



SREENIDHI
INTERNATIONAL SCHOOL
KINDLE THE LIGHT WITHIN

GRIEVANCE PROCEDURE POLICY

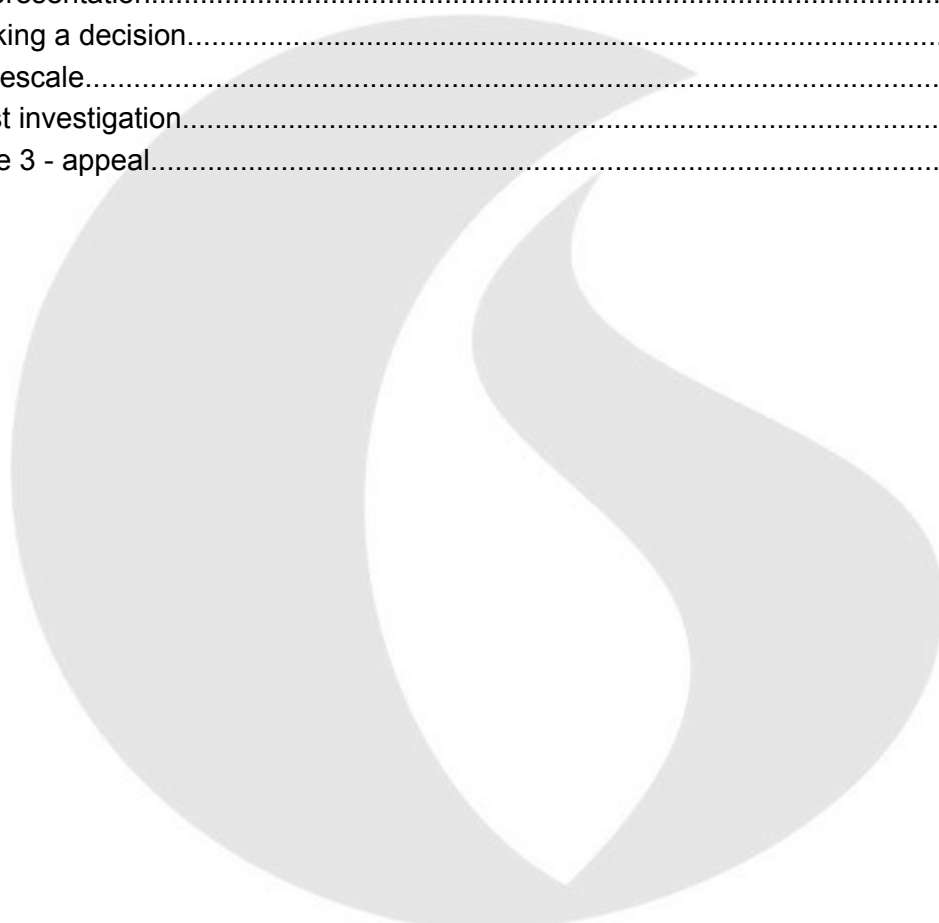
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1. SREENIDHI INTERNATIONAL SCHOOL MISSION AND VISION STATEMENT

Vision

To create internationally minded, socially responsible global citizens.

Mission

Sreenidhi International School cultivates an intellectually challenging environment through holistic and impactful learning, fostering innovation, diversity and student voice, choice and ownership of learning to create internationally minded individuals.

Guiding Statements

- a safe, supportive and legally compliant environment which encourages respect, responsibility, tolerance and compassion.
- a high-quality education that promotes the pursuit of academic excellence, innovation, ethical perspectives and lifelong learning.
- education to be a shared partnership of mutual cooperation amongst all members of the school community.
- an environment of cultural diversity that enhances our school community as well as our understanding of the world.
- a continuum of IB curriculum that is comprehensive to prepare students for the future.
- the ability to demonstrate international-mindedness and attributes of the IB Learner Profile.
- behaviour standards that promote a respectful and responsible school environment.
- an inclusiveness in holistic opportunities dependent on the school resources and availability.
- an understanding of a collective responsibility towards society.
- a commitment to enshrine agency across the community.

IB Mission Statement:

The IB aims to develop inquiring, knowledgeable, caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

2. What is a grievance?

Grievances are concerns, problems, or complaints that employees raise with their line manager/HoS/ED. The following list identifies the main types of grievances that can be brought under this procedure:

- the application of terms and conditions of employment
- health and safety concerns
- work relations
- new working practices which it is felt may have a detrimental effect
- indirect or direct discrimination
- equal opportunities
- working environment
- a collective grievance (a grievance or grievances submitted by a team or group of employees where a common complaint or theme can be identified and dealing with these collectively will enable a more appropriate and effective resolution)

Please note that Sreenidhi has adopted separate procedures for dignity at work issues

(e.g. harassment, bullying and victimisation). This list provides the main types of employment related grievances that teachers and staff may have. To provide an exhaustive list is not possible and staff should use their judgment when applying school standards and policies but should also be guided by the principle that the determining issue is how the member of staff is affected, not the intent.

All grievances must be dealt with in the strictest confidence. Line managers, HoS, Board members, staff and teachers involved in cases must not breach confidentiality beyond those involved in the management of the grievance, without the specific agreement of the Parties.

3. The Procedure

a. Stage One - informal resolution

- Informal procedures concentrate on conciliation, not sanctions. The school counselor offers a mediation service to help with conciliation and this should be considered before making a formal grievance.
- Most grievances should be resolved informally with either, line manager/HoS/ED.
- Four working weeks would normally be considered a reasonable time scale to deal with a grievance at Stage 1. If the complainant is not satisfied with the handling of the grievance, timeliness or response they may submit a formal grievance.

Grievances may be raised verbally or in writing. However, a grievance received in writing will only be considered as 'formal' if Stage One, Informal Resolution, has been followed and the the complainant is dissatisfied with the handling of the

grievance at that stage. The manager dealing with the grievance should confirm the action points agreed and any follow up action in writing.

Mediation

Mediation should be considered if both parties are willing and the matter is appropriate for Mediation. The aim of mediation will be for both parties to reach a mutually acceptable outcome and to feel able to maintain their working relationship. Here are some examples of the types of disputes that could be solved through mediation are:

- behaviour, management/work styles
- working arrangements
- environmental conditions

b. Stage 2 - formal grievance (in writing)

A grievance should only be raised at the formal stage if the complainant is dissatisfied with the handling of the grievance through stage 1 of this procedure. This grievance process commences formally when the matter is raised in writing, and normally be raised within 12 working weeks of the event or issue occurring. The complainant should send their Grievance to the ED.

The ED will delegate the investigation of the grievance to another Board member, the HoS or to the HR manager not involved in the grievance or not closely associated with the complainant or any person complained about. The ED should write to acknowledge receipt of the grievance and advise the name of the person investigating.

If the complainant is dissatisfied with the response, or if no response has been received within 10 working days of receipt of the grievance form or letter, the complainant can proceed to stage 3 of the procedure.

Investigation

- Any investigation must begin as soon as possible. For complex cases a time period of 8 working weeks is reasonable to conclude a grievance.
- The investigation process must gather all the facts which are relevant to the matters under consideration.

In summary all parties must:

- know the details of the grievance raised against them
- have the opportunity to state their side of the case before any decision is made
- have the opportunity to be represented and
- must be dealt with fairly, reasonably and impartially at all times

The complainant should be kept advised of progress and given an explanation for any delay. They should also be told when a response can be expected.

Representation

- If either the complainant or person subject to the complaint is invited to a hearing/meeting to discuss the grievance, they should be advised of their right in writing to be accompanied by a colleague. Both parties can be represented throughout the process.
- The representative must be permitted to address the hearing and to confer with the person they are representing during the hearing in order to clarify issues. The representative is not, however, entitled to answer questions on behalf of that person.
- The complainant must attend the meeting/hearing. If the complainant's representative cannot attend on the proposed date an alternative date can be proposed so long as it is within a reasonable timescale.
- It is not appropriate for someone to insist on a representative whose presence would prejudice the hearing or who might have a conflict of interest.

Making a decision

- The investigation and decision making must be thorough and objective. The decision and what action is to be taken must be based on evidence collected as part of the investigation. Decisions will be reached on the balance of probabilities rather than the burden of proof.
- If the investigating person reaches the conclusion that disciplinary action is warranted then formal disciplinary proceedings should be invoked.

Timescale

An essential feature of this procedure is making sure that we deal with grievances quickly:

- Action may be required immediately to ensure the safety of the complainant. Such action could include reorganising or relocating work to avoid close or regular contact. In serious cases, following initial assessment, the subject of the complaint may have to be suspended as a precautionary measure in line with the disciplinary rules and procedures.
- Following receipt of the written grievance, the investigating person should contact the complainant in writing (normally within 5 working days) to set up a meeting to discuss the grievance and the arrangements for investigation. Where it is not possible to respond within specified time periods the complainant should be given an explanation for the delay and told when a response should be expected.

Post investigation

- At the end of the investigation, the investigating officer will inform all parties that the investigation has been concluded. Within 10 working days of this a written outcome will be circulated to all parties. This document will outline the process

followed, the decisions reached, the reasons for the conclusion and the procedure for appeal.

- This investigative response will be the basis of the case file held by HR. It may also be included as evidence for any formal disciplinary hearing or used at any appeal hearing under this Grievance Procedure.
- The school must retain, in confidence details of grievances and the outcomes for monitoring purposes.
- If an allegation cannot be substantiated following a formal investigation and there is a reasonable belief that the complainant acted maliciously, disciplinary action may be taken against him or her. The complainant should be advised before the investigation begins that making a malicious allegation constitutes a disciplinary offence. This should be handled in a sensitive manner that does not discourage a grievance being raised.
- If there is no case to answer all written records will be destroyed.

c. Stage 3 - appeal

- The complainant may appeal against the decision following the investigation. This appeal must be made to the Exec Board Secretary in writing within 5 working days of receiving the written decision. The Exec Board Secretary will arrange for a panel to hear the appeal. The panel should consist of three Board members and should exclude any who have had any direct involvement in the grievance, or where there may be a conflict of interest.
- The panel will consider all relevant documents and witness statements and will give all parties concerned the opportunity to make submissions to the panel in person.
- The panel dealing with the appeal hearing should give a decision within 5 working days.
- The person who is the subject of the grievance can also appeal against the decision, using the above appeal process unless the decision was to implement the disciplinary procedures against them, where a separate right of appeal exists.