



Education through Community

Community through Education

COMPLAINTS MANAGEMENT POLICY AND PROCEDURES

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POLICY

Spearwood Alternative School (SAS) is committed to positive relationships between students, parents, staff and community members through Restorative Practice principles. The school will make every effort to manage the resolution of concerns, complaints and disputes lodged in a timely manner.

This policy is underpinned by SAS' approach to Restorative Practice which is founded in concepts of accountability, responsibility and empathy for all members of the SAS community (see Restorative Practice overview, Appendix A).

The Principal is responsible for establishing and maintaining the processes for managing enquiries, concerns and complaints within the school.

PROCEDURES

There is an expectation for all SAS community members to be aware of their responsibilities under the SAS Respect Agreement (currently under development). To this end the following sets out the expected complaints management conduct for all parties to:

- be considerate of each other's views and respect each other's role;
- be resolution focused;
- act in good faith and cooperation;
- behave with respect and courtesy; and
- respect the privacy and confidentiality of those involved, as appropriate.

Whilst these procedures are primarily designed for families who seek to raise concerns that impact on their child/ren, it is important to acknowledge that the school is also responsible for fielding and managing complaints from students and staff about other students, staff and parents/guardians.

SAS has a clear line of approach for a person wishing to make a complaint within the school.

In most cases, complaints should initially be directed to the relevant teacher/s who will consider it with a focus on prioritising student wellbeing.

1. Teacher/s – teachers have a responsibility to:

- engage in a restorative approach to support healthy relationship building;
- maintain confidentiality in dealing with each matter;
- resolve parent concerns and complaints where possible;
- communicate outcomes of concerns and complaints to the Principal, where appropriate; and
- refer parent enquiries, concerns and complaints to the Principal, where appropriate.

In the event that a complaint is unresolved at a class level, it may be taken to the Principal for resolution.

2. Principal – the principal has an obligation to:

- engage in a restorative approach to support healthy relationship building;
- maintain confidentiality in dealing with each matter;
- respond to and manage parent enquiries, concerns and complaints;
- ensure, wherever possible, that complaints are resolved at the school level;
- ensure parties are aware that they can have a support person during this process;
- record and monitor complaints and their outcomes to identify and implement improvements;
- communicate the complaints policy and procedure to the school community;
- update the complaints policy and/or procedures, where necessary;
- align processes with Department of Education's policies.

In the event of a restorative process in response to a complaint or dispute, parties are expected to adhere to the following:

- to keep personal information about the situation private until the opportunity for the restorative process to occur and all parties involved have had an opportunity to be informed and respond; and
- to remain calm and respectful when dealing with other community members and staff throughout the process.

UNRESOLVED ISSUE

Complainants should refer to the Department of Education documents to this policy.

In the event of a complaint being unresolved at the school level, it may be raised with the Educational Regional Office:

South Metropolitan Education Regional Office 9336 9563
184 Hampton Road, Beaconsfield WA 6162
P O Box 63, South Fremantle WA 6162