

HAVELOCK SCHOOL BOARD OF TRUSTEES - MARLBOROUGH

Policy Statement: Complaints, Concerns & Issues ~ 3.10

Rationale

This policy is to clearly explain to parents, trustees and teachers the correct procedure for addressing issues, concerns, complaints and/or concerns. If these steps are followed then a positive resolution is more likely to be achieved.

Purpose

- 1 To enable all to satisfy their concerns through the correct course of action.
- 2 To help realise that all parties, staff, parents, trustees and community members/groups are bound to a set of procedures.
- 3 To show that the procedures are set in place for the protection of all.

Broad Guidelines

Staff and individual trustees should direct concerned parties onto the correct course of action. Formal complaints cannot and will not be addressed if the correct procedures are not adhered to.

Procedures

- 1 Party brings their issue large or small, complaint and/or concern to the respective staff member at a mutually agreed time. (Anonymous concerns limit the potential to resolve genuine issues and so will be shared with those to whom it is likely to relate in an effort to do justice to the inferred intent of the complaint. Issues deemed to be frivolous will be recorded but not acted upon.)
If not satisfied or deemed appropriate follow through to Step 2.
- 2 Party takes their issue to the principal at a mutually agreed time.
* Refer also to further guidelines hereunder.
If not satisfied or deemed appropriate proceed to Step 3.
- 3 Party takes their issue in writing to the principal.
If not satisfied or deemed appropriate proceed to Step 4.
- 4 Party takes their issue to the Board of Trustees Chairperson.
If not satisfied or not deemed appropriate proceed to Step 5.
- 5 Parent addresses/takes their issue in writing to;

The Chairperson
Havelock School Board of Trustees
47 Main Road
HAVELOCK 7100

If still not satisfied proceed to Step 6.

- 6 Parents in particular have other outside agencies that may act on their behalf. Please approach the Principal for assistance.

* If useful at any time please refer to the [Ten Point Plan ~ Meeting Agenda](#). This has proved helpful in the past.

Conclusion

Where parties are willing to follow positively the guidelines and procedures above, then complaints, concerns and misunderstandings are likely to be satisfactorily resolved and not cause pain. Where both the home and school work as a team to solve difficulties then our children and students benefit and have a positive role model in conflict resolution.

Original 1991. Updated 1994, 1997, 1998, 2001, 2004 and 2008. This Version 3.5 Mar 2014.

Formally Adopted

May 2014

To be Reviewed

2017/1

Further GUIDELINES

When complaints arise from Step 2 then the following acts as a guide.

1. On receipt, all complaints whether written or verbal, will be referred by the principal to the staff member concerned for a response.
2. The principal will, after considering the nature of the complaint, attempt to bring about resolution between the parties as to what might be an acceptable remedy.
3. If not already in receipt of a written complaint and if the parties concerned are unable to reach a mutually accepted agreement, the principal will advise the complainant to make a formal written complaint to the board (4).
4. On receipt of a formal complaint the Board will refer the complainant to the principal who will in turn advise the staff member of the complaint and of his/her right to seek representation. The Board will also acknowledge receipt of the complaint.
5. The staff member will again be given the opportunity to respond to the formal complaint.
6. The principal will then undertake to define the problem and attempt to reach agreement with those concerned as to a course of action to correct the situation. If resolution is not possible through mutual agreement, the Board will be informed and further action will be taken.
7. The principal will report to the Board outlining the actions taken and circumstances surrounding the complaint/problem. If deemed sufficient grounds are established, then a formal investigation can be initiated. The Board will take into consideration the nature of the issue/complaint/problem (ie competency; discipline, of a frivolous nature, no case to answer or insufficient information). Board policy, industrial and legal responsibilities will be taken into account. The Board may also seek advice.
8. The sections relating to complaints/discipline/competency of the relevant collective employment agreement will be used as reference when moving beyond the above.

General

1. The principal will take all reasonable steps possible to keep the complainant informed of actions being taken in so far as confidentiality allows.
2. Full written records will be kept.
3. Any member of the Board of Trustees who is personally involved in a complaint shall take no part in the discussion about it but may submit a statement on the matter.
4. All business concerning the complaint and action resulting from it will be held "in committee".

Ten Point Plan ~ Meeting Agenda

This meeting is intended to be informal but in order to have positive and better outcomes, an agenda such as that suggested below could be followed. While notes are being taken it is understood that those present remain clear about maintaining confidentiality. Everyone's interests are best served if full and frank discussion occurs within a framework based on trust. The purpose is to construct a positive way forward through which the student's needs may be better met. For positive change to occur all parties must want that change and remain committed to its success. Each corner of the triangle (school/parents/student) shares some responsibility in supporting the other two - when all three are in unison much can be achieved.

Date	
Those Present	
1	The problem as outlined by parents/caregivers, the student or school.
2	What do the records tell us?
3a	Expectation of student from parents/caregivers.
3b	Expectation of student by school.
3c	Expectation of school by parents.
3d	Expectation of parents by school.
4	Where could/should the student be?
5	What barriers to learning/progress/behaviour might there be?
6	What achievable goals do we want to set?
7	How to we achieve them?
8	Who does what? School ~ Parents ~ Student ~
9	How do we measure?
10	When do we reconvene and who?
Notes...	