St Andrew's International Primary School

Complaints Handling Policy 2025-26

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1. Introduction

Saint Andrews International Primary School (SAIPs) recognizes that maintaining a good and transparent relationship with all its stakeholders is very important its operations. The school recognizes the significant level of trust and confidence that all stakeholders have placed on it mainly by entrusting the development of the children in its care. As such the school aims to ensure a continued maintenance of this level of trust and confidence though an open and transparent relationship. At SAIPs this is done through creating an environment where parents and all other stakeholders are encouraged to provide feedback with clear knowledge that such feedback will be acted upon.

At SAIPs we recognize the significance of feedback from external stakeholders in improving our service delivery, learning environment and our interactions with our community. The school is therefore committed to establishing appropriate structures for the collection, review and expedient and satisfactory address of all feedback and complaints presented.

2. Scope

This policy is for all staff, governors, volunteers, supply staff and contractors and the wider school community. The policy further impacts the parent community of the school as a key integral stakeholder group in SAIPs.
SAIPs is an international primary school that embraces cultural diversity at all levels. The multi-cultural diversity within SAIPs ranges from the student population, parent community and staff. Such a setting makes the need for a clear and succinct governance around complaints and feedback management a critical component of the SAIPs community. Availability of a clear framework governing communication of feedback and complaints ensures that SAIPs is a conducive learning environment for our pupils and all our staff as well.

3. Policy Guidance

This policy identifies a Complaint as an expression of concern about a real or perceived problem with regard to an incident, practice, process or policy position within the school. Such a feedback can pertain to the entire school environment and/or infrastructure, team, individual within the school community (staff, students or parents).

SAIPs values all feedback from the community and will always seek to use such for the enhancement of the learning environment within the school. As such all feedback and complaints are encouraged to be freely communicated within the governance process of the school.

SAIPs is committed to ensure all communications of complaints or other feedback are expediently addressed as reasonably expected within the structures of the school. As such the school establishes a Complaints Handling Procedure to guide all stakeholders in communicating their concerns and feedback.

Complaints and Feedback Categorization and Reporting

This policy identifies the following categories for complaints and feedback within the school that guides the management and expedience of resolution:

1. **Educational Feedback** – This category shall focus on all matters relating to the classroom, teacher/student interaction, curriculum or specialized education needs or other activities relating to teaching and learning at SAIPs. The school notes that teaching and learning extends to all activities involving teacher/student interaction including afternoon activities, school trips and other related activities.
2. **Pastoral Care Feedback –** This pertains to the appropriate support environment that ensures proper and healthy support systems for physical, emotional and social well-being of students.

3. **Disciplinary Related Feedback –** This is issues relating to any noted disciplinary action or sanction administered to a student or any member of the community.
4. **Governance (and Financial) Related Feedback –** This mainly focuses on all financial matters pertaining to transactions with the school.

SAIPs encourages all members of its community to report all complaints and feedback as diligently to ensure that issues are resolved as expediently. The procedure provides simplistic processes to ensure proper visibility on all complaints and feedback from the community.

All stakeholders of the SAIPs community are required to ensure all complaints and feedback are effectively reported. Complaints, concerns or feedback provided to the school shall be communicated in appropriate and clear language for effective resolution of the matter. This policy will not condone the use of inappropriate language in the process of complaints management within the school.

The school recognizes that complaints and feedback can be communicated verbally or in writing from all stakeholders. The channel of communicating will not be regarded in noting the materiality of the complaint or feedback. This notwithstanding, all staff are encouraged to request for a written submission of feedback or complaint in line with their assessment of the materiality of the feedback or complaint. Where staff consider a concern to be material they should request for a written submission.

This policy requires all staff to log all complaints and feedback as registered in their interaction with the SAIPs community. The school shall maintain an active register of all feedback and complaints for effective tracking of complaint resolution.

Complaint Resolution

SAIPs commits to expediently, fairly and objectively address all complaints that are presented for its redress. The school's complaint handling procedure ensures that all complaints are handled:

1. Expediently – in a timely manner in line with this policy and the circumstances at hand. Where the complaint requires more urgency, the school shall ensure that an appropriate

level of urgency is assigned.
2. Fairly – this ensures that all sides to the concern will be fairly represented and heard in leading up to a resolution of the concern.
3. Objectively – where all concerns are considered on the merits of the facts as presented on the particular case. Where the school has additional information on the case or parties involved the same may also be used in resolving the case.

The school shall ensure that a response is provided on all complaints and feedbacks within 5 days of the date of the complaint or feedback. All such feedbacks shall also confirm that the complaint or feedback was logged with the school oversight structures. Such response can take any of the following forms:

a. A resolution of the concern and advice on the way forward. This is where the concern has been fully dealt with in line with the initial submission. This does not preclude any party concerned from expressing their dissatisfaction with the resolution, in which the complaint will be reopened.
b. A review of the complaint and an advice of a resolution plan. This is where the resolution of the concern is considered to take more time.
c. A request for clarity on their complaint or feedback with specific areas of focus. This is to ensure that any resolution direction as adopted by the school is in line with the raised concern.
d. An invitation for a meeting or discussion.

4. Complaints Management Oversight

SAIPs has an established oversight framework that seeks to ensure effective management of this policy. The oversight framework ensures the effective implementation of the policy and its operationalization within the school structure. The school identifies that these structures are established to ensure expediency in addressing concerns to the satisfaction of the community. Further this structure seeks to eliminate repeated referrals that are costly in time.

a. Level 1 – Class Teacher

The relevant Class Teacher for the concerned student in the concern is the first point of call in lodging complaints within the school. All concerns for all categories except those of governance/financial nature will be lodged with the class teacher. Complaints of a governance or financial nature should be filed with the Head Teacher or Finance office.

b. Level 2 – Phase Leader

The phase leader has the responsibility of overseeing all activities within a respective phase under their oversight. All concerns that cannot be raised with the class teacher should be escalated to the Phase Leader. This also applies where resolution is not progressing properly with the relevant teacher. All concerns beyond the Class Teacher level are required to be reported in writing.

c. Level 3 - SLT Member/Head Teacher

Concerns that are not being addressed effectively at the Level 1 and 2 shall be escalated to Senior Leadership Teams and/or Head Teacher. These can also be concerns with the Phase Leader or Class Teacher or staff in question.

d. Level 4 - Board Chairman/Vice Chairman/Board Member

The Board of Governors is a non-executive Board and therefore be limited to intervention in concerns pertaining to the Head Teacher or matters that could not be resolved at the highest executive level.

Furthermore, any concern against any Governor at SAIPs can be raised with any other Governor. Any unresolved matter amongst Governors can be raised at any AGM or EGM to ensure effective closure.

Senior Leadership Team Oversight

The Senior Leadership Team of the school has the responsibility to review all reported and logged concerns, complaints and feedback on a weekly basis. The review shall at a minimum ensure the following:

a. The policy and procedures for Complaints Handling are up to date and current. Any amendments shall be recommended for approval by the Board of Governors.
b. The entire staff network is fully aware of their responsibility with regard to this policy.
c. Ensuring all known complaints are properly and timely logged and registered with the school.
d. Review pending and open cases and ensure proper tracking of all open cases.
e. Escalate all matters requiring the Board of Governors' attention promptly.

Board of Governors Oversight

The Board of Governors of SAIPs has the overall responsibility of ensure proper governance structures are in place across the school. Therefore, the Board's responsibilities for Complaints Handling, at a minimum are as follows:

a. Ensure there is a robust policy for the management of Complaints and feedback at the school;
b. Review the policy for update on an annual basis. SLT can make recommendations for enhancements to the policy and framework which will be approved by the Board.
c. Review the effective operationalization of the Complaints Handling program across the school.
d. Address all matters not effectively closed by the ultimate executive body for oversight of the program.
e. Receive quarterly reports on all Complaints Handling concerns across the school.

5. Induction & Training

The School will ensure that all staff receive appropriate training with regard to complaints handling across the SAIPs community. The Board is focused on ensuring that all staff remain fully aware of the requirements of this policy and program. This is considered a critical integral part of the whole school safeguarding program at SAIPs.

6. Policy Review and Update

This Policy is a principal policy at SAIPs and is subject to annual review and update.

Approved by:	**Date:**
Last reviewed on:	
Next review due by: