



# Reglamento de Régimen Interior

## Rationale

The Mallorca International School 'Reglamento de Régimen Interior' is a legal document created by the Head of Centre, exercising the constitutional right that determines the interior regime of the establishment. It serves as an instrument to regulate all activity associated with the centre; all staff, students and parents are bound by its contents.

## Aims

- To establish a clear set of 'rights' and 'responsibilities' for the entity holder, staff, students and parents which can be referred to in order to regulate activity in the centre.
- To ensure that all members of the school community are able to live together in harmony, working together collectively towards a common goal.
- To ensure that all members of the school community are treated fairly and with respect.
- To provide a legal framework to resolve any disputes.

## Procedures

### Article 1 – School Mission

The overriding objective of Mallorca International School is to nurture the young adults of tomorrow preparing them with the **personal skills**, **values** and **academic level** necessary to achieve success in their own lives, support others and be community contributors.

### Article 2 – Description of the Centre

Mallorca International School is a private educational centre, owned by SFG Initiatives & Projects SL', providing schooling across EYFS, Primary and Secondary phases. The school delivers the British National Curriculum across all phases, is inspected by the National Association of British Schools in Spain (NABSS), authorised by the British Council and the local education authority.

### Article 3 – Identity

Mallorca International School strives to provide the highest standard of education possible. This is achieved by utilising the most forward-thinking, innovative and creative strategies possible. It is an inclusive school and aims to attend to the individual needs of all its students within the limitations at any given moment. Mallorca International School is a 'Community' comprising of staff, students and parents who are all equally valued and respected, and all have key roles to play together towards achieving the mission.

### Article 4 – Members

The school community comprises of four groups: (a) the entity holder; those that hold legal ownership of the company, (b) staff; any adult employed by the school in any capacity, onsite or offsite, (c) students; any student enrolled into any year group from Nursery through to Year 13, and (d) parents; all mothers, fathers and carers legally responsible for any enrolled student, as well as any other family member who engages in activity relevant to the school (this could involve grandparents, uncles, aunts, etc). All three groups are bound by the 'Reglamento de Régimen Interior'.

### Article 5 – Rights

Members of the school community have the right to:

- (a) be respected with reference to their personal integrity and dignity.
- (b) to know the mission, philosophy, and the Internal Regulations of the Centre.

- (c) to participate in the operation and life of the Centre, in accordance with the provisions of this document.
- (d) to hold meetings with those with responsibility in the Centre, to discuss matters of school life, subject to authorisation of the ownership.
- (e) to submit suggestions and complaints in writing to the School Board.
- (f) make complaints, via the established channels, in cases where rights are violated.
- (g) to exercise their other rights recognised in law, in the nature of the Centre.

### **Article 6 – Responsibilities**

Members of the school community are obliged to:

- (a) accept and respect the rights of the owning entity, staff, students, parents, and other service providers within the school community.
- (b) respect the mission, philosophy, and the Internal Regulations of the Centre.
- (c) to respect and promote the image of the Centre.
- (d) to attend and participate in meetings of the bodies which they belong.

### **Article 7 – General Conduct**

The central philosophy of adopting a ‘values based’ approach in the Centre, furthermore achieving seamless coexistence and community spirit, defines the characteristics of the behaviours to be promoted towards achieving:

- a) The integral growth of the person.
- b) The positive development of ‘character’ and education of what this involves.
- c) Development of the School Community at large.
- d) A positive educational environment and positive relations within the Centre.
- e) Respect for the rights of all persons involved in related activities.

Furthermore, all persons should adopt the following standards of living of the Centre:

- (a) Care and respect for the physical and moral integrity and property of the people who form the school community; and those individuals and organisations that relate to the Centre on the occasion of carrying out activities and services.
- (b) The embracement of diversity and non-discrimination.
- (c) Social respect; most specifically by employing correct and polite language.
- (d) The active interest and motivation in developing one's work and function responsibly.
- (e) Respect for the work and roles of all other members of the school community.
- (f) Convivial cooperation and collaboration in activities in the Centre.
- (g) Trust, trustworthiness and loyalty in the development of school life.
- (h) Maintaining a respectful personal image/dress and observance of the rules of the Centre on this matter.
- (i) Adopting a positive attitude in response to any possible warning and/or sanction.
- (j) Proper use of the building, furniture, fixtures and equipment of the Centre, according to intended use and respect for limited access to certain areas of the Centre.
- (k) Respect for the rules of organisation, coexistence and discipline of the Centre.

## **Rights & Responsibilities**

### **Article 8 – Rights & Responsibilities of the Entity Holder**

Holder Entity is **entitled** to:

- (a) Establish the nature of the Centre, ensure respect and boost its effectiveness.
- (b) Establish the philosophy of the ‘Educational Project’, which will incorporate the character of it and the plan of coexistence.
- (c) Direct the Centre, hold its representation and ultimately assume responsibility for its organisation and management.
- (d) Assume responsibility for the economic management of the Centre.
- (e) Dictate which curriculum the school follows and which organisation is appointed to inspect the Centre in order to gain legal authorisation to function.
- (f) Dictate which year group students are enrolled in and whether a student moves forward to the next year group at the end of an academic year.

- (g) Decide on which activities and services are to be provided.
- (h) Establish the internal regulations and put a necessary structure in place to ensure that the internal regulations are abided by.
- (i) Select, appoint, and review, the management team.
- (j) Set the rules, and process, for admission of students to the Centre.
- (k) Develop and specify the rules of coexistence.

The Titular entity is **required** to:

- (a) Establish the philosophy of the 'Educational Project' and the Internal Regulations of the Centre.
- (b) Be responsible for the operation and management of the Centre to the school community.
- (c) Comply with the rules governing the legal authorisation of the Centre.
- (d) Comply with all national and EU laws pertaining to the management of an educational centre.
- (e) Conduct the necessary communication and collaboration with the local education authority.
- (f) Respect the rules and regulations of ACADE (association of private schools in Spain) as well as the 'convenios' that are in place pertaining to private schools in Spain.

### **Article 9 – Rights & Responsibilities of Staff**

Staff are **entitled** to:

- (a) Freely carry out their designated function according to the specification of the given position.
- (b) Work in a safe and clean environment.
- (c) A job description.
- (d) Have access to 'Continued Professional Development' (CPD) towards furthering their professional skills.
- (e) An annual appraisal coordinated professionally by a member of the management team.
- (f) Participate in the development of phase-specific initiatives.
- (g) Adapt and apply the school's methodology according to phase and coordinated by corresponding department lead.
- (h) Contribute their professional opinions within the context of their position/phase and within the pedagogical model of the school management.
- (i) Use the facilities and equipment of the Centre for professional purposes under the rules governing use of.
- (j) Be respected in the workplace for the work they do, the professional decisions they take and the hard work they give.
- (k) Enjoy the presumption of truth in the context of disciplinary proceedings, according to the regulations in force.

Staff are **required** to:

- (a) Perform their duties under current legislation, under the conditions stipulated in their contract and the guidelines of the ownership.
- (b) Ensure the safety of the students at all times and in line with the school's Health & Safety policy.
- (c) Promote and participate in complementary activities, inside or outside the school premises included in the annual events calendar.
- (d) Promote the 'values based' philosophy of the school, acting as a role model in line with the characteristics described in the school mission statement and promoting these characteristics while working in the school (onsite and offsite).
- (e) Cooperate in fulfilling the objectives of the 'Educational Project', and fulfil their related duties.
- (f) Cooperate in maintaining order and discipline around the school, promoting mutual respect with parents and students.
- (g) Arrive at school punctually and facilitate the smooth running of the timetable by keeping to the designated schedule.
- (h) Play an active part in their own professional development as well as the collective development of the staff.
- (i) Attend all professional development seminars as required by the management.
- (j) Maintain professional confidentiality of any personal information they have access to; as per the data protection policy.
- (k) Work in teams with respect and sensitivity shown towards colleagues.

- (l) Communicate to management any personal circumstance that may hinder responsibility in respect of the students.
- (m) Not drink alcohol or take drugs during the school day (on-site or off-site) and not to smoke on-site (see staff handbook for further notes on smoking).
- (n) Follow the staff dress code detailed in the staff handbook.
- (o) Not publish any comment, document, photograph or video on the Internet that could infringe any data protection law or damage the reputation of the Centre.
- (p) To not participate in any activity which could be deemed as a 'conflict of interests' with regards to the success of the Centre.
- (q) To not promote any political opinions to students; always be objective and neutral.

In addition, teachers are **required** to:

- (r) Participate in the development of teaching & learning in their specific phases/subject area.
- (s) Plan all lessons taught adequately, attending to the individual needs of the students – differentiating adequately, and store planning documents on the school server.
- (t) Ensure that curriculum is covered adequately, given the context of each specific class taught.
- (u) Evaluate the quality of learning of their classes allocated and take action should progression not be on target.
- (v) Provide guidance to the students with regard to concepts covered in subjects taught as well as analyse and discuss assessments with them.
- (w) Conduct regular assessments complying with the school's assessment policy and schedule.
- (x) Produce termly evaluations of student attainment and progress according to the school's reporting system.

#### **Article 10 – Rights & Responsibilities of Students**

Students are **entitled** to:

- (a) Enjoy their studies in a safe, secure, clean and orderly environment.
- (b) Receive emergency aid and first aid when in need during school hours.
- (c) Receive mentoring and guidance towards their holistic development; specifically in reference to values/character education, and life/enterprise skills education, towards developing in to able community contributors.
- (d) Be respected in their freedom of conscience, as well as any religious or moral convictions that do not contravene Constitution of Spain.
- (e) Be respected in their physical integrity, personal dignity and privacy in the processing of personal data.
- (f) Be valued by the other members of the school community for their individual characteristics.
- (g) Equality and consistency in the application of the school rules.
- (h) Effective lessons that are differentiated according to the needs of the individuals in the class.
- (i) Have their academic attainment evaluated internally both formatively and in the context of the school's formal assessment system.
- (j) Receive appropriate educational and vocational guidance, including personal targets informed by the assessments made.
- (k) Positively continue their relationship with the Centre once they have completed their studies.

Students are **required** to:

- (a) Contribute towards ensuring that the environment stays safe, secure, clean and orderly, and not do anything to compromise this, furthermore, conserve and make good use of the facilities and learning materials.
- (b) Respect other members of the school community in their freedom of conscience, as well as any religious or moral convictions that do not contravene Constitution of Spain.
- (c) Respect other members of the school community in terms of their physical integrity, personal dignity and privacy.
- (d) Value other members of the school community for their individual characteristics, showing equality, and not treating other differently on account of their characteristics.
- (e) Ensure that they never engage in any activity which could be described as 'bullying' and be a good community citizen in quietly reporting any suspicion of bullying they have to an appropriate member of staff.
- (f) Honour the school rules at all times and without exception; organisation, coexistence and discipline.

- (g) Show respect and follow the instructions of all members of staff.
- (h) Communicate with clarity and honesty with peers, members of staff and with parents concerning matters related to school.
- (i) Engage in all learning experiences showing maximum effort, setting themselves high expectations, attempting to stay positive and show perseverance when required.
- (j) Listen to and attempt to follow the guidelines of members of staff when giving educational and vocational advice.
- (k) Use technology in the Centre for academic purposes only and with teacher approval; not for entertainment or for access to social media networks.
- (l) Present themselves for lessons on time and comply with the timetable and calendar of the Centre.
- (m) Participate and collaborate in improving school life and in achieving a community-spirited and positive climate in the Centre, respecting the right of peers to education.
- (n) Present themselves clean, tidy, and in the correct school uniform according to phase and activity.
- (o) Not attend school when their health, or other circumstance, could pose a safety of health risk to others.
- (p) Never leave the school site during the school day unless giving express permission from the responsible member of staff.
- (q) To not smoke, drink alcohol, take drugs, or carry a mobile telephone in the Centre.
- (r) Not publish any message, document, photograph or video on the Internet, or engage in any activity on the Internet, that could negatively affect the reputation of the Centre or negatively affect another student/other member of the school community.

#### **Article 11 – Rights & Responsibilities of Parents (and Carers/Family if relevant)**

Parents are **entitled** to:

- (a) Receiving the service of education for their son(s)/daughter(s) with the philosophy defined by the Educational Centre in its Mission Statement.
- (b) That their son(s)/daughter(s) receive an education with the highest guarantees of quality, in line with purposes set out in the Mission Statement, complying with the corresponding Statute of Autonomy and laws of education in Spain.
- (c) Participate in matters related to the individual education/development of their son(s)/daughter(s) in the Centre.
- (d) Receive information regarding academic programmes, qualifications and accreditations.
- (d) Be informed about the process of learning and socio-educational integration of their children.
- (e) Receive an internal termly report concerning the academic achievement of their son(s)/daughter(s).
- (f) Be received by teachers, phase leaders or members of the management team should an appointment be solicited in advance, within one week, at a time possible given the work of the Centre staff, unless impossible owing to extraordinary circumstances (e.g. absence owing to illness).
- (g) Receive official certificates from the school when requested in advance.
- (h) Make comments concerning possible changes or improvements via the correct channels (Email to the appropriate member of staff or a meeting).
- (i) Make a formal complaint, provided it is made in accordance with the Centre's complaints policy.
- (j) Protection of their personal data that has been submitted to the school in accordance with the conditions agreed to and European law.
- (k) Have access to a copy of the school's rules.
- (l) Have access to details of tuition fees along with terms and conditions.

Parents are **required** to:

- (a) Ensure adequate collaboration between the family and the Centre, in order to achieve the greatest possible effectiveness towards the educational of the students. To this end parents should:
  - Attend parent/teacher meetings and occasionally requested meetings that are convened by staff of the Centre or the parent/guardian to discuss issues related to the education and well-being of their son(s)/daughter(s).
  - Take the necessary measures to ensure that the son(s)/daughter(s) achieve at least the minimum obligatory attendance in compliance with national regulations (the Centre expects at least a 90% attendance rate and does not permit holidays to be taken during term time; authorised absence is only granted owing to medical matters/sickness or extraordinary circumstances, e.g. a wedding or

funeral). Parents should also justify in writing absences or lateness of their son(s)/daughter(s) and provide an official medical certificate for absences longer than 3 days.

- Ensure that their son(s)/daughter(s) arrive at school punctually and appropriate measures are in place for them to return home after school, furthermore, avoid taking their son(s)/daughter(s) out of school before the end of the school day.
- Encourage their son(s)/daughter(s) to carry out study/school-related activities entrusted to them and shall complement the pastoral work initiated in the school by encouraging their son(s)/daughter(s) to strive to achieve the Centre's values.
- Inform their son(s)/daughter(s) tutor regarding educational, social, emotional and physical aspects/circumstances (temporal or definitive) that may affect their educational progression or general wellbeing while at school.
- Support their son(s)/daughter(s) at home, within the context of their individual situation, with regards to educational activities and pastoral issues.
- In case of a behavioural issue work in compliance with the corrective measures elected by the Centre.

(b) Fulfill the obligations arising from the contractual relationship with the Centre including paying school fees and occasional invoices on time.

(c) Read all official school communications received and return all required documents.

(d) Keep the Centre informed of actual personal data in terms of address, phone numbers and Email addresses as well as medical conditions of their son(s)/daughter(s).

(e) Identify themselves when contacting the school and stating clearly the nature of their enquiry should a meeting be required (no anonymous message will receive attention and meetings are only granted should their be a proposed agenda).

(f) Always report to the school office when entering the centre, save for when dropping off their son(s)/daughter(s) or collecting at the end of the school day (must report to school office if collecting before the end of the day).

(g) Respect the technical-professional judgements made by the qualified staff of the Centre and know that the opinions or reports of external specialists (e.g. psychologists) are welcome to be submitted but may not necessarily be binding.

(h) Inform the Centre should they wish to make a complaint about a member of staff, different family or student; parents should never approach other families or students directly.

(i) Accept the decisions that are taken by the governing body of the Centre within the terms stated in this document.

(j) Not to do anything that may compromise a safe, secure, clean and orderly environment.

(k) Ensure that they apply the school rules, in the same way as a member of staff, at times when they are responsible for their son(s)/daughter(s) on the school site.

(l) Respect other members of the school community in their freedom of conscience, as well as any religious or moral convictions that do not contravene Constitution of Spain.

(m) Respect other members of the school community in terms of their physical integrity, personal dignity and privacy. Parents should not attempt to gain access to data such as class lists or private telephone numbers (unless the owner of the private telephone number gives to them personally). Parents should also not seek to contact other members of the school community outside of the school site to discuss school matters.

(n) Value other members of the school community for their individual characteristics, showing equality, and not treating other differently on account of their characteristics.

(o) Not smoke, drink alcohol, or take drugs in the Centre or bring animals onsite. Parents also must not enter the school site in a state of being that could compromise their ability to adhere to the responsibilities described in this document.

(p) Drive safely around the urbanization that the Centre is located in, ensuring not to commit any traffic offences, and to be vigilant of the movement of students. Parents must not stop their cars on the street outside the school in order to drop off their son(s)/daughter(s) unless the car is parked correctly to the pavement.

(q) Comply with the fire/safety regulations of the Centre and register at the designated meeting point in the case of a fire according to the route maps.

(r) Provide the Centre with a copy of any judicial ruling related to a separation or divorce that affects the collection of their son(s)/daughter(s) at the end of the school day or the payment of school fees.

- (s) Respect the integrity of the Centre and the services provided; not take any action that could be construed as being detrimental to the good reputation of the Centre.
- (t) Respect the school rules at all times and without exception; organisation, coexistence and discipline.

### **Article 12 – Non-adherence to Applicable Responsibilities**

The ethos of this policy with regards to articles 8, 9, 10 and 11 is that 'Right' and 'Responsibilities' go hand in hand. In the interests of a fair and harmonious community, the philosophy of the Centre is for members to earn their rights by fulfilling their responsibilities, furthermore, they are expected to continue to fulfil their responsibilities in order to continue to enjoy their rights.

Non-adherence to the applicable responsibilities in this document is a serious breach of the Reglamento de Régimen Interior. The Centre reserves the right to terminate the contract of a member of staff, or of a paying client (family) should they be proved to have contravened the terms of this document.

### **Article 13 – Philosophy Underpinning the Management of Behaviour**

The ethos underpinning the Behaviour Management policy at The Mallorca International School is difficulties with undesirable behaviour are better avoided than solved.

The school places a high value on the development of personal skills - positive attitudes and behaviours, a strong sense of responsibility, adaptability to situations and a genuine interest in making personal progress as well as helping others to reach their goals. Students with these skills are better equipped to make the right decisions.

In the context of lessons, where teachers plan to meet the needs of the students, where learning techniques are varied and effective, where style is positive and purposeful, and where teachers use personal skills to strike a rapport and mutual trust with students, behaviour problems are rare.

In the case that action must be taken following undesirable behaviour, the school believes that the self-respect of the student should not be damaged in public and that action is measured.

### **Article 14 – Positive Behaviour Management**

The International School of Mallorca believes that the pursuit of positive behaviour and happiness at school is the key to all other objectives. Positive behaviour strategies underpin the Behaviour Policy.

**Rewards:** It is crucial to reinforce good and positive behaviour as much as possible. The Mallorca International School believes that in the long term students must have a high level of intrinsic motivation to succeed in school and life rather than rely on extrinsic rewards. Such extrinsic rewards are used, therefore, sparingly. Staff should wherever possible utilise methods of reward that will stimulate intrinsic motivation; extravagant verbal praise, positive body language, public appreciation/recognition (in front of class, student's parents, another teacher, head teacher) and award of responsibility.

**Mentoring:** It is also crucial that staff mentor students to be reflective regarding their behaviour. If a student displays good or positive behaviour, after positive reinforcement, the member of staff should prompt the student to think about how this good or positive behaviour has made them feel. Prompt them to foster a motivation to repeat. Further to this, ask the student why the behaviour was so good/positive in order that they understand completely (and conversely understand why the opposite type of behaviour may lead to an undesirable situation and feeling).

### **Article 15 – Non-adherence to Positive Behaviour Policy**

Occasionally, despite all best efforts, conflicts may arise and students may display undesirable behaviour at times. The Mallorca International School believes that it is imperative that the teacher responsible for the student(s) at the time of the problem takes control of the situation and utilises their own behaviour management strategies unless the incident is particularly serious (at which point it would be passed to the head teacher).

**Negative behaviour management strategies (to be used in the case of a non-serious incident):** In the first instance a student should be given a warning and the chance to correct their ways. It is helpful to use the '3-Step Approach' in order that the student (a) understands exactly what was not acceptable, (b) reflect on how it made them/others feel, and (c) considers more positive ways of dealing with similar situations in the future. Should there be a repeat of such behaviour staff should consider repeating this step depending on the timescale between the first and second incident. In general a third repetition should trigger a change in strategy. Staff should apply this low-level warning system in their own way conducive to their style of teaching thus should have ownership over the process. It is essential that staff maintain a rapport with the students and a high level of mutual trust and respect and should use their personal skills to achieve this.

**Strategies to be applied in case of persistent negative behaviour:** Should a student fail to respond to the process of being mentored and continues to show the same negative behaviour despite understanding what it is they are doing and why it is not acceptable, a greater pressure must be applied. Until now the strategy has very much been based on looking toward an intrinsic desire to 'put right' the situation. At this stage the tutor must be informed (in the case that the problem occurs under the care of another member of staff) and also the parents/carers must be informed. A meeting should be convened in order to once again talk about the 'what', 'why not' and 'better way of working'. Personal targets and helpful strategies should be agreed between the student, tutor and parents/carers that all feel will have a good chance of success. These strategies will very much vary according to the student and situation. A record must be kept of the agreed targets and strategies by the tutor and closely monitored. For a period, communication must be maintained between the tutor and parents/carers according to how quickly the difficulties subside.

**Referral to the head teacher:** Should a student fail to respond to the targets and strategies agreed the matter should be referred to the head teacher. At this point the head teacher will repeat the process in more detail, though, will formalise by creating a behaviour contract that the student must completely understand and agree to. The head teacher will continue to liaise with the tutor, subject teachers, parents/carers and indeed the student until the difficulties are resolved. Any serious incident should be referred to the head teacher without the necessity to pass through previous stages of the system.

**Important:** It is imperative that at any point when working with students who have displayed undesirable behaviour that they know and understand clearly what the undesirable behaviour was and why it was undesirable. Further to this, the self-respect of the student should never be compromised by publically shaming them in front of an audience.

## **Article 16 – Procedures for Making a Complaint**

Mallorca International School believes that a synergetic relationship with parents is key to achieving the school's objectives. The views of parents are most welcome and form part of the school's self-review structure. It is important that parents feel that their views are both welcome and valued. In an open environment such as this complaints are few and far between, moreover, communication is positive and constructive towards making progression should a difficulty arise.

The school does recognise, however, that a trusted structure must be in place should a parent wish to make a formal complaint.

### **Stage 1 – Concerns**

If a parent is concerned about an educational or pastoral matter they should, in the first instance, discuss the matter with their son/daughter's class tutor. Dialogue with parents is most welcome and most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each student is happy at school, and is making good progress; they always want to know if there is a problem so that they can take action before the problem seriously affects the student's progress. Parents are asked to attempt to communicate concerns after collection time at the end of the day or by phoning

the school office to book an appointment. Parents should avoid attempting to pass on concerns before school unless time-critical.

If a parent is concerned about an administrative matter they should, in the first instance, inform the Head of Administration. Likewise, the administration team work very hard to guarantee the well running of the school and facilitating good communication is key to their success. It is always preferable to book an appointment with the Head of Administration who is well informed.

### **Stage 2 – Unresolved Concerns and Complaints**

Where a parent feels that a situation has not been resolved through contact with the class tutor or the Head of Administration, or that their concern is of a sufficiently serious nature (a complaint), they should make an appointment to discuss it with the Head Teacher. The head teacher considers any such concerns/complaints very seriously and investigates each case thoroughly. Most issues are normally satisfied at this stage.

Should a parent have a complaint about the head teacher, or the way in which they have handled a complaint against a member of staff, a formal complaint may be submitted as outlined below.

### **Stage 3 – Formal Complaint**

A formal complaint should be made to the General Manager of Mallorca International School. This complaint must be made in writing, stating the nature of the complaint and how the school has handled it to date. The parent should send this written complaint to the General Manager via the School Office.

The General Manager must consider all written complaints within three weeks of receipt. Where possible a meeting is arranged to discuss the complaint, and an invite is made to the person making the complaint to attend the meeting, so that he/she can explain their complaint in more detail. The school gives the complainant at least three days' notice of the meeting. Should it not be possible, or appropriate, to convene a meeting the views of the complainant will be solicited in more detail by means of a phone call.

The aim of the investigation will always be to resolve the complaint and achieve reconciliation between the school and the complainant. After hearing all the evidence, the General Manager makes an informed and careful decision duly informing the parent in writing.

It has to be recognised that the complainant may not necessarily be satisfied with the outcome. It may only be possible to establish the facts and make recommendations that will satisfy the complainant that his/her complaint has been taken seriously.

### **Stage 4 - Appeal**

Should a parent disagree with the General Manager's decision, and they have further evidence that the decision is incorrect, they may finally lodge an appeal. This appeal must be made in writing, stating clearly the grounds for appeal and should be submitted to the School Office.

Any appeal will be presided over by an 'Appeal Committee' which will be convened by the General Manager. The Appeal Committee may or may not incorporate the Head Teacher depending on the nature of the complaint as well as any other person of stature that will be able to provide expert advice. Matters should be dealt with the upmost care and attention.

The decision of the Appeal Committee is final and parents do not have a general right of a further appeal should their initial appeal not be upheld.

It must be acknowledged that it is possible at times for parents to genuinely disagree with school actions, policies or decisions and that can be impossible to satisfy every single parent in such a diverse society.

## **Monitoring and Review**

This policy should be reviewed as standard a minimum of once every two years.

**Date of implementation: August 2018**

**Policy review date: August 2020**