



## Policy: Complaints and Procedures Academic Year 2023-24

Policy Number:	14
Draft Date:	09/09/2018
Review Date:	04/07/2023
Written By:	SLT
Approved by the Principal:	
Approved by Management Representative:	
Next Review:	May/June 2024

**Vision:** To be a welcoming and diverse international school that nurtures students to acquire, articulate and establish the necessary skills and knowledge to become a citizen in a global environment.

**Mission:** To create an inclusive environment of responsibility, respect and tolerance, based on Qatari values, for all members of the school community. To deliver an in-depth consistent learning program, which provides opportunities to display their learnings.

**Objectives:** Spectra Global School helps individuals to become life-long learners with **STEPS**.

We provide

**S-STIMULATING** environment for learning.

**T-TRANSPARENT** vision helps us to communicate easily.

**E-EMPATHY** towards others helps us to learn life skills lessons and values of the country that we are growing.

**P-PROGRESS** to achieve and attain better.

**S-SUSTAIN** with what we do and maximize it.

### **Definition of a complaint**

*A complaint is “An expression of dissatisfaction, however made, about the standard of service provided, or any actions or lack of action.”*

### **Rationale**

In line with our school Objectives, this policy has been written to ensure that we provide a **Stimulating** environment for our students and adults with **Transparency**. To **Sustain**, we need to be **Progressive** and attain what we are capable of and ensure that we remain human and **Empathetic** with one another.

The foundation of Spectra Global School, was built on encouraging and the development of an environment where everyone is respected and valued. We encourage dialogue, respectful communication and always aim to address and resolve any issues or concerns in a mature, professional manner.

The following Policy is developed with the aim of:

- School Improvement and ensuring that issues or concerns are dealt with in a clear constructive manner.
- Improving our communication channels in the school, giving all stakeholders a platform to have their concerns or issues heard and addressed in a structured and professional manner.
- Building confidence in our learners by encouraging them to communicate and speak on issues that affect them, thus developing their character while enabling them to deal with other people fairly and respectfully.
- Creating positive relationships between home and school so that both spheres are supportive and compliment the other.

There may be occasions when dissatisfaction is expressed by one of these parties, and arrangements need to be established for addressing these. The purpose of these arrangements is to reinforce the partnership between the school, parents, and students by setting out a common framework for dealing with concerns and complaints that each may have with regard to operations at SGS. It is to be used with a degree of flexibility, depending on each individual case with the objective of resolving concerns. This document will be available to all on request, but is mainly intended for use by teachers and other staff and those organisations, which advise or support parents in their concerns.

The responsibility for the organisation and management of the School rests with the Principal. The governors and the Principal recognise that the partnership between the School and parents, which is based on mutual trust and respect, plays an essential part in building an effective School. In the absence of such a partnership and the trust on which it is based, the child will be the loser.

## **Complaint policy and procedures**

Spectra Global School is committed to providing the best teaching and pastoral care it can for its pupils. It is hoped that any worries or complaints can be dealt with informally through the Pastoral framework, but if not the school has a formal complaints procedure. Formal complaints are extremely rare, reflecting the good relationships between pupils, parents and the school which enables most matters to be resolved informally.

A written record of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing will be kept by the admin team.

### **1. How to make a complaint**

The first stage will be informal either written or verbally.

#### **1.1 Students**

Students' concerns will be handled by all staff, but issues of a personal nature should be referred to the form Teacher and/or the Middle Leadership team (MLT)/Head of Keystage (HOK)/Head of the Department (HOD) or students services. Suitable entry should be made in the students' file though full details are not required. All disclosures of abuse should be referred to the School Social Worker.

#### **1.2 Parents**

Wherever possible parents/carers should make their initial concern known to the member of staff involved in the first instance. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most concerns can be readily resolved by this informal stage.

#### **1.3 Community**

Issues and concerns raised from the local community should be referred to a member of the Senior Leadership Team (SLT), unless an individual student is named, when it should be referred to the relevant Teacher or Head of Keystage.

### **2. Stage 1: Informal Resolution**

**2.1** It is hoped that most complaints will be resolved quickly and informally.

**2.2** If parents have a complaint or concern, they should normally contact the Class or Subject Teacher, who will aim to resolve the issue with the pupils or parents and may consult the Head of Keystage (HOK)/Head of the Department (HOD)/ SLT. The teacher and, where appropriate, the MLT/HOK/HOD, will speak with or meet the parents at a mutually agreed time within two working days of the complaint to attempt to provide a resolution.

**2.3** If the complaint is against a specific member of staff, the SLT will have the right to decide whether the member of staff's presence is appropriate at this stage.

**2.4** If parents believe that the complaint is of a more serious nature, they may make their complaint directly to the SLT, who will aim to resolve the issue and will meet or contact the parents within one working day of the complaint.

**2.5** Complaints made directly to a member of staff other than the Teacher, or the Year Leader, Social Worker or SMT, will normally, in the first instance, be referred to the Teacher.

**2.6** If, after the meeting, there is no satisfactory resolution, parents are advised to proceed to Stage 2 of the procedure.

- 2.7** If a complaint is received about the Principal, it is hoped the matter can be resolved informally. If a complainant believes this would not be possible, the complaint should be directed to Board of Governors, who will liaise with the complainant and, as appropriate, the Principal.

### **3. Stage 2: Formal Resolution**

- 3.1** If the complaint cannot be resolved on an informal basis, parents should put their complaint in writing to the Reception.
- 3.2** SLT will meet the parents concerned, normally within maximum two working days of receiving the written complaint, to discuss the matter. If possible, a resolution will be reached at this stage. If the complaint is made against a specific member of staff, that member of staff may be present at this meeting. The SMT will have the right to decide whether the member of staff's presence is appropriate at this stage.
- 3.3** The SLT investigate the matter and will provide a response to that complaint within a further five working days. That response will explain the decision, the reasons for the decision and any action taken or proposed, and will go to all interested parties.
- 3.4** The school will keep written records of all meetings and interviews held in relation to the complaint.
- 3.5** If parents are still not satisfied with the decision, they should proceed to Stage 3 of the procedure, which will be considered by the Board of Governors.

### **4. Stage 3: Appeal Procedure**

- 4.1** If parents wish to proceed to Stage 3 of the procedure, they will be referred to the Head of Keystage (HOK).
- 4.2** The matter will then normally be referred to the School Leadership Team (SLT) for consideration.
- 4.3** The Head of Keystage (HOK) will acknowledge the complaint within three working days of receipt and schedule a hearing to take place within a further ten working days.
- 4.4** The SLT may require that all details of the complaint should be supplied in advance.
- 4.5** If the complaint is made against a member of staff, the particulars of the complaint will be made available to the member of staff, and that member of staff will have the right to speak with the SLT.
- 4.6** The parents and, where applicable, the member of staff may be accompanied to the meeting by one other person.
- 4.7** If possible, the SLT will resolve the parents' complaint immediately without the need for further investigation.
- 4.8** When further investigation is required, the SLT will decide how it should be carried out. After due consideration of all facts they consider relevant, the SLT will reach a decision and may make recommendations, which it shall complete within seven working days of the meeting. The SLT will write to the parents informing them of its decision and the reasons for it. The decision of the SLT will be final. The SLT's findings and, if any, recommendations will be sent in writing to the parents, the Head of Keystage and where relevant, the person complained of.
- 4.9** A written record will be kept by the PA to Principal.

## 5. Stage 4: Ministry of Education and Higher Education

In addition to the above should a parent wish to take the complaint to the Ministry. The Ministry has very clear guidelines on how a parent should proceed. The parent needs to fill an online form which is available on the Private Schools Portal <https://privateschools.edu.gov.qa>. The Ministry will in all instances will inform the school that a complaint has been made and share the details of the complaint with the school. The expectation is that the Parent and the School should have endeavored to resolve the issue and all 3 stages have been completed and their intervention is only required in the most pertinent of cases.

### Confidentiality

Parents can be assured that all concerns and complaints will be treated seriously and in confidence.

We have formulated the following Communications Policy as a way to address issues or concerns that are raised by the various members of the Spectra Community. It is essential that the school has clear process to deal with complaints and address concerns as this will give people the appropriate platforms to have their grievances heard, and then allow the relevant persons to address any issues. It will then give all stake-holders the opportunity to respond to issues in an organized, appropriate and constructive manner.

### By doing this we aim to:

- Deal with any issues and address concerns in a clear, constructive and fair manner.
- Maintain the appropriate Health and Safety standards in the school.
- Contribute to ongoing development and School Improvement.
- Build stronger relationships between the school and home.
- Build Character and encourage students to handle conflicts confidently and in a manner that maintains their integrity.

### Social media

In order for complaints to be resolved as quickly and fairly as possible, we request that you do not discuss complaints publicly via social media. Complaints will be dealt with confidentially for those involved, and we expect you to observe complete confidentiality too.

### Procedures for dealing with issues/complaints

The following table will give an indication as to the paths that should be followed when raising an issue with the school:

**Parent Complaints:**

<b>Non-Academic</b>	
Any Issues to be addressed and raised with Student Services Student Services will deal with and forward on to the relevant persons for resolution. Parents will be updated of the outcome	
<b>Academic</b>	
<b>Level 1 – Minor</b>	
Teacher to be contacted/informed of the issue/concern through ClassDojo, Microsoft Teams or verbally	
<b>Level 2 – Complaint/Concern</b>	
Set a meeting with the teacher and/or Year leader Minute the discussion Resolve	
<b>Level 3 – Serious Issues/Concerns</b>	
Set a meeting with the teacher and/or Year leader / or Social Worker Set Appointment via Receptionist Meeting to be documented	
<b>Positive:</b>	<b>Negative</b>
Student Services/coordinator to document the outcome Follow up with parents directly Staff will confirm the reception of any complaints. (Phone call, message, etc.)	Student Services to determine if the issue should be forwarded to the Principal.

### **Staff Complaints:**

When a student has a complaint or concern, it is important to give that student the opportunity to be heard, to deal with the student in the appropriate manner.

<b>Student</b>	<b>Parent</b>	<b>Others</b>
Report any issues to Teacher or TA <b>Peer-to-peer</b> Speak with others involved and try to resolve matters amicably <b>Teacher or TA</b> Intervene/mediate and resolve issues where possible Document all issues Inform Parents where necessary Inform Lead Teacher or Social worker Teacher to try to resolve the issues If unresolved, then inform Year leader / Student Services Document Meeting with 1. Students 2. Parents Parents to be informed if the issue cannot be resolved by the school only.	Inform Student Services / SMT If not resolved then the next step is to address the issue with the Principal  Depending on the nature of the issue, Parents will be informed and involved in the resolution	Academic  First Teacher then year leader, then Key Stage coordinator.  Non-Academic • Teacher • Social worker • Student Services Student services to inform the relevant Persons.

### **Handling Complaints during the Coronavirus (Covid-19) Pandemic (Addendum to Complaints Procedure)**

During the Covid-19 pandemic if our school is closed or if school access is restricted we will endeavour to continue considering complaints from our parents, carers and other stakeholders. Under such circumstances. The process and timescales of the above complaints procedure might be affected.

### **Roles and Responsibilities**

#### **Complainant**

You will receive a more effective response to the complaint if you:

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- Refrain from publicizing the details of the complaint on social media and respect confidentiality.

### **Investigator**

The investigator's role is to establish the facts relevant to the complaint by:

- providing a comprehensive, open, transparent and fair consideration of the complaint through:
  - i) sensitive and thorough interviewing of you to establish what has happened and who has been involved
  - ii) interviewing staff and children/young people and other staff relevant to the complaint
  - iii) consideration of records and other relevant information
  - iv) analysing information

The investigator should:

- conduct interviews with an open mind and be prepared to persist in the questioning
- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond
- prepare a comprehensive report for the SLT that sets out the facts, identifies solutions and recommends courses of action to resolve problems.

### **Complaints Co-ordinator**

The complaints Co-ordinator should:

- ensure that you are fully updated at each stage of the procedure
- liaise with staff members, Head teacher, SLT to ensure the smooth running of the complaints procedure
- Keep records of complaints received, resolution, including final outcome.



## Teacher / School Management / Parent Meeting form 2023-2024

### Student Information:

Student Name: ..... Class: ..... Roll Number: . . . .

Meeting required by: School Management ☐ Teacher ☐ Parent ☐

Meeting method: Online Meeting ☐ Phone call ☐ face to face meeting ☐

Meeting With: ..... Meeting Date: .../ .../202... Meeting time: .....

### Primary Reason for Contact:

- ☐ Academic
- ☐ Behaviour/Social (Classroom expectations, aggression, outbursts)
- ☐ Social Skills (Peer interactions)
- ☐ Communication (Speech/articulation or language/receptive or expressive)
- ☐ Physical (fine or gross skills)
- ☐ Non uniform note
- ☐ Medical
- ☐ Health and Safety
- ☐ Attendance and punctuality
- ☐ Library book
- ☐ Other \_\_\_\_\_

### Teacher Notes / Comments:

.....

.....

.....

### Parent Notes/Comments / Clarification:

.....

.....

.....

Teacher / Staff	School Management	Parent
Name:.....	.....	.....
Signature:.....	.....	.....
Date: ...../...../.....202...	...../...../.....202...	...../...../.....202...