



Good Apple

Independent School

Personal Relationships at Work

Date	Review Date	Coordinator	Nominated Committee member
02/09/2019	02/09/2020	Natalie Myers	Damian Redmond

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- [Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website \(Cabinet Office\)](#)

We work hard to create and maintain a good working environment within which we try to establish good working relationships between all stakeholders but especially between all school personnel. We believe good working relationships are beneficial to promoting team working which underpins a productive and effective school culture.

We understand that trust, mutual respect, mindfulness, diversity and open communication are the characteristics that make up good working relationships within in any work setting. We believe that the workplace becomes a more enjoyable place to come to when there are good working relationships in place.

We realise that close working relationships can develop into personal relationships between school personnel, prospective employees or others connected with the school. If this does happen we expect the individuals concerned to act professionally at all times and to disclose their relationship with the Headteacher or their line manager so that it does not become a cause for concern whether it is real or perceived.

We believe all personal relationships in the workplace must be totally transparent so that those involved are not open to any form of allegation such as impropriety, abuse of authority, bias or conflicts of interest such as in recruitment, promotion, authorisation of expenses, appraisal, pay recommendations, line management, discipline and grievance proceedings and procurement and contract management.



We understand a close personal relationship could be a close personal friendship, family relationship, romantic or sexual relationship or a business, commercial or financial relationship. It must be stated that a close personal relationship will not advantage or disadvantage any member of the school personnel.

We must ensure that this policy is applied fairly, in accordance with employment law and our Equal Opportunities policy.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To create and maintain a good working environment within which we try to establish good working relationships.
- To ensure the principles of equality of opportunity are applied at all times.
- To ensure personal relationships in the workplace are totally transparent so that those involved are not open to any form of criticism.
- To ensure a close personal relationship will not advantage or disadvantage any member of the school personnel.



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- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Committee

The Committee has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Committee member to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- **nominated a link Committee member to:**
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Committee every term;
 - annually report to the Committee on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:



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- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work hard to create and maintain a good working environment;
- encourage good working relationships in order to enhance team working;
- ensure that those who establish a close personal relationship are professional during all working times whether on or off-site;
- encourage those in a close personal relationship to be transparent and to disclose their relationship where there could be a conflict of interest;
- speak to those who do not disclose a close personal relationship for their own protection and of the school;
- ensure privacy and confidentiality during discussions between those in a close personal relationship;
- ensure that during the documented discussions the following agenda is followed:
 - details of the potential conflict(s) of the relationship
 - who it affects
 - proposed action plan to deal with the conflict
 - any changes to working arrangements
 - agreement by all parties
 - declaration form
 - review date
- ensure a declaration form is signed by all parties and kept on file;
- ensure if a close personal relationship ends then both parties must act professionally and abide by the School Personnel Code of Conduct;
- ensure if a close personal relationship ends then there might be a need to consider changing working arrangements;
- ensure everyone is treated fairly and reasonably;
- ensure everyone has equality of opportunity in recruitment and during their employment regardless of any personal relationship that they may have with someone in the school or connected with it;
- ensure that school personnel or others connected with the school and involved with the recruitment process must declare their association with any applicant;
- ensure all school personnel and others connected to the school are aware that disciplinary action will be taken if there is failure to declare a personal relationship that has or could be regarded as a conflict of interest;
- ensure that everyone is aware that they can appeal against any disciplinary action taken against them;
- ensure that everyone can use the grievance procedure if they feel they have been unfairly treated as a result of their close personal relationship;



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- work closely with the link Committee member;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by speaking with school personnel, parents, Committee members and others connected with the school;
- annually report to the Committee on the success and development of this policy.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- disclose in confidence a close personal relationship so that it does not become a cause for concern;
- sign a declaration form which will be kept on file;
- report to the Headteacher or their line manager their concerns if they feel they are affected by a close personal relationship involving others;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus;
- the school website;
- the Staff Handbook;
- meetings with school personnel.

Training

All school personnel:



- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Equal opportunities
 - School Personnel Code of Conduct
 - Grievance Procedure
 - Recruitment
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated Committee member.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Committee for further discussion and endorsement.

Linked Policies

- School Personnel Code of Conduct
- Recruitment
- Grievance Procedure
- Equality



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See Appendices Documents section on Policies for Schools Website

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Natalie Myers	Date:	03/09/2019
Chair of Committee:	Damian Redmond	Date:	03/09/2019