

School of Law and Criminology Action Plan 2024-2028

1. Organisation and Culture

Number	Description of Action	Start Date	Milestones and End Date	Responsibility	Success Measure	Priority Level
1.1	<p>The School's Silver Award application will be produced by a new SAT, with an ATP-Academic Co-Chair arrangement.</p> <p>Both Co-Chairs will receive a reduction in workload to reflect their work in their</p>	September 2025	<p>Strategy to be developed between ATP staff and HOS as to the most appropriate way to enable this role in the workload of existing ATP staff member: September 2025- January 2026</p>	Head of School; ATP lead.	An application for AS Silver Award in Spring 2027 whose production has provided more staff and students with the opportunity to participate in equality activism.	HIGH

	<p>roles as SAT Co-Chairs.</p> <p>SAT membership counted as a School service contribution.</p>		<p>Appointment of new SAT Co-Chairs: September 2026</p> <p>Setup up of new SAT: September 2026</p> <p>Submission of Silver Award Application in 2027</p>	<p>Head of School</p> <p>SAT Co-Chairs (Leads)</p> <p>SAT Co-Chairs/Head of School</p>		
--	--	--	--	--	--	--

1.2.	A staff culture survey and a PG student culture survey will be undertaken biennially to track progress.	January 2025	<p>Review of previous survey questions for any updates needed: January 2025.</p> <p>Issue of survey to staff and PGs by email request from HoS in May 2026 and May 2028.</p> <p>Analysis of</p>	<p>SAT Co-Chairs.</p> <p>Head of School and ATP</p> <p>MUASPO</p>	<p>Survey response rate to increase to >75% of staff by 2026 and >80% of staff by 2028.</p> <p>Survey response rate to increase to at least 60% across postgraduate students by 2026 and >75% by 2028.</p>	HIGH

			survey results			
--	--	--	-------------------	--	--	--

			<p>and report presented to SAT/School.</p> <p>Learnings incorporated into updated Action Plan actions as needed.</p> <p>Encourage participation in University surveys including (but not limited to) Culture, Engagement and EDI Surveys. We will consider the results relevant to our School and will agree and implement a series of actions to enhance strengths and address areas for improvement.</p>	<p>SAT Co-Chairs (leads); SAT.</p> <p>Head of School; SAT Co-Chairs.</p>		
--	--	--	--	--	--	--

1.3	Re-introduce at least one in-person School staff meeting per term.	Semester 1, 2024/25	At least one in-person School staff meeting is held per term.	Head of School.	> 85%% of all responses to biennial staff culture survey question re belonging will indicate agreement, and less than 5% will indicate strong disagreement.	HIGH

1.4	Introduce thematic meetings to allow focus on specific areas and to allow greater time for contributions from staff.	October 2024	Staff consulted about what themes should be discussed. Introduction of at least two thematic meetings by July 2025.	Head of School.	>75% of all staff will report in biennial staff surveys that they have adequate time to raise and discuss important issues and that their voices can be heard.	MEDIUM

1.5	Introduce a rotating chair, including both academic and ATP staff of all levels, for all-staff meetings.	September 2024	<p>Chair for each all-staff meeting to be identified, with priority given to ECRs and newer members of ATP staff.</p> <p>The identification of chairs will take place at the beginning of each term. Training will be given on chairing meetings to give confidence in this process.</p>	Head of School and ATP	Positive responses to questions in survey about belonging and visibility in the School.	HIGH

			Rotating chairs introduced in all staff meetings.			
1.6	Introduce at least two social events per term organised during the hours of 10am-4pm.	October 2024	2 social events organised per academic term during hours of 10am-4pm.	EDI Co-Chairs (leads); Head of School; ATP	In the biennial surveys >75% of staff strongly/agree with the statement Social activities are scheduled at times that make it feasible for me to attend.	MEDIUM
1.7	Develop a formal induction programme for all new staff with information on ATP support, School governance structures, information on	September 2024	Draft induction programme developed by HoS and circulated to all staff for comments: September 2024.	Head of School (lead); ATP, working with HR.	For 2026/27 Staff Culture survey >75% of staff strongly/agree with statement I feel sufficient induction to	HIGH

					the School is	
--	--	--	--	--	---------------	--

	<p>supports at MU, MU crèche and MU Disability Office, general information about administration of teaching and learning at the School.</p>			<p>New induction programme delivered by HoS and ATP in November 2024</p> <p>October 2025</p> <p>October 2026</p> <p>October 2027.</p> <p>Email all new staff to invite them to participate in survey on their experiences of induction.</p> <p>Distribute survey via email</p>	<p>EDI Chair</p> <p>MUASPO</p>	<p>provided for new staff.</p> <p>In the 2026 staff survey >65% of all staff respondents strongly/agree with statement, “I feel sufficient induction to the School is provided for new staff.”</p> <p>In the 2028 staff survey >75% of staff strongly/agree with statement I feel sufficient</p>	
--	---	--	--	--	--------------------------------	--	--

						induction to the School is	
--	--	--	--	--	--	-------------------------------	--

			<p>Analysis of survey results and report sent to School</p> <p>Reflect on survey results and feedback back suggestions to address areas for improvement to Head of School.</p> <p>Address recommendations</p>	<p>MUASPO</p> <p>EDI Chair</p> <p>Head of School (lead); ATP staff</p>	provided for new staff.	
1.8	<p>Ensure that in each semester at least one guest lecture/seminar is given in each PGT specialism between 10 am and</p>	October 2024	<p>Recurring by semester.</p> <p>Coordinate with PGT module leaders to arrange academic</p>	<p>Director of PGC</p>	<p>The 2026 iteration of the biennial culture survey will indicate that at least</p>	HIGH

	4pm.				80% of both male and	
--	------	--	--	--	----------------------------	--

			speakers/facilitators.		female PG students are satisfied with the accessibility of academic events.	
1.9	Focus groups with first year BA men to further investigate why so many men do not continue with	January 2025	Issue invitation to male 1 st year students to participate in focus group	EDI Chair; Director of Undergraduate Teaching and Learning; Chair of Teaching	The School will better understand why there is a gendered disparity regarding progression	MEDIUM

	<p>law/criminology in second year.</p>		<p>Hold focus groups every Spring semester.</p> <p>Anonymise feedback and report to T&L Committee</p> <p>T&L Committee to consider if further actions are needed to address any issues raised.</p> <p>Report to HoS with recommendation ,if appropriate.</p> <p>Reflect on Report and recommendation</p>	<p>and Learning Committee.</p> <p>EDI Chair</p> <p>EDI Chair</p> <p>T&LC Chair.</p> <p>T& LC Chair (Lead); EDI Chair</p>	<p>rates into law/criminology in 2nd year BA and, if necessary, will develop appropriate measures to tackle this.</p>	
--	--	--	--	--	--	--

			and devise strategy for addressing any issues.	Head of School		
--	--	--	--	----------------	--	--

2. Career Development and Progression

Number	Description of Action	Start Date	Milestones and End Date	Responsibility	Success Measure	Priority Level
2.1	Review the governance structures of the School and workload arrangements with a view to allocating roles transparently and in a gender sensitive manner.	September 2024.	<p>This review will involve consulting and developing a new workload allocation model that will be shared with staff.</p> <p>Particular focus will be given to incorporating the following into the workload allocation model:</p> <ol style="list-style-type: none"> 1. Allocation of PG teaching. 	Head of School (Lead); EDI Chair; ATP	<p>>75% of female staff disagree with statement in biennial survey in 2026, "I am given disproportionate responsibilities for teaching and examining."</p> <p>>75% of all staff in 2026 biennial survey agree with the statement "I have adequate opportunities within the School for</p>	HIGH

					career progression.”	
--	--	--	--	--	----------------------	--

			<ol style="list-style-type: none"> 2. What staff are teaching ; 3. What constitutes 'invisible work' and how it should be reflected in any WAM 4. Incentivization of service roles; 5. Terms for service roles, and advertising of vacancies in service roles; 6. Consideration of individuals' career 		<p>>75% of all staff respondents to 2026 biennial survey agree with the statement "The workload allocation model is fair and transparent."</p> <p>>80% of all staff respondents to 2028 biennial survey agree with the statement "The workload allocation model is fair and transparent."</p>	
--	--	--	---	--	---	--

			progressi o n at all			
--	--	--	-------------------------	--	--	--

			<p>levels, in allocation of PG teaching, and allocation of service roles;</p> <p>7. Sharing of work across all members of each Committee</p> <p>.</p> <p>Consult with all staff within the School throughout academic year 2024-25, on the best structures for the School.</p> <p>Present findings and recommendation</p>			
--	--	--	---	--	--	--

			s regarding the new workload			
--	--	--	------------------------------------	--	--	--

			<p>allocation model at dedicated all staff meeting in April 2025.</p> <p>A review of the School governance structures to be carried out annually.</p>			
2.2	<p>Invite colleagues from HR and promoted colleagues from the School and from across the University to present on the promotion process and criteria/their experiences of applying for promotion.</p>	<p>When promotions schemes are advertised.</p>	<p>At the time of the launch of each new round of promotions colleagues from HR will be invited to present on promotion processes and criteria to invited School Staff.</p> <p>At the time of the launch of each new round of promotions colleagues who had previously been promoted will</p>	<p>EDI Chair; ATP staff</p>	<p>>45% of applications for promotion to be from female applicants in 2025.</p> <p>>45% of applications for promotion to be from female applications in 2026, 2027 and 2028.</p>	<p>HIGH</p>

			be invited to share their experiences and advice on the promotion processes and criteria.			
--	--	--	---	--	--	--

2.3	<p>Communicate with academic staff that postgraduate teaching opportunities are available to all colleagues on rotation to allow for greater involvement with postgraduate students for all colleagues.</p>	<p>November 2024</p>	<p>Annually, as teaching allocation is being finalised the Head of School will communicate to staff via email, in one-to-one and all-staff meetings, that postgraduate teaching opportunities are available.</p>	<p>Head of School; Directors of Law and Criminology</p>	<p>Increased rates of agreement (>80%) in staff biennial survey in 2026 and in 2028 with the statement "There are opportunities internally for me to progress my career."</p>	<p>MEDIUM</p>

2.4	Develop an annual PhD open evening and promote this.	October 2024	<p>Invitation sent to all staff for expressions of interest in participating in PhD open evening.</p> <p>Selection made conscious of gender balance, and representation across various career stages.</p> <p>Identify format for the evening and potential sources of funding for PhD students and have information available at the evening.</p>	PGR Chair (Lead); ATP	<p>Increased rates of agreement (>80%) in staff biennial survey in 2026 and in 2028 with the statement "There are opportunities internally for me to progress my career."</p> <p>Greater numbers of staff engaged in doctoral supervision.</p>	MEDIUM

			<p>Promote Open Evening by email invites, posters, social media posts, and other means deemed appropriate.</p> <p>Annually.</p>			
2.5	<p>Promote joint supervision of doctoral candidates as the preferred means of supervision, thus providing supervisory experience for a wider number of colleagues.</p>	September 2024	<p>At the beginning and end of each academic year it will be promoted via email, within all staff meetings and within PGR policy documents.</p>	<p>PGR Chair (Lead); Head of School</p>	<p>Joint supervision as the norm in the School by October 2026.</p>	<p>MEDIUM</p>

2.6	Identify measures to support staff in their career development and progression.	February 2025	Annually review the administrative workload of all members of staff and implement set periods of service within leadership roles.	Head of School (lead); ATP; EDI Chair.	In 2026 survey, >75% of academic staff feel (i) they are supported in their career development and progression and (ii) that the	HIGH

					workload for	
--	--	--	--	--	--------------	--

			Implementation of the new <i>MU Developmental Review</i> in the School to support staff with their Career Development.		<p>service roles is fair.</p> <p>In 2028 survey, >80% of academic staff feel (i) they are supported in their career development and progression and (ii) that the workload for service roles is fair.</p>	
2.7	Identify and implement measures to increase female applicants to	As needed	In future job adverts we will refer to the availability of Athena Swan	Head of School, working with HR, EDI Office	By 2026: 50% of applicants for externally advertised academic	MEDIUM

			Returns			
--	--	--	---------	--	--	--

	School academic positions.		<p>Supports following a period of adoption/maternity leave and to our requirements for our panels to be gender balanced and for panellists to have EDI awareness. This is an adapted version of 5.1.3 of the 2020 plan.</p> <p>A senior female academic member of the School who is not on the selection panel will be listed in job advertisements as someone of whom applicants may inquire in confidence about the School's culture and</p>		<p>positions are female.</p> <p>By 2028: 50% of applicants from externally advertised academic positions are female.</p>	
--	----------------------------	--	--	--	--	--

			practices. (This is a renewed action from 2020: Action 5.1.1).			
2.8	Advertise internally and hold an open and transparent internal selection process for any University level service roles (eg sitting an Academic Council or its Committees).	As needed	Ongoing	Head of School	<p>In the 2026 staff survey, >75% of respondents (male and female) are satisfied that the process for applying for a vacancy advertised by the University is fair and transparent.</p> <p>In the 2028 staff survey > 80% of all respondents are satisfied the process of applying for a vacancy</p>	HIGH

					advertised by the	
--	--	--	--	--	----------------------	--

					University is fair and transparent.		
2.9	Increase staff awareness of the		October and May 2024,	This will be done via a workshop at	Director of Undergraduate	Positive responses to	HIGH

	counselling and other student supports available for students who are experiencing challenging personal circumstances.	2025,2026, 2027, 2028.	<p>the start of every year with members of the counselling/Student Support team</p> <p>Follow up email for staff and another email around exam period.</p> <p>Mentors will also address the issue of pastoral care and the importance of boundaries and signposting.</p>	Studies (lead); EDI Chair, working with Student Services	question on survey regarding supports for students.	
2.10	Advocate at the University level for the need for a formalised and published policy on academic career leave.	October 2024	Ongoing	Head of School; EDI Chair	>45% of respondents reporting being aware of career leave in the biennial survey.	LOW

3. Work-Life Balance

Number	Description of Action	Start Date	Milestones and End Date	Responsibility	Success Measure	Priority Level
3.1	Identify the factors which have made the School of Law and Criminology a family-friendly work environment.	September 2025.	<p>There will be questions added to the next round of the staff culture survey and related focus groups to assist in identifying the relevant factors.</p> <p>The findings of each will be presented to the Head of School and the staff with recommendations of actionable approaches to embedding a family- friendly work environment in the culture of the school: June 2026.</p>	EDI Chair	The School knows what makes a family friendly environment and continues to be one.	MEDIUM

			The identification of these factors will strengthen the need for their maintenance as the School continues to evolve and learnings can be shared more widely across the institution.			
3.2	Identify the residual impact of the Covid-19 pandemic on colleagues' work-life balance and develop a plan to resolve any underlying issues.	October 2025	The EDI Committee will develop questions to be added to the 2026 staff culture survey designed to assess the residual impacts on all staff (academic and ATP) as well as doctoral candidates. Conduct the surveys in 2026 and in 2028. The findings of the survey will be presented to the	EDI Chair	The School will identify any residual impact of the pandemic and will therefore allow for the development and implementation of recommendations and action.	HIGH

		knowledge gathering approach through which we can look to address these residual impacts.		Head of School and the departmental staff upon the completion of analysis with recommendations .			
3.3	Develop policy on student contact times and communication protocols.	<p>It was raised in the academic staff focus group that staff felt under pressure in relation to needing to be available constantly for students, and the need to reply to concerns with speed rather than precision.</p> <p>The development of this will demonstrate to students the</p>	September 2024	<p>Scope and develop policy on contact times relating to staff availability to students including communication protocols.</p> <p>Communication of new policies to both staff and students via an information campaign.</p> <p>Repeat campaign annually during the opening weeks of term, with it being communicated in induction and the</p>	Director of Undergraduate Studies; PGT Chairs	<p>Decrease in concerns raised by staff in relation to contact times with students in EDI surveys and focus groups.</p> <p>An improved work-life balance for ATP and academic colleagues.</p>	MEDIUM

		need for patience in waiting for a					
--	--	--	--	--	--	--	--

		<p>reply, as the most constructive replies are often those where sufficient time is given to gather all requisite information.</p> <p>In the survey, 83% of female staff and 74% of male staff reported that they could strike an appropriate balance between their work and home life.</p> <p>In order to maintain a work-life balance there is the need to</p>		<p>opening lectures of each module.</p>		<p>> In 2026 survey , at least 85% of all staff responding that they have a sustainable work-life balance.</p>	
--	--	--	--	---	--	---	--

		protect staff and student's non-working hours.					
--	--	--	--	--	--	--	--

3.4	Each member of the academic staff to have a weekly 'research day'	September 2024	Communication to academic staff about the protocol of a weekly 'research day' where there is an expectation that they will not attend any meetings, apart from School meetings, not be reachable online,	Head of School (lead); Director of Research	>60% of staff reporting greater space for research in future School EDI and Research surveys and focus groups.	HIGH

			and have no teaching or			
--	--	--	----------------------------	--	--	--

			<p>administrative responsibilities.</p> <p>Staff on their research days will have an out of office message indicating that they will not be available to respond on that specific day.</p> <p>Information about research days may also be placed in the email signature.</p> <p>This will be an ongoing policy with no foreseeable end date.</p> <p>The success and implementation of this policy will be reviewed by the Director of Research at the</p>			
--	--	--	---	--	--	--

			end of each academic year.			
--	--	--	-------------------------------	--	--	--

3.5	Introduce a School policy regarding organisation of key School meetings.	July 2024	<p>Scoping of policy with University HR/EDI Office.</p> <p>Communication to staff that every effort should be made to hold meetings including meeting with students if multiple colleagues are involved, within the hours of 10am- 4pm.</p> <p>This will be an ongoing policy with no foreseeable end date.</p> <p>The success and implementation of this policy will be reviewed by the Head of School and</p>	<p>Head of School working with HR/EDI Office</p> <p>Implemented by all staff</p> <p>Head of School and ATP Team</p>	<p>In 2026 and 2028 staff surveys, reporting that 10% or fewer meetings taking place outside of the specified hours.</p>	MEDIUM
-----	--	-----------	---	---	--	--------

			the ATP team at the			
--	--	--	---------------------	--	--	--

			end of each academic year.			
3.6	The School will continue to seek a dedicated area for staff (academic and ATP) to rest and, after return to work, to express milk, or to breast/chest feed.	September 2024	<p>Survey of current spaces and need within School.</p> <p>Identification of potential suitable locations in collaboration with Estates and EDI Office</p> <p>Opening of dedicated space.</p>	EDI Chair (lead); HoS working with EDI Office and Estates Office	<p>The locating and opening of the dedicated space by October 2025.</p> <p>There is a staff welfare room available for all staff.</p>	MEDIUM

--	--	--	--	--	--	--	--

4. Anti-Bullying/Harassment and Discrimination

Number	Description of Action	Start Date	Milestones and End Date	Responsibility	Success Measure	Priority Level
4.1	Improve staff and student awareness of how to report incidents of bullying, harassment, discrimination and sexual misconduct.	September 2024. This is an ongoing action.	<p>Encourage all staff to avail of the University in- person training on identifying and reporting discrimination, bullying, harassment, unfair treatment and sexual misconduct</p> <p>Information on available training (in-person and online) to be circulated to all staff and students at the</p>	<p>EDI Chair (lead); HoS; ATP working with HR and Healthy Campus</p> <p>EDI Chair</p>	<p>> 70% of all staff showing awareness in reporting mechanisms in 2026 survey</p> <p>>80% of all staff in 2028 staff culture survey expressing confidence in their knowledge of reporting and support pathways for sexual misconduct, bullying/haras</p>	HIGH

					s ment, discrimination	
--	--	--	--	--	---------------------------	--

			<p>start of the academic year.</p> <p>Documents and links relating to reporting procedures for bullying and harassment, discrimination, unfair treatment and sexual misconduct to be hosted on the School's shared drive. This has been completed at the time of submission. However, as new documentation is provided this will be constantly</p>	<p>EDI Chair</p>	<p>and unfair treatment.</p> <p>>70% of PG students report in biennial student culture 2024 survey that they are aware of policies and procedures on bullying and harassment, unfair treatment, discrimination and sexual misconduct.</p> <p>>70% of PG students report in 2026 student survey that the complaints procedure is fair and accessible.</p>	
--	--	--	--	------------------	--	--

			updated by the EDI chair. The			
--	--	--	-------------------------------------	--	--	--

			<p>documentation will be reviewed prior to the start of each academic year to make sure of the materials are relevant and up to date and clear. This is important as the University's response to sexual misconduct continues to evolve.</p> <p>Postgraduate and undergraduate students to be informed of reporting procedures for unfair treatment, bullying and</p>	<p>EDI Chair (lead); Directors Undergraduate Teaching and Learning; PGC Chair.</p>	<p>>80% of PG students report in student culture 2028 survey that they are aware of policies and procedures on bullying an harassment, unfair treatment, discrimination and sexual misconduct.</p> <p>>80% of PG students report in 2028 student survey that the complaints procedure is fair and accessible.</p>	
--	--	--	---	--	---	--

			harassment			
--	--	--	------------	--	--	--

			<p>during their inductions and again on their Student Handbooks.</p> <p>Students reminded that misconduct is a breach of the Code of Conduct.</p> <p>Implement an awareness campaign aimed at staff and students each October (bullying awareness month), focussing on bullying and harassment and sexual misconduct. This will include</p>	<p>EDI Chair (lead); Directors Undergraduate Teaching and Learning; PGC Chair.</p>		
--	--	--	---	--	--	--

			<p>guest speakers, workshops and awareness sessions. There will be specific focus on raising awareness and encouraging use of the University's reporting mechanisms such as the Speak Out Tool and the School's restorative practices policy.</p>			
--	--	--	---	--	--	--

4.2	Offer the Bystander Intervention Initiative to staff and students in October each year via online provision and in-person workshops, and encouraging staff to attend.	September 2024	<p>From September 2024 Make The Bystander Intervention Initiative a part of the first-year experience, by offering online provision and in-person workshops and encouraging students to engage.</p> <p>From September 2024 provide</p>	EDI Chair (Lead); Head of School, working with Healthy Campus	<p>Greater than 75% of staff feel empowered to intervene when a bystander to a situation involving harassment or discrimination. The success will be measured in biennial survey.</p> <p>Greater than 75% of students agree that they feel</p>	MEDIUM

			staff		educated about how to	
--	--	--	-------	--	--------------------------	--

			<p>access to The Bystander Intervention Initiative and EDI chair and HOS to promote via email and all staff meetings</p> <p>Workshops will be offered in October and in March. Students will be rewarded by a Digital Badge from UCC.</p>		<p>effectively intervene in situations of harassment or discrimination. The success will be measured in the biennial surveys.</p>	
--	--	--	---	--	---	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

5. Athena Swan Assessment and Processes

Number	Description of Action	Start Date	Milestones and End Date	Responsibility	Success Measure	Priority Level
5.1	Increase visibility and understanding of Athena Swan initiatives in the School.	October 2024	<p>The following three milestones are to be met annually:</p> <p>Invite members of the EDI office to one all staff meeting a year to introduce staff members to university wide initiatives introduced via or related to Athena Swan.</p> <p>Share links and documents relating to Athena Swan related initiatives on the</p>	EDI Chair	<p>>50% of staff aware on average of individual university wide initiatives in biennial survey.</p> <p>>50% of staff aware of School and university wide initiatives in 2026 survey, rising to 70% in 2028.</p> <p>> 45% of students reporting awareness of AS initiatives in the</p>	HIGH

		<p>School's shared drive.</p> <p>Provide postgraduate students with information relating to Athena Swan in the School and the University as part of their induction.</p>		<p>2026 PG survey, rising to 55% in 2028.</p> <p>>30% response rate from PG students in 2026, survey, rising to >45% in 2028.</p>	
--	--	--	--	---	--

5.2	Set up a working group to consider potential return from maternity leave initiatives for non-academic staff.	October 2024	<p>Organise focus groups to raise awareness amongst ATP staff of their entitlements and consider what other measures could assist on the return from maternity leave.</p> <p>Report January 2025</p> <p>Present results of discussions and recommendations to EDI office and MU HR</p>	EDI Chair (lead); ATP, working with HR and EDI Office	ATP Staff feel supported in their return to work after maternity leave	MEDIUM

5.3	Consider how the Athena Swan principles may be more visibly embedded within the School's culture and working.	September 2024 and ongoing	The School EDI Committee, alongside the outgoing SAT co- chairs will meet at the beginning of the 2024/25 academic year and discuss the greater embedding of the Athena Swan principles within the School.	EDI Chair (lead); EDIC.	<p>>75% of all staff in 2026 staff survey agree that the AS principles are embedded in the School's working culture.</p> <p>>80% of all staff agree that the AS principles are embedded in the School's working</p>	HIGH

					culture	
--	--	--	--	--	---------	--

			<p>Based on the work of the EDI committee and the SAT co-chairs the EDI chair will report to HoS. This will also be presented to all staff meeting in December 2024 with recommendations .</p>			
5.4	<p>The School will lobby the University for a university-wide restorative justice process to address misconduct by students that is not</p>	<p>January 2025 and ongoing</p>	<p>Report to GEASP and Registrar on proposals for a restorative process.</p> <p>Report to be developed by restorative practice lead in the School to present to the GEASP in January 2025. This will</p>	<p>EDI Chair and Head of School.</p>	<p>Consideration by University Executive to the introduction of a restorative process approach to misconduct by students.</p>	<p>LOW</p>

	serious					
--	---------	--	--	--	--	--

	enough for disciplinary process.		report on the training of colleagues and the implementation of the policy within the school.			
--	----------------------------------	--	--	--	--	--
