

# **St. Mark's School**

## **Guidelines for Handling School Complaints**

**(February 2021)**

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## **Guidelines for handling school complaints**

### **School-based mechanism and procedures**

The School should handle complaints positively, with patience and understanding, and treat the complainants and respondents of the complaints fairly. In addition to adopting an open attitude to diverging views, the School should also review our existing policies, procedures and measures for the continuous improvement of our administration.

#### **Scope of Application:**

In the spirit of school-based management, the Education Ordinance has entrusted the Incorporated Management Committee (IMC) with the power and responsibility to manage the School. The School should, therefore collaborate closely with the School Sponsoring Body to develop our school-based mechanism and procedures for handling school affairs, including complaints related to the School. A complainant should lodge his/her complaint directly to the School for effective handling if it concerns the daily operation and internal affairs of the School (see **Appendix I** for relevant examples).

The Education Bureau (EDB) may **conduct direct investigation** of any complaints under special circumstances, e.g. suspected breaches of the Education Ordinance, Education Regulations or Codes of Aid, non-compliance with the requirements stipulated in the relevant circulars, guidelines and codes of practice, student safety being endangered, school operation being seriously impeded, maladministration of the IMC or serious mismanagement by the School.

The Education Bureau (EDB) is responsible for formulating education policies, enforcing the Education Ordinance and providing education services. If a complaint falls into any of the following categories, **it should be lodged to the EDB for direct handling**, even though the case may have taken place in the School:

- Complaints about education policies (e.g. class structure and class size);
- Complaints about alleged contravention of the Education Ordinance (e.g. in relation to corporal punishment, unregistered teacher) or contravention of the Codes of Aid (e.g. exorbitant charges, expulsion of students); and
- Complaints about services directly provided by the EDB (e.g. school place allocation, services provided by the Regional Education Offices).

The Guidelines are **not applicable** to handling of the following types of complaints:

- Complaints related to ongoing legal proceedings;
- Complaints under the jurisdiction of other organizations/government departments;
- Complaints governed by other ordinances or statutory regulations such as complaints against corruption, fraud or theft;
- Complaints lodged by school staff (if the School receives any such complaints, we should handle them in accordance with the specifications of the school-based or the sponsoring body's mechanism and guidelines for staff complaints [if applicable]; if the EDB receives such complaints, it will handle them in accordance with the current procedures and reply to the complainant direct.)

In general, the School **does not need to handle** the following types of complaints:

<b>Types of complaints</b>	<b>General descriptions</b>	<b>Special circumstances/arrangements</b>
<b>Anonymous complaints</b>	Whether the complaint is made in written form or in person, the complainant should provide his/her name, correspondence/e-mail address and/or contact phone number. If in doubt, the School may request the complainant to show his/her identity documents. Should the complainant fail or refuse to provide these personal details, thus rendering it impossible for the School to investigate the complaint and reply in writing, the complaint will be deemed anonymous and the School may not handle it.	However, under special circumstances (e.g. when there is sufficient evidence or when the case is serious or urgent), the middle or senior management of the School may decide whether to follow up with an anonymous complaint, such as treating it as an internal reference, informing the respondent about the complaint, or taking appropriate remedial and improvement measures. If follow-up actions are considered unnecessary, the School should briefly state the reasons and put on file for record.
<b>Complaints not made by the person concerned</b>	Generally speaking, the person concerned should lodge the complaint by himself/herself. Anyone who seeks to file a complaint on behalf of the person concerned has to obtain his/her prior written consent. If the case involves a student (or a minor, or an intellectually disabled person), then his/her parents/guardian, or the person authorized by the parents/guardian, may lodge a complaint on his/her behalf.	If a complaint is lodged by more than one person on behalf of the person concerned, the School may require the person concerned to appoint one of them as the contact person.  Sometimes a complaint is lodged on behalf of the person concerned or referred by other organizations/groups such as Legislative councillors, district councillors, trade unions or the media. Since there is no current legislation which empowers any organization/group to complain on behalf of someone else, the School/the Sponsoring body may stipulate in the school-based mechanism whether the School/the Sponsoring body would accept such kind of complaint. If, however, the organization/group has obtained prior written authorization from the person concerned, the School should handle the complaint in accordance with their prescribed procedures.
<b>Complaints involving incidents that happened</b>	Normally, complaints related to the daily operation of the School should be lodged within the same school year. If the incident involved had happened more	Even though the complaint is filed after the incident had taken place more than one year, the School may decide to conduct an investigation under special circumstances, e.g. when there is

<p><b>more than one year</b></p>	<p>than one year, the environment might have changed or evidence might have disappeared, or the complainant/respondent might have already left his/her post or the School. The School will not be able to investigate the complaint because of the difficulty in collecting evidences. To provide greater flexibility, the one-year limit within which a complaint may be lodged should be <b><u>one calendar year</u></b> from the occurrence of the incident involved.</p>	<p>sufficient evidence, or when the nature of the complaint is serious and urgent.</p>
<p><b>Complaints with insufficient information</b></p>	<p>The School may require the complainant to provide concrete information regarding a case. If the complainant fails to provide sufficient information to allow investigation to proceed, the School may not handle the complaint concerned.</p>	

**Procedures for Handling Complaints:**

In general, unless the person concerned insists on making a formal complaint, the responsible staff can promptly provide assistance or help resolve his/her problem by following the informal complaint handling procedures. Please refer to **Diagram 1** for the flowchart of complaint handling procedures in the School.

**Informal Complaint Handling Procedures**

<p><b><i>Immediate/prompt handling</i></b></p>	<p>If the School handles inquiries or complaints efficiently and appropriately, we will manage not only to remove misunderstandings and forestall crises, but also enhance our own image. The School may consider adopting the following arrangements:</p> <ul style="list-style-type: none"> <li>• If the School receives an inquiry, opinion or informal complaint from the public, whether verbal or written, the frontline staff should clearly distinguish its nature and take appropriate action. In general, if the case does not require an investigation involving evidence collection, or the person concerned does not request a formal written reply, the frontline staff may handle the matter following the informal complaint handling procedures of the School.</li> <li>• The frontline staff should listen to the concerns of the inquirer/complainant with care and understanding. If the incident is not serious, they should provide whatever assistance or information required or promptly responds to the concerns raised by the inquirer/complainant and help resolve the problems involved.</li> </ul>
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	<ul style="list-style-type: none"> <li>• If necessary, the School staff in charge of the relevant issue should have direct talks or interviews with the person(s) concerned to explain the School's stance and remove any misunderstanding, misgivings or worries of them.</li> <li>• The School may, according to our own situation, set a time limit for an initial response (e.g. within two days).</li> <li>• If necessary, the frontline staff should refer the case to a designated staff or a senior officer for prompt follow up actions and resolutions. The principal may decide whether to take up the handling of the case, depending on the situation of the School and the nature of the case.</li> </ul>
<b><i>Replying to complaints</i></b>	For verbal inquiries/opinions/complaints handled by the informal complaint handling procedures, oral replies will suffice and written replies are normally not required. For opinions/complaints which are presented in written form or if the School wishes to make clear our stance or provide necessary details, the responsible staff may decide whether a simple written reply to the person(s) concerned/complainant is appropriate.
<b><i>Complaint records</i></b>	Cases handled by the informal complaint handling procedures normally need not be documented in formal written records. If an inquiry/complaint has been answered or resolved instantly, it is suggested that the designated staff or the principal may record the key points in a log book for future reference. A sample is provided in <b><u>Appendix II</u></b> .
<b><i>Appropriate follow-up</i></b>	The School should review whether the policies or procedures regarding complaints have been properly followed and suggest appropriate measures to improve the handling of similar cases or prevent similar cases from recurring. If necessary, the responsible staff may brief the person(s) concerned on the follow-up actions that the School has adopted and the results that follow.

**Arrangements for the investigation and appeal stages:**

If the School has made the best efforts to resolve the problem through the informal complaint handling procedures but the complainant still does not accept the School's response or the problem remains unresolved, the following formal complaint investigation procedures (including an appeal mechanism) should be initiated:

**Formal Complaint Investigation Procedures**

<b><i>Investigation stage</i></b>	<p>If the School receives any formal complaints (including those referred by the EDB or other organizations), they should be handled according to the following procedures:</p> <ul style="list-style-type: none"> <li>• in accordance with the school-based mechanism, assign appropriate staff to investigate the complaint and reply to the complainant;</li> <li>• acknowledge receipt of the complaint, seek the complainant's consent to obtain his/her personal data and information relating to the complaint, and inform him/her of the name, post title and phone number of the staff responsible for handling the case for contact purposes.</li> </ul>
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	<ul style="list-style-type: none"> <li>• if necessary, contact the complainant and other persons involved or arrange meetings with them in order to have a better grasp of the situation or request them to provide relevant information;</li> <li>• handle the complaint as quickly as possible (It is suggested that the School completes the investigation within two months after receiving the complaint.), and send a written reply to inform the complainant of the investigation result;</li> <li>• if the complainant accepts the investigation result, conclude the case officially; and</li> <li>• if the complainant does not accept the investigation result or the way the School handled the complaint, and is able to provide new evidence or sufficient justification, he/she may lodge an appeal in writing against the School’s decision within 14 days from the date of its reply.</li> </ul>
<i>Appeal stage</i>	<p>The School should adopt the following procedures with appeal cases:</p> <ul style="list-style-type: none"> <li>• in accordance with the school-based mechanism, assign appropriate staff of a higher rank than those responsible for the investigation stage, or staff from a different section, to handle the appeal and reply to the complainant;</li> <li>• handle and resolve the appeal as quickly as possible (It is suggested that the School completes the investigation within two months after receiving the request for appeal.), and send a written reply to inform the complainant of the appeal result;</li> <li>• if the complainant accepts the appeal result, conclude the case officially;</li> <li>• if the complainant does not accept the appeal result or the way the School handled the appeal, the School should cautiously review the appeal process to ensure that proper procedures have been followed.</li> <li>• if the complainant raises other new allegations, the School should handle them separately in order to avoid mixing up the old complaints with the new ones.</li> </ul>
<i>Resolving conflict through mediation</i>	<p>When handling complaints, the School may, having regard to the nature of individual cases, consider whether it is appropriate to adopt different means to resolve conflicts quickly. This includes seeking mediation service from a mediator, or inviting independent persons/professionals to provide impartial views to assist the persons concerned (including the complainants and the persons/organizations being complained against). <b>SSB can do referrals and provide training if necessary.</b></p>
<i>Responding to complaints/appeals</i>	<p>If the complaint or appeal is in written form, the School should respond with a written reply. If the complaint is made verbally, the responsible staff may decide whether to respond orally or in writing. If the case is referred by the EDB/other organization(s), a copy of the written reply should be forwarded to them for reference.</p>

	<p>Reply of each investigation stage result should be given to the persons concerned (including the complainants and the persons/organizations being complained against).</p> <p>Generally speaking, the time limit for replying to a complaint/appeal should start from the date on which it is received or when the complainant agrees to let the School have access to his/her personal data. If the information submitted is incomplete, the time limit should start from the date on which the School receives from the complainant the necessary information. If a reply cannot be given within the specified period, the School should explain to the complainant in writing why a longer handling time is needed.</p>
<b>Complaint/appeal records</b>	The School should keep a clear record of cases handled by the formal complaint investigation procedures. A sample complaint record is given in <b>Appendix V</b> . The School should establish a complaint record management system to store relevant information (including correspondences, investigation reports and interview records). In addition, the School should keep statistics of complaints and appeals lodged through either the informal or formal handling procedures for future reference.
<b>Appropriate follow-up</b>	At the end of the investigation/appeal stage, the School should review whether the complaint handling policies and procedures are appropriate, and suggest proper measures to improve the method of handling and to prevent similar incidents from recurring. The staff in charge should inform the person(s) concerned of the School's follow-up actions and outcome of the review.
<b>Reporting to SSB</b>	Timely report to the SSB as appropriate (factors to consider: nature of the complaint, scope, seriousness, people involved and public interest, etc.) is needed. For example but not limited to: complaints related to the Principal, with legal consequence and impact like bribery and sexual harassment; complaints intervened or reported by media and complaints reported repeatedly. No regular and annual complaint report is required unless it is requested by SSB in due course.

### **Arrangements for Handling Complaints:**

#### **Designated staff**

Taking into account the nature of the complaint, its scope and the people involved, the School may assign a designated staff or set up a task force to handle the complaint with reference to the following arrangements:

<b>Complaint Against</b>	<b>Investigation</b>	<b>Appeal</b>
Student	Committee Coordinator	Vice-Principal
Supporting Staff	Panel Head / Committee Coordinator / Vice-Principal	Principal
Teaching Staff	Senior Teaching Staff	Vice-Principal

(GM)	(SGM)	
Senior Teaching Staff (SGM)	Vice-Principal	Principal
Vice-Principal	Principal	School Supervisor
Principal	IMC (Investigation Task Force)	School Supervisor/IMC (Appeal Task Force)
School Supervisor/IMC	School Sponsoring Body (Investigation Task Force)	School Sponsoring Body (Appeal Task Force)

Where necessary, the School/the School Sponsoring Body may establish a task force to handle special complaint cases. Depending on the situation, the task force may include members of the IMC and representatives from the School Sponsoring Body. To enhance credibility, the School may invite independent persons such as social workers, lawyers, psychologists, and parents or teachers not involved in the case to join the task force to provide professional advice and support.

### **Confidentiality**

All contents and information of complaints should be kept strictly confidential and restricted to internal reference or reference by relevant persons only.

When the School needs to collect personal data during the handling process or when we receive requests for the disclosure of data/records in respect of the complaint case, we should observe the regulations and recommendations laid down in the Personal Data (Privacy) Ordinance. This includes clearly stating the purpose and the form of collection of personal data, and that the data will only be used for handling the complaint or appeal cases. The School may refer to the relevant provisions in the Personal Data (Privacy) Ordinance (Cap. 486) and on the webpage of the Office of the Privacy Commissioner for Personal Data at (<http://www.pcpd.org.hk/>)

The School should adopt appropriate security measures to protect personal data and privacy, such as keeping the data in safe places (e.g. cabinets under lock and key). Computer data should be protected by passwords. Use of portable data storage devices should be tightly controlled. Where necessary, encrypted portable data storage devices should be used.

The School should establish procedures to ensure that only authorized persons are allowed access to information relating to the case. The responsible persons should not disclose or discuss in public any contents or information relating to the case without authorization.

The School can incorporate the arrangements for interviews or meetings with relevant parties into the school-based complaint handling mechanism. To avoid misunderstanding, the School should:

- state clearly whether the person(s) concerned can be accompanied by others (e.g. relatives, legal representatives) during the interview/meeting and reiterate this stance before the interview/meeting starts; and
- indicate before the interview/meeting starts whether audio/video recording is prohibited or whether the consent of all attendees must be obtained if the session is to be audio/video recorded. This stance should be reiterated before the end of the interview/meeting.

### **Fair and impartial handling**

The School should approach complaints positively and treat the complainants and respondents of the complaints fairly. The School should ensure that sufficient appeal channels are provided and consider inviting independent persons to participate in the complaint/appeal handling process, if necessary.

Before an investigation begins or where appropriate, the designated staff and related individuals should declare interests. If there is any conflict of interest, the persons concerned should not be involved in handling the case or have access to information relating to it.

To avoid conflict of interest, any staff member who is the respondent of the complaint should not be involved in handling the case, supervising the investigation, or signing and issuing letters to the complainant.

The School should see to it that the rights of the complainants or other persons involved in the complaint are being protected and that their future communication and contact with the School would not be affected.

**Review of Complaints:**

Most school-related complaints can be settled through the informal and formal complaint handling procedures. However, some complaints may remain unresolved after the investigation and appeal stages. Complainants or relevant organizations (including school/the EDB) may request the “Review Board on School Complaints” (Review Board) to review these cases under the following circumstances:

- The complainant provides substantial grounds or new evidence to show that the School/EDB has handled the case improperly.
- The complaint has been properly dealt with through established procedures by the School/EDB but the complainant refuses to accept the investigation result and continues to complain.

**Handling of Unreasonable Behaviour:**

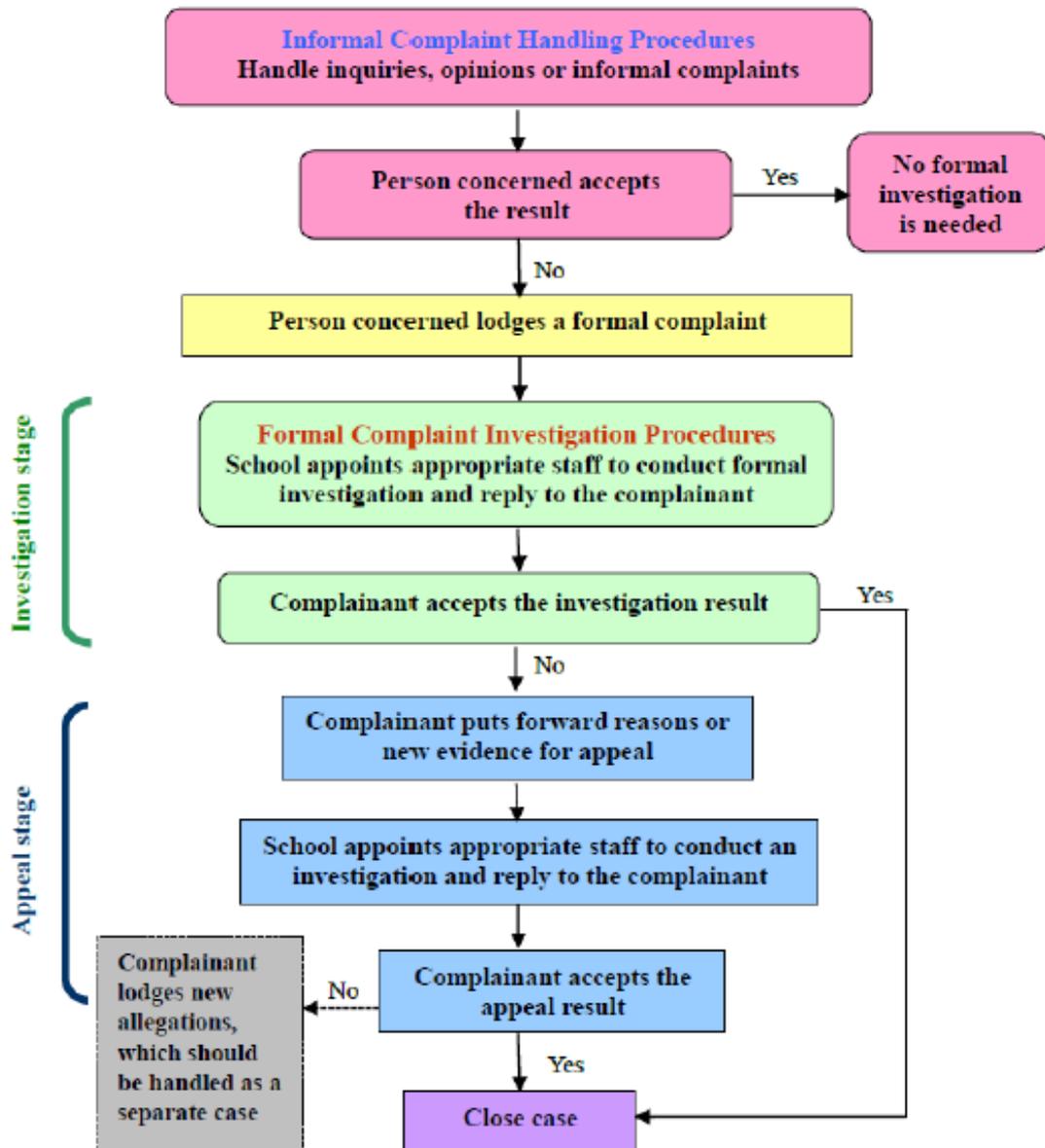
Appropriate communication and mediation are conducive to removing misunderstanding and enhancing mutual trust. Under general circumstances, the School should not put any restrictions on complainants making contact with the School. However, sometimes certain unreasonable behaviour of complainants may have a negative impact on the School, e.g. draining a considerable amount of the School’s human resources, interrupting their operations or services, as well as threatening the safety of staff and other stakeholders. The School may therefore develop appropriate policies and measures to handle this kind of unreasonable behaviour to ensure that their operation would not be affected.

**Handling of unreasonable behaviours**

<b>Appropriate policies and measures</b>	
<b>Unreasonable attitude or behaviour</b>	Any unreasonable attitude or behaviour, including acts of violence, intimidation, and abusive/offensive conduct or language, whether performed face-to-face, by phone, or in writing are unacceptable. The staff member handling the complaint should convey this message clearly to the complainant and demand that he/she stop acting in such a way. If the complainant refuses to comply after the warning, the staff member may terminate the meeting or conversation with him/her.

	<p>The School should develop contingency measures and guidelines to remind staff responsible for handling complaints to stay alert and take suitable action to protect their own safety. The School should empower the staff member to make decision, depending on the situation, on whether to terminate the interview or dialogue with the complainant and ask the complainant to leave, if his/her behaviour poses an immediate threat to the staff's personal safety or damages their personal interests. In an emergency or if it is deemed necessary, the School should take appropriate and decisive action, such as reporting to the police or taking legal action.</p>
<p><b>Unreasonable demands</b></p>	<p>If a complainant makes unreasonable demands which have an adverse impact on the School, e.g. interrupting its operation/services or other stakeholders are affected by the unreasonable behaviour of the complainant, the School may consider putting restrictions on the complainant's contacts with the School, including specifying the time, frequency, date, duration and modes of communication (for example, requiring the complainant to make an appointment before visiting the School, submit his/her views in writing, or contact only with the staff designated by the School). The School must notify the complainant in writing of such arrangements and handling procedures.</p> <p>If the complainant's behaviour improves, the School may consider whether the restrictions should be lifted. If the School decides to keep the restrictions, it should regularly review the conditions for imposing them.</p>
<p><b>Unreasonable persistent complaints</b></p>	<p>Faced with these complaints, if the School has carefully examined the case and handled it properly under the prescribed investigation and appeal procedures, and sent a detailed and unbiased written explanation regarding the outcome to the complainant, the School may decide whether to restrict or stop contacts with the complainant, and cease handling the case altogether.</p> <p>To avoid any unrealistic expectations on the part of the complainant, the School should communicate to him/her in a firm manner that a final decision has been made regarding the case and that the decision is irreversible.</p> <p>In response to these complaints, the School may send a "Reply Card" to the complainant, referring him/her to the replies previously given, and reiterate that the School will neither respond to the same complaint nor contact him/her again.</p>

**Diagram 1: Flowchart of School Complaint Handling Procedures**



**Examples of Complaints Relating to  
Daily Operation and Internal Affairs of Schools\***

<b>Domain</b>	<b>Examples</b>
Management and Organisation	<ul style="list-style-type: none"> <li>• School accounts (e.g. accounting records )</li> <li>• Other charges (e.g. extra-curricular activities charges and registration fees)</li> <li>• School policies (e.g. system of reward and penalty, arrangements regarding students' suspension from school)</li> <li>• Standards of contractors' services (e.g. school bus services, supply of meal boxes)</li> <li>• Service contracts (e.g. tendering procedures)</li> <li>• School environment and hygiene (e.g. noise pollution, mosquitoes problems)</li> </ul>
Learning and Teaching	<ul style="list-style-type: none"> <li>• School-based curriculum (e.g. subject lesson time)</li> <li>• Selection of subjects and class allocation (e.g. arrangements for students' choice of subjects)</li> <li>• Homework (e.g. amount of homework , school-based assessment criteria)</li> <li>• Students assessment (e.g. assessment criteria)</li> <li>• Staff performance (e.g. behaviour/attitudes of teaching staff, job performance)</li> </ul>
School Ethos and Student Support	<ul style="list-style-type: none"> <li>• School ethos (e.g. uniform and other aspects of appearance)</li> <li>• Home-school cooperation (e.g. consultation mechanism, communication channels)</li> <li>• Student support (e.g. support for students with special educational needs)</li> <li>• Extra-curricular activities (e.g. arrangements for interest groups and other student activities)</li> </ul>
Student Performance	<ul style="list-style-type: none"> <li>• Students' overall performance (e.g. academic results, conduct)</li> <li>• Student discipline (e.g. foul and abusive language, smoking, fighting, bullying)</li> </ul>

\* Schools should handle complaints about daily operation and internal affairs in accordance with the Education Ordinance, Education Regulations, Codes of Aid, relevant circulars, guidelines and codes of practice listed in paragraph 1.1(i) of the Guidelines to ensure compliance with the respective requirements.

### Sample Record Sheet of Cases Handled by Informal Procedures

<i>Date of enquiry/complaint:</i> _____	<i>Time :</i> _____ am/pm
<i>Mode :</i>	
<input type="checkbox"/> Call the General Office	<input type="checkbox"/> Call the Principal/ Deputy Head/ Class Teacher/ Responsible Teacher*
<input type="checkbox"/> In person	<input type="checkbox"/> By e-mail/ fax* <input type="checkbox"/> Others (Please specify: _____)
<i>Name of the Enquirer/ Complainant :</i> _____	
<i>Role of Complainant :</i> <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Other (Please specify: _____)	
<i>Contact information (by telephone/ fax /e-mail*) :</i> _____	
<i>Enquiries/Concern(s) :</i> _____ _____	
<i>Information/ Document attached :</i> <input type="checkbox"/> No <input type="checkbox"/> Yes (Please specify: _____)	
<i>Action Taken :</i> <input type="checkbox"/> Contacted by phone <input type="checkbox"/> Interview <input type="checkbox"/> Others (Please specify: _____)	
<i>Result :</i> <input type="checkbox"/> Enquirer/ Complainant accepted the reply. No further action is required.	
<input type="checkbox"/> Others (Please specify: _____)	
<i>Signature of Senior Teacher/Responsible Person :</i> _____ <i>Date :</i> _____	
<i>(Name/ Post)</i>	
* Please delete where inappropriate	

## Appendix III

### Sample Acknowledgement Letter (1)

[For cases where complainants have provided their personal particulars and no referral is needed.]

DD MM YYYY

Name of the complainant

Address of the complainant

Dear Mr/Ms \*XX:

We received your written/verbal\* complaint on DD MM YYYY. The case is being investigated and a reply will be sent to you within XX days/as soon as possible.

If you have any inquiries, please contact Mr/Ms X (Teacher/Panel Chairperson/Vice Principal\*) at XXXXXXXX (telephone number).

(Signature)

Principal of XXXXXXXX School /

Name and post  
of the designated staff\*

\* Please delete where inappropriate

## Appendix IV

### Sample Acknowledgement Letter (2)

[For cases where referral of the complaint to a third party (e.g. government departments or contractors of school services) is needed.]

DD MM YYYY

Name of the complainant

Address of the complainant

Dear Mr/Ms\* XX:

We received your written/verbal\* complaint on DD MM YYYY. To facilitate our investigation and follow-up, please fill in the reply form attached and send it to us before DD MM YYYY. We will notify you of the outcome when the investigation is completed.

If you have any inquiries, please contact Mr/Ms X (Teacher/Panel Chairperson/Vice Principal\*) at XXXXXXXX (telephone number).

(Signature)

Principal of XXXXXXXX School /

Name and post  
of the designated staff\*

\* Please delete where inappropriate

## Sample Acknowledgement Letter (2)

### Reply Form

To: Name of School

File No.: (if applicable)

Name of the complainant: Mr/Ms \_\_\_\_\_

[Please write the name as appears on your HK I.D. Card]

# Correspondence Address: \_\_\_\_\_

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# Contact No.: \_\_\_\_\_

I understand that the personal information provided above will only be used for investigating the complaint.

To assist the school in handling this complaint, I agree that:

1. The school may forward copies of the complaint and other information I present to relevant persons/ organisations; and
2. The school may ask relevant persons/organisations for my personal details and other information related to this complaint.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the complainant

# Item that must be completed.



**Summary of complaint:**

**Investigation stage**

**Person-in-charge** \_\_\_\_\_

Issue of Notice of Acknowledgement (date: \_\_\_\_\_)

Telephone contact (date: \_\_\_\_\_)

Interview with the complainant (date: \_\_\_\_\_)

Issue of written reply (date: \_\_\_\_\_)

**Summary of findings:**

**Appeal stage** (if applicable)

**Date of appeal:** \_\_\_\_\_

**Person-in-charge:** \_\_\_\_\_

Issue of Notice of Acknowledgement (date : \_\_\_\_\_)

Telephone contact (date : \_\_\_\_\_)

Interview with the complainant (date: \_\_\_\_\_)

Issue of written reply (date: \_\_\_\_\_)

**Summary of appeal result:**

**Follow-up actions or recommendations (if applicable)**

**Signature of person-in-charge:** \_\_\_\_\_

## Appendix VI

### Sample Reply Card

DD MM YYYY

Name of the complainant

Address of the complainant

Dear Mr/Ms\* XX:

We received your letter dated DD MM YYYY. Our stance on the relevant issue has been detailed in our reply/replies dated DD MM YYYY (and dates of other replies [if applicable]). We will not respond to the same complaint nor contact you again.

(Signature)

Principal

XXXXXXXXXX School/

Name and post of the designated staff\*

\* Please delete where inappropriate