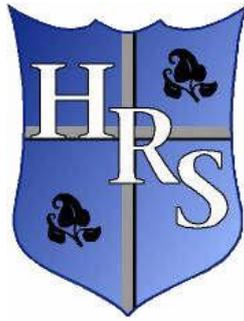# Holy Rosary Primary School Belfast

Anti-Bullying Policy

Presented to BoG: February 2022

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Holy Rosary Primary School
Mission Statement

In Holy Rosary Primary School, we believe our school to be a vital part of the overall Catholic Community providing an educational experience in accordance with Christ's teaching that is inclusive and that celebrates diversity.

Our school is welcoming, caring, safe and secure, reflecting the highest standards of pastoral care. A child friendly school in which every child is encouraged to grow and develop into responsible citizens, able to make reasonable and informed decisions based on their faith, respect, rights, environmental/global awareness, equality and social justice.

We, in Holy Rosary PS, are committed to delivering a broad, balanced, creative, skills based curriculum, utilizing modern technology and innovative resources and strategies which reflect our high expectations and culture of achievement.

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The UN Convention on the Rights of the Child.

Holy Rosary PS has adopted a Rights Respecting Approach to school life. All children learn about their rights and the importance of upholding them. Children have the right to be safe and protected against maltreatment including bullying behaviour.

The implementation of many of the articles in the UNCRC is critically important to the success of our Anti-Bullying Policy.

Article 3
Adults should do what is best for the children

Article 4
Government (*and therefore schools*) has a responsibility to make sure rights are protected… and create an environment where children can grow and meet their full potential.

Article 12
Children have a right to give an opinion and adults should listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others…unless it harms or offends other people.

Article 15
Children have the right to choose friends…. As long as it isn't harmful to others

Article 16
Children have the right to privacy

Article 19
Children have the right to be protected from being hurt and mistreated in body and mind.

Article 24
Children have the right to a safe environment.

Article 28
Children have the Right to good quality education.

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Article 30
Children have the right to practice their own culture, religion and language.

Article 31
Children have the right to play and rest.

Article 36
Children have the right from protection of exploitation (being taken advantage of.)

Article 37
No one is allowed to punish children or harm them in a cruel or harmful way.

Article 39
Children have the right to help if you have been hurt, neglected or badly treated.

Article 42
Children have the right to know their rights

Introduction

At Holy Rosary PS we believe all forms of bullying behaviour are unacceptable. We believe that all pupils have the right to learn in a safe and supported environment.

Context

This section outlines the context in which the policy has been developed, including the legislative and policy/guidance framework applicable. This includes:

The Legislative Context:

* The Addressing Bullying in Schools Act (Northern Ireland) 2016
* The Education and Libraries Order (Northern Ireland) 2003 (A17-19)
* The Education (School Development Plans) Regulations (Northern Ireland) 2010
* The Children (Northern Ireland) Order 1995
* The Human Rights Act 1998
* The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

* The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)
* Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)
* Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017)
  * Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
  * Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

The International Context

* United Nations Convention on the Rights of the Child (UNCRC)

The key points to note are:

* The Addressing Bullying in Schools Act (Northern Ireland) 2016:
  * Provides a legal definition of bullying.
  * Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
  * Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
  * Sets out under which circumstances this policy should be applied, namely:
    ! In school, during the school day
    ! While travelling to and from school

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- ! When under control of school staff, but away from school (eg. school trip)
- ! When receiving education organised by school but happening elsewhere (eg. in another school in the ALC)
- ○ Requires that the policy be updated at least every four years.
- ✳ The Education and Libraries Order (NI) 2003, requires the Board of Governors to:
  - ○ 'Safeguard and promote the welfare of registered pupils' (A.17)
- ✳ The United Nations Convention on the Rights of the Child (UNCRC) sets out every child's right to:
  - ○ Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or exploitation. (A.19)
  - ○ Be protected from discrimination. (A.2)
  - ○ Express their views, in a supported and accessible way, on issues that affect them, and to have their opinions taken seriously. (A.12)
  - ○ Education. (A.28)

Ethos and Principles

It is within the context of our Catholic school ethos, while embracing a Rights Respecting school approach, that we wish to foster an atmosphere where all children are celebrated for their unique talent and abilities. We endeavour to create an ethos of respect and celebration of all. Holy Rosary PS aims to take a proactive approach to prevent bullying. We stand against all forms of bullying behaviour. This is because:

- ✳ We are committed to a society where children and young people can live free and safe from bullying.
- ✳ We believe in a society where bullying is unacceptable and where every child and young person is safe and feels safe from bullying.
- ✳ We believe that every child and young person should be celebrated in their diversity.
- ✳ We are committed to a preventative, responsive and restorative anti-bullying ethos across the whole school.
- ✳ We value the views and contributions of children and young people, we will actively seek these views and we will respect and take them into account.
- ✳ We understand that everyone in our school community has a role to play in taking a stand against bullying and creating a safe and welcoming environment for all.

Consultation and Participation

This policy has been developed in consultation with registered pupils and their parents/carers, in compliance with the Addressing Bullying in Schools Act (NI) 2016. (See appendixes 1-3 for copies of questions posed to our school community in the formulation of this policy.)

Consultation with the school community took place in the following forms:

- ✳ Class-based activities and Key Stage assemblies
- ✳ Discussion with a focus group of pupils, namely the School Council

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- ✳ Questionnaires distributed to all parents/carers (online)
- ✳ Staff survey for all staff, teaching and non-teaching
- ✳ Representative members of staff involved in writing anti-bullying policy
- ✳ Engagement with the Board of Governors

What is Bullying?

The Addressing Bullying in Schools Act (NI) 2016 provides schools with a legal definition:

1.—(1) In this Act "bullying" includes (but is not limited to) the repeated use

of—

(a) any verbal, written or electronic communication,

(b) any other act, or

(c) any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), "act" includes omission.

Bullying is behaviour that is usually repeated, which is carried out intentionally to cause hurt, harm or to adversely affect the rights and needs of another or others.

While bullying is usually repeated behaviour, there are instances of one-off incidents that the school will consider as bullying. The criteria outlined below is a guide which the school will use to judge an incident against.

- ✳ severity and significance of the incident
- ✳ evidence of pre-meditation
- ✳ impact of the incident on individuals (physical/emotional)
- ✳ impact of the incidents on wider school community
- ✳ previous relationships between those involved
- ✳ any previous incidents involving the individuals

Any incidents which are not considered bullying behaviour will be addressed under the Positive Behaviour Policy.

The following unacceptable behaviours, when repeated, targeted and intentionally hurtful, may be considered a bullying behaviour:

- ✳ Verbal or written acts
  - ○ saying mean and hurtful things to, or about, others
  - ○ making fun of others
  - ○ calling another pupil mean and hurtful names

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- ○ telling lies or spread false rumours about others
- ○ try to make other pupils dislike another pupil/s
* Physical acts
  - ○ Hitting
  - ○ kicking
  - ○ pushing
  - ○ shoving
  - ○ material harm, such as taking/stealing money or possessions or causing damage to possessions
* Omission (Exclusion)
  - ○ Leaving someone out of a game
  - ○ Refusing to include someone in group work
* Electronic Acts
  - ○ Using online platforms or other electronic communication to carry out many of the written acts noted above
  - ○ Impersonating someone online to cause hurt
  - ○ Sharing images (eg. photographs or videos) online to embarrass someone

In determining 'harm' we define:

* Emotional or psychological harm as intentionally causing distress or anxiety by scaring, humiliating or affecting adversely a pupil's self-esteem.
* Physical harm as intentionally hurting a pupil by causing injuries such as bruises, broken bones, burns or cuts.

Please note: this list is not exhaustive and that other behaviours which fit with the definition may be considered bullying behaviour.

The school recognises the various motivations behind bullying, including those named in the Act. These include, but are not limited to:

* Age
* Appearance
* Breakdown in peer relationships
* Community background
* Political affiliation
* Gender identity
* Sexual orientation
* Pregnancy
* Marital status
* Race
* Religion
* Disability / SEN
* Ability
* Looked After Child status
* Young Carer status

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Bullying is an emotive issue, therefore it is essential that we ensure we use supportive, understanding language when discussion these matters. For that reason, we will not refer to a child as 'a bully', nor will we refer to a child as 'a victim'. Instead, we will refer to the child by describing the situation surrounding that child, for example:

- A child displaying bullying behaviours
- A child experiencing bullying behaviours

We encourage all members of the school community to use this language when discussion bullying incidents.

Preventative Measures

Holy Rosary PS has set in place the following measures to prevent bullying behaviour (as defined in the section above). These measures aim to promote a strong anti-bullying ethos within the school and the wider school community.

Examples of these measures include:

- Raising awareness and understanding of the positive behaviour expectations, as set out in the Positive Behaviour Policy
- Promotion of anti-bullying messages through the curriculum eg. inclusion of age-appropriate material specific to individual subject areas related to bullying, positive behaviour and inclusion
- Addressing issues such as the various forms of bullying, including the how and why it can happen, through PDMU, workshops etc (eg. sectarian, racist, homophobic, transphobic, disablist, etc.)
- Involvement in meaningful and supportive shared education projects, supporting pupils to explore, understand and respond to difference and diversity.
- Through the preventative curriculum, promotion of positive emotional health and wellbeing (eg. mindfulness training)
- Participation in the NIABF annual Anti-Bullying Week activities
- Engagement in key national and regional campaigns, eg Safer Internet Day, Good Relations Week, etc.
- Development of peer-led systems (eg. School Council) to support the delivery and promotion of key anti-bullying messaging within the school
- Development of effective strategies for playground management, eg. training for supervisors, zoning of playgrounds, inclusion of specific resources and provision of a variety of play options to meet the needs of all pupils.
- Focused assemblies to raise awareness and promote understanding of key issues related to bullying.
- Development of effective strategies for the management of unstructured times (eg. break time, lunch)
- Provision and promotion of extra- and co-curricular activities, aimed at supporting the development of effective peer support relationships and networks. For example sporting activity, creative arts, leisure and games, etc.

These further measures aim to prevent bullying behaviour on the way to and from school:

* Development of a culture where pupils take pride in their school and are viewed as ambassadors for their school within the community. This includes regular reminders of the positive behaviour expectations of pupils whilst travelling to and from school.
* Measures to empower pupils to challenge inappropriate and unacceptable behaviour of their peers during the journey to and from school
* Regular engagement with transport providers (eg. Translink, EA Transport, etc.) to ensure effective communication and the early identification of any concerns.
* Promotion of key anti-bullying messages and awareness of behaviour expectations of pupils amongst the local community (eg. local shops, cafes, service providers, residents, etc), including information on how to raise any concerns with the school.
* Appropriate deployment of staff to support the transition from school day to journey home (eg. teachers walk classes to dismissal points, principal/vice-principal at school gate, where appropriate)

Holy Rosary PS also takes steps to prevent bullying through the use of electronic communication amongst pupils at any time, where that behaviour is likely to have a detrimental effect on the pupil's education at school. This includes:

* Addressing key themes of online behaviour and risk through PDMU/ICT, including understanding how to respond to harm and the consequences of inappropriate use.
* Participation in Anti-Bullying Week activities.
* Engagement with key statutory and voluntary sector agencies (eg. C2k, PSNI, Public Health Agency, Safeguarding Board for NI e-Safety Forum) to support the promotion of key messages.
* Participation in annual Safer Internet Day and promotion of key messages throughout the year.
* Development and implementation of robust and appropriate policies and procedures in related areas (eg. Acceptable Use of the Internet Policy, Mobile Phone Policy etc.)

Responsibility

Staff at Holy Rosary PS recognise their responsibility for creating a safe and supportive learning environment for all members of the school communities.

Everyone in the school community, including pupils, their parents/carers and the staff of the school are expected to respect the rights of others to be safe.

Everyone has the responsibility to work together to:

* foster positive self-esteem
* behave towards others in a mutually respectful way
* model high standards of personal pro-social behaviour
* be alert to signs of distress and other possible indications of bullying behaviour
* inform the school of any concerns relating to bullying behaviour
* refrain from becoming involved in any kind of bullying behaviour, even at the risk of incurring temporary unpopularity

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- ✳ refrain from retaliating to any form of bullying behaviour
- ✳ intervene to support any person who is being bullied, unless it is unsafe to do so
- ✳ report any concerns or instances of bullying behaviour witnessed or suspected, to a member of staff
- ✳ emphasise the importance of seeking help from a trusted adult about bullying behaviour when it happens or is observed
- ✳ explain the implications of allowing the bullying behaviour to continue unchecked, for themselves and/or others.
- ✳ listen sensitively to anyone who has been bullied, take what is said seriously, and provide reassurance that appropriate action will be taken
- ✳ know how to seek support – internal and external
- ✳ resolve difficulties in restorative ways to prevent recurring bullying behaviour and meet the needs of all parties

Reporting a Bullying Concern

There are various ways in which pupils, parents and anyone else with concerns can make these known to the school.

Pupils Reporting a Concern:

While Holy Rosary PS identifies key staff with responsibility for following up bullying concerns, pupils are encouraged to raise concerns with any member of staff, including teaching and non-teaching staff.

Pupils can raise concerns or report bullying incidents in a number of ways, including:

- ✳ Verbally – i.e. talking to a member of staff
- ✳ By writing a note to a member of staff (eg. in a homework diary)
- ✳ By posting a comment in a 'worry box'

Any pupil can raise a concern about bullying behaviour, not just the pupil who is experiencing this behaviour and we remind pupils that it is important to 'ask for help' in this instance rather than feel they are 'telling tales'.

Parents/Carers Reporting a Concern

Parents and carers, as adults in our school community, have a responsibility to raise concerns about alleged bullying behaviour with the school at the earliest opportunity. It is important that parents/carers encourage their children to react appropriately to bullying behaviour and not to do anything to retaliate or to 'hit back'.

Parents/carers should report bullying concerns to the class teacher or Key Stage Leader or Vice-Principal or Principal. This can be done verbally (in person or via telephone call) or in writing (e.g. a letter).

Where the parent/carer remains unsatisfied that the concern has not been appropriately responded to, the school's complaints procedure should be followed. This usually involves

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making a formal, written complaint, to the Chair of the Board of Governors. (See appendix 4.)

While, we recognise that, the majority of reports of bullying concerns will come from pupils and their parents/carers, the school is open to receiving such reports from anyone.

All reports of bullying concerns received from pupils and/or parents/carers will be responded to in line with this policy and that feedback will be made to the person who made the report. However, it must be noted that no information about action taken in relation to a pupil can be disclosed to anyone other than the pupil and his/her parents/carers.

Responding to a Bullying Concern

The processes outlined below provide a framework for how the school will respond to any bullying concerns identified.

Using the NIABF Effective Responses to Bullying Behaviour resource, the member of staff responsible shall…

* ✳ Clarify facts and perceptions
* ✳ Check records (SIMS)
* ✳ Assess the incident against the criteria for bullying behaviour

And, if appropriate:

* ✳ Identify any themes or motivating factors
* ✳ Identify the type of bullying behaviour being displayed
* ✳ Identify intervention level
* ✳ Select and implement appropriate interventions for all pupils involved, including appropriate interventions, consequences and sanctions not listed in the Effective Responses to Bullying Behaviour resource
* ✳ Track, monitor and record effectiveness of interventions
* ✳ Review outcome of interventions
* ✳ Select and implement further intentions as necessary

When responding to a bullying concern, school staff shall implement interventions aimed at responding to the behaviour, resolving the concern and restoring the wellbeing of those involved. Where appropriate, school staff may implement sanctions for those displaying bullying behaviour.

Information linked to any action taken regarding a pupil cannot be disclosed to anyone other than that pupil and his/her parents/carers.

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Recording

We recognise the legal requirement, as set out in the Addressing Bullying in Schools Act (NI) 2016, to maintain a record of all incidents of bullying and alleged bullying behaviour.

The school will centrally record all relevant information related to reports of bullying concerns, including:

- how the bullying behaviour was displayed (the method)
- the motivation for the behaviour
- how each incident was addressed by the school
- the outcome of the interventions employed.

Records will be completed and maintained by the vice-principal or principal. They will be assisted by another member of staff relevant to the concern e.g. the class teacher.

Records will be kept on the online SIMS Behaviour Management Module, which is part of the C2k system in schools. Access to these records will be restricted and only provided to those members of school staff with a legitimate need to have access.

All records will be maintained in line with relevant data protection legislation and guidance and will be disposed of in line with the school's Retention and Disposal of Documents Policy. Collated information regarding incidents of bullying and alleged bullying behaviour will be used to inform the future development of anti-bullying policy and practice within the school.

Professional Development of Staff

We recognise the need for appropriate and adequate training for staff, including teaching and non-teaching school staff. This includes:

- ensuring that staff are provided with appropriate opportunities for professional development as part of the school's ongoing Safeguarding or CPD provisions
- noting the impact of the training given on both the policy and its procedures - e.g. any amendments made, inclusions added etc.
- ensuring that opportunities for safeguarding training are afforded to Governors and all staff – teaching and non-teaching

Monitoring and Review of Policy

To appropriately monitor the effectiveness of the Anti-Bullying Policy, the Board of Governors shall:

- maintain a standing item on the agenda of each meeting of the Board where a report on recorded incidents of bullying will be noted
- identify trends and priorities for action
- assess the effectiveness of strategies aimed at preventing bullying behaviour
- assess the effectiveness of strategies aimed at responding to bullying behaviour

This Anti-Bullying Policy shall be reviewed as required, in consultation with pupils and their parents/carers, at least every 4 years.

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Links to Other Policies

In the development and implementation of this Anti-Bullying Policy, the Board of Governors has been mindful of related policies, including:

* Positive Behaviour Policy
* Safeguarding and Child Protection Policy
* Special Educational Needs Policy
* Health and Safety Policy
* Relationships and Sexuality Education
* E-Safety Policy & Acceptable Use of Internet Policy
* Educational Visits
* Staff Code of Conduct
* Mobile Phone Policy

Appendix 1:   *Fostering an Anti-bully ethos in school*   <u>Questions for staff</u>

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 All members of staff are fully committed to creating an environment of care and trust within the school.					
2 There is adequate staffing of play areas at break/lunch times and when classes are changing over.					
3 Bullying behaviour is addressed.					
4 All staff are fair, firm, consistent and compassionate in their approach to keeping good order in the school.					
5 All staff model non-aggressive behaviour.					
6 Pupils feel able to express concerns about bullying to any member to staff, knowing that these will be received sympathetically and that appropriate action will be taken.					
7 Pupils are aware of clear defined procedures for reporting and staff take action and record bullying behaviour.					
8 The pupils are encouraged to value one another and to express their own views while appreciating the views of others.					
9 The achievements of all pupils are recognised, valued and celebrated so that pupils' self-esteem is enhanced.					
10 Pupils have the opportunities to learn to work together in a co-operative manner.					
11 All members of staff are informed about and are able to detect signs of pupil distress in relation to bullying.					
12 There is frequent and effective liaison with parents and incidents of bullying behaviour are addressed in partnership with parents.					
13 All members of the school community have been consulted in order to arrive at an agreed definition of bullying behaviour and an agreed whole school anti-bullying policy.					
14 Teachers plan for the promotion of pupils' self-esteem, recognising that all opportunities should be availed of.					
15 Through different types work pupils are helped to learn to respect and appreciate difference.					
16 Teachers provide opportunities in class to address the issue of bullying behaviour.					
17 Pupils are encouraged to express their feelings in ways which are not aggressive.					
18 Pupils are provided with opportunities to develop skills of assertiveness and self-protection.					
19 Pupils are taught how to protect themselves from bullying both in and out of school.					
20 Pupils are taught how to cope with bullying behaviour coming from social networking and mobile telephones.					

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Appendix 2: Questions for Parents:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1 The school is fully committed to creating an environment of care and trust for all pupils.					
2 Teachers and supervisors help my child to feel safe in the playground.					
3 I know that the school is working hard to prevent bullying.					
4 High standards of behaviour are expected and are evident in the school.					
5 All staff are fair, firm, and compassionate in their approach to keeping good order in the school.					
6 My child feels able to express their concerns about bullying to any member of staff, knowing that these will be received sympathetically and that appropriate action will be taken.					
7 My child knows what to do if he/she witnesses, or is the victim of bullying.					
8 Good relationships between teachers and pupils exist in and out of the classroom.					
9 Through different types of work pupils are encouraged to value one another and to express their own views while appreciating the views of others.					
10 The achievements of all pupils are recognised, valued and celebrated so that pupils' self-esteem is enhanced.					
11 If a child is involved in bullying there is effective liaison between the school and the parents.					
12 I am confident about discussing any worries my child has about bullying with the appropriate teacher.					
13 The school has consulted with parents in agreeing an anti-bullying policy.					
14 I am aware of clearly defined procedures for reporting and recording bullying incidents in school.					
15 Pupils learn to respect and appreciate differences.					
16 Pupils are given opportunities to express their feelings in ways which are not aggressive.					
17 Pupils are provided with opportunities to develop skills of assertiveness and self-protection					
18 My child feels safe from bullying both in and out of school.					
19 My child is taught how to cope with bullying behaviour coming from social media and mobile telephones.					

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Appendix 3: Questions for pupils:

What are the different things that adults in our school do to celebrate the things we are good at?

How can adults in our school make sure that children feel safe and happy here?

What sort of things could we do in school to make sure that we learn about respecting others?

What is bullying?

If a child is being bullied, what rights does this impact?

Have you ever seen bullying happening in our school?

In this case, did the adults in our school do anything to stop the bullying?

What would/did you do if you witnessed someone displaying bullying behaviour?

Anything else that is important to add on the subject of bullying?

Questions for Foundation Stage/Key Stage 1 pupils:

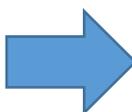|		yes ☺	no ☹
1.	I feel safe in school.		
2.	I feel happy in my school.		
3	I know what to do if I feel sad.		
4	I tell the teacher or another adult if someone hurts me or makes me sad.		
5	I like going outside to play.		
6	I know what to do if I fell lonely.		
7	I tell someone at home if someone hurts me or makes me sad at school.		
8	I try my best at school.		
9	When we do well in school we are given rewards in class or by other teachers and adults		
10	When we do well for example if we are kind or helpful we are celebrated at assembly.		

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Questions for Key Stage 2 pupils:

	yes ☺	no ☹	unsure 😐
I feel happy and safe in school.			
Pupils in our school are well behaved.			
Adults in our school are fair when there is trouble.			
Adults in our school think that bullying is wrong.			
If I tell a teacher/adult that I'm being bullied I know that she/he will listen and do something to help.			
In school we have talked about what is meant by bullying behaviour and about ways of dealing with it.			
If I am bullied in school I am happy to go and talk to any adult; a teacher or a supervisor			
Teachers and supervisors help me to feel safe in all areas of the school			
I get on well with other pupils in my class.			
In class we are given opportunities to learn to respect one another, to show care for others and treat everyone the same.			
If I am bullied in school, I would choose to tell a friend/ or older pupil rather than an adult.			
When we do well in school we are praised in class or assembly.			
I feel safe from all forms of bullying behaviour in the playground.			
I feel safe from all forms of bullying behaviour in the toilets and corridors.			
In our school I feel comfortable about telling someone if I am being bullied.			
I know what to do if I feel I am bullied.			
In school we are given opportunities to discuss bullying and raise our own concerns.			
I would tell an adult if I know that someone is being bullied.			
I have the opportunity to learn about feelings linked to bullying e.g. assemblies, Circle Time, stories/poetry, discussion, drama or songs.			
If I feel bullied in school, I would tell someone at home.			
I feel safe from all forms of bullying behaviour on the way to and from school.			
I am taught how to cope with bullying from social media and mobile telephones.			

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Appendix 4: **COMPLAINTS PROCEDURE – AT A GLANCE**

| **Stage One**
Write to the Principal | → | **Stage Two**
Write to the Chairperson of Board of Governors |

Time Limit
Please contact the school as soon as possible, unless there are exceptional circumstances, complaints will normally only be considered within 6 months of origin of the complaint to the school.

Stage One	**Stage Two**
When making a complaint, contact the school Principal who will arrange for the complaint to be investigated. *If the complaint is about the Principal, proceed to Stage Two.* The school requires complaints to be made in writing, where this may present difficulties, please contact the school which will make reasonable arrangements to support you with this process. *(see guidance notes for further information)* Please provide as much information as possible including; • name and contact details • what the complaint is about • what has already been done to try to resolve it and • what you would like the school to do to resolve the complaint. The complaint will normally be acknowledged within 5 school working days and a response normally made within 20 school working days of receipt of the complaint. This response will be issued in writing by the Principal and will indicate with reasons whether the complaint has been upheld, partially upheld or not upheld. *These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.* If you remain unhappy with the outcome at Stage 1, the complaint may be progressed to Stage 2 which is overseen by the Board of Governors.	If the complaint is unresolved after Stage One, write to the Chairperson of the Board of Governors *(care of the school and marked 'private and confidential').* Where this may present difficulties, please contact the school which will make reasonable arrangements to support the complainant with this process. The Chairperson will convene a committee to review the complaint. Please provide as much detail as possible as indicated above. The complaint will normally be acknowledged within 5 school working days and a final response normally made within 20 school working days from date of receipt of the complaint. The response will be issued in writing by the Chairperson of the committee. *These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.* Northern Ireland Public Services Ombudsman (NIPSO) If following Stage Two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO). You have the right to complain to the Ombudsman if you feel that you have been treated unfairly or have received a poor service from a school and your complaint has not been resolved to your satisfaction. A complaint should normally be referred to NIPSO within six months of the final response from the School. The school must advise in its concluding letter that the complaint may be referred to the NIPSO if you remain dissatisfied. Further details for NIPSO at: www.nipso.org.uk

The school's full 'Complaints Policy' can be found at www.holyrosarypsbelfast.com

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