



Concerns and Complaints Policy

g our children to discover their passion and fulfil their potential

OBJECTIVES

1. The Board of Trustees wants to ensure that any concerns and complaints are dealt with as quickly as possible in accordance with procedures that are equitable, fair and sensitive to all parties.
2. The Board of Trustees is committed to mediation as the best means of resolving complaints.
3. All unresolved or major disputes are to be resolved under New Zealand law, within New Zealand.
4. Community members must realise that the Board is immediately put at risk of legal action if it acts on unattributed or informal information. They should be directed to the board's complaints process and asked to follow it.

GUIDELINES

1. Boards should be very wary of using an anonymous or informal complaint as a basis for investigating concerns or complaints.
2. In the first instance, members of the community are encouraged to raise issues of concern directly with the member of staff (including the Principal) in an attempt to resolve the complaint to their mutual satisfaction. If the matter cannot be resolved, then the complaints procedure is to be followed.
3. In all cases, a record of the complaint, process and resolution, must be made by the staff member, Principal or Board of Trustees, as appropriate.
4. Except in the rarest of cases a complaint is not to be dealt with unless the author is prepared to make it formally (preferably in writing) and put their name to it.
5. Letters of complaint must address the issues only and will not be accepted if they contain abusive comments.
6. All concerns and complaints should be dealt with on the school premises
7. Where the issues could jeopardise the integrity and reputation of the school, its staff or its BOT then the Board Chairperson and the Principal should immediately contact third parties (as applies): NZSTA, NZEI, MOE, ERO and Insurance Company(indemnity)

Date adopted	5th July 2017
Policy Type	Nag 3
Last review	5th July 2017
Next review	July 2020