

Integrated Management System (IMS)

Complaints Policy



NEW DAWN
PRIVATE SCHOOL

This Document has been reviewed and approved by:

Name	Position	Signature
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Revision History of the Document

Revision No.	Issue Date	Summary of Changes	Responsibility	References
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Table of contents

1-Rationale
2-Purpose
3-Scope
4-Terms and definitions
5-Responsibilities:
6-Procedures
7-Accountability
8-Review and update
9-Related forms and documents
10-References

1- Rationale

As part of the school initiatives and our Strategic Plan, we have committed ourselves to improve the quality of services provided to our customers and to place greater emphasis on customer care issues.

A complaint system enables:

- Management to respond to enquiries of the customer.
- It increases the level of awareness and the need to focus attention on serving the customer.
- It enables staff members to learn how the level of service they are providing is regarded by their customers, which in turn will lead to increased morale and value for money.
- It serves as a baseline from which the school can measure progress and identify areas for improvement, thereby setting the agenda for the future.
- It enables the school to identify Departments/ Section as well as individuals that require training in customer care and strengthens the relationship with their customers.

2- Purpose

The **purpose** of the **Complaints Policy** is to:

Provide staff members and management with guidelines to enable them to understand the customer complaint system and raise awareness within the school. It recommends ways to deal with customers and their complaints. It also provides guidance on how to analyse the outcome.

3- Scope

This manual applies to the handling of customers' complaints and feedback and resolving them internally within the school. The stated policies and principles apply to all staff and management involved or participates in the process.

4-Terms and Definitions

Term/Acronym	Definition
CS	Customer Satisfaction
Complainant	Person, organisation or its representative, making a complaint
Complaint	Expression of dissatisfaction made to an organisation, related to its products, or the complaints-handling process itself, where a response or resolution is explicitly or implicitly expected
Customer	An organisation or person that receives the school services
Customer satisfaction	Customer's perception of the degree to which the Customer's requirements have been fulfilled.
Customer service	interaction of the school with the customer throughout the life cycle of a service or product
Feedback	opinions, comments and expressions of interest in the service/ products or the complaints-handling process
interested party	person or group having an interest in the performance or success of the school

5-Responsibilities

I- Board of Governors (BOG)

The Board will be responsible to:

- **Ensure that the Complaints Policy and procedures are reviewed and approved regularly in line with KHDA requirements and best practices.**
- **Monitor the effectiveness of the complaints-handling system through reports provided by SLT.**
- **Ensure that complaints handling is embedded within the school's overall customer care approach.**
- **Ensure that complaints are used as a tool for continuous improvement and service enhancement.**
- **Make informed strategic decisions. to improve school performance based on trends and outcomes of complaints.**

II- Quality Assurance Representative

The **Quality Management Representative** is responsible for:

- **Ensure that the Complaints Policy and procedures are controlled, standardised, and clearly documented**
- **Ensure that the complaints-handling process is aligned with quality assurance standards and regulatory requirements.**
- **Monitor the implementation and consistency of complaints procedures across all phases.**
- **Review complaints data to identify trends, gaps, and areas for improvement.**
- **Ensure that corrective and preventive actions (CAPA) are implemented and followed up effectively.**
- **Promote awareness of complaints handling as part of the school's quality and customer care systems**
- **Ensure that staff are trained on complaints procedures and expectations.**
- **Report findings, trends, and impact to BOG and SLT.**
- **Ensure the application of the PDCA cycle (Plan–Do–Check–Act) in complaints handling processes.**

III- Senior Leadership Team:

Senior Leadership Team members are responsible for ensuring that assessment practices are effectively implemented, monitored, and continuously improved. This includes:

- **Ensure effective implementation and consistent application of the complaints-handling procedures across the school.**
- **Maintain accurate records of complaints, actions taken, and outcomes.**
- **Analyse complaints to identify recurring issues and opportunities for improvement.**
- **Ensure timely, fair, and transparent resolution of complaints.**
- **Promote a positive culture where complaints are valued as feedback for improvement**
- **Ensure that complaints are not treated in isolation but linked to overall school improvement.**
- **Provide regular reports to the BOG on complaints trends, actions, and impact.**
- **Allocate appropriate resources and empower staff to resolve complaints effectively.**
- **Hold staff accountable for accurate assessment practices and student progress and attainment**

5.4 Middle Leaders (Heads of Department / Supervisors)

Middle Leaders are responsible for:

- Implementing the complaints-handling procedures within their areas of responsibility.
- Promoting awareness of complaints procedures and ensuring accessibility to all stakeholders.
- Supporting staff in resolving complaints promptly and professionally.
- Monitoring complaints within their departments and maintaining accurate records.
- Taking corrective actions to address issues and prevent recurrence.
- Reporting complaints data and actions to SLT.

5.6- Teachers:

Teachers are responsible for:

- Adhering to the complaint's procedures and handling complaints in line with school expectations.
- Demonstrating professionalism, courtesy, and ethical conduct when dealing with complaints.
- Responding to concerns promptly and escalating issues where necessary.
- Maintaining accurate records of complaints and actions taken.
- Contributing to a positive school culture that values feedback and continuous improvement.

6-Procedures:

7- Accountability:

Accountability for assessment at New Dawn Private School (NDPS) is clearly defined across all levels to ensure effective implementation, consistency of practice, and continuous improvement in student outcomes.

- **Board of Governors (BOG):** Hold overall strategic accountability for the effectiveness of the assessment system and its alignment with KHDA and MOE requirements.
- **Quality Assurance Manager (QMR):** Provides independent oversight of assessment practices, ensuring compliance with policy, consistency across the school, and effective implementation of quality assurance processes.
- **Senior Leadership Team (SLT):** Oversee the implementation of the assessment policy, monitor its effectiveness, and ensure high-quality assessment practices across all phases.
- **Assessment Lead:** Ensures consistency in assessment practices, oversees implementation, and supports the effective use of assessment data to inform teaching and learning.
- **Teachers:** Conduct assessments, maintain accurate records, use data to inform teaching, and provide timely feedback to support student progress.
- **Principal and Assessment Lead:** Are fully accountable for the overall quality of assessment practices and the effective use of data to drive instructional decisions.

8- Review and Updates

This policy will be reviewed annually to ensure it aligns with the school's goals and the evolving needs of our students. Adjustments will be made as necessary to continuously improve the assessment process.

9- Related forms and documents:

- EYFS Assessment Policy
- Marking and Feedback Policy.
- Curriculum Policy.
- Teaching and Learning Policy
- Admissions Policy
- Parent Handbook
- Attendance and Punctuality Policy
- Assessment profile
- Assessment Policy Forms

10-References:

This document has been approved by the School Management System

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Page 9 of 9