



Complaints Management Policy – School Community

1. Commitment to Child Safety

Camberwell Girls Grammar School is a child safe organisation which welcomes all children, young people, their families and their participation. We are committed to providing culturally inclusive environments where all our students are safe and feel safe, and have confidence their voice is heard. We promote positive interactions between students and adults, and between students and their peers based on mutual trust and respect.

Child safety is a shared responsibility. Everyone engaged or employed by Camberwell Girls has a role to play in promoting child safety. All are aware of their responsibility to promptly raise issues or concerns about a child's safety or wellbeing. We have zero tolerance for child abuse and we take proactive steps to identify children who may be at risk or experiencing vulnerability to mitigate harm or distress.

Particular attention is given to the safety needs of Aboriginal or Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, international students, those unable to live at home and children and young people who identify as LGBTQIA+.

We regularly seek input from students, parents, carers, staff and volunteers in our child safe practices and communicate our policies and ongoing strategies following each systematic review.

2. Purpose

Camberwell Girls Grammar School (CGGS) recognises the importance of fostering supportive and respectful relationships with parents and families and developing strong partnerships within the community. It recognises there may be times when there are disagreements and issues of concern that may need to be resolved in a positive and professional way. The school is committed to resolving complaints fairly and promptly and in accordance with relevant legislation.

This policy sets out the principles, guidelines and procedures governing the School's approach to the management and resolution of complaints based on best practice - Guidelines for Complaint Management in Organisations (AS/NZS 10002:2014), which provides the best practice benchmarks for handling complaints.

3. Scope

The policy applies to Parents, Students, contractors and other external members of the School Community who may be dissatisfied or have a concern or complaint in relation to a decision taken or an action or activity for which the School is responsible. The School encourages such concerns to be identified and resolved speedily and informally and the formal process is only required when the complaint proves more difficult.



What issues are covered by this policy?

Issues that might be considered under the Complaints Management Policy could include, for example:

- | A breach of the obligations by the school in relation to the democratic principles as set out in the Education and Reform Regulations (2017).
- | The right of a parent or student to access information about the student’s achievement.
- | Decisions, actions, or activities for which the school is responsible and which are thought to go against the spirit of the school’s mission and values or which are alleged to be inequitable or procedurally unfair.
- | Personal concerns between individuals that impact the school operations.

Exclusions

This policy does not cover the following:

- | **Child safety incidents** - For complaints of a serious misconduct, such as sexual offences, criminal charges, serious incidents or matters related to mandatory reporting and reportable conduct, please also refer to the Child Safety Response and Reporting Policy and seek guidance from the School’s Child Safety Officers for further details.
- | **Student issues** - For students concerns and/or issues, students should refer to the:
 - | Student Welfare and Safety Policy
 - | Student Behaviour Management Policy
 - | International Students Complaints and Appeals Policy
 - | International Students Behaviour Management Policy
- | **Staff issues** – For staff issues in relation to their employment, Staff should refer to the Staff Complaints Management Policy.
- | **Fraudulent matters** - For matters of a serious nature such as corruption, unethical practices, danger or illegality that affects others and the wider school community, refer to the school’s Whistleblower Protection Policy.

4. Definitions

Term	Definition
School	Camberwell Girls Grammar School (Camberwell Girls)
The School Community	Parents, students, contractors, visitors, volunteers, neighbours, suppliers, families on the enrolment wait-list.
Parents	Parents, guardians, carers.
Staff	All staff employed at CGGS.
Students	All locally enrolled students at CGGS.
Complaint	An expression of dissatisfaction with an action taken, decision made, or service provided, or the failure to provide a service, take action or make a decision.
Grievance	A dispute or disagreement between two parties. A grievance is also a complaint one party has against another party for some alleged wrong committed by the second party.
Complainant	The party that brings a complaint against another.



Respondent	The person against whom the complaint is made.
Support Person	Has the role of providing moral support but cannot interfere with procedures and should refrain from interrupting and adding their personal opinion. This person cannot be someone who will be interviewed as part of the investigation.
Resolved	A complaint is considered to be 'resolved' when an acceptable outcome is reached between both the Complainant and respondent.
Finalised	A complaint is considered to be 'finalised' when the Principal has made a final determination on the matter after exhausting the processes set out in this policy.
Unresolved	A complaint is considered to be 'unresolved' when agreement cannot be reached on a course of action and/or a remedy, or if the remedy cannot be implemented.

5. Roles and Responsibilities

- ▮ The **School Council** is responsible for determining this policy and responding to any appeals referred to by the Principal.
- ▮ The **Principal** holds overall accountability for ensuring that the system for managing complaints is effective and communicated.
- ▮ The **Deputy Principal** or **Heads of School** are responsible for all complaints regarding Secondary School.
- ▮ The **Head of Junior School** is responsible for all complaints regarding Junior School.
- ▮ The **Chief Financial and Operating Officer** is responsible for responding to general business service and operation complaints, tuition fee complaints and complaints from nearby residents.

6. Policy Statement

- ▮ CGGS recognises that the School community has a right to raise genuine issues of concern. It expects that the person raising the concern or complaint will:
 - ▮ raise matters promptly as soon as possible after the issue occurs.
 - ▮ provide complete and factual information.
 - ▮ maintain respect, privacy and confidentiality of everyone.
 - ▮ act in good faith. acknowledge the common goal to achieve an acceptable and balanced outcome.
- ▮ CGGS values the commitment of the School Community to work closely together to provide the best educational opportunities for every child. The School is committed to the development of professional, trusting and cooperative relationships between the School and the School Community.
- ▮ The School is committed to resolving issues in the first instance through discussion and conciliation and encourages the aggrieved to speak directly with the relevant individual.
- ▮ CGGS will endeavour to resolve matters as quickly as possible however realises the timeframe for resolution may depend on the complexity, nature and scope of the complaint.



- | The School is committed to child safety and has a zero tolerance of child abuse. In the context of this policy, the response to a complaint relating to child safety, particularly any in relation to Indigenous children, children with disabilities, children from linguistically and culturally diverse backgrounds, and children who are vulnerable, will be given the highest priority and attention.
- | CGGS is committed to the sensitive handling of any complaints and understandings that confidentiality is important.
- | The Complaints Management Policy is intended to be conciliatory, non-adversarial and non-legal. It is based on the following criteria:

Visibility	Information about how and where to make a complaint, as well as how a complaint will be handled is regularly publicised within the school community. The actions taken to respond to a complaint is well documented and includes the reasons underpinning any decisions made.
Accessibility	Information about how to make a complaint and the procedures when responding to a complaint is readily accessible on the school's intranet and website. The complaint-handling process is flexible and includes the ability to make a complaint in person, by phone or in writing. Support is provided to complainants with special needs, including interpreting services, support persons and/or witnesses.
Responsiveness	CGGS acknowledges, investigates and responds to complaints within an appropriate and timely manner. Complainants are kept informed of the progress of their complaint. When the matter is complex and additional time is required to bring the matter to resolution, complainants will be advised accordingly.
Objectivity	CGGS welcomes diverse views and opinions and acknowledges that the expression and exploration of alternate views are elements of a safe, open, healthy and dynamic environment.
Cost	There is no cost to the complainant to access the internal complaint-handling process of the school.
Investigator	The investigator will be a Child Safety Officer with sufficient skill and experience and not previously involved in the matter. An investigator may be an external advisor appointed by the Principal or their delegate.
Protection of Privacy	Complainants will not be victimised or discriminated against. Personally identifiable information concerning the complainant are protected from disclosure except where needed in relation to the complaint. This means that the complaint is only discussed with those directly involved in the complaint-handling process.



Student-focused	<p>The school is open and receptive to complaints and committed to resolving them with the educational wellbeing of students as the first priority.</p> <p>The school is committed to child safety and has a zero tolerance of child abuse. The response to a complaint relating to child safety, particularly any in relation to Indigenous children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, will be given the highest priority and attention.</p>
Accountability	<p>Complaints are handled in accordance with procedural fairness, respect and in good faith. The school is accountable, both internally and externally, for its decision making and complaint-handling performance. The school is able to provide explanations and reasons for its decisions.</p>
Continual improvement	<p>Complaint-handling procedures are regularly reviewed for improvement. Complaint data and feedback are used to identify recurrent themes and to implement improvement measures where a need is identified to improve the care and service provided.</p>

6.1. Types of Complaints

CGGS is committed to considering all complaints.

6.1.1. Legitimate Complaints

Legitimate complaints and genuine factual expressions of dissatisfaction warrant response and resolution. CGGS is committed to providing good quality educational services to students and child safety. The School will act upon feedback to ensure utmost safety and continuous improvement.

6.1.2. Anonymous Complaints

Anonymous complaints raise natural justice issues for respondents, who have a right to know particulars of allegations made against them. However, it should be recognised that the School may not be able to fully consider a complaint if it cannot effectively liaise with a Complainant.

In consultation with relevant CGGS staff, the Principal will determine the extent to which an anonymous complaint will be investigated. The School will always act when anonymous concerns about child safety are raised.

6.1.3. Vexatious Complaints

Inaccurate, misleading, malicious or false accusations have negative consequences for the person(s) concerned, interpersonal relationships and the morale of the School Community. Where it is found that a complaint has been made in bad faith to cause distress to one or more people, or as practical joke, disciplinary measures will be taken.



6.1.4. Unreasonable Complaint Conduct

Unreasonable Complaint Conduct is behaviour that:

- | is victimising (complaints causes further disadvantage or in response to retaliation or threats).
- | is vexatious (a complaint brought without merit, often to cause annoyance to another person).
- | is oriented towards conflict or defamation.
- | is clearly and significantly outside the expectation of confidentiality, co-operation, courtesy and respect.

The School will not tolerate this conduct.

6.2. Informal Complaints Process

The School will endeavour to resolve all complaints fairly, quickly and informally. The School Community are encouraged to resolve issues as quickly and as simply as possible without resorting to unnecessary process and bureaucracy.

Where a member of the School Community has an issue of concern or complaint, they should contact the relevant Staff member as per Table 1 below. All complaints must be raised in a respectful manner that is open, non-offensive and unbiased.

Where the issue cannot be resolved in the first instance, the issue should be escalated to the relevant Head of School for further investigation.

In situations where further attempts to resolve the issue informally are unsuccessful, the Complainant may choose to lodge a formal complaint. Some complaints, because of the seriousness of their nature, will be referred immediately to the Principal.

6.2.1. If the Complainant is a Parent

In the first instance, if the source of the complaint is a Parent, they are encouraged to raise their concern directly with the Staff member their complaint is about. This is best achieved by making an appointment to meet with the individual Staff member.

If the complaint or grievance is about an educational, behavioural or school environment matter, Table 1 below offers guidance.

6.2.2. If the Complainant is a Student

In the first instance, the student should act to resolve a minor complaint by discussing the matter with the Staff member concerned. If the student does not feel they can raise the matter directly with the Staff member concerned, they may approach their Year Level Coordinator or relevant Head of School.

If a resolution is not achieved in the first instance, the matter should be deferred to the appropriate member of staff as indicated in Table 1 below.

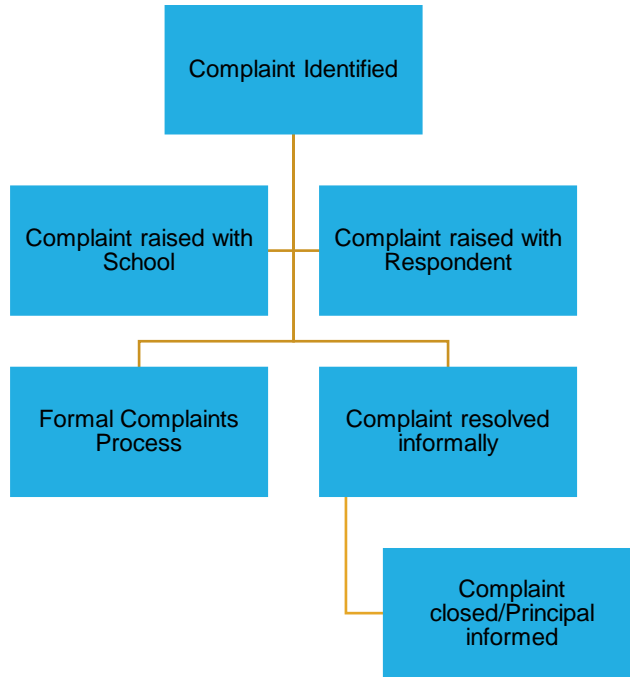


Table 1 – Order of communication for raising a complaint

Matter	Contact
Teaching and Learning Concern	First instance: Subject Teacher then: Year Level Coordinator then: Head of Junior School (F to Year 6) Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
General Year Level Concern (camps, timetabling etc)	First instance: Year Level Coordinator then: Head of Junior School (F to Year 6) Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
Sensitive or Personal Concern	First instance: Year Level Coordinator then: Counsellors then: Head of Junior School (F to Year 6) Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
Instrumental Music Concern	First instance: Instrumental Music Teacher then: Director of Music then: Relevant Head of School
Sport Concern	Head of Sport
Financial Concern	Chief Financial and Operating Officer
Physical School Grounds	Chief Financial and Operating Officer
A complaint relates to physical, emotional or sexual abuse	Principal
A complaint raised regarding another student	First instance: Teacher then: Head of Junior School (F to Year 6) Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12) then: Year Level Coordinator

In all instances, the School's representative will record the issues and steps which have been taken to resolve the complaint. The School's representative may choose to meet with the Parents/Students as part of due process.

Overview of the Informal Complaint Process



6.3. Formal Complaints Process

If the matter remains unresolved after following the Informal Complaint Process, or the complaint is of a very serious nature, the Complainant may raise a formal complaint.

6.3.1. If the Complainant is a Parent

Where possible, the school encourages concerns to be identified and resolved speedily and informally with the member of staff most directly involved such as the classroom teacher.

If you have a concern about your child or feedback for the school, in the first instance, please email your child's teacher. As they are teaching during the day, they will endeavour to acknowledge your email within 24 hours and arrange a convenient time to discuss any concerns you or your child may have.



Where your concern has not been resolved to the satisfaction of those concerned, the matter should be raised as follows:

Matter	Contact
Teaching and Learning Concern	Head of Junior School (F to Year 6)
Concerns relating to school policies	Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
General Year Level Concern (camps, timetabling etc)	Head of Junior School (F to Year 6) Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
Complaint relating to child safety (physical, emotional or sexual abuse), very complex students issues	Principal
Sensitive or Personal Concern	Principal
A complaint raised regarding another student/students from several classes	Head of Junior School (F to Year 6) Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
Instrumental Music Concern	Instrumental Music Teacher
Sport Concern	Head of Sport
Financial Concern	Chief Financial and Operating Officer
Physical School Grounds	Chief Financial and Operating Officer
Issues relating to Contractors	Chief Financial and Operating Officer
Serious school issues	Principal

Refer to **Appendix 1** for the Formal Complaint Form and **Appendix 2** for the process to follow.

6.3.2. If the Complainant is a Student (Junior School)

Sometimes things may go wrong at school or you may have a problem that is making you unhappy. Instead of worrying about it, talk to your teacher so they can help you find an answer.

If the complaint is about your teacher you can talk to the Head of Junior School.

6.3.3. If the Complainant is a Student (Secondary School)

From time to time, you may have a concern, a suggestion or a complaint. It is important for us as a school to hear and understand these matters so Staff can address your concerns and improve what we do and how we behave. We will do our best to remedy problems promptly and deal with each matter fairly.

Where possible, you should raise your concern or make your suggestion to your teacher/Year Level Coordinator. However, if the complaint is about them, then it can be made by writing to the relevant Head of School.

Initially your concern will be handled in confidence, although sometimes the member of staff to whom you speak, as the responsible adult, will need to tell someone else about the issue. If that is necessary, you will be informed before any confidential information is passed on.



Matter	Contact
Teaching and Learning Concern	Head of Junior School (F to Year 6)
Academic matters such as teaching methods, curriculum, assessment and school reports.	Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
General issues of staff and/or student behaviour that are contrary to the School's Codes of Conduct.	
Incidents of bullying, harassment and/or victimisation in the classroom or school yard.	
Concerns relating to school policies	
General Year Level Concern (camps, timetabling etc)	Head of Junior School (F to Year 6) Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
Complaint relating to child safety (physical, emotional or sexual abuse), very complex students issues	Principal
School practices, policies or decisions made or ignored that is perceived to be unfair, unreasonable or inappropriate.	Deputy Principal
A complaint raised regarding another student/students from several classes	Head of Junior School (F to Year 6) Head of Middle School (Year 7 to 9) Head of Senior School (Year 10 to 12)
Instrumental Music Concern	Instrumental Music Teacher
Sport Concern	Head of Sport
Serious school issues	Principal

Refer to **Appendix 1** for the Formal Complaint Form and **Appendix 3** for the process to follow.

6.4. Investigating Complaints

Some complaints can be resolved through discussion, but others require that the matter be investigated before coming to a resolution.

The Principal may appoint a senior member of staff to investigate the issue. This staff member will typically be a member of the School Management Team, such as the Deputy Principal, who has not previously been closely involved in the matter.

The investigation may take the form of interviews with others involved, reviewing documentation, etc. If it is thought advisable and necessary, the Principal may approve the appointment an external investigator. In carrying out an investigation, the School will be mindful of the need for confidentiality. The complainant will be informed in advance of any decision to speak to others during the course of the investigation. The investigation report is confidential to the School.

There may be some instances where complaints are determined to be vexatious or frivolous in nature. In this case the complainant will be informed that the School intends to dismiss their complaint. Making a vexatious complaint may be considered a breach of the Parent Code of Conduct.



6.5. The Complaints Meeting

The Complainant may be required to attend a meeting to discuss their complaint with the staff member appointed to investigate the matter. The Complainant may choose to have someone at the meeting to support them. The support person could be a relative or a friend, but it is not appropriate for that person to be a legal representative.

The meeting will discuss the matter thoroughly, with the objective of:

- | establishing a clear description and understanding of the issue.
- | defining the claimed impact.
- | determining what is claimed will happen if the issue is not resolved.
- | establishing what action(s) is requested in order to resolve the complaint.

These points will be summarised briefly and will be included in the documentation of the complaint.

At each step of the process, all those attending the meeting will have the opportunity to put forward their point of view and will be treated with dignity and respect. Conversations must be respectful and constructive. If either party is of the view that the conversation has become confrontational and is no longer conciliatory, either party may ask for the conversation to be temporarily halted and re-scheduled for completion at another time.

It may not be possible to agree the way forward in just one meeting; in this case further meetings will be scheduled until the issue has been considered as thoroughly as needed.

At any stage in the process, the School may decide that it would be helpful to seek either informal or formal mediation in order to resolve the complaint.

6.6. Complaints Resolution

Satisfactory resolution of the complaint may come from one or more of the following:

- | an apology.
- | an explanation.
- | an admission that the situation could have been handled differently or better.
- | an assurance that the event complained of will not recur.
- | an explanation of the steps that have been taken to ensure that it will not happen again.
- | an undertaking to review School's policies in light of the complaint.

In resolving the complaint, a statement should be prepared confirming that those involved consider the complaint (or an aspect of the complaint) is resolved. This statement will include details of how the complaint has been resolved and provide description of each specific action or decision, including a note as to who is responsible for the action and by when. A copy of the statement will be provided to the complainant.

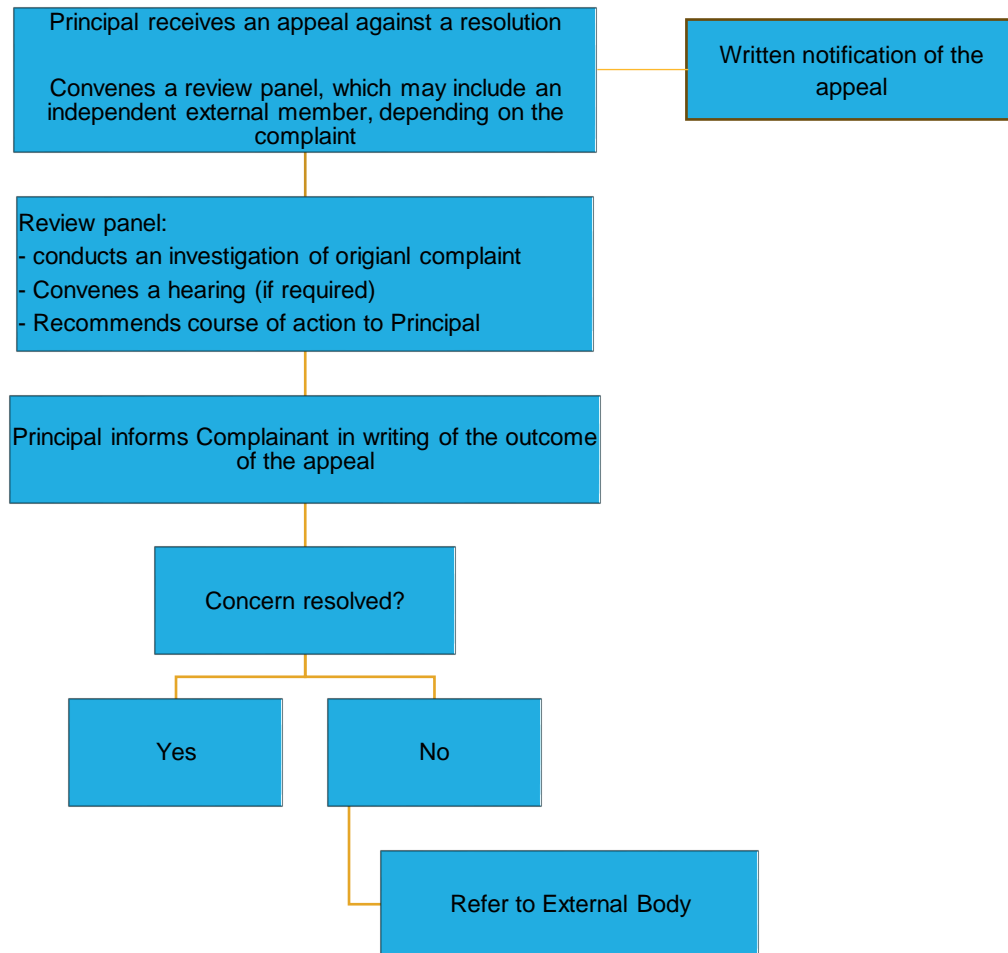
When the complaint is resolved (or dismissed), a follow up meeting or conversation may be scheduled to ensure that the agreed actions have been implemented and that there are no further matters outstanding.

6.7. Appeals

6.7.1. Making an appeal

If a formal complaint is not resolved to the satisfaction of the Complainant, it may, at the request of the Complainant, be escalated to an internal Appeals Panel, chaired by the Principal or their nominee. An appeal must be made in writing within 14 days of finalising the complaint resolution and should be addressed to the Principal. The Principal will acknowledge the request for an appeal within two (2) working days.

A overview of the appeals process is below:



The grounds for the appeal should be clearly identified. The grounds could include the following:

- ▮ the complaints policy and procedures were not followed.
- ▮ the resolution of the complaint is claimed to be insufficient, unfair, biased, unreasonable and/or disproportionate.

The appeal will use the record of the complaint and will not re-hear the complaint itself. The Complainant will be asked to indicate how, if possible and practicable, they would want the appeal to be resolved.

6.7.2. Responding to the appeal

The Principal will assemble an Appeals Panel as needed. The make-up of the Appeals Panel will be determined by the Principal on a case-by-case basis, depending on the nature and complexity of the appeal being considered. The Principal may also choose to include an independent external person to be part of the Appeals Panel.

The Complainant may be invited to attend a meeting in relation to the appeal and has the right to bring a support person to any meetings held. The Appeals Panel will seek to resolve the complaint within 28 days from the date of referral and, in any event, no later than 42 days after the original complaint was received. The Appeals Panel will decide how to proceed and will make recommendations for any action to resolve the matter. The Appeals Panel may approve the appointment of an external consultant to conduct an investigation, mediation and/or arbitration.

The decisions of the Appeals Panel are final. The School Council will be advised of the Appeals Panel decisions in relation to the resolution of complaints.



6.7.3. External referral of complaints

In some situations, it may not be possible to resolve the complaint to the satisfaction of the Complainant using these procedures.

If the matter still remains unresolved, then the individuals or the School may refer the matter to the relevant body, such as the Victorian Institute of Teaching, Consumer Affairs Victoria, Victorian Equal Opportunity and Human Rights Commission, or the Victorian Registration and Qualifications Authority (VRQA) for complaints about compliance with the minimum standards.

Unresolved matters relating to CGGS Early Learning Centre may be referred to an appropriate authorised officer:
Department of Education (Eastern Metropolitan Region Office, Quality Assessment and Regulation Division)
Level 4, 295 Springvale Road
GLEN WAVERLEY VIC 3150
1300 651 940
Email: emr.qar@edumail.vic.gov.au

6.8. Record Keeping

It is important that consistent, well-structured, concise and complete information is on file for current and future use. The following documentation will form the record of the complaint and will be kept in the relevant student or staff electronic file:

- | the formal complaints form, whether completed by the parents or by the school and confirmed by the parents.
- | a record of the complaints meeting.
- | a record of the resolution.
- | a record of the follow up meeting or email to the parents.

The management of these records will follow the School's Record Management Policy. Except where dictated otherwise by law, the School will retain all records of complaints for a minimum of one year after the family or Student has left the School and will then be destroyed. The records will be kept secured by the Principal or the School Council (in the case of a complaint made against the Principal) as is appropriate.

6.9. Breach of Policy

Any breach of this Policy will be handled by the Principal, or delegated by the Principal to an authorised representative, to handle on a case-by-case basis. The Principal may take such action as considered appropriate in response to a breach of this policy and may include but is not limited to the following:

- | Provision of a verbal or a written warning.
- | Withdrawal of certain privileges or opportunities.
- | Exclusion from future school events or functions.
- | Exclusion from the school grounds and facilities.
- | Termination of an enrolment.



7. Related Documents

- | Child Safety and Wellbeing Policy
- | Student Welfare and Safety Policy
- | Privacy Policy
- | Professional Boundaries Policy
- | Records Management Policy
- | Child Safety Response & Reporting Policy
- | Whistleblower Policy
- | Complaints Management Policy – Staff
- | Parent Code of Conduct
- | Student Code of Conduct – Junior School (Ormiston)
- | Student Code of Conduct – Secondary School
- | Child Safety Code of Conduct
- | Staff Code of Conduct

8. Legislative Context

- | Education and Training Reform Act 2006 (Vic)
- | Education and Training Reform Regulations (2017)
- | Privacy Act 1988 (Cth)
- | Victorian Registration and Qualifications Authority (VRQA) Minimum Standards
- | Child Safe Standards Ministerial Order 1359

9. Governance

9.1. Document Details

Document Details	
Title	Complaints Management Policy
Policy Approver	Risk and Compliance Manager
Date Approved	May 2024
Policy Owner	Head of Senior School
Date Created	May 2024
Review Timeline	Every 2 years
Date of Next Review	May 2026



9.2. Version Control

Version	Date	Description
1.0	01.05.2017	Initial Version
2.0	13.08.2019	New policy template Renamed 'Complaints' to 'Complaint Management Policy' Separate complaints procedures for students, staff and other community members Amended 'Scope' section, 'Guiding Principles' section, 'Key responsibilities' section
3.0	22.2.2022	Added Links to Policies section Included Formal Complaints Form within the document
4.0	5.12.2022	Updated School structure titles Policy updated with a Child Safety focus
5.0	27.01. 2023	Added: 'Issues covered by this Policy'; 'Record Keeping'; 'Legislative and Standards' and 'Guidelines' sections Added a summary reference for the Raising Complaint process and moved details to the Appendices
6.0	April 2024	Added Appeals section. Amended 'Scope' section. Added 'Definitions' section. Separated this policy to exclude Staff complaints.

9.3. Audience

Audience	Publication Location
Internal Camberwell Girls Grammar School	School policy system



Appendix 1: Formal Complaint Form

Formal Complaint Form

To lodge a formal complaint, please fill out this form completely and submit together with any supporting documentation to camgram@cqgs.vic.edu.au.

CGGS endeavours to acknowledge all complaints within 2 working days of receipt.

Complainant's Contact Details		Date Lodged: DD/MM/YYYY	
Full Name:		Phone:	
Address:		Email:	

Informal Complaint		
<p>Has the matter been raised informally? Where staff have an issue of concern or complaint, they should first contact the staff member most immediately involved with the issue, to attempt informal resolution of the concern.</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No If No, we encourage you to share your complaint directly with the staff member immediately involved with the issue to find a resolution for your concerns informally.
<p>If you answered Yes to the previous question, please detail with whom you raised the issue, what the outcome or actions were and why you believe this has not resolved the matter.</p>		

Nature of Formal Complaint
<p>Describe the nature of the complaint:</p> <ul style="list-style-type: none"> Staff behaviour contrary to CGGS code of conduct. Bullying, harassment and/or victimisation. Workplace, Health and Safety matters. School practices/policies/decisions made or ignored that is perceived to be unfair, unreasonable or inappropriate. Misconduct/corruption/illegal behaviour. Complaints against the principal/governing board. Privacy issues. Legal issues/requests for compensation/payments.



Complaint Details

Please describe the specific details of the complaint.

- | *Describe the incident and/or your concerns.*
- | *Provide a chronology of events if relevant.*
- | *Detail any relevant phone conversations/meetings/emails (attach copies).*
- | *Include key dates and times, such as when the incident occurred.*
- | *Any other relevant information.*

Preferred Outcome

How could this matter be resolved?



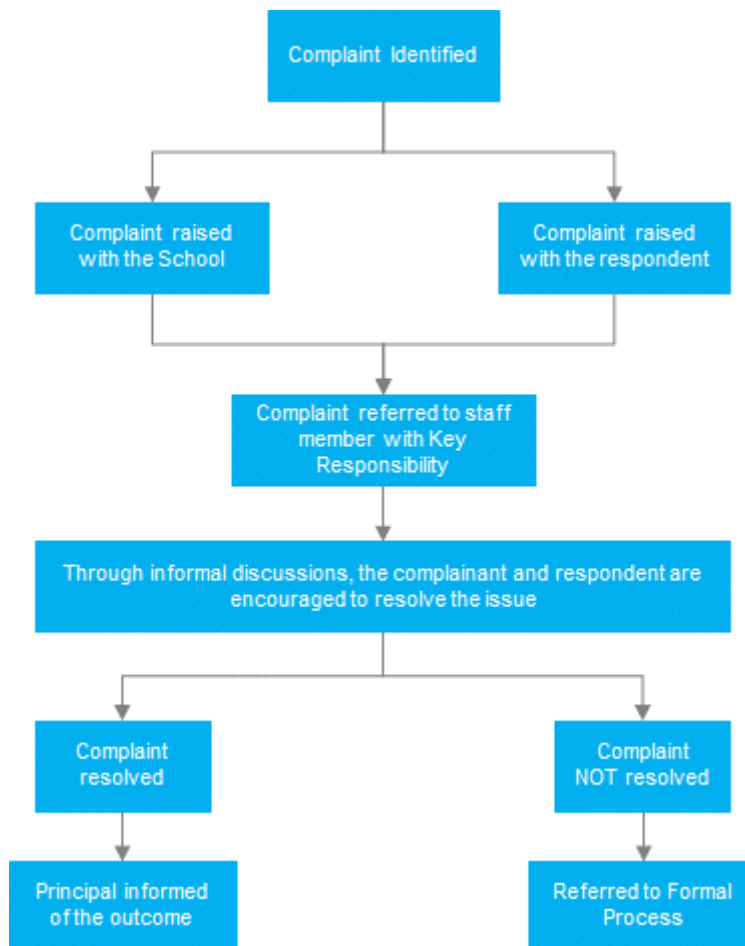
Appendix 2: Parents who wish to raise a concern or a complaint

In the first instance a concern or complaint should be made directly to the School and to the first point of contact. We encourage you to telephone, write to or email the following to attempt to resolve the issue:

- | The Student's teacher or Form Teacher about learning issues and incidents that happen in their class or group.
- | The Deputy Head of Junior School or Year Level Coordinator (Secondary School) - if students from several classes are involved.
- | The Deputy Principal or relevant Head of School or Head of Junior School - about issues relating to complex student issues.
- | The Principal about issues relating to school policy, school management, staff members or very complex student issues.
- | The Property Manager about issues relating to contractors and property management.
- | The person against whom the complaint is made.

If a complainant is unsure who to contact in the first instance or is unsuccessful in initial contact, please contact the relevant Head of School or the Chief Financial and Operating Officer (if not teaching related).

Informal Complaint Process





If the complaint is made directly to the respondent, the respondent must inform the appropriate staff member with Key Responsibility to respond to the complaint. A resolution will be encouraged through informal discussion between the complainant and respondent. All meetings, discussions, telephone calls or emails will be recorded and documented by the staff member with Key Responsibility on the complaints register.

The Principal will be briefed about the complaint and the outcome of the process.

If the matter is not resolved informally following reasonable attempts, the complainant will be advised to submit a formal written complaint to the Principal using the Formal Complaints Form attached at the end of this document.

Formal resolution process – all complainants

Before an investigation to a formal complaint is commenced, the complainant must have made reasonable attempts to resolve the complaint informally with the respondent in the first instance.

Step 1: Written complaint

If the concern or complaint is not resolved to the satisfaction of parents through the informal process, a formal complaint should be made in writing using the Formal Complaint Form at the end of this policy. The nature of the complaint should be clearly identifiable. If there is more than one problem, parents are advised to list the issues concisely and clearly note any steps taken to resolve the complaint, noting key facts such as what, where, when, how and any supporting evidence she/he may have, including witnesses, emails, photographs and texts.

All formal complaints are to be lodged with the Principal. If the complaint is in relation to the principal, the complaint should be made in writing using the formal complaints form and should be addressed to the Chair of the School Council.

All formal complaints received will be noted and acted on promptly by the Principal who receives the complaint. The School will acknowledge the complaint and provide a timeline for investigation. The School will make every effort to resolve a concern or complaint as quickly as possible however, if a complaint involves many students and/or a range of issues, the School may need more time to investigate and resolve it.

Upon receipt and depending on the nature of the complaint, the Principal may initiate the investigation process by delegating the complaint to an appropriate member of staff who has Key Responsibility.

Parents will be invited to meet with the Principal or senior member of the school to discuss the matter. Parents may choose to have someone support them at the meeting and this could be a relative or a friend however it is not appropriate for that person to be a legal representative.

Parents will be invited to review the completed form to confirm that the complaint has been accurately recorded.

If more than one parent or a set of parents raises the same or a substantially similar problem, each complaint will be managed separately.

Parents will also be asked to indicate, if legal, possible and practicable, how they would want the complaint to be resolved.

Conversations should be respectful and constructive. If the conversation becomes no longer conciliatory, either party may ask for the conversation to be temporarily halted and rescheduled for another time.

Step 2: Investigation

Some complaints can be resolved through discussion, but others require that the problem or allegation be investigated before coming to a resolution.

The investigator will be a Child Safety Officer with sufficient skill and experience, not previously involved in the matter. If it is thought advisable and necessary, the Principal may appoint an external advisor as investigator. In carrying out an investigation, the school will be mindful of the need for confidentiality. The parents will be informed in advance of any decision to speak to others during the course of the investigation.

The investigator will meet with the complainant and outline the principles that apply to the procedure to be followed.



The meeting will discuss the matter thoroughly, ideally using the following steps:

- | a clear description and understanding of the issue.
- | the claimed impact and whom it impacts.
- | what is claimed will happen if the issue is not resolved.
- | what action(s) is requested to resolve the complaint.

These steps will be summarised briefly and will be included in the documentation of the process.

At each step of the process, all those attending the meeting will have the opportunity to put forward their point of view and will be treated with dignity and respect.

It may not be possible to agree the way forward in just one meeting; in this case further meetings will be scheduled until all those involved agree the issue has been considered as thoroughly as needed.

At any time in the process, the investigator:

- | may choose to contact the parents of any students involved.
- | may choose to interview any witnesses identified by the complainant, check the accuracy of the evidence before making a written statement of the evidence given by the witnesses.
- | will offer the complainant the opportunity to meet with the Principal to discuss the complaint and provide additional information where relevant.
- | will document, in writing, all meetings and interviews conducted during the formal process. Any supporting evidence such as emails, photographs or other documentation will be copied and attached to any written notes.
- | will review relevant information and documents.
- | will obtain any other relevant information or documentation that will assist in resolving the complaint.
- | may seek advice, where appropriate, from individuals or organisations that may be able to assist in resolving the grievance.

Step 3: Outcome and resolution

The investigator will provide a written report to the Principal detailing all the evidence and a finding as to whether the complaint is substantiated or not.

All those involved should agree when the complaint (or an aspect of the complaint) is considered resolved. If not everyone agrees, the complaint procedures should continue until a resolution is found, even if the resolution is to agree that the complaint is dismissed or that no further action should be taken.

In resolving the issue, the following steps should be followed:

- | a statement confirming that those involved consider the complaint (or an aspect of the complaint) is resolved.
- | how the complaint is resolved.
- | a description of each specific action or decision, including a note as to who is responsible for the action and by when.

These steps will be summarised briefly and will be included in the documentation of the process.

When the complaint is resolved (or dismissed), a follow up meeting or conversation should be scheduled to ensure that the agreed actions have been implemented and that there are no further matters outstanding.

If the decision concludes that the complaint is not substantiated, the complainant and the respondent will both be advised accordingly. Each party has the right to appeal and request an independent arbiter to review the decision.

If an appeal is lodged, the Principal will outsource to an independent arbiter to examine all of the evidence and advise accordingly. The independent arbiter's review will be final with CGGS.

If the Principal believes that there is a risk of litigation, the school's insurers and Chair of School Council will be notified.



Step 4: Review

The School reviews all data from the complaint to identify opportunities to improve its care and service.

It is expected that a formal complaint will be resolved when the complainant and the School agree on an appropriate response or remedy. A complaint may be dismissed, if after it has been investigated, the investigation has determined that the complaint cannot be substantiated.

It may not always be possible to fully resolve all complaints to the complainant's satisfaction. This could happen if the complainant has unrealistic expectations about the outcome of their complaint or School policy is contrary to their opinions.

Record Keeping

CGGS will keep consistent, well-structured, concise and complete information on file for current and future use. Parents will be provided with a copy of the record of the complaint.

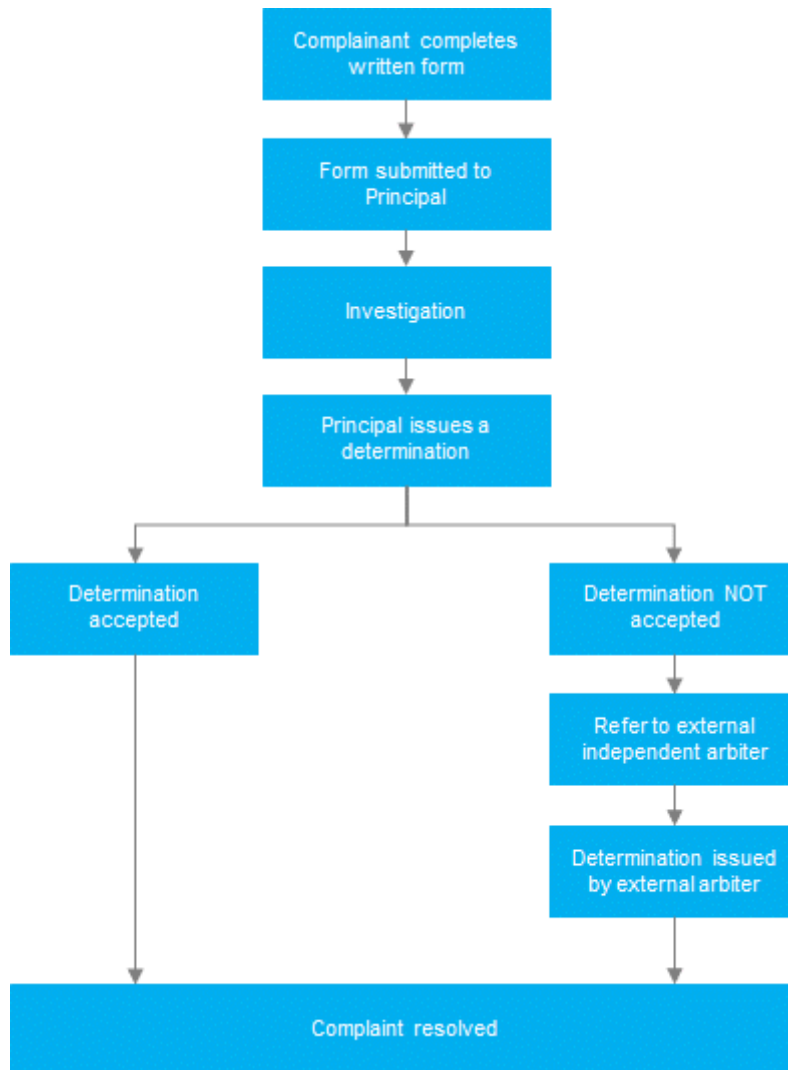
The following documentation will form the electronic record of the complaint:

- | the formal complaints form, whether completed by the parents or by the school and confirmed by the parents.
- | a record of the complaints meeting and the steps followed as set out above.
- | a record of the resolution as set out above.
- | a record of the follow up meeting.

The management of these records will follow the school's Record Management Policy. Except where dictated otherwise by law, the school will retain all records of complaints for a minimum of one year after the family or student has left the school and then will be destroyed. The records will be kept secured by the principal or the School Council (in the case of a complaint made against the principal) as is appropriate.



Formal Complaint Process





Appendix 3: Students who wish to raise a concern or a complaint

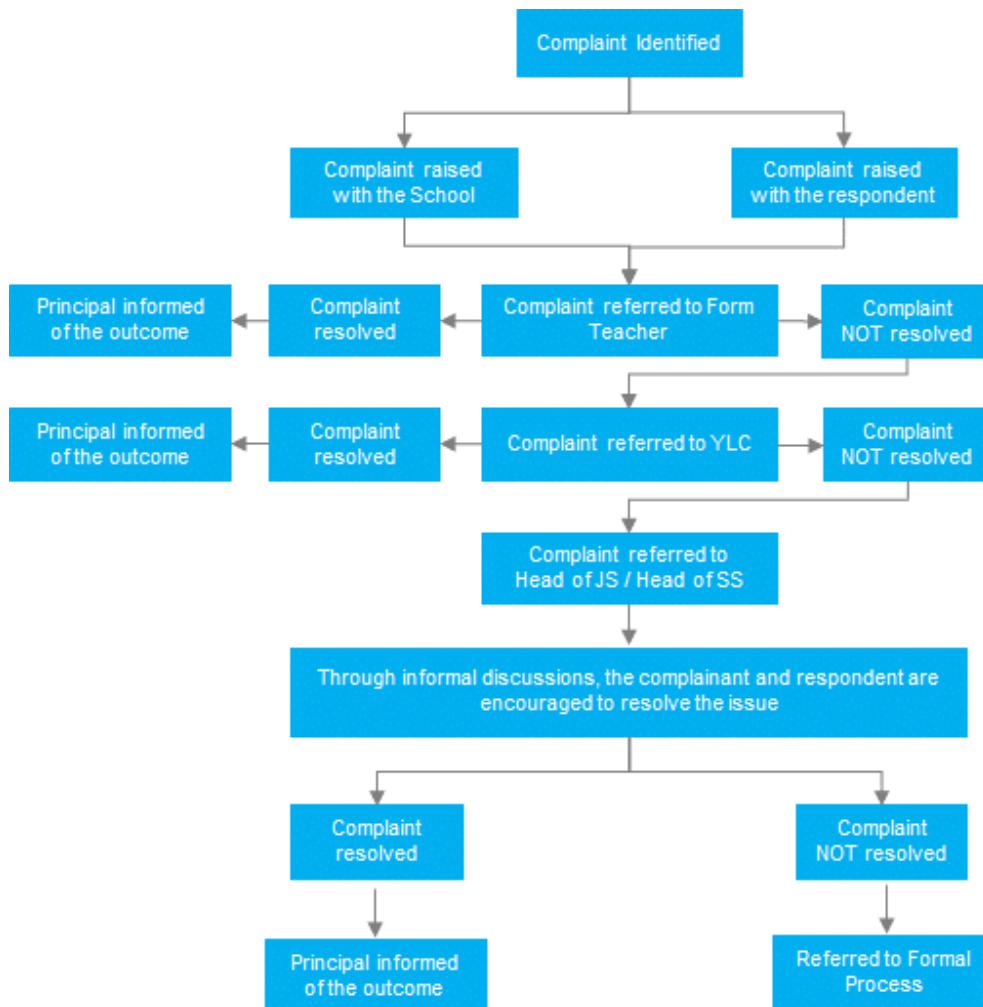
Complaints and Grievance Informal Resolution Process - Students

A student may wish to make a complaint to the school over matters such as but not limited to the following:

- | General issues of staff and/or student behaviour that are contrary to CGGS' Code of Conduct
- | Incidents of bullying, harassment and/or victimisation in the classroom or school yard
- | Academic matters such as teaching methods, curriculum, assessment and school reports
- | School practices, policies or decisions made or ignored that is perceived to be unfair, unreasonable or inappropriate

Should the complainant wish to make a complaint to the school over a matter that is within the scope of this policy they may do so by raising the complaint directly to the:

- | Form Teacher
- | Year Level Coordinator
- | Deputy Principal or relevant Head of School
- | Respondent against whom the complaint is made





It is recommended that students follow the escalation process when initiating a complaint. This means that all student complaints should first be directed to the respective form teacher for resolution. If the complaint is made directly to the respondent, the respondent must inform their respective form teacher.

A resolution will be encouraged through informal discussion between the complainant, the respondent and the form teacher(s). All meetings, discussions, telephone calls or emails will be recorded and documented by one of the form teachers handling the complaint on the complaints register. In the event that a resolution cannot be reached, the matter will be escalated to the Year Level Coordinator followed by the Head of Junior School or Head of Secondary School respectively.

The Principal will be briefed about the complaint and the outcome of the process.

If the matter is not resolved informally, the complainant will be advised to submit a formal written complaint to the Principal. At this point in time, parents may be contacted, depending on the severity of the complaint.