



Naseem International School

Handbooks, Policies, Procedures and Rubrics

COMPLAINTS MANAGEMENT PROCEDURES INFORMATION FOR STUDENTS, PARENTS AND SAFF

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IB Mission Statement

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

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

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

الرؤية مدرسة النسيم الدولية تعد المتعلم الفعّال دولياً مدى الحياة Vision

Naseem International School inspires lifelong learners and global citizens.

رسالة المدرسة

نحن الهيئة العاملة في مدرسة النسيم الدولية نعمل جاهدين لتعليم الطالب، والتعامل معه ككل متكامل، لذا فإن كل ما نقدمه له من تعليم متوازن قائم على استغلال جهده المبدول للنمو به في كل المجالات فكريا، وجسديا، وروحيا، وعاطفيا، واجتماعيا، وبالتالي تمكينه من أن يصبح الشخص الذي يريد.

كما أننا نعمل على أن نجعل من طلبتنا أشخاصا مفكرين، ونقادا قادرين على الاعتناء بأنفسهم وبالآخرين، وعلى تحمل المسؤولية بفاعلية واقتدار، وبهذا يتم تشكيل مجتمعنا، وحماية عالمنا الذي نعيشه.

Mission Statement

We, the staff at Naseem International School, are committed to educating the whole person. We aim to provide a balanced education, which enables students to fulfill their potential in all areas of growth - intellectually, physically, emotionally, spiritually and socially - and empowers them to become the people they can and want to be.

We realize the importance of students becoming critical thinkers who can take care of themselves and compassionately care for others. Thus, they take an active, responsible part in shaping our society and saving the world.

الدولية في مدرستنا

مدرسة النسيم الدولية مجتمع متعدد الجنسيات واللغات ، فلسفتنا ومنهجنا يضمنان إمكانية تحقيق مخرجات التعليم. من خلال رسالة مدرستنا وما تبديه من اتباع للفلسفة الدولية فقد التزمنا بالتفكير الدولي، ودمج الثقافات ، والمواطنة العالمية. إننا نولي قيمة عالية للوعي العالمي، لتجاوز الحدود الوطنية فيما يتعلق بالبرامج الأكاديمية لدينا وبمشاركتنا الواسعة في المجتمع بما تنص عليه المعايير الدولية لاعتماداتنا.

Internationalism at our school

Naseem International School is a multinational and multilingual community. Our philosophy and curriculum ensure international mobility of our educational outcomes. Through our school mission statement and its adherence to an international philosophy, we have committed ourselves to international mindedness, inter-culturalism and global citizenship. We place a high value on global awareness and the transcendence of national borders with regard to our academic programmes, our broader community involvement and the international standards of our accreditations.



1 The Nature of Complaints

There are essentially four areas of complaints: parents (and guardians), students, the public and staff.

While parents will often wish to raise issues on behalf of their children, there are other issues which students may choose to raise on their own behalf and which are best raised by them.

Complaints from members of the public will be treated in a similar way to complaints from parents, although most complaints from the public would be referred directly to the Principal or a senior member of staff.

2 What constitutes a complaint?

A complaint is an expression of dissatisfaction with a real or perceived problem. A complaint may be made if a parent/staff member/student thinks that the school has, for example:

- done something wrong;
- failed to do something it should have done; or
- acted unfairly or impolitely.

A complaint may be made about the school as a whole, a specific department in the school, an individual member of staff, or another member of the school community. All complaints need to be handled seriously.

3 Key principles for the handling of complaints

- the school is open to the concerns of parents and students;
- complaints are received in a positive manner;
- parents and students can expect to be taken seriously and can approach any member of staff about their concerns;
- concerns are dealt with as speedily as possible and those who have raised them are kept informed about progress;
- it is not acceptable for students to receive adverse treatment because they or their parents have raised a complaint;
- confidentiality is respected and maintained so far as is possible;
- clear confidential files and a record are kept;
- resolution of the matter is sought;
- communication from the school is clear and unambiguous.

4 Parental (Public) Complaints

Climate and Culture

It is better to have a direct complaint to a member of staff than to have parents sharing their dissatisfaction with others. Parents like to feel valued and involved with the school and they are encouraged to voice their concerns.

An effective complaints procedure can diffuse problems and can provide the school with helpful information. Complaints treated as constructive suggestions can be used to improve standards and may prevent cause for further complaint. Even an unjustified complaint may indicate an area that can be improved.

4.1 Lines of Approach

All members of staff are encouraged to deal with parental concerns that lie within their area of responsibility and parents are encouraged to direct their

initial concerns to the staff member involved.

If approached about a matter that lies outside their area, staff should refer it to a member of the School's Management Team.

Matters incapable of resolution at a particular level are referred to the appropriate senior person, with parents kept informed of the action being taken.

The School recognizes when issues need to go straight to the Principal, with whom the responsibility for most complaints lies.

If parents wish to go straight to the School Principal with their concerns, this should be respected. However, it should be explained that the School Principal might not be able to respond until he/she has consulted appropriate staff.

Parents may also be encouraged to approach the appropriate staff member or Head of Department in the first instance.

Written responses to complaints should always be discussed with and approved by the Section Principal.

4.2 Recording

The school keeps an effective record of complaints and other significant parental concerns because:

- it may become the cause of future legal action;
- patterns in the record may indicate a need for action;
- the Principal should be able to check the record if necessary.

The record should contain the following information:

- date the issue was raised;
- name of parent (or guardian);
- name of student;
- brief statement of issue;
- member of staff handling the issue; and
- brief statement of outcome, including closure date and date of last correspondence.

4.3 Confidentiality

Confidentiality is an important issue for students, parents and staff. It is essential that any complaint is treated in a confidential manner and with respect.

Parents often seek an assurance of confidentiality before expressing their concerns. If, for example, they wish to discuss a particular member of staff, they may fear that their child will suffer in some way because they have complained.

The school's policy requires that complaints made by parents will not rebound adversely on their children and similarly that complaints raised by students will not rebound on them or on other students.

The question of confidentiality should be discussed sensitively and on an individual basis with the parents and the school's policy should be carefully explained.

If there is a situation involving the police, the Principal or next most senior staff member (if the Principal is unavailable), will take responsibility for action in the school and the Chairman of the school Board will be informed as soon as possible.

4.4 Anonymous Complaints

Anonymous complaints may be where there is no indication of either name or address, or where the complainant says that they do not wish to be identified. Anonymous complaints may come from members of the public, from parents, from staff or from students.

Complaints from the public about the behavior of a group of students will be dealt with on a general basis, with reminders to all students about the school's expectations.

Parents and students are encouraged to give their names and are given reassurance on the issue of confidentiality. If they persist in wishing to remain anonymous, it is at the Principal's discretion as to what action, if any, will be taken, depending on the nature of the complaint.

4.5 Resolution

Sometimes the very acknowledgement of an issue by the school brings relief and resolution for parents. Satisfaction for a complainant may come from any of the following:

- knowing that changes have been made, and that matters will be different in future;
- knowing that the school is now alerted to a possible problem;
- feeling that their concern has been considered seriously;
- an outcome which may be different from the one they sought, but which they perceive to be well-considered;
- a considered letter;
- an apology.

4.6 Intractable Complaints

There may be a small minority of persistent or aggressive complainants who will never be satisfied, whatever the school does. The school may even discover on investigation that the complaint was without foundation or motivated by malice. Nevertheless, it is wise to treat all complaints seriously and to follow the procedures.

5 Students' Complaints

The principles that apply to parental complaints should also be applied to complaints and concerns from students.

There are, however, differences in approaches. One important difference from the handling of parental complaints is that students should be able to raise concerns with any member of staff with whom they feel comfortable, whether it is the homeroom, class or subject teacher, a counselor, a member of the senior staff, or the Principal.

In more complex situations, once the matter is resolved, the outcome will be discussed with the student by a member of staff. To make sure that it is fully understood, a written record may be shared.

Complaints that appear trivial still need to be handled seriously. Young people may test the complaints procedures on relatively minor issues before finding the confidence to raise something painful, such as bullying.

If the issue is a painful one, or if exploration of it is taking time, a student may need support from another student or from an adult. Students are encouraged to choose a person with whom they feel comfortable to provide support.

Complaints, and ways of dealing with them, also need to be explained to students.

ISSUES OF CONCERN

Information for Parents, Staff and Students

Naseem International School welcomes suggestions and comments from parents, staff and students and takes serious complaints and concerns that may be raised.

A complaint will be treated as an expression of genuine dissatisfaction that needs a response.

What constitutes a complaint?

A complaint is an expression of dissatisfaction with a real or perceived problem. A complaint may be made if a parent thinks that the school has, for example:

- done something wrong;
- failed to do something it should have done; or
- acted unfairly or impolitely.

A complaint may be made about the school as a whole, a specific department in the school, an individual member of staff, or another member of the school community. All complaints will be handled seriously.

We wish to ensure that

- parents/staff members/students wishing to make a complaint know how to do so;
- parents/staff members/students realize that we listen to and take complaints seriously;
- we respond to complaints within a reasonable time and in a courteous and efficient way;
- we take action where appropriate.

“I don’t want to complain as such, but there is something bothering me”

The school is here for you, and we want to hear your views and your ideas. Contact a member of staff, as described above.

“I am not sure whether to complain or not”

If as parent, staff member or student you have concerns, you are entitled to raise them. If in doubt, you should contact the school, as we are here to help.

“What will happen next?”

If you raise something face-to-face or by telephone, it may be possible to resolve the matter immediately and to your satisfaction. If you have made a complaint or suggestion in writing, we will contact you within a week, to respond to your concerns and explain how we propose to proceed.

In many circumstances, the person you contact will need to discuss the matter with a colleague and consider it further before responding. You will be given a date by which time you will receive a response. If a detailed exploration of the issue is needed, a further meeting will be required to explain the conclusion, the reasoning for it, and any action taken or proposed.

“What happens about confidentiality?”

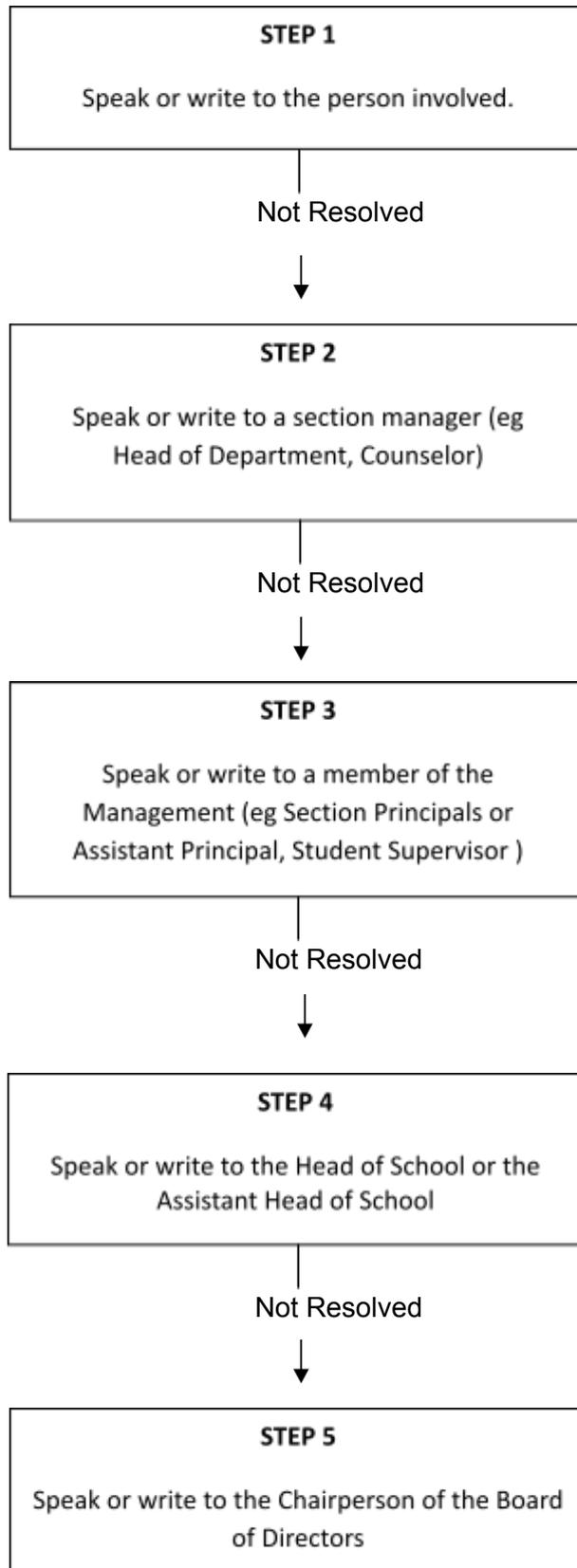
Your complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Chairman of the School Board may also need to be informed. It is the school’s policy that complaints made by parents should not rebound adversely on their child(ren).

“What if I am not satisfied with the outcome?”

We hope that you will feel satisfied with the outcome, or at least that your concerns have been fully and fairly considered.

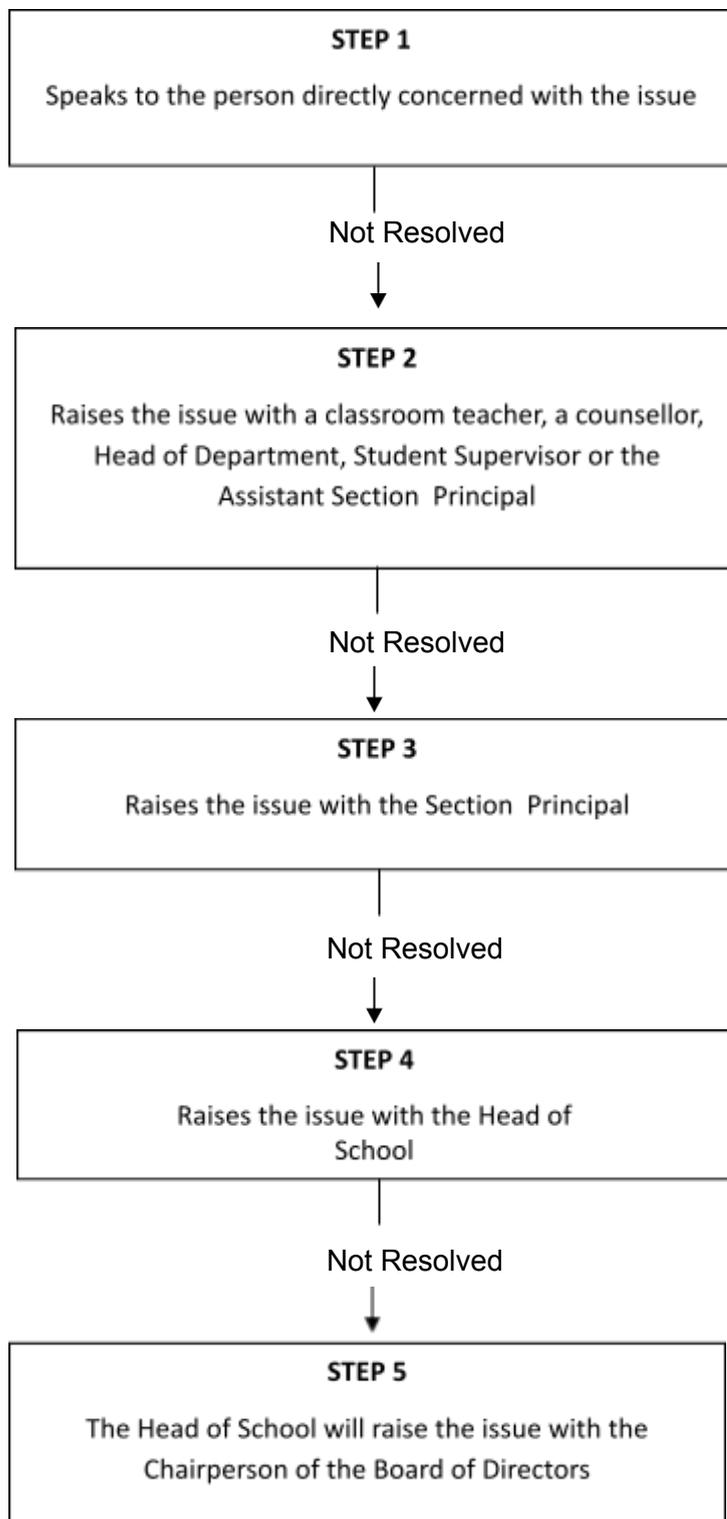
Should this not be the case, the Principal will offer to refer the matter to the Chairman of the School Board. The school recognizes and acknowledges your entitlement to express your concern and we hope to work with you in the best interests of the young people in our care.

STEPS IN MAKING A COMPLAINT - Parents/Public



STEPS IN MAKING A COMPLAINT - Students

Usually, students speak with a member of staff if they have a concern or a complaint. If it is not resolved by the member of staff, the students' parent may become involved in the following steps. If it is a serious issue, the school will contact the parent. The student may commence the process at any one of the steps.



COMPLAINTS MANAGEMENT – STAFF

Introduction

A work environment that is free from conflict, harassment and discrimination is the hope and preference for NIS. The school does not condone behavior or actions that breach this goal. Where conflict arises between employees, the following is set out to help resolve the situation.

- 1 When differences of opinion or differences in behavior cause offense in the workplace it is expected that individuals or groups will resolve issues between themselves through open and honest dialogue. Aggrieved parties should avoid gossiping, dealing with grievances through emails, bullying or harassment to achieve an outcome. Parties are encouraged to speak openly and honestly about their issues, engage in dialogue face to face with the other party, keep issues confidential where possible and be prepared to contribute to a resolution.
- 2 There may be occasions when the grievance is so serious that the aggrieved party is unable to solve the grievance face to face with the party who has caused the grievance. In such instances, the aggrieved party may need to seek assistance from a member of the Management Team or Principal in the first instance.
- 3 The aggrieved staff member may have a support person throughout each step of the process, as may the person about whom the complaint has been made. The support person is not permitted to attend as an advocate for the aggrieved staff member.
- 4 Where parties need assistance, resources, expertise and wisdom are available to help.
- 5 An employee who wishes to withdraw a complaint should do so in writing. However, complaints that are serious in nature shall be followed up by the Principal or Management Team member.
- 6 Complaints management documents are kept in a confidential file by the Principal.

Principles for Resolving a Grievance that has been raised by Staff

- Staff have a right to a process for expression of their concerns and grievances.
- The principles of procedural fairness apply to the resolution of grievances.
- Confidentiality will be respected at all times within the constraints of the need to fully investigate the grievance.
- Individuals raising a grievance must participate in the process in good faith.
- It is important that the grievance be raised as soon as practicable from when the complaint arose.
- Unless otherwise required by the Principal, the grievance must be provided in writing.
- The school will take all reasonable steps to ensure that an individual who raises a grievance in good faith will be protected from detrimental action, including victimization or unfair treatment.
- Grievances will be dealt with as promptly as possible.
- Whenever possible, the wishes of the individual raising the grievance, in relation to the resolution process, will be taken into account. However, this may not be possible in some circumstances where the grievance is of such serious nature that formal action is required beyond the wishes of the aggrieved party, for example when an individual raising a grievance alleges behavior that is potentially unlawful.
- The role of a support person, a person accompanying an employee throughout the grievance procedure, is to provide emotional support to the staff member during the process and is not permitted to be an advocate for the person who is involved.

- Each step of the complaints procedure may involve meeting with relevant persons as appropriate and confidentiality will be maintained as far as practicable.
- Appropriate disciplinary action will be taken for any false or vexatious claims made under this procedure.

Types of work-related complaints/grievances

There are fundamentally two:

- 1 Behavior which does not contravene any law or statute such as interpersonal conflict, inappropriate behavior, or inconsistent application of policy or procedure.
- 2 Potentially unlawful behaviour which includes discrimination, harassment, victimisation, bullying, dishonesty or any conduct contrary to any law or statute.

Procedure for Resolving Complaints and Grievances Involving

Staff STEP 1

The aggrieved staff member is encouraged to begin by trying to resolve any grievance directly with the person/s concerned. The staff member is encouraged to use other staff members e.g. Head of Department or colleagues, to assist them in resolving their grievance informally.

STEP 2

If the grievance cannot be resolved directly with the person/s concerned, the aggrieved staff member is to raise the grievance with their immediate supervisor with the view to resolution of the matter in question.

STEP 3

If at this point the matter is not resolved, the grievance should be raised with the appropriate member of the Management Team with the view to resolution of the matter in question. At this stage, a resolution should try to be reached within 7-14 days, or if this does not look likely, an agreed time-frame should be reached with the aggrieved staff member.

STEP 4

If at this point the matter is not resolved, the grievance should be referred to the Principal for further investigation and discussion with the aim of resolution. The Principal may involve some member(s) of the Management Team or other appropriate resources to resolve the grievance.

Staff involved with grievances which reach this stage of the procedure should attempt to reach a resolution within 7-14 days of this step being instigated and if this is unlikely, then an agreed time-frame should be reached.

STEP 5

If at this stage the grievance has not been resolved, the Principal will request the Chairperson of the Board of Directors to assist with resolution.

FLOW CHART – Resolving Complaints and Grievances Involving Staff

The aggrieved party may have a support person throughout each step in the process

STEP 1
Aggrieved party should attempt to resolve the grievance informally by speaking directly to the person/s concerned

Not Resolved



STEP 2
Aggrieved party to raise the grievance with the employee's supervisor

Not Resolved



STEP 3
Aggrieved party to raise the grievance with the appropriate member of the Management Team and attempt to reach a solution within 7-14 days

Not Resolved



STEP 4
Aggrieved party to raise the grievance with the School Principal who may choose to involve any other relevant person

Not Resolved



STEP 5
The School Principal will request the Chairperson of the Board to assist

Legal Advice

You are able to seek legal advice at any time you wish. However, it may not be appropriate in the early stages of attempting to resolve the issue(s).