



NIMS Parental Grievances and Intervention Policy 2018-19

1]. Section-A

Name of Policy Writer	Mr. Amit Wagde	Designation	Inclusion Champion
Date of Policy Revision	10/09/2018	Date of Next Revision	09/09/2019
Policy Code	DEIW/PGIP/1819/01	Department/Section	DEIW

2]. Section-B

Title of the Policy	NIMS Parental Grievances and Intervention Policy
Background	<p>New Indian Model School is fully complying with the Dubai Inclusive Education Policy Framework and Guidelines of KHDA. NIMS SLT and Management will promote a safe and supportive work and learning environment for all within the campus. New Indian Model School has developed a culture in school based on mutual trust and respect.</p> <p>It is acknowledged that during the course of your child's school years, at times, there may be a complaint/concern that you wish to raise about a decision, behavior, act or omission that you consider to be unacceptable.</p> <p>New Indian Model School is committed to ensure that all grievances are addressed in a fair and equitable manner and the following procedures will guide parents in addressing grievances as quickly as possible.</p>
Purpose	<p>The purpose of the school's Complaints & Grievances Policy/Code of Conduct is to establish clear guidelines for responding to and resolving concerns raised by parents, caregivers or students.</p> <p>The policy ensures that:</p> <ul style="list-style-type: none">❖ The school will meet its obligation to respond to parent, caregiver or student's complaints in a fair, effective and efficient manner.❖ Parents, caregivers and students are informed of how they will put forward their concerns or complaints with the concerned person in school❖ A formal and transparent process for resolving complaints is maintained and

	<p><i>communicated to all members of the school community.</i></p> <p><i>This policy does not apply to critical incidents, emergency management, criminal offences, conduct of religious clergy or other religious individuals.</i></p> <p><i>The following guidelines should be followed when a complaint or concern is put forward. The goal should be to resolve conflict at the lowest intervention level possible, but do not hesitate to follow the entire process if necessary. It is always wise to keep the school administration aware of any conflicts that are being handled in any department; no matter at what level the intervention is currently proceeding.</i></p>
<p>Operational Definitions</p>	<p>Grievance: <i>A real or perceived complaint over something believed to be wrong or unfair.</i></p> <p>Grievance Process: <i>Step by step process a parent must follow to have his or her complaint addressed satisfactorily; ‘Serious’</i></p> <p>Complaint: <i>An expression of dissatisfaction with action taken, decisions made, services provided, or failure to provide a service, take action or make a decision.</i></p> <p>Complainant: <i>Parent or caregiver who formally expresses dissatisfaction with the school over action taken, decisions made or services provided, or failure to provide a service, take action or make a decision.</i></p> <p>The Respondent: <i>The person about whom the complaint is made.</i></p> <p>Complaint Responder: <i>The person responding to the complaint (e.g. Responsible Committee member, Supervisor, HOS vice Principal or Manager: Schools)</i></p> <p>Witness: <i>Persons who directly witness an alleged incident.</i></p> <p>Resolved: <i>A complaint is considered to be ‘resolved’ when the complaint and the school agree on an appropriate response or course of action.</i></p> <p>Unresolved: <i>A complaint is considered ‘unresolved’ when an agreement cannot be reached on an appropriate response or course of action to be taken.</i></p>

Introduction

New Indian Model School is committed in providing a safe and supportive working and learning environment for all members of the school community. To achieve the school fosters trusting and cooperative relationships where regular, open and constructive communication between all stakeholders is encouraged. The school acknowledges that misunderstandings and differences of opinion may occur from time to time and that these need to be resolved in a satisfactory manner for all parties. School is resolving parent, guardian (parent) or student complaints and grievances (complaints) in a dignified and respectful manner.

New Indian Model School's approach to handle complaints is based on the school's intention:

- ❖ To experience belonging and connectedness with all stakeholders*
- ❖ To recognize that school teaches traditional values, constructive relationships and forgiveness among students*
- ❖ To provide a safe and supportive learning environment for all*
- ❖ To build positive and genuine relationships between students, parents and staff*
- ❖ To provide a safe working environment for all staff and students*
- ❖ To resolve complaints fairly, efficiently, promptly and in accordance with KHDA & Guidelines of Dubai Education Frameworks.*

New Indian Model School is committed to resolving all complaints promptly at a school level, in a non-judgmental manner where parents and students are treated fairly and given ample opportunity to present their views. Where parents or students are dissatisfied with the school's response or feel that their complaint remains unresolved, they may seek further resolution via the relevant higher authorities in school.

Guiding Principles

The complaint-handling process must reflect the following guiding principles,

Visibility: *Information about how and where to make a complaint, as well as how a complaint will be handled, should be regularly publicized within the school community. The actions taken to respond to a complaint should be well documented and include the reasons underpinning any decisions made by the school leadership team.*

Accessibility: *Information about how to make a complaint and the school's procedures when responding to a complaint should be easily accessible. The*

	<p>complaint-handling process should be flexible and include the ability to make a complaint in person, by phone and in writing or drop in a complaint box. Support should also be given to parents with special needs, including translations, interpreters and enabling a parent to seek the services of an advocate.</p> <p>Responsiveness: Receipt of written complaints should be acknowledged by communicating with parents as soon as possible. Complaints should be addressed promptly and the parents kept informed of the progress of their complaint when the matter is complex and will take time to bring to resolution.</p> <p>Objectivity: Each complaint must be treated in an equitable, objective and unbiased manner.</p> <p>Protection of Privacy: Personally identifiable information concerning the parent should be actively protected from disclosure except where needed in relation to the complaint. This means that the complaint should only be discussed with those directly involved in the complaint-handling process.</p> <p>Student-focused: The school should be open to feedbacks including complaints and should show a commitment to resolving complaints with the educational wellbeing of students as the first priority.</p> <p>Accountability: Schools are required to have a fair, effective and efficient complaint-handling process. Schools are accountable, both internally and externally, for their decision making and complaint-handling performance. Schools need to be able to provide explanations and reasons for their decisions.</p> <p>Continual Improvement: Parent complaint-handling procedures should be regularly reviewed for improvement. Complaint data and feedback should be used to identify recurrent themes and to implement improvement measures where a need is identified.</p>
<p>Aims and Objectives</p>	<ol style="list-style-type: none"> 1) To assist staff to confidently address the complaints of parents. 2) To ensure a balance between the rights of all parties involved 3) To ensure that parents know the process to follow and the complaints are dealt with promptly and fairly. 4) To treatment disciplinary and abuse cases on priority basis in school
<p>When to Explore</p>	<p>When to Explore Formal Options for Resolving a Grievance:</p>

Formal Options for Resolving a Grievance

If the complainant is not satisfied with the outcome of informal attempts to resolve their concern, then complainants should proceed to addressing their grievances by using a formal process. A formal complaint may be made when:

- 1. A complaint cannot be resolved informally;*
- 2. Where you cannot approach the person directly or remain dissatisfied with their response;*
- 3. The seriousness of the issue required a higher level of formalities.*

Resolving Grievances – Formally: *In circumstances where it is inappropriate or not possible to resolve a matter informally, there are four formal options (outlined below) available. In some instances, it may be necessary to apply more than one option.*

Investigation: *Comprehensive investigation procedures may be used in more serious matters where there will be a complaint about a person or entity.*

It will generally relate to rules or contractual matters of employment contract.

The goals of an investigation are to:

- Articulate the specific nature of the allegations;*
- Identify and document the material evidence;*
- Comply with procedural fairness obligations;*
- Facilitate an informal decision.*

Intervention

Intervention is the process of developing a plan for solution or agreement through discussion or correspondence with the parties. If both parties are not reaching mutually acceptable resolution informally then complaints are taken seriously through formal ways.

The counselors are involved in the resolution by communicating with both parties, and if needed, meeting with them separately or jointly to resolve their issues.

If still the issue does not get resolved, then the counselors and SLT makes a decision and notifies the parties about that decision.

This procedure is generally used to resolve parent/guardian complaints which have not been resolved informally.

	<p>Mediation <i>Mediation is a structured process and is available following assessment by the counselors where self-resolution or other forms of assisted self- resolution have not resolved the issue.</i></p>
<p><i>Hierarchy/Escalation Chart</i></p>	<pre> graph TD A[Complainant] --> B[Teacher/Receiver] B --> C[Committee Member] C --> D[Vice- Principle] D --> E[Principle] E <--> F[External Agency] E --> G[HR/Dean/Senior Management] G --> F </pre>
<p><i>Responsible Committee Members</i></p>	<p>HOD’s, HOS’s, Governor of DEIW, Admin. Manager & Counselor</p>
<p><i>Roles and Responsibilities of Committee Members</i></p>	<p>When you receive a complaint</p> <p>Listen</p> <ul style="list-style-type: none"> - <i>Let the complainant have their say. Make it clear that you have heard the complaint. Say something like, “Thanks for letting me know. I’ll follow this up and get back to you by ...” Name a time that is easy to achieve and contact the complainant with your progress report towards resolution of the issue.</i> - <i>Write down the specifics of the complaint. You might need to get the complainant to pause while you gather things to write with.</i> - <i>Check back that you have the details right. If it seems appropriate, ask them to write down the complaint as well, so that you can compare what you have written with what they said. Keep this written documentation safe, as you may need it later.</i> <p>Investigate</p> <ul style="list-style-type: none"> - <i>Depending on the nature of the complaint, you will probably not need to respond straight away, other than to thank the complainant for letting you know. However, if you deem the complaint to be serious, for example if it involves the safety of a child or staff member, you may need to take immediate action before you can</i>

begin an investigation. This may involve the removal of a person, or contacting external support. Do not assume blame on anyone's part until you have gathered all the facts.

Inform where necessary

- *Any staff member who is the subject of a complaint must be told about it and any likely investigation of it as soon as the complaint is received.*
- *Tell all parties that discussions are confidential.*
- *Keep those who are affected informed about what is happening, especially if the investigation takes longer than expected. Clear communications will help people to feel confident that you are handling the situation appropriately.*
- *Keep a record of everything.*
- *If the complaint involves an employee of the school, then you may need to put copies of the complaint, letter and resolution on the employee's file.*

Keep & Maintain Records

If a complaint is dealt within the Principal's Office or at Board level, confidential records are kept in that office and copies are placed in the relevant student or staff file.

However, many concerns and complaints are resolved before they come to the Principal. Staffs keep records of all communication with parents/complainants, especially if it is more than a quick conversation. Such records are stored in the student file either in hard copy or electronically using data.

References

- ✓ www.sanrrok.catholic.edu.au/files/Parent_Grievance_Procedure.pdf
- ✓ www.tranby.wa.edu.au/.../complaints-and-grievance-policy-updated-june-2016.pdf
- ✓ www.education.vic.gov.au/Documents/school/principals/.../parentsconcerns.pdf
- ✓ www.tyndale.edu.au/_literature_184318/Grievance_Policy
- ✓ www.orangecountyfirst.com/.../Board%20Files/policy.../1740%20Student-Parent%20