

Student Complaint Policy and Procedure

1. Policy Statement

Silver Fern International School is committed to fostering a safe, respectful, and supportive learning environment where every learner feels heard, valued, and empowered. In alignment with the IB Learner Profile—particularly **Communicators, Principled, Caring, and Open-Minded**—students are encouraged to express concerns and seek solutions through respectful dialogue.

This policy outlines the process students can follow when they have concerns related to learning, relationships, safety, or school operations. It ensures that complaints are handled fairly, confidentially, and in a timely manner.

2. Purpose

The purpose of this policy is to:

- Provide students with a clear and accessible process to share concerns.
 - Promote a culture of trust, transparency, and well-being.
 - Support students in developing self-advocacy, reflection, and conflict-resolution skills.
 - Ensure issues are resolved promptly and appropriately at the lowest level possible.
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3. Scope

This policy applies to all PYP students and covers complaints related to:

- Classroom practices or teaching and learning
- Peer interactions, conflict, or bullying concerns
- Safety, well-being, or supervision issues
- Access to learning support or resources

- Any aspect of the school environment that may impact the student's learning experience
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4. Guiding Principles

- **Respect:** All complaints are treated with respect and without judgment.
 - **Confidentiality:** Information is shared only with those directly involved in resolving the issue.
 - **Student Voice:** Students are empowered to express their feelings and concerns safely.
 - **Restorative Practices:** Whenever possible, the school uses restorative approaches to repair relationships.
 - **Timeliness:** Issues are addressed promptly.
 - **Fairness and Neutrality:** Complaints are reviewed objectively.
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5. Complaint Procedure (Student-Friendly Process)

Step 1: Talk to Someone You Trust

Students are encouraged to first speak to a trusted adult such as:

- Their Homeroom Teacher,
- Learning Assistant, or
- The PYP Coordinator.

This step supports early resolution and communication.

Step 2: Teacher/Adult Listens and Provides Support

The adult will:

- Listen actively and respectfully

- Ask clarifying questions
- Document the concern (if needed)
- Provide guidance or attempt to resolve the issue at the homeroom or grade level

If the issue is resolved, the process ends here.

Step 3: Escalation to the PYP Coordinator

If the concern cannot be resolved at Step 2 or needs further action:

- The teacher or student refers the complaint to the **PYP Coordinator**
 - The coordinator meets with the student, reviews the concern, speaks to any involved parties, and works toward a solution
 - A brief written record is kept for follow-up
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Step 4: Escalation to Head of School

If the complaint remains unresolved or requires leadership oversight:

- The matter is forwarded to the **Head of School**
 - The Head of School investigates, meets the student and involved parties, and decides actions or resolutions
 - Parents are informed when appropriate
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Step 5: Resolution and Follow-Up

A resolution plan may include:

- Restorative conversations
- Mediation
- Behavior support plans

- Adjustments in class or learning support
- Reassurance and monitoring of student well-being

The involved adult follows up within one to two weeks to ensure the student feels supported.

6. Serious Complaints

Complaints involving:

- Bullying
- Discrimination
- Safety risks
- Emotional or physical harm

must be reported immediately to the **PYP Coordinator** or **Head of School**, bypassing earlier steps.

The school follows a safeguarding-first approach.

7. Records and Documentation

- Minor classroom concerns may be documented by the teacher.
 - Escalated cases are recorded by the PYP Coordinator using an internal Student Concern Form.
 - Records are kept confidential and stored securely.
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8. Communication With Parents

Parents are involved when:

- The concern is serious
- The issue affects the child's well-being or learning

- The complaint escalates beyond the classroom level
- A resolution plan is implemented

The school fosters positive parent partnerships in line with IB PYP expectations.

9. Policy Review

This policy shall be reviewed annually by the PLT to ensure alignment with IB philosophy, child safeguarding guidelines, and school needs.

