace Relations Commission (WRC/HSA) Codes of Practice (2021), the Irish Human Rights and Equality Commission Codes of Practice on Sexual Harassment and Harassment at Work (2022), and relevant legislation. The Board of Management has formally adopted the document 'Working Together 2024– Ag Obair Le Chéile' (McElduff et al., 2024) as a guide to best practice in this area, and the practices and procedures set out in that document will be used and should be read in conjunction with this policy.

Within policies, the Department of Education and Youth can sometimes be referred to as the Department of Education and Science.

1.1 Core Principles of the Policy

HXETNS is committed to creating and maintaining a positive work environment and school culture where staff work in an atmosphere of respect, collaboration and equality in accordance with Educate Together principles and core values. Adult bullying and harassment are not tolerated in our school. All staff members have the right to be treated with dignity and respect. Management is committed to intervening in an appropriate manner and to investigating and dealing with allegations of bullying or harassment. The Educate Together values that we uphold as a staff are honesty, respect, justice, integrity, trust and responsibility. We use a restorative approach to building and restoring relationships both with children and with other adults.

1.2 Objectives of the Policy

- To outline best practice around promoting dignity and respect in the workplace for all members of the school community
- To raise awareness among staff about the importance of fostering positive relations
- To highlight various procedures to be used in addressing conflict, staff relation difficulties, adult bullying or harassment and grievance resolution.

2 Best Practice for a Positive Working Environment

The following key practices and their consistent implementation promote positive working relations:

2.1 Communication

Regular, transparent, and respectful communication is encouraged. Staff members are encouraged and facilitated to seek and to share information and to share best practice. Where issues relate to differences of opinion, each party should be open to hearing and addressing other viewpoints and to responding in a constructive manner. The Principal may have to share certain information with individuals relating to issues or complaints that have come to their attention. The sharing of information in no way implies guilt or wrongdoing. In the interest of justice and fair procedures, individuals are entitled to be made aware of any complaints or issues that relate to them.

2.2 Processes of decision making

In some instances, decisions will be governed by clearly established rules and regulations, while in other cases, decisions are made on the basis of existing custom and practice. Where appropriate, staff make decisions on the basis of consultation and consensus. The processes of decision making should give due regard to the responsibilities of the Principal teacher and the Board of Management, in accordance with Department of Education Circular 16/73 and other relevant circulars and legislation.

2.3 Effective school policies and procedures

All members of the school community should be aware of and have access to relevant school policies and procedures. These policies, adopted and approved by the school's Board of Management, guide practice. In particular, new members of staff should be briefed on school policies and procedures, including the policy for Dignity and Respect at Work.

School management should promote awareness of the policy and procedures on at least one occasion per calendar year and/or place this as an item on a staff meeting agenda for noting. A record of this should be kept by the Principal.

2.4 Mutual respect

Where a staff member chooses to raise an issue with a colleague, or a member of our school community wishes to raise an issue with a staff member, the issue should initially be discussed between the two parties. This discussion should always be respectful. Criticisms or complaints aired publicly, shared on-line or with third parties, circumvent fair process and breach this policy. Should the difficulties not be resolved, the parties involved move to the next step of the process as outlined below.

2.5 A sense of fairness

Individual staff members should be aware of the importance of demonstrating a sense of fair play, respect, and compromise.

3 Workplace Difficulties

In HXETNS, all staff members are expected to be professional, co-operative and positive in their dealings with each other and members of the school community. However, in the workplace environment, conflicts and interpersonal difficulties can arise. These workplace difficulties should be dealt with initially by the parties involved, if the parties are comfortable with doing so, and then by using the appropriate procedures outlined in the appendices.

The workplace difficulties fall under one of the following categories:

- Staff Relations Difficulties & Conflict Resolution
- Adult Bullying or Harassment
- Grievance Procedure

The grievance procedure generally relates to breaches of school rules, policies, procedures or practices.

The Board of Management recommends that actions (outlined in the appendices) be initiated by its employees in a timely manner. However, it is the case that any Statutory Rights remain unaffected by this Dignity at Work policy document - and that no aspect of the policy affects any employee's right to take their complaint to an agency outside of the school. The Board has adopted the processes detailed in 'Working Together 2024– Ag Obair Le Chéile' (McElduff et al., 2024) to address workplace difficulties, and these should be followed by the school and staff where such difficulties arise.

In all cases, the Board may seek further advice and may then refer to 'Revised Procedures for Suspension and Dismissal of Teachers and Principals' (Department of Education Circular 0049/2018) or 'Grievance and Disciplinary procedures for Special Needs Assistants in recognised primary and post-primary schools' (Department of Education Circular 0072/2011).

4 Workplace Bullying and Harassment

There are certain behaviours which are unacceptable in our school, including verbal or physical abuse, victimisation and workplace bullying, harassment and/or sexual harassment. Any digital communication, including the use of social media, which involves these behaviours, is also unacceptable.

4.1 Workplace Bullying

The Workplace Relations Commission and the Health and Safety Authority define

workplace bullying as: 'repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to Dignity at Work' (Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying 2021).
An isolated incident of the behaviour described in this definition may be an affront to Dignity at Work, but as a once-off incident it is not considered to be bullying.

Examples of behaviour that may constitute adult workplace bullying:

- verbal abuse/insults
- undermining remarks
- exclusion or isolation
- intimidation
- aggression
- humiliation
- withholding work-related information
- Cyberbullying - online fora, social media etc.
- unreasonable assignments of duties.

Bullying is not:

- An isolated incident of inappropriate behaviour
- Exercise of proper authority by management, including fair and constructive criticism of an employee's performance, conduct or attendance. A key characteristic of bullying is that it usually takes place over a period of time, consists of regular and persistent inappropriate behaviour, and is specifically targeted at one staff member or a group of staff.

4.2 Harassment

Harassment is any form of unwanted conduct which has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person. It may be related to any of the following:

- Gender
- Civil status
- Family status
- Sexual orientation
- Religious belief
- Age
- Disability
- Race, colour, nationality or ethnic or national origin
- Membership of the Traveller community (Equality Act, 2004)

Many forms of behaviour may constitute harassment, including:

- Verbal harassment – jokes, comments, ridicule or songs

- Written harassment – incl. text messages, emails, notices, social media postings
- Physical harassment – jostling, shoving or any form of assault
- Non-verbal harassment – gestures, posturing or threatening poses
- Visual displays such as posters, emblems or badges
- Isolation or exclusion from social activities
- Pressure to behave in a manner that the employee thinks is inappropriate, for example, being required to dress in a manner unsuited to a person's ethnic or religious beliefs.

Harassment may consist of a single incident or repeated incidents.

4.3 Sexual Harassment

Sexual harassment is defined in section 14A(7) of the Employment Equality Acts (1998 – 2022) as any form of unwanted verbal, non-verbal or physical conduct of a sexual nature which has the purpose or effect of violating a person's dignity and creating an intimidating, degrading, humiliating or offensive environment for the person. The conduct at issue may not be specifically directed at a particular employee but nevertheless has the purpose or effect of violating a person's dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

A single incident may constitute sexual harassment. Many forms of behaviour can constitute sexual harassment. These include:

- Physical conduct of a sexual nature
- Verbal conduct of a sexual nature
- Non-verbal conduct of a sexual nature
- Gender-based conduct - this includes conduct that denigrates or is abusive of an employee for reasons related to his or her sex, such as derogatory or degrading abuse or insults which are gender based. This might include conduct that insults or degrades an employee because she is pregnant or because s/he is transgender. (Sections 39 -41, Code of Practice on Sexual Harassment and Harassment at Work, IHREC, 2022).

In such cases, the Board of Management informs its employees that they have the right to contact An Garda Síochána.

Bullying and harassment complaints may arise among staff, but may also arise in relation to the behaviour of visitors or other members of the school community towards staff. In either case, the commitment to a positive workplace, where dignity at work is respected, prevails.

A complaint of sexual harassment or bullying may result, following investigation, in disciplinary action (Department of Education Circulars 72/2011 and 49/ 2018).

4.4 Assault on Staff Members

The provisions of Department of Education Circulars 61/2017 and 62/2017 with respect to the assault of teachers and ANAs will apply, as appropriate.

5 Conflict Resolution

Every member of staff is entitled to have their dignity respected by colleagues. Where it is brought to an individual's attention that their behaviour towards another is not consistent with our Dignity at Work policy, the individual should reflect and take appropriate steps to resolve the matter, ensuring the continuance of positive working relations. In the vast majority of cases, discussion and perhaps an apology should resolve the issue.

Conflict generally arises when two or more people disagree over workplace issues or have a personal disagreement. In all workplaces, it is important to recognise that over time, conflict/ difficulties may arise. However, it is critical to resolve these conflicts/difficulties at the earliest opportunity, ideally at an informal stage.

In most cases, individuals deploy conflict resolution skills effectively and constructively. This is done by:

- addressing the issue early and in a constructive manner
- active listening
- identifying the source of conflict
- clarifying perspectives/misunderstandings
- acknowledging if errors have been made
- putting forward solutions with a view to resolving the issue

This policy seeks to promote a culture of open communication where conflicts can be aired and resolved respectfully, constructively, in a timely and reasonable manner without recourse to more formal procedures. However, where parties are unable to resolve their issues informally, agreed procedures outlined in the appendices are used.

6 Roles and Responsibilities

Clarity around roles and responsibilities is essential in relation to the successful implementation of a Dignity and Respect at Work Policy.

ROLE	RESPONSIBILITIES
Department of Education, Educate Together, Unions (where relevant)	• Ensure framework in place for the protection of employees in keeping with due process, fair procedures and the principles of dignity and respect • Agree on appropriate procedures for dealing with conduct and competence issues and/or for handling grievances and discipline in the workplaces
Board of Management members	• Are fully aware of their statutory obligations and ensure compliance with all legislative and policy requirements relating to Dignity and Respect in the Workplace • Support the Principal and staff in creating and maintaining a positive work environment and school culture in accordance with Educate Together principles and core values • Provide training for staff on this policy if required • Carry out their role in accordance with the agreed procedures set out below
Principal	• Works with staff to create and maintain a positive work environment and school culture in accordance with Educate Together principles and core values • Ensures staff have the opportunity to become familiar with the contents of the agreed Dignity at Work policy • In cooperation with the Board, ensure the policy is reviewed and updated regularly • Follows the agreed procedures for dealing with: o Difficulties with Staff Relations o Bullying / Harassment o Grievances • As the person responsible for the day-to-day management of the school, the Principal may have cause to speak with staff related to the carrying out of their contractual duties. There may also be conversations relating to following agreed procedures and policies. Conversations such as these are commonplace in work settings and should not be construed as being part of a grievance, complaint, or disciplinary procedure unless the parties are clearly informed that this is the case.

All staff members	• Familiarise themselves with the Dignity and Respect at Work Policy and support its implementation across the school • Follow agreed procedures to constructively and effectively resolve issues that relate to Dignity and Respect at Work • Share responsibility for maintaining a working environment in which the dignity of all individuals is respected • Discourage bullying and harassment by objecting to inappropriate behaviour • Report and/or inform the Principal or other person in a position of responsibility where there are concerns that this policy has been breached or a colleague is being bullied or harassed

Complainant	• Considers approaching the person directly to make them aware that the behaviour in question is unwelcome • Alternatively, seeks advice on situation and how best to stop it • Is prepared to accept that there may have been a misunderstanding • Is prepared to work constructively to resolve any difficulties, informally in the first instance and then following the agreed procedures (see appendices)
Person about whom a complaint of unacceptable behaviour has been made	• Listens, takes all complaints seriously and is prepared to work constructively to resolve the issue • If there was a misunderstanding, clarifies it with the staff member concerned • Cooperates with agreed procedures • Understands that difficulties not resolved under the Dignity at Work policy may be escalated to other relevant procedures • In all of this, the Board of Management affirms the right of every staff member to due process and fair treatment
Third Parties (Union Reps, Staff members)	• Provide a supportive space, while remaining impartial and non-judgemental • Provide confidential and active listening • Provide information on the options available • Assist the individual staff member in thinking through options with a view to resolving issues

Investigator (where issues cannot be resolved informally)	• Indicates clearly to the complainant or person being complained about that they are impartial. Their role is to investigate and report on the facts of what is alleged to have happened • Listens to both sides • Maintains confidentiality - Avoids discussing the case with any person, whether within or outside the workplace, other than those to whom they must speak during the investigation • Does not indicate views regarding the credibility or otherwise of the complaint or the evidence given by the complainant, the person against whom the complaint is made or any witnesses • Does not get drawn into speculation with any party as to the likely outcome of the investigation • Maintains a record of all interviews or meetings held during the investigation
Union Reps (where issues cannot be resolved informally)	• Cooperate with efforts to resolve complaints locally • Are present at any interviews if the complainant or person against whom a complaint is made so wishes • Cooperate fully with attempts to conduct the investigation fairly and without undue delay • Ensure total confidentiality relating to all proceedings NB: Service available to union members only

7 Related Documentation and Websites

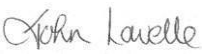
- Working Together 2024– Ag Obair Le Chéile (McElduff et al., 2024). https://www.into.ie/publication/working-together/
- Department of Education Circular 0072/2011 Grievance and Disciplinary procedures for Special Needs Assistants in recognised primary and post-primary schools.
  https://circulars.gov.ie/pdf/circular/education/2011/72.pdf
- Employment Equality Acts, 1998 - 2022
- Equality Act, 2004
- Workplace Relations Commission/Health and Safety (WRC/HSA) Codes of Practice (2021).
  https://www.workplacerelations.ie/en/what_you_should_know/codes_practice/
- The Irish Human Rights and Equality Commission Codes of Practice on Sexual Harassment/Harassment at Work
  https://www.ihrec.ie/documents/code-of-practice-on-sexual-harassment-and-harassment-at-work-2/
- Code of Practice for Employers and Employees on the Prevention and Resolution of Bullying 2021WRC/HSA
  https://www.hsa.ie/eng/publications_and_forms/publications/codes_of_practice/code_of_practice_for_employers_and_employees_on_the_prevention_and_resolution_of_
  bullying_at_work1.html
- Department of Education Circular 16/73 – Responsibilities and Duties of Principal Teachers
- Department of Education Circular 61/2017 Scheme for leave of absence following assault for registered teachers
- Department of Education Circular 62/2017 Scheme for leave of absence following assault for Special Needs Assistants
- Department of Education Circular 49/2018 Revised Procedures for Suspension and Dismissal of Teachers and Principals
- Employee Assistance Service
  https://www.gov.ie/en/service/23acf5-employee-assistance-service/

8 Contact Details

Queries about this policy should be addressed to the Principal in the first instance: The Principal
E-mail: info@haroldscrossetns.com

9 Review

The implementation of these procedures will be monitored annually.
All staff, including new and temporary staff are made aware of the Policy and of their rights and obligations under it. Copies of the policy are made available to all staff.

Signature of Chairperson: 

Signature of Principal:

Date: 11th March 2026

Appendix A - Recognised Conflict Resolution Procedures

The following Conflict Resolution Procedures have been devised by the INTO and management bodies (including Educate Together) and are contained in the document 'Working Together 2024–Ag Obair Le Chéile' (McElduff et al., 2024). The Board of Management of HXETNS has formally adopted these procedures, following consultation with all staff, as part of this Dignity and Respect at Work Policy. The formal steps of these procedures are used by all staff where informal efforts to resolve conflicts have not succeeded. As outlined below, Educate Together has recommended the use of these procedures. All staff retain the right to go to outside agencies.

A1: Procedures to Address Difficulties in Staff Relationships & Conflict Resolution

This procedure should be used in the case of a conflict between staff members, including the principal. Detailed procedures for each step are contained in the document 'Working Together 2024–Ag Obair Le Chéile'. The Formal stages (stage 1 to stage 4) require appropriate record keeping, and the suggested templates (or equivalent) should be used for this purpose. Confidentiality is vitally important for all parties and should be respected and adhered to by all. The Board of Management should not have knowledge of, or discussions on, these issues prior to Stage 4, except in cases where consideration of costs for mediation arise. In such cases, the chairperson and treasurer of the Board of Management will be informed of the matter arising, with minimal but sufficient details disclosed to allow them to make an informed decision on the approval of such costs. The wider Board of Management may also have to be informed in cases where such consideration is required to properly exercise its responsibility for the school's finances.

Stage	**Time Frame for formal stages in school days**
Stage 0: (informal): Informally address matters between the parties.	
Stage 1: Formal meeting between the parties.	20 days
Stage 2: Principal teacher seeks to resolve issues. NB: In the case where the Principal is one of parties, the Chairperson will take their place at this stage in an individual capacity)	20 days
Stage 3: Mediation[1] process involving an external mediator appointed for the purpose. Each party voluntarily agrees to stage 3 mediation. Is it open to one or both parties to skip stage 3 and request progression to stage 4.	20 days
Stage 4: Board of Management to investigate.	20 days

Note 1: In the case of INTO members, an agreement has been reached between the INTO and Educate Together that the cost of the mediator should be shared between them, provided that prior sanction has been obtained from those parties. The cost paid by Educate Together is recouped from the Board of Management/School. In the

case of non INTO members, the costs of an external mediator will have to be met by the Board of Management/School. In such cases, the board will make every effort to put in place a mediation process acceptable to both parties. However, the Board reserves the right to decline to cover the costs of mediation where it determines that such costs are prohibitive/do not represent the best interests of the wider school community.

A2: Bullying/ Harassment Procedure

This procedure is available in cases of:

- adult bullying,
- sexual harassment,
- harassment on other specified discriminatory grounds which could, in the circumstances, be regarded as offensive, humiliating or intimidating.

Detailed procedures for each step are contained in the document 'Working Together 2024– Ag Obair Le Chéile'. The Formal stages (stage 1 to stage 5) require appropriate record keeping and the suggested templates (or equivalent) should be used for this purpose. Confidentiality is vitally important for all parties and should be respected and adhered to by all.

It is incumbent on a member of staff raising a complaint of bullying/harassment to do so in a timely manner and as a rule, within 6 months of the issue(s) which give rise to the complaint. The time limit above does not exclude the employer's obligation to address inappropriate behaviour and take preventative action where issues of concern are brought to their attention.

Members of staff experiencing bullying or harassment are encouraged to seek support through the Employee Assistance Service (https://www.gov.ie/en/service/23acf5-employee-assistance-service/) and to consider seeking advice on the formal procedures outlined below from their trade union (where applicable).

Stage	**Time Frame (school days)**
Stage 1: Meeting of both parties (which may be facilitated by a third party, e.g. a colleague who is not a member of the Board of Management).	15 days
Stage 2: Principal teacher seeks to resolve issues. NB: In the case where the Principal is one of the parties, the Chairperson will take their place at this stage in an individual capacity.	15 days
Stage 3: Mediation[2] process involving an external mediator appointed for the purpose. Each party voluntarily agrees to stage 3 mediation. Is it open to one or both parties to skip stage 3 and request progression to stage 4.	20 days

Stage 4: Referral to the Board of Management for investigation. 15 days

Stage 5: Investigation and decision of the Board of Management. By agreed time scale[3]

Note 1: In the case of INTO members, an agreement has been reached between the INTO and Educate Together that the cost of the mediator should be shared between them, provided that prior sanction has been obtained from those parties. The cost paid by Educate Together is recouped from the Board of Management/School. In the case of non INTO members, the costs of an external mediator will have to met by the Board of Management/School. In such cases, the board will make every effort to put in place a mediation process acceptable to both parties. However, the Board reserves the right to decline to cover the costs of mediation where it determines that such costs are prohibitive/do not represent the best interests of the wider school community.

Note 3: An agreed timescale for completion of the process will be agreed with both parties at the outset. This timescale will allow the investigation to be conducted and a preliminary report issued to all parties. The parties then have 10 days to lodge an appeal before the report is considered by the Board of Management for final decision.

Where the Board of Management finds that bullying/harassment has occurred, the Board should deal with the matter appropriately and effectively, (i.e. invoking the relevant Disciplinary Procedures.) This may include:

- the issuing of a clear warning that bullying/harassment is not acceptable in the school workplace and that it will not be tolerated;
- a demand that all forms of bullying/harassment cease and that acceptable patterns of interaction be established between the parties;
- an instruction to the offending party that they apologise/ express regret or give an assurance that the bullying/harassment behaviour will cease;
- seeking a commitment to attend counselling or seek appropriate professional assistance, perhaps through the Employee Assistance scheme;

It may also include more serious disciplinary sanctions as may be commensurate and appropriate, such as:

- oral warning
- written reprimand
- written warning
- final written warning
- suspension
- dismissal

(Reference also: Circular 49/2018)

As part of any resolution, the Board of Management should monitor the situation and should put systems in place to ensure that it is kept informed that resolutions are being implemented. The BOM should keep matters under review.

Where an employee is victimised as a result of invoking or participating in any aspect of the complaints procedure, including acting as a witness for another employee, such behaviour will also be subject to disciplinary action.

No record of any complaint will be registered on an employee's file unless the formal procedure outlined above has been invoked.

External appeals: Role of the Health and Safety Authority (HSA)

The Health and Safety Authority has an information service on workplace bullying and supports. A person may seek information from the HSA or make a complaint to the HSA regarding a complaint made by them, or a complaint made against them in the area of workplace bullying. The HSA will instigate its own procedures in line with its statutory remit. More information can be found on the HSA website at www.hsa.ie

Gross Misconduct Offences

The Board of Management will adhere to the Principles and Procedures outlined in Circular 49/2018.

A3: Grievance Procedure

This procedure is available to staff members (the complainant) who have a grievance against: the Board of Management, the Chairperson of the Board of Management, the Principal (the respondent).

A grievance is defined as a complaint which an employee/s has/have in relation to breaches of school rules, policies, practices, procedures and acts, or omissions of management, that affect their employment conditions and/or roles and/or responsibilities. Accordingly, the Grievance procedure is an upwards-only procedure and cannot be taken against another member of staff, other than in their role of Principal or as member(s) of the Board of Management. Issues between staff members may be addressed through the other procedures outlined in this document.

There are two parallel sets of procedures: one is for staff members who are not ANAs/SNAs; the other is for ANA/SNA members of staff only.

The grievance procedure generally relates to breaches of school rules, policies, procedures or practices. The grievance procedure does not deal with curricular matters.

If a grievance, which concerns a matter covered by the Employment Equality Act (1998) or other relevant legislation, is referred to the Director of Equality Investigations or the Workplace Relations Commission, these procedures shall not be used. Such a referral would serve to terminate the grievance procedure.

A3.a Non-ANA/SNA staff members

For members of staff (other than ANAs/SNAs), detailed procedures for each step are contained in the document 'Working Together 2024– Ag Obair Le Chéile'. The Formal stages (stage 1 to stage 4) require appropriate written records. Confidentiality is vitally important for all parties and should be respected and adhered to by all.

Stage	**Time Frame (school days)**
Stage 0: Informal stage where efforts are made to raise and address the grievance(s) with the relevant parties.	
Stage 1: **Principal:** Grievance given in writing to Principal, followed by a meeting with the Principal to resolve the issue within 10 days. A follow-up meeting in a further 5 days with a view to resolving the grievance (if required). In cases where the Chairperson/Board of Management are the respondent to the grievance, the complainant must move immediately to stage 2.	15 days
Stage 2: **Chairperson:** Within 5 days of the end of stage 1 and with the grievance unresolved, written notice to the respondent and Chairperson that stage 2 is being invoked. The Chairperson will meet with the complainant within a further 5 days to encourage a resolution of the matter. The Chairperson to take steps to resolve the grievance within a further 10 days.	20 days
Stage 3: **Board of Management**: Within 10 days of the end of stage 2 and with the grievance unresolved, written submission to the Board of Management. A further 10 days are allowed for a written submission from the respondent to the complainant and the Board of Management. The Board of Management to hold a special meeting within a further 5 days and their decision with regards to any steps to be taken to the grievance with a 5 days of the special meeting.	30 days
Stage 4: **Independent Tribunal**: NB: This stage is available to INTO members. Educate Together has no agreed procedures for involvement in tribunals for non-INTO staff and would, in general, deal with such grievances on a case-by-case basis. In such cases, the complainant should write to the Chairperson to register their appeal to the outcome of stage 3.	To start within 10 days of stage 3 ending

A3.b ANA/SNA staff members

The procedures for a complainant who is employed as an ANA/SNA are detailed in circular 0072/2011 'Grievance And Disciplinary Procedures For Special Needs Assistants In Recognised Primary And Post-Primary Schools'. The Formal stages (stage 1 to stage 3) require appropriate written records. Confidentiality is vitally important for all parties and should be respected and adhered to by all.

Stage	**Time Frame (school days)**
Stage 0: Informal stage where efforts are made to raise and address the grievance(s) with the relevant parties.	
Stage 1: **Principal:** Grievance given in writing to Principal, followed by a meeting with the Principal to resolve the issue within 7 days. Following investigation of the grievance by the Principal, a written decision and record of the meeting will be given to the complainant within 5 days. The complainant will have 5 further days to place on record any observations he or she may wish in regard to the formal record of the meeting. NB: If the grievance relates to the school Principal, the grievance should be referred to a nominee of the board of management nominated for this purpose who will follow the same procedure.	17 days
Stage 2: **Board of Management**: Within 7 days of the end of stage 2 and with the grievance unresolved, written submission to nominee of the Board of Management. NB: where applicable, this nominee cannot be the same member of the board involved in stage 1. A meeting with the nominees will be held within a further 7 days At this meeting, the complainant will discuss the grievance with the nominee with a view to resolving the grievance. The nominee shall take such steps as they consider appropriate to have the grievance resolved informally. The nominee, having investigated the grievance, will convey their decision in writing together with a formal record of this meeting to the complainant within 5 days. The complainant will have the right to place on record any observations they may wish in regard to the formal record of the meeting, within 5 days of receipt of the formal record of the	24 days

meeting.
Stage 3: If the grievance remains unresolved after stage 2 of the grievance procedure the complainant may refer the grievance to:

- Labour Relations Commission;
- Labour Court;
- Employment Appeals Tribunal;
- Equality Tribunal.