



Faith Lutheran College ,Redlands

Faith in Christ ...prepared for life.

Grievance Policy and Procedure for Students, Parents and Carers

1. PREAMBLE

Faith Lutheran College, Redlands recognizes that students, parents and carers may wish to raise concerns about actions or decisions of staff of the College and have these addressed objectively, sensitively and according to due process; with the aim of a fair and just resolution for all parties.

2. PURPOSE

The purpose of this document is to communicate the process if a student, parent or carer has an issue, concern or grievance regarding the student's education.

3. SCOPE

This policy and procedure applies to all Faith Lutheran College, Redlands Students, Parents and Carers.

4. RATIONALE

Issues or concerns that you, as parents, may have regarding your child's education are most effectively dealt with if they are discussed directly and confidentially with the school, preferably, in the first instance with the person immediately responsible. If this is unsuccessful it is the policy of the College to follow a set of defined steps.

5. POLICY

5.1. Faith Lutheran College, Redlands receives complaints from students, parents and carers in an open and positive manner and seeks to resolve these using fair and timely processes following restorative (see Appendix below). Complaints will be seen as opportunities for the school to continually improve its services.

5.2. The key principles for the handling of complaints are:

5.2.1. The College is open to the concerns of parents and students

5.2.2. Complaints are received in a positive manner

5.2.3. Parents and students can expect to be taken seriously and can approach a staff member about their concerns, preferably one who is in a position to help

5.2.4. Information about complaints is clear and readily available

5.2.5. Concerns are dealt with speedily and those who have raised them are kept informed about progress

5.2.6. It is not acceptable for students to receive adverse treatment because they or their parents have raised a complaint

5.2.7. The complaint and the process of resolution is documented and kept in a confidential file

5.2.8. Confidentiality is respected and maintained so far as is possible

5.2.9. Resolution of the matter is sought and reconciliation of any parties to conflict is desired

5.2.10. Staff training covers the handling of complaints

5.2.11. Complaints relating to alleged sexual abuse or unlawful activities, should be dealt with differently and according to the relevant policy (e.g. Child Protection Policy, LEA Valuing Safe Communities).

5.2.12. Anonymous complaints will be received and investigated as far as possible, but it should be realised that a full and fair investigation will not be possible. Resolution will be much more difficult, if not impossible.

6. PROCEDURE The following guidelines may assist if you have a concern

6.1. Make an appointment to talk to the teacher with whom you have a concern eg Pastoral Care Group Teacher, Class teacher or subject teacher. In the case of extra-curricular activities contact should be made with the activity coordinator. Let him/her know what subject you wish to discuss as this will facilitate the process. This makes the most productive use of the time available - when the teacher is free to give you his/her full attention. If you consider that the issue you have raised is still unresolved, it is important that you state this to the teacher at the conclusion of the meeting.

- 6.2. If the matter is not resolved, make an appointment to talk to the staff member's immediate supervisor: e.g. Head of Department or Year Level Coordinator. If you consider that the issue you have raised is still unresolved, it is important that you state this to the staff member at the conclusion of the meeting.
- 6.3. Should the matter still not be resolved, the matter can be escalated to the Deputy Head of Campus or Head of Campus.
- 6.4. If the issues are not resolved, make an appointment with the Principal. Let him/her know what subject you wish to discuss as this will facilitate the process.
- 6.5. Meet with the Principal. Results of this meeting or may include the following:
 - 6.5.1. Satisfactory resolution of the issue
 - 6.5.2. The situation monitored;
 - 6.5.3. Initiation of the Policy for "Complaints against Staff";
 - 6.5.4. Further discussions or mediation with the people involved (e.g. Principal and teacher);
 - 6.5.5. Outside support for the child or family may be sought.
- 6.6. If you are still dissatisfied with the outcome of the meeting, you may make a complaint in writing to the College Council Chair, Rod Cormack, through the following email address, FLCRcouncilchairman@flcr.qld.edu.au
- 6.7. If the issues cannot be resolved, the College Council Chair may recommend independent mediation.

For the well-being of all concerned it will be stance of the College that grievances are kept confidential and worked through in a most sensitive and effective manner.

APPENDIX

Restorative Principles

As a College we seek to develop processes to foster a harmonious and supportive environment. We use restorative practices to bring about reconciliation between the parties and repair any harm that may have been caused. Ideally members of our community, including staff and students will resolve conflict and address issues such as discrimination and harassment by a process involving personal resolution and/or mediation.

A basic process we recommend if any member of the community has a concern is:

1. Take it up in the first place with the person responsible. Focus on the issue, not the personality.
2. If the resolution is not achieved, approach the person with someone who can provide support or mediate.
3. If resolution is still not achieved, report this to a person at a higher level, who will work through a range of strategies to bring resolution to the issue..

(Please Note: This process is not recommended for complaints about alleged sexual abuse or unlawful activities. In these instances, complaints should be directed to a supervisor and is covered by the College Child Protection Policy and the LEA Valuing Safe Communities Framework.)

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