## **Forest Hill State School Complaints Management**

**Our Values**

Forest Hill State School is committed to fostering a school environment that is supportive, respectful, compatible with human rights and provides all students with opportunities to engage in quality learning. Effective partnerships with parents, carers, students and school staff is an essential part of us achieving this goal. We want to know what we are doing well, but also if there are any areas where we can improve or do things differently.

## **Purpose**

Forest Hill State School appreciates and acknowledges that parents, carers, students and community members have a right to make a complaint. This document outlines how Forest Hill State School will manage these complaints.

Our staff are encouraged to deal positively and sincerely with your concerns. They will listen. They will ask questions to make sure they understand. They may take notes to help in following up your concern. They will help you to take your concern to the appropriate staff.

The shared understanding of all of Forest Hill community is that students are at school to learn. This policy is written in the best interest of students to create and maintain a harmonious learning environment. We thank all of our school community members for supporting this concept.

## **What is a customer complaint?**

A complaint is a customer complaint if the person is unhappy with the service or action or our school or staff, and directly affected by the service or action they are unhappy with.

In our school, the person making a complaint will usually be a parent, carer, student or other school community member, but could also be anyone else directly impacted by something at our school.

Some complaints must be managed using different processes. These include:

* issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [*Student protection procedure*](http://ppr.det.qld.gov.au/education/community/Procedure%20Attachments/Student%20Protection/student-protection.pdf); and
* complaints about corrupt conduct, public interest disclosures or certain decisions made under legislation - refer to the [*Excluded complaints factsheet*](http://ppr.det.qld.gov.au/pif/policies/Documents/Excluded-complaints-factsheet.pdf) for more information.

## **Roles and responsibilities**

We treat everyone with respect, courtesy and fairness, and aim to act compatibly with human rights. Our responsibilities include:

* following the customer complaints management framework, policy and procedure when managing complaints;
* resolving complaints promptly; and
* providing information about our processes, timeframes and any available review options.

If someone makes a complaint, they also have responsibilities, including:

* cooperating respectfully and understanding that unreasonable conduct will not be tolerated;
* giving us a clear idea of the issue or concern and a possible solution;
* providing all relevant information when making the complaint;
* understanding that addressing a complaint can take time; and
* letting us know if something changes, including if help is no longer needed.

## **Complaints management process**

At Forest Hill State School, our complaints management process involves the following steps:

### **Receipt**

The complaint should be made where the problem or issue arose. At Forest Hill State School, we ask parents, carers, students or community members who would like to make a complaint contact the classroom teacher in the first instance. Contact can be in person, via a telephone call or email.

The following information should be provided when making a complaint:

* what happened, including when and where it occurred, and who was involved; and
* what outcome or solution you are seeking to address your issue or concern.

We accept anonymous complaints; however, it is important to understand that this could limit how a complaint is assessed and resolved, and it may also prevent an outcome being provide.

If a reasonable response has not been provided by the classroom teacher in a timely manner or further clarification needs to be sort, the person initiating the complaint, may contact the school to communicate with the principal.

### **Assessment and management**

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

### **Providing an outcome**

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

## **Review options**

If the person who has made the complaint is dissatisfied with the outcome or the way we handled their complaint, they can contact Darling Downs South West Regional Office to ask for an internal review. A ‘request for internal review form should be completed and the request should be submitted within 28 days.

There is also an external review option (for example, the Queensland Ombudsman or Queensland Human Rights Commission), which becomes available once the department’s complaints process has been exhausted.

## **More information and resources**

The following resources contain additional information:

* Customer complaints management framework, policy and procedure
* Compliments, suggestions and customer complaints website
* Making a customer complaint: Information for Parents and Carers

## **Endorsement**

Kandice Hutson

Principal

Examples of major and minor problem behaviours:

(Please note this is not an exhaustive list)

|  |  |  |
| --- | --- | --- |
| RULE | MINOR | MAJOR |
| Care for self and others | * Not playing fairly
* Poor attitude
* Disrespectful tone
* Minor dishonesty
* Physical Contact (pushing, shoving, biting and spitting)
* Racial or sexual comments directed to any other student, parent, staff member or visitor
 | * Stealing/Major Theft
* Possession or selling of drugs
* Possession of weapons including knives
* Offensive Language
* Verbal Abuse
* Fighting
* Throwing Objects
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| Active Learning | * Non compliance
* Not being punctual (lateness after breaks)
* Not in the right place at the right time
* Not completing set tasks
* Refusing to work
* Minor disruption to class
* Minor bullying/harassment
* Leaving class without permission
 | * Blatant disrespect, defiance
* Major disruption to the class
 |
| Responsibility | * Low intensity failure to respond to adult request
* Unco-operative behaviour
* Inappropriate us of technology
* Littering
* Lack of care for the environment
* Running on concrete or around buildings
* Playing in toilets
 | * Cyberbullying
* Wilful property damage
* Vandalism
* Use of mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation
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