



مدرسة الدوحة البريطانية
DOHA BRITISH SCHOOL

Complaints Policy



Last Review: June 2023

Next Review: June 2024

Reviewer: Policy Committee





1. Purpose

At DBS we endeavour to ensure that our school provides the very best education for all our children. However, we acknowledge that parents may have grievances over specific matters that may result in a complaint. The following policy sets out the procedure that DBS follows in such cases.

2. Scope

This policy applies to all Key Stages in all Doha British School campuses.

3. Policy Statement

DBS is committed to being fair, open and adhering to our core values of integrity and respect when dealing with any complaint. We expect this same level of commitment from our parents.

We afford careful consideration to all complaints and deal with them as swiftly as possible, aiming to resolve any complaint through dialogue and mutual understanding. In all cases, we put the interests of the children above all other issues.

We firmly believe in upholding fairness and impartiality in all our interactions and decisions.

We expect all members of our school community to treat one another with respect and courtesy at all times. This applies to both verbal and written communications. We encourage open and honest dialogue, focusing on resolving issues while maintaining a respectful tone.

4. Definition

A complaint within the context of our school's complaints policy is defined as an expression of dissatisfaction or concern brought forward by a student, parent, guardian, or member of our school community regarding a perceived failure of the school to meet its obligations or adhere to its established policies, procedures, or standards.

5. The Complaints Process

5.1.1 If a parent is concerned about anything to do with the education that DBS is providing, they must in the first instance, discuss the matter with their child's Class Teacher (Primary) or Form Tutor (Secondary). Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress. Teachers always want to know if there is a problem, so that they can take action before the problem seriously affects the child's learning. It is important that the parent makes an appointment to meet with the Class Teacher/Form



Tutor rather than post any complaint on Social Networking sites or discussing with other parents. We endeavour to acknowledge any parental complaints within 48 hours.

5.1.2 Where a parent feels that a situation has not been resolved through contact with the Class Teacher/Form Tutor, or that their concern is of a sufficiently serious nature, they should make contact with the next relevant member of staff as appropriate to that campus;

- [Ain Khaled](#)
- [Wakra](#)
- [Rawdat](#)

5.1.3 In the event that the situation cannot be resolved, then the parent may contact a member of the school's Senior Leadership team (Heads of School). The Senior Leaders of DBS consider any such complaint very seriously and investigate each case thoroughly. We hope that most complaints escalated to this level will be resolved at this stage. We endeavour to acknowledge any parental complaints within 48 hours.

5.1.3 Should a parent have a complaint about the School Leadership Team, they should arrange a meeting with the Head of Primary or Secondary School in the first instance. If the matter remains unresolved then this should be escalated to the Principal.

5.1.5 Motive for Escalation: It is important to note that escalation should not be driven solely by the desire to change a decision or outcome to one's personal satisfaction if it goes against the established school policies or code of ethics. Instead, escalation should be motivated by a genuine concern for the well-being and best interests of the student, while upholding the principles and values of our school community.

5.1.5 Only if an informal complaint fails to resolve the matter should a formal complaint be made to the Board of Governors (Board). This complaint must be made in writing, stating the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the admin school office info@dohabritishschool.com

5.1.6 The Board endeavours to consider all written complaints within two weeks of receipt. The complaint will be acknowledged in writing by, or on behalf of, the Chair of the Board. The Chair of the Board will need to consider whether the investigation can be completed by the Principal (who will already have been involved), the Chair themselves, or by the Board.

5.1.7

i. Where a parent is not satisfied with the response to the complaint the school makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint.

ii. The Board will ensure that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school.

iii. This process will allow for a parent to attend and be accompanied at a panel hearing if they wish.



After hearing all of the evidence, the Board will consider its decision and inform the parent about it in writing within 1 week of the meeting. Complainants can be reassured that all communications relating to complaints, whether verbal or written, will be treated in the strictest confidence.

Appendix

It is crucial to follow the correct sequence when raising a complaint within our school community. Doing so ensures that the individuals who are best placed to understand the situation and take appropriate action can respond promptly and effectively. Each staff member mentioned in the complaints policy possesses specific knowledge and expertise in their respective roles. By approaching the designated person initially, you are more likely to interact with someone who understands the nuances of the situation and can provide informed guidance or intervention.

Ain Khaled

Point of Contact	Nature of Complaint
Primary Class Teacher	The primary class teacher is the first point of contact for parents or students regarding any concerns related to a specific class. This may include issues regarding classroom behaviour, academic progress, or general inquiries. The class teacher will address the complaint directly and work towards a resolution, seeking guidance from relevant staff members when necessary.
Primary Progress Leader	The primary progress leader oversees the academic progress and well-being of students within their designated phase or year group. They should be contacted if concerns persist after the initial stage with the class teacher, or if the complaint is related to a broader context.
Primary SLT (Head of Key Stage and Deputy)	The primary SLT, consisting of the Head of Key Stage and Deputy, are responsible for the overall management and strategic direction of the primary phase. They should be approached if the complaint remains unresolved after involving the class teacher and progress leader. The primary SLT will conduct a thorough investigation, consider all relevant information, and propose appropriate measures to address the complaint.
Head of Primary	If the complaint remains unresolved at the previous stages, it may be escalated to the Head of Primary. As the leader of the primary phase, the Head of Primary will review the matter impartially,



	consider the findings from previous stages, and make a final decision based on the school's policies and best interests of the students involved.
Secondary Form Tutor	The secondary form tutor is the initial point of contact for students and parents regarding concerns related to a specific form or tutor group. Complaints may involve issues such as student behaviour, pastoral care, or general matters. The form tutor will address the complaint directly and involve relevant staff members as needed to find a resolution.
Secondary Subject Teacher	If the complaint relates to a specific subject, the secondary subject teacher should be approached initially. They will address subject-specific concerns, such as teaching methods, curriculum content, or assessment practices. The subject teacher will work towards resolving the complaint and collaborate with other staff members if required.
Secondary Head of Department	The head of department for the subject area concerned should be contacted if the complaint persists after involving the subject teacher. The head of department will review the complaint, conduct necessary investigations, and propose suitable actions to address the issue.
IB Diploma Programme Coordinator	In the event that the complaint is specific to the IBDP pathway and remains unresolved after engaging with the subject teacher, it is advisable to reach out to the IBDP Coordinator. The IBDP Coordinator will thoroughly assess the complaint, initiate essential inquiries with the involvement of the Secondary Head of Departments, and recommend actions to effectively address the matter.
Secondary Head of House	The secondary head of house oversees the pastoral care and well-being of students within their assigned house. They should be contacted if the complaint relates to broader pastoral concerns or overall welfare. The head of house will investigate the complaint and take appropriate measures to address the issue.
Secondary SLT (Assistant Head/Deputy Head)	The secondary SLT, consisting of assistant heads or deputy heads, plays a crucial role in managing the overall operation and development of the secondary phase. If the complaint remains unresolved after involving the form tutor, subject teacher, head of department, or head of house, it may be escalated to the secondary SLT.
Head of Secondary	If the complaint remains unresolved at the previous stages, it may be escalated to the Head of Secondary. As the leader of the secondary phase, the Head of Secondary will review the complaint impartially, consider the findings from previous stages, and make a final decision based on the school's policies and best



	interests of the students involved.
VP/Principal	If the complaint remains unresolved after going through the school's internal procedures, it may be escalated to the Vice Principal or Principal. They will review the complaint independently, considering all relevant information and findings from previous stages. The Vice Principal or Principal will make a final decision based on the school's policies, code of ethics, and the best interests of the school community.
Board	In exceptional cases where the complaint remains unresolved after exhausting the internal procedures, it may be referred to the school's Board. The Board will examine the complaint, consider all relevant information, and provide a final decision based on the school's policies, legal requirements, and the best interests of the school community.

Wakra

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Primary Progress Leader	The primary progress leader oversees the academic progress and well-being of students within their designated phase or year group. They should be contacted if concerns persist after the initial stage with the class teacher, or if the complaint is related to a broader context.
Primary SLT (Head of Key Stage and Deputy)	The primary SLT, consisting of the Head of Key Stage and Deputy, are responsible for the overall management and strategic direction of the primary phase. They should be approached if the complaint remains unresolved after involving the class teacher and progress leader. The primary SLT will conduct a thorough investigation, consider all relevant information, and propose appropriate measures to address the complaint.
Head of Primary	If the complaint remains unresolved at the previous stages, it may be escalated to the Head of Primary. As the leader of the primary phase, the Head of Primary will review the matter impartially, consider the findings from previous stages, and make a final decision based on the school's policies and best interests of the



	students involved.
Secondary Form Tutor	The secondary form tutor is the initial point of contact for students and parents regarding concerns related to a specific form or tutor group. Complaints may involve issues such as student behaviour, pastoral care, or general matters. The form tutor will address the complaint directly and involve relevant staff members as needed to find a resolution.
Secondary Subject Teacher	If the complaint relates to a specific subject, the secondary subject teacher should be approached initially. They will address subject-specific concerns, such as teaching methods, curriculum content, or assessment practices. The subject teacher will work towards resolving the complaint and collaborate with other staff members if required.
Secondary SLT (Assistant Head)	The secondary SLT, consisting of assistant heads or deputy heads, plays a crucial role in managing the overall operation and development of the secondary phase. If the complaint remains unresolved after involving the form tutor, subject teacher, head of department, or head of house, it may be escalated to the secondary SLT.
Head of Secondary	If the complaint remains unresolved at the previous stages, it may be escalated to the Head of Secondary. As the leader of the secondary phase, the Head of Secondary will review the complaint impartially, consider the findings from previous stages, and make a final decision based on the school's policies and best interests of the students involved.
Principal	If the complaint remains unresolved after going through the school's internal procedures, it may be escalated to the Vice Principal or Principal. They will review the complaint independently, considering all relevant information and findings from previous stages. The Vice Principal or Principal will make a final decision based on the school's policies, code of ethics, and the best interests of the school community.
Board	In exceptional cases where the complaint remains unresolved after exhausting the internal procedures, it may be referred to the school's Board. The Board will examine the complaint, consider all relevant information, and provide a final decision based on the school's policies, legal requirements, and the best interests of the school community.



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Secondary Form Tutor	The secondary form tutor is the initial point of contact for students and parents regarding concerns related to a specific form or tutor group. Complaints may involve issues such as student behaviour, pastoral care, or general matters. The form tutor will address the complaint directly and involve relevant staff members



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Secondary Subject Teacher	If the complaint relates to a specific subject, the secondary subject teacher should be approached initially. They will address subject-specific concerns, such as teaching methods, curriculum content, or assessment practices. The subject teacher will work towards resolving the complaint and collaborate with other staff members if required.
Secondary SLT (Assistant Head)	The secondary SLT, consisting of assistant heads or deputy heads, plays a crucial role in managing the overall operation and development of the secondary phase. If the complaint remains unresolved after involving the form tutor, subject teacher, head of department, or head of house, it may be escalated to the secondary SLT.
Head of Secondary	If the complaint remains unresolved at the previous stages, it may be escalated to the Head of Secondary. As the leader of the secondary phase, the Head of Secondary will review the complaint impartially, consider the findings from previous stages, and make a final decision based on the school's policies and best interests of the students involved.
Principal	If the complaint remains unresolved after going through the school's internal procedures, it may be escalated to the Vice Principal or Principal. They will review the complaint independently, considering all relevant information and findings from previous stages. The Vice Principal or Principal will make a final decision based on the school's policies, code of ethics, and the best interests of the school community.
Board	In exceptional cases where the complaint remains unresolved after exhausting the internal procedures, it may be referred to the school's Board. The Board will examine the complaint, consider all relevant information, and provide a final decision based on the school's policies, legal requirements, and the best interests of the school community.

6. Relevant policies and supporting documents

Home School Agreement

Date: June 2023



Thank you