



Redeemer Boys' National School
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Redeemer Boys' N.S. Grievance Procedures

Introductory Statement:

Redeemer Boys' N.S. Board of Management (BOM) seeks to encourage and foster positive and respectful relationships among all members of the school community. However, the Board of Management (BOM) recognises that disagreements, conflicts and grievances may arise from time to time which necessitate the availability of clearly stated procedures to be followed by all concerned with such matters. In addition, the BOM is mindful of its legal obligations in the management and support of all staff members and recognises the need for disciplinary procedures to guide it in its working with staff members.

Rationale:

Various pieces of legislation including the Education Act, the Education Welfare Act, the Teaching Council Act, and Equality legislation among others, impose obligations and duties on Boards of Management to facilitate and encourage a school climate that fosters positive relationships among all members of the school community. In addition, various Department of Education and Skills' Circulars guide the BOM in the management of the various relationships that arise within the school context.

Aims:

The Policy aims:

- To give guidelines to members of the school community on how to engage with complaints and grievances in the school.
- To facilitate the resolution of difficulties when they may arise in an agreed and fair manner.

- To provide awareness regarding the steps which individuals may take if they have a complaint or grievance.
- To encourage the use of informal resolution methods and the use of mediation as often and as early as possible during disputes.

Role of the Teaching Council in addressing complaints against teachers:

The BOM is cognisant of the fact that Part 5 (Fitness to Teach) of the Teaching Council Acts 2001-2015 has been commenced and this part of the Act relates to the Council's role in investigating complaints relating to registered teachers. In this context, it is important to note that existing, agreed procedures for dealing with difficulties and complaints at school level will continue to operate. The Council has stated its belief that, in most cases, these existing, agreed procedures will offer the best means for resolving problems as they arise. In this regard, the Council has stated that only complaints which are of a serious nature, relating to registered teachers, can progress to an inquiry. The BOM will facilitate the work of the Teaching Council in any investigation which may be warranted in fulfilling its legal obligations.

Grievance (Complaints) Procedures for Parents

Procedures for Addressing Complaints against teachers

It is acknowledged that disagreements and/or complaints may arise from time to time. It is envisaged that all disputes/challenges should be addressed initially at a more informal level, usually involving contact and communication between parent(s) and teacher(s). Experience has shown that where a mutually respectful willingness among parent(s) and teacher(s) exists to discuss difficulties and to engage in a solution-driven approach to addressing such disputes/challenges, then the majority of such matters are resolved speedily and to the satisfaction of all involved.

The INTO and CPSMA reached agreement in 1993 on a procedure for dealing with complaints by parents against teachers. The purpose of this procedure is to facilitate the resolution of difficulties where they may arise in an agreed and fair manner. The agreement lays out in five stages the process to be followed in progressing a complaint and the specific timescale to be followed at each stage. Please note this is a non-statutory procedure.

Only those complaints about teachers which are written and signed by parents/guardians of pupils may be investigated formally by the Board of Management, except where those complaints are deemed by the board to be:

- on matters of professional competence and which are to be referred to the Department of Education and Skills;
- frivolous or vexatious complaints and complaints which do not impinge on the work of a teacher in a school; or
- complaints in which either party has recourse to law or to another existing procedure.

Unwritten complaints, not in the above categories, may be processed informally as set out in Stage 1- 3 of this procedure. Where a satisfactory resolution of the issues is not achieved at the more informal level, then parent(s) and/or teacher(s) may wish to pursue the matter further and involve themselves in a more formal approach to seek resolution of the matter. (See Stage 4-5 below)

Stage 1

1. A parent/guardian who wishes to make a complaint should make an appointment with the class teacher, through the school office, with a view to resolving the complaint. The nature of the complaint should be briefly, but clearly, stated in advance, either verbally or in writing to the teacher. Both parties may request to have another adult with them (member of staff). Any parent approaching the Principal with a complaint will be reminded that it is more appropriate to discuss and hopefully resolve the issue with the class teacher in the first instance.
2. Where the parent/guardian is unable to resolve the complaint with the class teacher s/he should approach the Principal with a view to resolving it. An appointment should be arranged through the office, briefly, but clearly outlining the nature of the complaint.
3. If the complaint is still unresolved the parent/guardian should raise the matter with the Chairperson of the Board of Management with a view to resolving it.

Stage 2

1. If the complaint is still unresolved and the parent/guardian wishes to pursue the matter further s/he should lodge the complaint in writing with the Chairperson of the Board of Management.

2. The Chairperson should bring the precise nature of the written complaint to the notice of the teacher and seek to resolve the matter between the parties.

Stage 3

1. If the complaint is not resolved informally, the Chairperson should, subject to the general authorisation of the Board of Management,
 - a) supply the teacher with a copy of the written complaint; and
 - b) arrange a meeting with the teacher and, where applicable, the Principal Teacher with a view to resolving the complaint.

Stage 4

1. If the complaint is still not resolved the Chairperson should make a formal report to the Board of Management
2. If the board considers that the complaint is not substantiated the teacher and the complainant should be so informed within three days of the board meeting.
3. If the board considers that the complaint is substantiated or that it warrants further investigation it proceeds as follows:
 - a) the teacher should be informed that the investigation is proceeding to the next stage;
 - b) the teacher should be supplied with a copy of any written evidence in support of the complaint;
 - c) the teacher should be requested to supply a written statement to the board in response to the complaint;
 - d) the teacher should be afforded an opportunity to make a presentation of case to the board. The teacher would be entitled to be accompanied and assisted by a friend at any such meeting;
 - e) the board may arrange a meeting with the complainant if it considers such to be required. The complainant would be entitled to be accompanied and assisted by a friend at any such meeting.

Stage 5

1. When the board has completed its investigation, the Chairperson should convey the decision of the board in writing to the teacher and the complainant as soon as possible.
2. The decision of the board shall be final.

Note: The vast majority of complaints are resolved locally and informally. However, in certain circumstances, for example, where a complaint is considered to be serious in nature, or where the teacher is required to submit a written response to his/her board of management, the teacher should contact his/her INTO District Representative or INTO Head Office for advice and assistance. In advising a teacher, the INTO will be anxious to ensure that there is due process and fair procedures applied, which generally include:

- that the teacher is fully appraised of all matters being considered by the board of management, including being provided with copies of all relevant documentation;
- the right to respond and adequate time to prepare a response;
- entitlement to be represented by the INTO, if necessary.

Where a teacher contacts the INTO in relation to a complaint(s) made against him/her, the officials involved will generally meet with the teacher and require him/her to provide detailed written information and documentation on the matter. The officials will assess the case and decide if additional specific legal advice or a legal consultation is required. Specific legal advice is obtained for members in accordance with the Rules of the INTO and the conditions prescribed by the CEC.

Taken from

<https://www.into.ie/ROI/InfoforTeachers/ParentTeacherRelations/INTOManagementComplaintsProcedure>

Complaints about teachers from pupils

- If a complaint about a teacher comes from a pupil to another teacher, the teacher to whom the complaint is made will refer to the pupil's teacher. This teacher will then decide whether to deal with the matter her/himself or to refer it to the principal. In either case, the principal should be informed of the circumstances and a written record kept by both the teacher concerned and the principal.
- If the complaint about a teacher comes from a pupil to the principal, it will be listened to, notes taken and the pupil will be advised that the matter will be discussed with the teacher concerned with a view to resolving the issue. In either case, if the complaint is deemed by the principal, after investigation and discussion with both the pupil and

teacher, to be wrong or vindictive on the part of the pupil, the parents or guardian of the pupil may be invited to the school to discuss the matter.

Complaints about the Principal – Made by parents or pupils

- Complaints coming from parents or pupils will be dealt with directly by the principal in the first instance, in order to resolve the issue informally and amicably if possible.
- If the complainant is unhappy or feels that the complaint has been dealt with unfairly, the complaint may be outlined in writing to the Chairperson of the Board of Management and the procedure for addressing complaints against teachers outlined above is followed.

Role of the Teaching Council in addressing complaints against teachers

The BOM is cognisant of the fact that Part 5 (Fitness to Teach) of the Teaching Council Acts 2001-2015 has been commenced and this part of the Act relates to the Council's role in investigating complaints relating to registered teachers. In this context, it is important to note that existing, agreed procedures for dealing with difficulties and complaints at school level will continue to operate. The Council has stated its belief that, in most cases, these existing, agreed procedures will offer the best means for resolving problems as they arise. In this regard, the Council has stated that only complaints which are of a serious nature, relating to registered teachers, can progress to an inquiry. The BOM will facilitate the work of the Teaching Council in any investigation which may be warranted in fulfilling its legal obligations.

Complaints about Special Needs Assistants (SNAs)

- Complaints coming from parents to the class teacher will be dealt with directly by the class teacher who will try to resolve the difficulty amicably.
- Similarly, complaints coming from parents to the principal will be dealt with directly by the class teacher who will try to resolve the difficulty amicably.
- Complaints about the SNA coming from the class teacher will be dealt with in the first instance by the teacher approaching the SNA with a view to resolving the issue. If the matter cannot be resolved satisfactorily, it will be brought to the principal.

Complaints about Pupils

- Complaints made about pupils by other parents will be handled by the class teacher in the first instance and the principal if thought necessary, through the procedures set out in the Code of Behaviour and the Anti-Bullying Policy. Under no circumstances should a parent approach any child other than their own child in the school.
- Complaints made about pupils by other pupils will be handled by the teacher to whom the complaint is made in the first instance and by referring the matter to the principal if considered necessary.

Complaints about Parents

- Teacher will try and resolve the issue with the parent one-on-one. If the issue is unresolved the teacher can refer the issue to the principal who will try to resolve the issue between the teacher and parent.

Complaints about Ancillary Staff

- These will be referred to the principal who will approach the staff member directly in order to resolve the issue.

Complaints about casual substitute teachers and visiting teachers

- These will be referred to the principal who will approach the teacher in question directly with a view to investigating and resolving the issue.

Complaints about visitors to the school

- In the case of visitors to the school, (e.g. students on work experience, students on teaching practice, visiting members of other agencies) the complainant will refer the issue to the principal in the first instance
- If not resolved at this stage, the issue will be referred to the management body dealing with the worker with a view to resolving the issue.

Grievance (Complaints) Procedure for Staff

The following procedure for handling grievances in schools has been agreed between the INTO and the CPSMA. The purpose of this procedure is to provide a mechanism for the resolution of a grievance which a teacher in a national school, including a Principal Teacher, has against:

1. the Board of Management in respect of the exercise of any of its responsibilities for the governance of the school; or
2. the Chairperson of the Board in an individual capacity; or
3. the Principal Teacher in respect of his/her duties and responsibilities for the organisation, conduct and day to day activities of the school.

The grievance procedure shall generally relate to breaches of school rules, policies, procedures or practices. The grievance procedure shall 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 Labour Court, this procedure shall not be used. Such a referral would serve to terminate the grievance procedure.

Stage 1: The Principal

1. The aggrieved teacher shall give notice in writing to the Principal that the grievance procedure is being invoked.
2. The teacher shall discuss the grievance with the Principal Teacher with a view to resolving it.
3. If the grievance is not resolved within ten school days, the teacher shall be entitled to invoke stage 2, within a further ten school days.

Stage 2: The Chairperson

1. The aggrieved teacher shall give notice in writing to the Principal and Chairperson of the Board of Management that stage 2 of the grievance procedure is being invoked.
2. The teacher shall discuss the grievance with the Chairperson of the Board with a view to resolving it.
3. The Chairperson shall immediately take such steps as she/he considers appropriate to have the grievance resolved informally.
4. If the grievance is not resolved within ten school days the teacher shall be entitled to invoke stage 3, within a further ten school days.

Stage 3: The Board of Management

1. The aggrieved teacher shall give notice in writing to the Chairperson of the Board of management that stage 3 of the grievance procedure is being invoked.

2. The teacher shall make a written submission which shall include the details of the grievance(s) and the redress being sought. The submission shall be presented to the Chairperson for consideration by the Board of Management.
3. The normal rules of due process shall apply to the exchange of documentation, and accordingly, the Chairperson shall copy the submission to the person against whom the grievance is being taken.
4. Where the grievance involves the Principal Teacher, she/he shall be requested by the Chairperson to prepare a written response to the submission. The written response shall address all of the points made in the aggrieved teachers' submission and shall be furnished to the aggrieved teacher(s) within 10 school days of the date of the written submission. Similarly, where the grievance is against the Chairperson of the Board of Management or the Board itself, the aggrieved teacher shall be entitled to a written response from the Chairperson of the Board, as the case may be. Such response shall also be furnished within 10 school days.
5. The Chairperson shall invite the aggrieved teacher to be in attendance at a hearing of the board, which shall be held within ten school days of the date of the written response. The hearing shall afford each party an opportunity to hear at first hand, what the other party has to say and also to question and/or respond to the other party.
6. In circumstances, where the grievance is against the Principal Teacher, he/she shall attend at the board hearing in an individual capacity and not as a member of the board of management. Similarly, where the grievance is against the Chairperson of the Board of Management (in an individual capacity) he/she shall also attend at the board hearing in an individual capacity and an acting Chairperson shall be appointed. Further, the Principal Teacher or the Chairperson, as the case may be, shall withdraw from the board's deliberations and decision making on the matter.
7. Where appropriate, the parties shall be entitled to bring witnesses. The same principles of due process apply to hearing witnesses.
8. The Board shall try to resolve the grievance by conciliation and if the grievance is resolved the matter is concluded. If the Board is unable to resolve the grievance by conciliation it shall make a decision on the matter, except as provided under paragraph 9 below.
9. In cases where the grievance is against the board itself, the board shall hear the grievance as outlined above, shall try to resolve the matter by conciliation, but failing resolution, the matter may proceed to Stage 4 in accordance with the provisions of paragraph 11 below .

10. The Chairperson shall convey the outcome in writing to the parties within 5 school days of the hearing specified at stage 3 / paragraph 5 above.
11. The teacher shall have the right to invoke stage 4 of the procedure:
- if the board fails to give a hearing to the aggrieved teacher;
 - if the Chairperson fails to convey the outcome of the hearing within the specified period; or
 - if the teacher is unwilling to accept the outcome of stage 3.

Stage 4: An independent tribunal

1. The teacher who wishes to proceed with an appeal to stage 4 shall give notice of same, by letter, to the Chairperson of the Board of Management, within ten school days of receiving the written outcome of stage 3 (or at the end of the period specified in stage 3 / no. 5, if the board fails to arrange a hearing). The date of that letter shall be referred to as the "date of appeal" and the teacher may include, in the letter, any additional arguments he/she wishes to put forward.
2. On receipt of the letter of appeal, the Chairperson of the Board of Management shall notify the patron (or a designated representative of the patron) and the General Secretary of the INTO (or a designated representative of the INTO) and invite these parties:
 - to select an agreed independent person to act as Chairperson of a tribunal;
 - each to appoint a person who is not associated with the school to serve on the tribunal;
 - to arrange a meeting of the tribunal within 15 school days of the date of appeal.
3. The Chairperson of the Board of Management shall also furnish each member of the tribunal, prior to its first meeting:
 - with a report on the proceedings at each of the previous stages;
 - a copy of the aggrieved teacher's letter of appeal;
 - a copy of the aggrieved teacher's submission;
 - a copy of any written response;
 - any other relevant documentation.
4. The tribunal shall arrange a hearing(s) for the parties and shall ensure that the normal rules of due process and fair procedures apply, which include:
 - that the parties shall be given reasonable notice of the hearing by the tribunal. When notifying parties of the date of the hearing(s), the tribunal should indicate to the parties

concerned that in the event of failure to appear, without reasonable cause, the tribunal may proceed to decide the case if considered appropriate;

- that each party shall be afforded an opportunity to access and respond to relevant documentation, including the letter of appeal;
- that the parties shall have an opportunity to hear at first hand, what each has to say and also to question or respond to the other party through the chairperson of the tribunal;
- that witnesses may attend as appropriate; that the tribunal itself, shall be entitled to question each party or seek further information;
- that where appropriate, the tribunal shall afford each party an opportunity to provide further information, on the clear understanding, that the other party shall have an opportunity to access and respond to same; and
- that if necessary, the tribunal shall agree to adjournments.

5. The tribunal shall be considered a domestic forum and accordingly, neither management nor the INTO intends that there would be legal representation at any hearings.

6. The tribunal shall be empowered to conciliate with a view to reaching a friendly settlement.

7. Failing such a settlement the tribunal shall determine the issue by unanimous or majority vote.

8. The tribunal's decision shall be conveyed in writing by the chairperson of the tribunal to all the parties and shall be final and binding.

Please note that any expenses involved in stage 4 will be shared by the parties who nominate the tribunal provided that prior sanction for same has been obtained from INTO and the relevant management body.

Notes

1. *Until such time as the dispute is resolved or determined the aggrieved teacher shall continue to carry out the legitimate instructions of the Principal Teacher or the Board of Management as the case may be.*
2. *The grievance procedure shall also apply where two or more teachers share a grievance.*
3. *Where a Principal Teacher, or a Principal Teacher and one or more other teachers, share a grievance, stages 2, 3 and 4 of the procedure shall apply.*
4. *Where the grievance is against an individual Chairperson or the Board of Management itself, stages 2, 3 and 4 of the procedure shall apply.*

5. *An aggrieved teacher(s) may be represented at stages 3 and 4 by the INTO staff representative or by a branch or district committee member or by a teacher colleague.*
6. *Any difficulty arising out of the implementation of this procedure shall be referred for resolution to the parties to this agreement.*

SNAs & Ancillary Staff

A Special Needs Assistant or a member of ancillary staff should follow the procedure as outlined in Stages 1, 2 and 3 above.

Thereafter, the staff member may seek external advice / support from an employment union, or another body.

Teachers

The procedures for Boards of Management in relation to the suspension or dismissal of teachers are available on the Department of Education & Skills website, www.education.ie

- **Circular 0071/2014 ETB Procedures**
- **Circular 0060/2009 Primary/Post-Primary Procedures**

ETBs, Boards of Management and Principals have a responsibility for the quality and effectiveness of education and the management of staff in a school as set out in the Education Act 1998. The agreed disciplinary procedures provide for two separate and independent strands which should be utilised in appropriate circumstances:

- Procedures relating to professional competence issues
- Procedures relating to work, conduct and matters other than professional competence.

An appeal must be made by the Principal or teacher, against whom the disciplinary action is to be taken, within 10 school days of receiving the notification of the decision. The procedures are fully listed in the above mentioned circulars.

Special Needs Assistants

Disciplinary and Grievance procedures for Special Needs Assistants were published in 2001 and are available on the Department of Education and Skills website as **Circular 72/2011**

Other Staff

Disciplinary and grievance procedures for all other members of staff will be outlined in the terms of their contract and should be followed accordingly.

Grievance (Complaints) Procedures for Staff

Internal Conflict issues

In keeping with the mission and ethos of the school, staff members will seek to resolve internal conflict issues amicably between those concerned. However, if this process fails, the INTO's 'Procedure to Address Staff Difficulties' will be followed;

Stage 1: Informally address matters between the parties

It is open to an individual teacher/group of teachers/entire staff to raise the matter of internal working relations in the school, particularly, where staff relations difficulties exist. For the purpose of this procedure the teacher(s) who raises the matter shall be termed party A. Party A should raise the matter with the teacher(s) it considers to be the source of the difficulty or who is contributing to the difficulty and this may include the principal teacher, i.e. for the purpose of this procedure, party B.

The manner by which party A decides to raise matters, will to a large extent depend on the issues identified by the party, previous experience and the existing procedure in the school for raising matters. In general, the following steps should be taken:

Party A should identify the areas where staff relations difficulties exist or if applicable, where relations can be improved; party A should raise matters at the earliest opportunity directly with party B; party B should make every effort to respond in a constructive manner to the issues raised by party A; the onus is now on both parties to engage constructively to sort out matters and it would be expected that the parties would be prepared to reach solutions and if appropriate, move their position in order to resolve matters at the earliest opportunity; both parties should agree

realistic time frames which should not be later than 20 school days by which time a framework for resolution of issues should be agreed; the outcome of the discussions should be recorded by the parties in a mutually agreeable manner; by agreement the 20 school day period may be extended and the parties should take specific note of the new time frames.

Please note that if resolution is not achieved and the principal teacher is one of the parties at stage 1, then, where a party wishes to continue, the procedure should, after completion of stage 1, move directly to stage 3 or stage 4.

Stage 2: Role of the principal teacher

Where it has not been possible to resolve matters informally and directly between the parties and where the principal teacher is not a party to the conflict, the principal should be consulted by both parties as follows:

- the principal teacher should be briefed by each party on the discussions which have occurred at the informal stage;
- as part of effective leadership, the principal teacher has a role in promoting positive working relations and accordingly should hear the parties and seek to mediate and resolve the staff relations difficulty;
- the principal should act in a fair and impartial manner and may exercise judgement and make decisions which he/she considers necessary to resolve matters;
- the onus is on both parties, facilitated by the principal teacher, to engage constructively to resolve matters and it is expected that the parties would be prepared to reach solutions and, if appropriate, move their position in order to resolve matters at the earliest opportunity;
- where the principal teacher deems it prudent and appropriate, he/she may raise the matter at a staff meeting and seek to initiate a framework through full staff dialogue, to resolve matters. In these circumstances, it is recommended, that where possible, a neutral member of staff or a member of staff acceptable to both parties, should be selected to chair the staff meeting;
- the outcome of the discussions should be recorded by the parties including the principal teacher in a mutually agreeable manner;

- 20 school days are provided to resolve matters at stage 2 and the parties should note the time frames which should only be extended by agreement.

Please note that where resolution is not achieved at stages 1 or 2, it is open to the parties to move to stage 3 or to go directly to stage 4.

Stage 3: External intervention

Where resolution has not been achieved at either stage 1 or stage 2, the parties and/or the principal teacher may request the board of management to appoint a mediator, agreeable to the parties. Prior to entering a mediation process, each of the members of staff concerned, will be required to supply the following background information for the attention of the mediator only:

- a written account of the issues involved;
- a written account of the initiatives taken to date to resolve matters, detailing any progress made, together with a general outline of the sequence of dates.

Where the principal teacher has been involved at stage 2, he/she should also supply an account;

- a list of the outstanding issues and the resolutions sought by the parties; and
- a written and signed undertaking, to the effect, that he/she: o will constructively participate in the mediation process; o will be flexible in order to achieve resolution; and o will abide by and act on the recommendations of the mediator.

The mediator shall:

- review all of the documentation;
- arrange to meet with the parties;
- decide on whether it is possible to achieve a framework for resolution in light of the attitudes of the parties; and
- where the mediator decides to proceed, he/she shall, following the mediation process, draft a conclusion.

The conclusion of the mediator shall solely state whether mediation has either achieved or failed to achieve a framework for resolution. The conclusion of the mediator shall be available to the

parties and to the board of management. In addition, if a framework for resolution is agreed between the parties, then a copy of same may be appended to the conclusion.

As a rule, the mediator shall complete his/her work within 20 school days. A joint INTO/management panel of mediators will be established for the purpose of facilitating independent mediation. Please note that any expenses involved at this stage will be shared by the parties, i.e. INTO and the relevant management body, provided that prior sanction for same has been obtained from those parties.

Stage 4: Formally address matters with the board of management

Where it has not been possible to agree a framework for resolution at previous stages, the matter should be referred, by the parties, to the board of management for investigation. The referral should be in writing. In addition, the conclusion of the mediator may indicate that the matter should be referred to the board of management and in this regard, the mediator's conclusion may itself constitute a referral. Once a board of management has received a written referral to investigate a staff relations difficulty, it should, generally, proceed as follows:

- the board may enquire into the background of the difficulties including obtaining details on the sequence of initiatives taken at previous stages;
- the board or the chairperson of the board may meet the teachers individually or collectively and may also request written submissions from the parties, having regard also to the principles of due process;
- the board may request the principal teacher to furnish a written submission;
- the board may afford the parties an opportunity to present their case orally at a board meeting, in each other's presence;
- following oral presentations the board of management may designate the chairperson to meet with the parties again, separately or jointly, if further clarification is required or to work towards resolution;
- the board of management may convene a number of meetings in order to achieve resolution;
- the board of management shall act in a fair and impartial manner in order to achieve resolution;
- the board is entitled to reach conclusions and to request the parties to agree a framework for resolution in which the parties will fully and constructively participate;

- where the parties fail to voluntarily agree a framework for resolution, following a request by the board of management, the board itself is entitled to decide on an appropriate framework for resolution and may, if considered necessary, direct the parties to participate in same;
- the board of management should complete its investigation within 20 school days of receipt of the written referral;
- the steps taken at stage 4 should be recorded, reviewed and monitored and the record should be available to the parties.

Taken from <https://www.into.ie/ROI/InfoforTeachers/StaffRelations/ProceduretoAddressStaffDifficulties/>

Success Criteria

The practical indicators of the success of the policy include:

- We receive positive feedback from staff members and members of the school community.
- Procedures/steps which individuals may take if they believe that they have a complaint or grievance are carried out in accordance with national best practice guidelines.
- The use of informal resolution methods and the use of mediation as often and as early as possible during disputes is evident in practice.
- The successful resolution of any difficulties or challenges that arise within the school environment.

Roles and responsibility of the policy

The Board of Management and Principal have been responsible for supporting, developing, implementing and evaluating this policy.

Timetable for Review

This policy will be reviewed in 2026/2027 and every three years thereafter.

Ratification & Communication

The plan was circulated to the members of the Board of Management prior to the meeting on 24th October 2022 and was formally ratified on 26th October 2022.

Signed: F.Mullen Chairperson, BOM Date: 26/10/22

Signed: M.Murray Principal Date: 26/10/22