



Concerns and Complaints Policy – Procedures and Forms

The following procedures and forms support implementation of the KSCS Concerns and Complaints Policy:

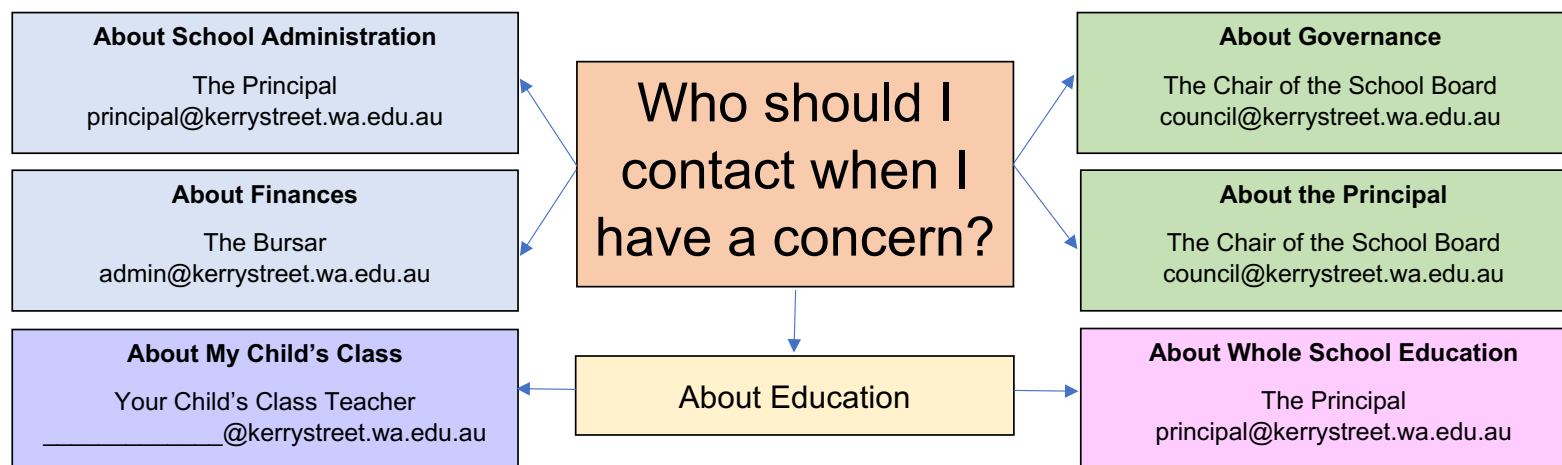
1. Concerns and Complaints Guideline Chart
2. Concerns and Complaints Procedure
3. Receiving Concerns and Complaints
4. Child-Friendly Complaints Procedure
5. KSCS Complaint Form
6. Complaints Register



Guide to Show Most Relevant Person to Manage a Concern

A 'concern' is an issue of interest (because it's of importance and effect) that is raised informally to improve or change a situation. As we believe in the power of communication, we suggest that all concerns are first raised in person or via email with the individual recommended in the diagram below.

If you are unsure of who to speak with, you can contact the Feedback Coordinator (feedback@kerrystreet.wa.edu.au) who will direct you, or your concern, to the person most able to assist you.



If you feel your concern has not been resolved and/or you wish to submit a complaint (a formal expression of grievance where the complainant is seeking redress through the Kerry Street Complaint Form), the Complaints Policy, Procedure and Form can be accessed on the Kerry Street website at www.kerrystreet.wa.edu.au/contact-us-feedback

All complaints must be submitted to the Feedback Coordinator using the Complaint Form via email at feedback@kerrystreet.wa.edu.au or using the Feedback Form on our website. Confidential complaints may be submitted directly to the Principal or the Chair of the School Board using the Complaint Form.

2. Procedure

This procedure refers to 'concerns' but can be used at any time you wish to approach the school about something you would like to be different, a serious complaint, an opportunity you can see, an idea you have, problems your child has brought to you, an observation you have made, a project you would like to take on, a request you have or a question about anything.

A. When you have a concern (or any of the above), first consider what your concern is really about:

1. Try to clarify what the issues are for you and identify what needs of yours would be addressed in an outcome you considered satisfactory.
2. Try to identify any strong emotions you have. Are these emotions in proportion to the problem? How can you manage them so they do not interfere with resolving the complaint in a positive way?
3. Talking it over with someone you trust can help you identify issues and needs and help you manage your emotions and gain perspective.
4. Thinking of some possible solutions can be of benefit, especially if you remain flexible about them, to allow for other people's needs you may be unaware of.
5. Consider who is the best person at school to approach with your concern. Below is a list of who we recommend in different circumstances but if you do not feel comfortable approaching this person, you may seek advice from the Board Parent Liaison Officer who can discuss your options with you.
 - a) Your child's teacher: matters related to the class program or environment or your child's progress or well-being.
 - b) Principal: matters related to the educational program of the school, your child's well-being, student behaviour as a group or individually, bullying, volunteers, conduct of the school Board or unresolved concerns with another member of staff.
 - c) Principal: matters related to administration, maintenance, buildings and grounds. The Principal may also be of assistance in discussing matters which are the responsibility of the Board, for example, school policies.
 - d) Board: Projects involving a significant budget and governance issues including policies.
 - e) Board Chair: For a serious complaint involving the Principal, you are advised to approach the Chair of the Board.

B. When you have clarified your concern and are ready to approach someone at school:

1. You may approach this person with your concern verbally or in writing. Both ways are valid and useful in different circumstances. If you prefer to present your concern

verbally, it may be of benefit to have some notes with you so you do not forget important points you wish to make. You may bring a person with you for support.

2. Be positive and straight forward. Approach the person as a partner in problem solving. Present the concern as a problem you would like to resolve, rather than trying to work out who or what is right or wrong.
3. The person you approach will let you know what they think will happen next and a time frame for this. All efforts will be made to resolve problems as quickly as possible without rushing to less than satisfactory solutions. All concerns should be resolved to the satisfaction of both parties within fourteen days. You will be kept up to date on progress.
4. If you are satisfied with the resolution of your concern you can congratulate yourself on approaching the problem well and working as part of a team to come to a solution.
5. If you are unsatisfied with the outcome of your concern, please approach someone else who has the authority to help you, usually the Principal. If the concern relates to the Principal, talk to the Board Chair. The flow chart may help you which is available on the School Governance noticeboard, from the Office or the school website.

C. Complaints

1. If you are unable to resolve your concern, you can proceed to lodging an official complaint by submitting a completed Kerry Street Complaint Form to the dedicated feedback email on the school's website or in person to the Principal or Board Chair. If you require assistance in lodging a complaint, the Board Parent Liaison Officer, the Principal or the Board Chair are all able to help you.
2. Complaints may be submitted anonymously and although it may not be possible to obtain sufficient details when a complaint is made anonymously, such complaints will still be accepted, recorded, evaluated and actioned to the extent possible for any information they may contain.
3. The Board Parent Liaison monitors the feedback email and will contact you to discuss your complaint and what will happen next.
4. A Complaints Committee meeting will be called no more than 28 days after receiving your complaint and will be the forum for your complaint to be heard.
5. At the Committee meeting, all parties will be given a full and fair opportunity to state their respective cases orally, in writing, or both.
6. The Parent Liaison will inform you of the Committee's decision within seven days after the Committee meeting.
7. If you are dissatisfied with the decision of the Committee you may elect to initiate further dispute resolution procedures.

D. Unresolved Complaints

1. If you are still unsatisfied, you have the option to involve a mediator at your own expense. The mediator will be agreed upon by all parties. The parties are to exchange written statements of the issues that are in dispute between them and supply copies to the mediator

at least 5 days before the mediation session. The mediator will not determine the dispute and the mediation will be confidential.

2. If the issue affects the whole school community, you have the right to call a special whole school meeting under conditions detailed in the Constitution. This process may involve an Independent Arbitrator if required and mutually agreed upon.
3. If the dispute cannot be resolved through mediation, any party to the dispute may apply to the State Administrative Tribunal to determine the dispute.

E. Confidentiality

1. A confidential record will be kept of your complaint to ensure it is followed up and resolved satisfactorily and to review the effectiveness of this process. Complaint records also provide the school with valuable information for improvement, some of which may only be seen clearly in the fullness of time.
2. If your complaint is about a person, this person will be informed of the substance of your complaint to allow them a chance of a fair hearing. You may choose to remain anonymous in this instance.
3. The Principal monitors all complaints lodged that concern school activities.
4. The Board monitors all complaints lodged that concern governance activities, the Principal and unresolved school complaints.
5. Confidentiality will be respected and maintained so far as is possible.

F. Role of the Director General

1. The Director General of the Department of Education is responsible for ensuring that the school observes the registration standards, including the standard about its complaints handling system. Any student, parent or community member is entitled to contact the Director General with concerns about how the school has dealt with a complaint. Information is available on the Department of Education website.
2. While the Director General may consider whether the school has breached the registration standards, she does not have power to intervene in a complaint or override the school's decision.

3. Receiving Concerns

- A.** Remember to actively listen first. This means let the person talk, feed back to them what you think they are saying and ask questions to clarify the issues and help them explore their needs. Don't judge, solve or diminish the person or their problem. Don't justify. Don't take it personally. This allows the other person to get their whole story out, including their stated reasons and sometimes uncovering subconscious needs that may block resolution if not addressed. It demonstrates your willingness to listen to their complaint seriously, openly and positively. It allows them to present their concern in a non-adversarial way. It sets up a good basis for problem solving as partners.
- B.** See the complainant as a person who would like something to be different and is asking for your help. Be creative.
- C.** See the concern as an opportunity to learn, even if you don't agree with the person. At a minimum you will get to practice this process.
- D.** Now is your time to talk. Give the person information, tell your side of the story, if relevant, and describe factors affecting the issue they may not have considered.
- E.** You may be able to reach a resolution immediately by developing different options and choosing one or several of them. If so, congratulations.
- F.** It may not be appropriate to resolve the concern at this stage. You may need to discuss what actions need to be taken. Do you need to consult with anyone, listen to the other side of the story, find information, refer the concern to another person or the Board, or access professional advice outside the school?
- G.** Be clear about what will happen next, when it will happen and who will be responsible for following through with the actions decided on.
- H.** Begin or complete an incident report and forward it to the Principal.
- I.** Follow through with the actions decided on, updating the report and informing or consulting with relevant parties as you go. Discuss new avenues of approach if appropriate.
- J.** If you come to a resolution, congratulations. If you are unable to come to a resolution, encourage the person to take their concern to another person you think may be able to help them.
- K.** If you need support, please talk with someone who can help you. This may be the Principal, the Chair of the Board, the Board Parent Liaison or someone outside the school community. It may also be another member of staff or a friend within the community. In this case, be careful about confidentiality,
- L.** At all times, be aware of confidentiality. Discuss this directly with the complainant and be clear about your respective expectations.

M. When finding solutions, be aware of what is a reasonable expectation and keep your perspective. You may need to balance the needs of the person you are speaking with, with the needs of others, including yourself. It can help to be creative about solutions so allowing one person to have their needs met does not necessarily preclude another person having their (unique and different) needs met. But sometimes one person's needs will have a direct impact on another person and not everyone can have what they want or need. This is when you must use your best judgment. If the process has been fair, positive and open, hopefully all parties will be willing to compromise at this stage. If not, it is your responsibility to be fair but firm in stating what you believe a reasonable outcome would be.

4. Child Friendly Complaints Procedure

Kids Feedback Procedure

We are here to keep you safe.

You can talk to us about lots of things! We will listen.

If you want, you can be anonymous (this means we won't tell other people who you are, but if it's serious – we have too.)

Ways you can talk to us:

- Bring a Friend
- Write a Note
- Say 'I have feedback!'

<p>Teachers I want to learn about... That was too hard! I want to be heard. I loved that lesson! I did not love that lesson. [Teacher/Principal – School Board]</p>	<p>School Grounds I see a dangerous animal! Fire! There's a Police Emergency! Some equipment broke. Some equipment is lost. I found rubbish. [Duty Teacher/Principal– School Board]</p>
<p>Myself I have an idea! I feel upset about something. I want to talk. I feel bad scared. I feel uncomfortable [Teacher/Kitty – Principal – School Board]</p>	<p>Friends I'm having problems with my friends. I think I'm being bullied. I'd like to be a better friend. I want more friends. I want a Kids Council Meeting! [Teacher/Kitty]</p>



Phone: (08) 9335 1471 Email: kerrystreet@kerrystreet.wa.edu.au Web: www.kerrystreet.wa.edu.au

Complaint Form

This form is to be used in conjunction with the school's Complaints Policy and Complaints Procedures. The form may be used by any member of the school community (staff, parent or volunteer) to formally raise a complaint for resolution

Date:	Complaint Level: 1 2 3 (see page three)
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Your Name:

Contact Number:

Email:

Your Concern
Please outline the nature of your complaint, including the surrounding circumstances and your main concern.

What happened? What is your complaint/concern primarily about?

Who has been affected? How?

What would you like to see happen as a result of your complaint?
How can we improve or make things better?

Actions You Have Taken
Please outline any steps you have already taken to attempt to resolve the problem or issue.
Who have you spoken to? What was the response?

If you have not yet approached anyone with your concern, why not?

What time, skills or resources can you personally offer to help resolve this issue?

Signed:	Date:
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COMPLAINT – Receiver to complete

Your name:

Your role or position:

Date:

What do you understand to be the core issues or needs identified in the complaint?

What problems or circumstances did you experience that may have contributed to the situation?

What do you think needs to happen to bring about a solution to the complaint?

What time, skills or resources can you personally offer to help resolve this issue?

Is there anything else that you think needs to be communicated to the complainant to help them to understand what happened better?

COMPLAINT – Both parties to complete

Did you manage to reach agreement about a solution to this issue or concern?

Yes No

If no, please provide all documentation to the Principal for assessment of the problem, issue or concern.

If yes, Agreed Outcomes

Please provide a brief summary of what agreements were reached. (Attach additional pages if required).

Agreed Action Plan

Who	What	By When

Signed: _____ Signed: _____ Signed: _____
 Role: _____ Role: _____ Role: _____
 Date: _____ Date: _____ Date: _____

Who should I contact?

<p>Category 1:</p> <ul style="list-style-type: none"> • may relate to a single issue; • involves minimal risk to the complainant, school, staff member, or student; • will not require a detailed investigation; and • will be suitable for local resolution. <p>Contact the person immediately responsible for that area of school functioning (e.g., parent, teacher, etc.).</p>	<p>Category 2:</p> <ul style="list-style-type: none"> • may relate to one or more issues; • involves a low degree of risk to the complainant, school, staff member, or student; • may require a more detailed investigation; • likely to involve consultation with staff and/or volunteers. <p>Contact the Principal</p>	<p>Level 3:</p> <ul style="list-style-type: none"> • may involve a serious or significant risk to the complainant, school, staff member or student; • will involve a formal investigation; and <p>Contact the Principal or the Board Chair (or Nominated Representative).</p>
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Complaints Register

Complaint No.	Date	Time	Mode of Complaint	Nature of Complaint	Name of Person Making Complaint	Name of Person Receiving Complaint	Action Taken