

Complaints Procedure for Outram School

Rationale: Good communication is an important feature of a smooth running school community. A clear outline of how to handle complaints helps to address issues and avoid conflict when difficult situations arise.

Guidelines

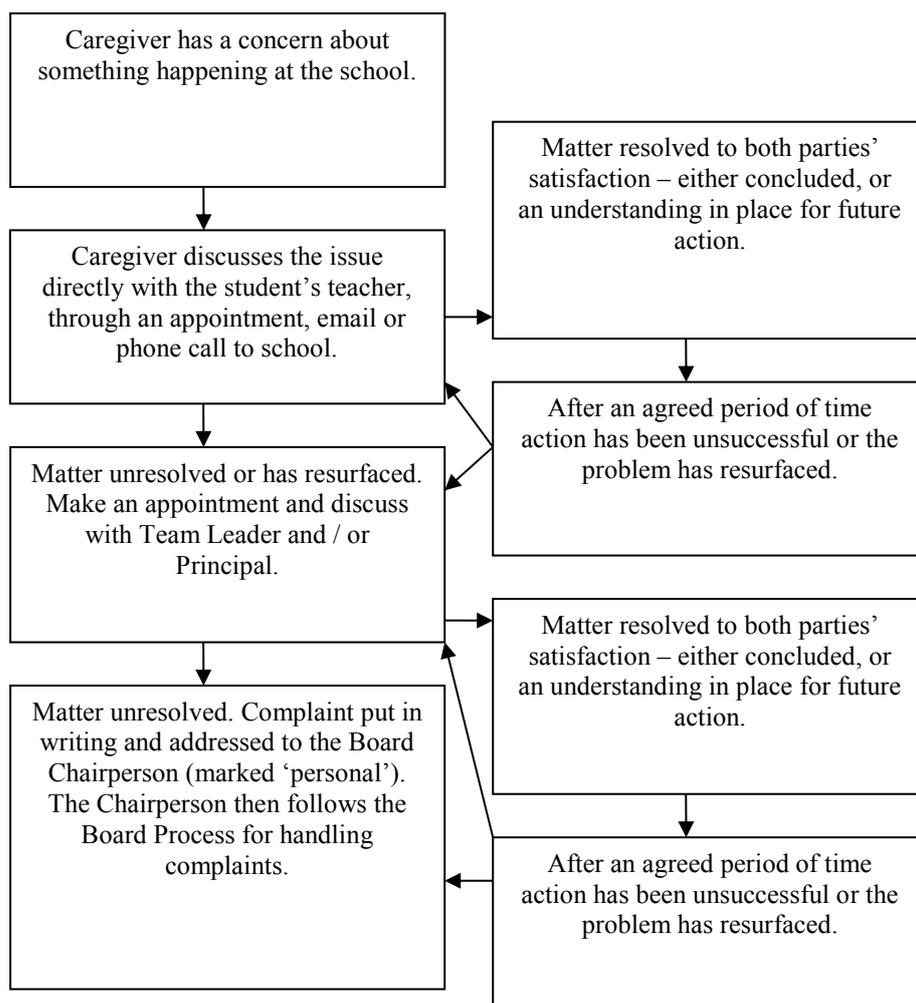
- Every effort will be made to deal with concerns promptly.
- Staff will treat parents' concerns in a professional manner.
- There may be times when either party requires a support person to be present - partner, friend or colleague. This should be arranged in advance.
- All written complaints to a teacher, the Principal or the Board of Trustees will be dated and filed by the recipient with a copy of the written response.
- Parents are advised to keep a copy of any correspondence with the school regarding a serious complaint.
- The requirement to approach the person concerned in the guidelines below is not appropriate where abuse is suspected or the matter falls within the Protected Disclosures Act (refer to Prevention of Abuse Policy / Protected Disclosures Policy)
- The procedure for complaints follows two different processes:
School Community Process – the most commonly followed process dealing with most issues and concerns (Management).
Board Process – used infrequently; dealing with matters, that have not been resolved through the School Community process or are of a serious nature (Governance).
- The School Community Process will be included in the school information book, be on the school website and be published annually in an early Term 1 newsletter.

School Community Process for Dealing with Concerns and Complaints

Process / Flowchart for concerns and issues related to the classroom, playground, and actions of children, teachers, class contact support staff e.g. teacher aide and class contact volunteers e.g. coaches, tutors

General Guidelines:

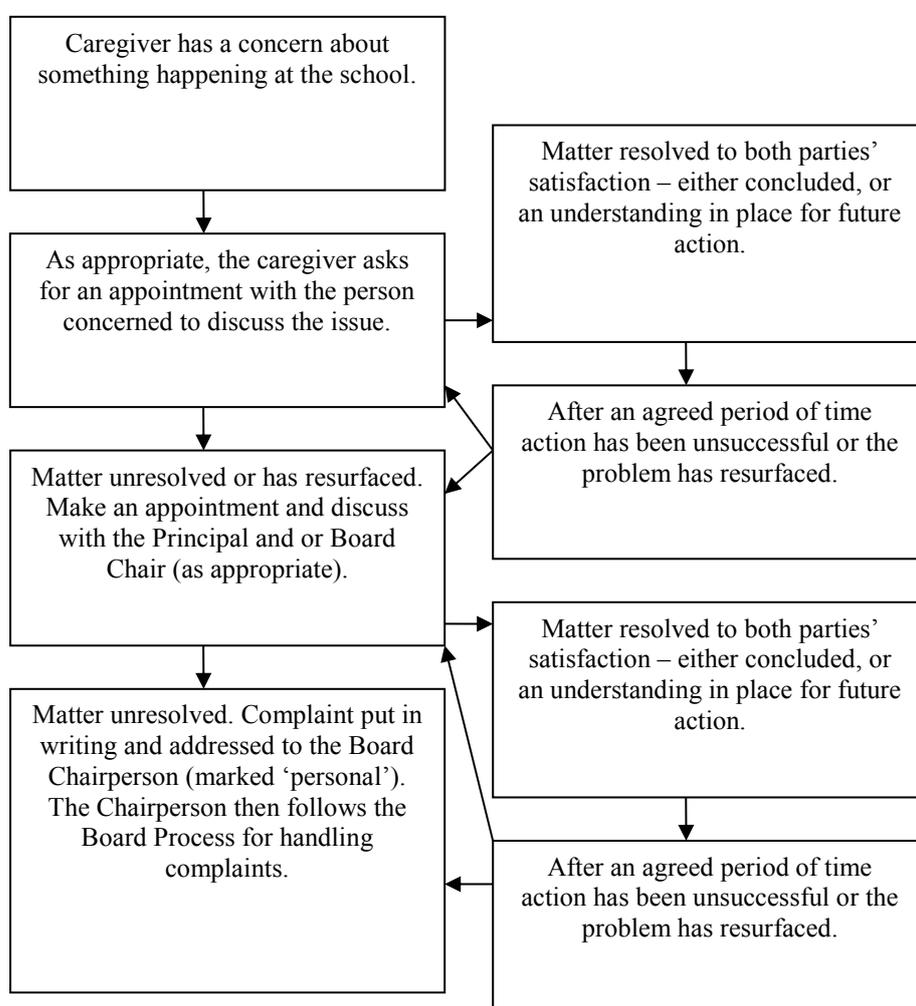
1. Discuss the matter with your child's class teacher first. Choose a mutually acceptable time and place - not in front of your child, other children or people.
2. If the concern is about another child, teachers cannot share information on other children but knows your child well and can watch for anything you're concerned about.
3. Give the teacher time to investigate the issue, report back to you, and put in place the agreed actions / resolutions.
4. If the matter remains unresolved, continues or escalates, discuss the matter with the Team Leader and / or Principal.
5. Give the Team Leader / Principal time to investigate the issue, report back to you, and put in place the agreed actions / resolutions.
6. If unresolved, request that the Board of Trustees investigates the issue through the Board Process. Such a request must be made in writing. Letters to the Board of Trustees should be addressed to the Board Chairperson and be marked 'Personal'.



Process / Flowchart for concerns and issues related to school processes and procedures, and the actions of non-contact staff e.g. administration, caretaking etc, the Principal, a Board of Trustees member, the Board Chairperson

General Guidelines:

1. If appropriate, discuss the matter with the person first. Choose a mutually acceptable time and place - not in front of your child, other children or people.
2. Give the person time to put in place the agreed actions / resolutions.
3. If the matter remains unresolved, continues or escalates, discuss the matter with the Principal or Board Chairperson (as appropriate).
4. Give the Principal or Board Chairperson time to investigate the issue, report back to you, and put in place the agreed actions / resolutions.
5. If unresolved, request that the Board of Trustees investigates the issue through the Board Process. Such a request must be made in writing. Letters to the Board of Trustees should be addressed to the Board Chairperson and be marked 'Personal'.



NB: The starting point will be dependent on the nature of the concern or issue, and the role of the person involved.