

Hoi Ping Chamber of Commerce Secondary School

Guidelines for Handling School Complaints

(For parents, students and the public)

September 2017

Contents

Foreword

| | |
|------------------|---|
| Chapter 1 | Scope of Application |
| Chapter 2 | Guiding Principles for Handling Complaints |
| Chapter 3 | Procedures for Handling Complaints |
| Chapter 4 | Arrangements for Handling Complaints |
| Chapter 5 | Review of Complaints |
| Chapter 6 | Handling of Unreasonable Behaviour |

Conclusion

| | |
|---------------------|---|
| Appendix I | Complaints Relating to Daily Operation and Internal Affairs of Schools |
| Appendix II | Acknowledgement Letter (1) |
| Appendix III | Acknowledgement Letter (2) |
| Appendix IV | Acknowledgement Letter (2) – Reply Form |
| Appendix V | Complaint Record |
| Appendix VI | Reply Card |

Foreword

With the growing expectation that schools should provide quality education to nurture future generations, key stakeholders, especially parents, often make inquiries and provide feedback and suggestions regarding the performance of schools. It is therefore vital for our school to maintain good communication with all stakeholders, so as to build up mutual trust and confidence and avoid any unnecessary misunderstanding. As we believe constructive criticisms and reasonable complaints may help us improve, our school always deals with complaints positively, with patience and understanding, and provides prompt responses. With reference to the guidelines for handling school complaint, our school may respond to the reasonable demands from complainants more effectively.

Chapter 1 Scope of Application

1.1 The Guidelines are applicable to the handling of the following types of complaints lodged by parents, students or the public through various means, including post, fax, email, phone or in person:

(i) Complaints about the daily operation and internal affairs of 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).
- Upon receipt of any complaints about the daily operation and internal affairs of the school, the Education Bureau (EDB) will seek the complainant's consent to refer the complaint to the school for investigation and direct response. If the complainant does not consent to the referral, the EDB will not investigate the complaint. However, the EDB may conduct direct investigation of any complaints involving serious incident or school maladministration.
- The school should refer to the relevant circulars, guidelines and codes of practice when handling complaints of different nature or complaints related to legislations other than Education Ordinance e.g. complaints about child abuse, disability discrimination, equal opportunities, gender discrimination and sexual harassment, race discrimination, and procurement of services and goods and acceptance of advantages and donations.

(ii) Complaints about the Education Ordinance, education policies and services provided by the EDB

- If a complaint is about the Education Ordinance, education policies and services provided by the EDB, it should be lodged to the EDB for direct handling.

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

- Complaints related to ongoing legal proceedings, the jurisdiction of other organisations/government department and governed by other ordinances or statutory regulations.
- Complaints lodged by school staff. (Such complaints should be handled by the school or the EDB in accordance with the specifications of the mechanism and guidelines for staff complaints.)

1.3 In general, the school will not handle the following types of complaints:

(i) Anonymous complaints

- The complainant should provide his/her name and contact data for the school; otherwise, the complaint will be deemed anonymous and the school may not handle it.
- However, under special circumstances, the middle or senior management of the school may decide whether to follow up with an anonymous complaint for taking appropriate remedial and improvement measures. If follow-up actions are considered unnecessary, the school may briefly state the reasons and put on file for record.

(ii) Complaints not made by the person concerned

- 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, then his/her parents/guardian, or the person authorised 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.
- Any organizations/groups which seek to file a complaint on behalf of the person have to obtain his/her prior written consent.

(iii) Complaints involving incidents that happened more than one year

- Complaints related to the daily operation of the school should be lodged within the same school year or flexibly one calendar year from the occurrence of the incident involved.
- Even though the incident had taken place more than one year, the school may conduct an investigation when there is sufficient evidence, or when the nature of the complaint is serious and urgent.

(iv) If the complainant fails to provide sufficient information to allow investigation to proceed, the school may not handle the complaint concerned.

Chapter 2 Guiding Principles for Handling Complaints

2.1 In handling school-related complaints made by parents, students or the public, the school will refer to the following guiding principles:

Principle I: Handling of complaints by the appropriate party/parties

2.2 The school will handle those complaints relating to daily operation and internal affairs, and the EDB should handle those complaints concerning the Education Ordinance, education policies and services. Complaints related to suspected breaches of other legislations of Hong Kong should be lodged to and handled by the relevant law enforcement agencies.

2.3 If a complaint involves both the school and the EDB, it should be handled by the school and the related section(s) of the EDB.

Principle II: Timely and efficient handling

2.4 Upon receipt of an inquiry/a complaint, the frontline staff may either directly handle it or immediately refer it to the designated staff/task force for action. If the responsible staff cannot resolve the problem, they should seek help from their seniors.

2.5 If an incident is referred or reported to the school(s) by the media, the school will adopt the following measures:

- Appoint a spokesman so as to avoid giving confusing messages.
- Provide appropriate responses (within one or two days) and ensure information provided is clear, accurate and in line with requirements under the Personal Data (Privacy) Ordinance.
- Inform all teaching staff, students and parents of the progress and provide appropriate counseling to students and staff who have been emotionally affected whenever necessary.

Principle III: Clear and transparent mechanism

2.6 The school will handle enquiries and complaints according to the guidelines for handling school complaints formulated.

2.7 The school will make all stakeholders aware of the details of the guidelines for handling school complaints through school websites, circulars, student handbooks, staff meetings, parent-teacher meetings, seminars and school events.

2.8 The school will ensure all staff responsible for handling inquiries and complaints are familiar and comply with the relevant policies and guidelines.

2.9 The policies and guidelines will be regularly reviewed and the handling procedures will be updated whenever necessary.

Principle IV: Fair and impartial handling

2.10 The school will approach complaints positively and treat the complainants and respondents fairly.

2.11 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.

2.12 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.

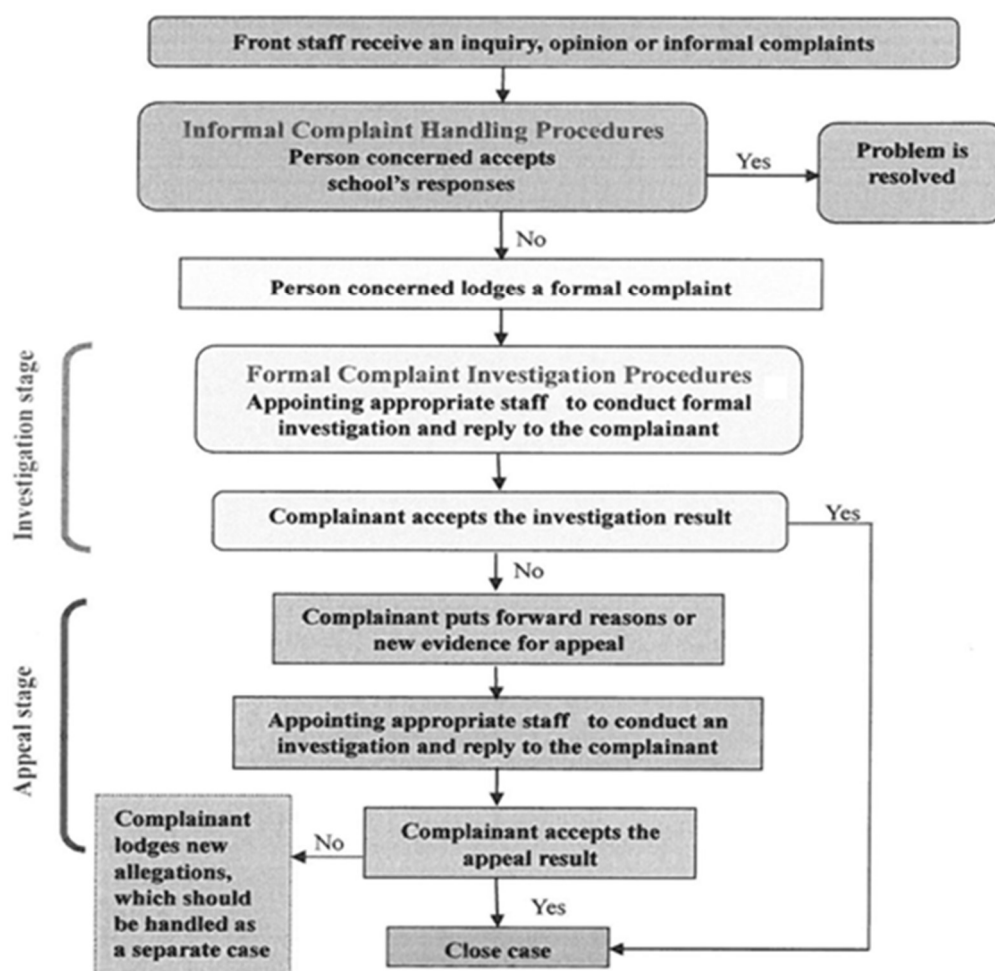
2.13 The school will see to it that the rights of the complainants or other persons involved are being protected.

Chapter 3 Procedures for Handling Complaints

Interpretation of Complaints

- 3.1 To avoid confusion in the handling process, the frontline staff of schools should carefully differentiate between concerns and complaints. A concern refers to the inquiry or opinion expressed by the stakeholders for the interests of themselves, their children or the school, with a view to changing or improving the existing situation. A complaint is an expression of disappointment, dissatisfaction or grievance expressed by the complainant. The responsible staff should avoid mixing up concerns with complaints in order to decide the appropriate procedures to handle them.
- 3.2 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 school.

Diagram 1: Complaint Handling Procedures in School



Informal Complaint Handling Procedures

Immediate/prompt handling

3.3 In order to remove misunderstandings and forestall crises, the school will handle inquiries or complaints efficiently and appropriately by making reference to the following arrangements:

- The frontline staff will listen to and address the concerns of the inquirer/complainant with care and understanding. If the incident is not serious, they will provide whatever information required and promptly help resolve the inquirer's/complainant's problem(s).
- The school staff in charge of the complaint or inquiry will where necessary, relay the schools' stance, clear misunderstandings and remove any misgivings or worries through direct talks or interviews with the person(s) concerned.
- The time limit for an initial response will be made within two working days.

Replying to complaints

3.4 For verbal inquiries/opinions/complaints, verbal replies will suffice.

Complaint records

3.5 Cases handled by the informal complaint handling procedures normally need not be documented in formal written records. The Vice Principal may record the key points in a log book for future reference.

Appropriate follow-up

3.6 Schools will 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 arising again in the future.

Formal Complaint Investigation Procedures

Arrangements for the investigation and appeal stages

3.7 If after going through the informal complaint handling procedures, the school still cannot resolve the complaint, or the complainant is still not satisfied with the school's reply, the following formal complaint investigation procedures (including an appeal mechanism) should be adopted:

(i) Investigation stage

If schools receive any formal complaints (including those referred by the EDB or other organizations), the following procedures will be carried out:

- Assign appropriate staff to investigate the complaint and reply to the complainant.
- Acknowledge receipt of the complaint (Appendixes II and III), 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.

- 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.
- Handle the complaint as quickly as possible (The investigation should be completed within two months after receiving the complaint.), and send a written reply to inform the complainant of the result.
- If the complainant accepts the investigation result, conclude the case officially.
- 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.

(ii) Appeal stage

For appeal cases, the school will adopt the following procedures:

- 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.
- Handle and resolve the appeal as quickly as possible (The investigation should be completed within two months after receiving the request for appeal.), and send a written reply to inform the complainant of the appeal result;
- If the complainant accepts the appeal result, conclude the case officially;
- If the complainant does not accept the appeal result or the way the school handled the appeal, the school may cautiously review the appeal process to ensure that proper procedures have been followed.
- If the complainant raises other new allegations, the school will handle them separately in order to avoid mixing up the old complaints with the new ones.

Resolving conflict through mediation

3.8 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/organisations being complained against).

Responding to complaints/appeals

3.9 If the complaint or appeal is in written form, schools will 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 organisation(s), a copy of the written reply should be forwarded to them for reference.

3.10 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.

Complaint/appeal records

3.11 The school will keep a clear record of cases handled by the formal complaint investigation procedures. A sample complaint record is given in Appendix V.

The school will establish a complaint record management system to store relevant information (including correspondences, investigation reports and interview records).

In addition, the school will keep statistics of complaints and appeals lodged through either the informal or formal handling procedures for future reference.

Appropriate follow-up

3.12 At the end of the investigation/appeal stage, the school may 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.

Chapter 4 Arrangements for Handling Complaints

Designated staff

4.1 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:

- Appoint different staff members to handle the investigation and appeal stages. In principle, the staff dealing with the appeal should be of a higher rank than those responsible for the investigation. If this is not practicable, the school may make other arrangements, such as appointing staff from another department, to ensure fair handling.
- Where necessary, 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.
- The appointed staff should be proactive in communicating with the inquirers/complainants, and prompt in providing responses as well as the information they need. The school will also ensure that frontline/ designated staff have proper authorization and clearly understand their roles and responsibilities.
- If the complaint or appeal is in written form, it will be submitted to the Principal. The Principal will appoint staff members to handle the investigation. At the end of the investigation, the appointed staff should report the investigation result to the Principal. The Principal may decide whether to inform school supervisor or IMC or not according to the seriousness of the case.

- Concerning the deployment of staff for handling complaints at different stages, the school may refer to the examples in the table below:

| Targets involved | Investigation stage | Appeal stage |
|---------------------------|--|--|
| Teaching and school staff | Senior teacher | Vice Principal |
| | Vice Principal | Principal |
| | Principal | Supervisor |
| Principal | Supervisor | IMC Appeal Task Force # |
| | IMC Investigation Task Force* | Supervisor / IMC Appeal Task Force* |
| Supervisor / IMC | Investigation Task force by school sponsoring body# / Task force | Appeal Task Force by school-sponsoring body# |

Designated staff could be the staff or the person in charge of the education office of the school sponsoring body.

* If a complaint involves the Principal, the IMC investigation/appeal task force may include independent persons/managers.

Confidentiality

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

4.3 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, the regulations and recommendations laid down in the Personal Data Privacy Ordinance will be observed. 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.

4.4 The school will 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 are protected with passwords. Portable data storage devices are used under strict restriction.

4.5 Only the authorized persons in charge (including teachers and office staff) can access the information. The responsible persons should not disclose or discuss in public any contents or information relating to the case without authorisation.

4.6 Regarding interviews or meetings with relevant parties, to avoid misunderstanding, the school will:

- State clearly whether the person(s) concerned can be accompanied by others (for example,

relatives, legal representatives) during the interview/meeting and reiterate this stance prior to starting.

- Clarify before the interview/meeting whether audio/video recording is permitted or obtain the consent of all attendees if the session is to be audio/video recorded. Such procedure should also be reiterated before the end of the interview/meeting.

Follow-up and evaluation

4.7 The school may conduct a comprehensive review on the strategies, process and steps they have taken in handling complaints in order to benefit from past experiences, improve the methods of handling, and avoid similar cases from recurring.

4.8 The school will regularly review our own complaint handling policies and report to the IMC by providing, for example, relevant data concerning complaint/appeal cases, and suggest, if necessary, improvement measures to enhance their school-based complaint handling mechanism and procedures.

Support and training

4.9 Depending on the need, the school will provide appropriate training to assist staff to effectively handle inquiries/complaints effectively, e.g. training programmes on communication, negotiation and mediation skills, or experience sharing sessions which could enhance the capacity of frontline/designated staff in handling complaints and resolving conflicts.

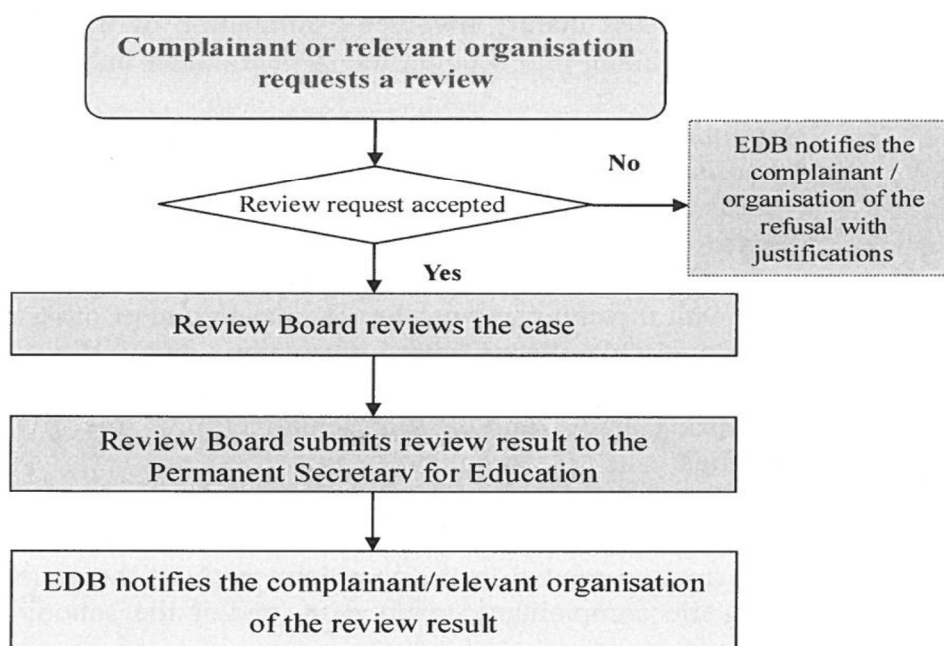
Chapter 5 Review of Complaints

5.1 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 schools/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.

5.2 A case will not be reviewed unless it has undergone the investigation and appeal stages of handling by the school/EDB. Before requesting a review, the complainant should state explicitly the reasons for his/her discontent (e.g. the case has not been handled according to proper procedures or the investigation result is prejudiced) and provide new or substantial supporting evidence. Otherwise, the Review Board may refuse the request for review. Please see Diagram 2 for the review procedures

Diagram 2: Review Stage



Membership of the Review Board

5.3 The Panel of Review Boards on School Complaints (The Panel) is set up by the EDB and is composed of independent persons from the education and other sectors. The members are appointed by the Permanent Secretary for Education. The Panel comprises a Chairperson, a Deputy-Chairperson and at least 10 members. The tenure of membership is two years.

5.4 Where necessary, the Panel can set up various Review Boards to review different complaint cases. Each Review Board is composed of the following members:

- (i) The Chairperson/Deputy-Chairperson of the Panel; and
- (ii) Two other members appointed by rotation from the rest of the Panel.

If necessary, the Review Board may invite up to two non-members (such as school staff, representatives of the EDB or outside professionals) to join the Committee to provide information and/or opinions on the case.

5.5 Members of the Review Board must declare interests. Persons who have any conflict of interest in the organisations and/or persons relating to the case under review are obliged to refrain from participating in the process.

Functions and powers of the Review Board

5.6 The Review Board is responsible for reviewing school-related complaint cases that have been handled by the school or the EDB during the investigation and appeal stages. The review results and recommendations will be submitted to the Permanent Secretary for Education for consideration.

Review procedures

5.7 The school should inform complainants in the reply that if they do not accept the result of their appeal or the way the appeal is handled, they could write to the EDB to apply for review within 14 days from the date of the school reply. The EDB will then forward the case to the Panel for consideration. The person who requests a review should provide substantial reasons or new evidence to help the Panel decide whether a review should be conducted.

5.8 If the review application is accepted, the Panel will set up a Review Board to handle it. If the application is unsuccessful, the EDB will send a written reply to inform the applicant/relevant organisation of the reasons for refusal.

5.9 The person who requests a review is required to sign a letter of consent, authorising the Review Board to forward information regarding the complaint to the school/sponsoring body and/or other relevant organisation(s)/person(s). The Review Board also has the right to obtain information

related to the complaint/review from the complainant, the school/sponsoring body and/or other relevant organisation(s)/person(s).

5.10 The review mainly comprises the re-examination of investigation reports and related documents.

However, taking into account the subject matter and nature of the case, the Panel may:

- Scrutinize the information provided by the complainant, respondent, school/school-sponsoring body and/or EDB, as well as the files or records associated with the case.
- Require the complainant, respondent, school/school-sponsoring body and/or EDB to clarify information and/or provide new evidence.
- Meet with the complainant, the respondent and/or other persons concerned separately to collect further information.
- Invite the complainant, respondent, representative(s) of the school/school-sponsoring body, and/or representative(s) of the EDB to attend case meetings.

5.11 To protect personal privacy, the Review Board/EDB cannot disclose to anyone the personal information of any individuals or parties related to the complaint (including the complainant, respondent, and/or the school/school-sponsoring body) without their consent.

5.12 If the Review Board wishes to interview specific persons or convene a meeting on the case, it will make the following arrangements:

- The persons to be present at the interview or case meeting would need to be involved in the complaint and obtain the Chairperson of the Panel's approval for attendance.
- During the interview or case meeting, the complainant is not allowed to question the respondent or other witnesses, and vice versa.
- Audio/video recording is prohibited during the interview or case meeting.

Result of review

5.13 The Review Board will examine whether the case has been handled properly according to the complaint handling procedures and whether the investigation result is fair and reasonable. It will then make recommendations on whether to close the case, settle the disputes through mediation, implement follow-up/remedial measures, or conduct a re-investigation. The review result will be submitted to the Permanent Secretary for Education.

5.14 The EDB will draw a final conclusion with reference to the evaluation results and recommendations of the Review Board. The relevant person(s)/organization(s) will be informed in writing of the outcome within three months after receipt of the request for review. If the EDB accepts closure of the case as recommended by the Review Board, the EDB and the school will

cease to handle the complaint. If the persons/organizations requesting the review consider the result unacceptable, they may further appeal via other channels.

- 5.15 If the Review Board recommends that the case be re-investigated by the school/EDB, the school/EDB should assign staff at least one rank higher than those who handled the case previously to conduct the re-investigation. The re-investigation should be completed within two months and the result submitted in writing to the Review Board. Upon the Board's endorsement, the school/EDB should issue a written reply to the complainant and copy it to the Board as well. If the school/EDB cannot complete the investigation within two months, it should notify the complainant in writing of the reasons and the time needed for a definite reply.

Chapter 6 Handling of Unreasonable Behaviour

6.1 Appropriate communication and mediation are conducive to removing misunderstanding and increasing mutual trust. Under normal circumstances, the school will not put any restrictions on contact with complainants. However, sometimes the unreasonable behaviour of complainants can have a negative impact on the school, e.g. placing a high strain on the schools' 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 our operation would not be affected.

Definition of unreasonable behaviour

6.2 Complainants' unreasonable behaviour can generally be classified into the following three types:

(i) Unreasonable attitude or behaviour, such as:

- Act of violence or intimidations
- Making complaints with abusive language or in an insulting and discriminatory tone
- Providing false data or deliberately concealing facts

(ii) Unreasonable demands, such as:

- Requesting a huge amount of information or demanding special treatment
- Making telephone calls incessantly to ask for a dialogue or an interview, or to specify a certain person to reply
- Commanding a certain staff member to meet at a certain time and place.

(iii) Unreasonable persistent complaints, such as:

- Insisting on rejecting the explanations and findings of the school/EDB, and/or requiring the school/EDB to discipline certain person(s), even after appropriate investigation procedures have been undertaken.
- In respect of the same case, repeatedly making the same complaints as already lodged or presenting similar justifications as before, but without providing any new evidence
- In respect of the same case, persistently bringing in new allegations or new complaint targets, but failing to present concrete evidence.
- Interpreting things in an unreasonable or irrational manner, or wrangling over trivial details.

Formulating school-based policy

6.3 The Complaint Handling Group will ascertain whether the complainants' behaviour is reasonable and decide what measures should be taken. Otherwise, the principal can make such decisions. However, if the complaint is lodged against the principal, such decisions should be made by the school supervisor or IMC.

Handling of unreasonable behaviours

6.4 To deal with unreasonable behaviours, the school may consider the following suggestions:

(i) Acting unreasonably or showing unreasonable attitudes

- Any unreasonable attitude or behaviour, including acts of violence, intimidation, and abusive/offensive conduct or language, is unacceptable, whether they are performed face-to-face or by phone/writing. The staff in charge must convey this message clearly in the event they encounter any complainant with such behaviour or attitudes, in addition to demanding that he/she stops acting in such a way. If the complainant refuses to comply, the staff in charge may terminate the meeting or conversation.
- The staff responsible for handling complaints must stay alert and take suitable action to protect their own safety. They may terminate the interview or communication, and ask the complainant to leave, if his/her behaviour poses an immediate threat to their personal safety or if it seeks to cause damage to their personal interests. In the case where the situation is urgent or it is deemed necessary, the staff should report to the principal/ vice principal and take appropriate and decisive action, such as reporting to the police or taking legal action.

(ii) Making unreasonable demands

- If a complainant makes unreasonable demands which may impact the school adversely, e.g. interrupting its operation/services or causing interference with other stakeholders, the school will consider restricting contact with the complainant by specifying the time of meeting, frequency, date, duration and modes of communication (for example, requiring the complainant to make an appointment before visiting the school, submitting his/her views in written form, or to meet with the designated staff only). The school will notify the complainant in writing of such arrangements and handling procedures.
- If the complainant's behaviour improves, the school may consider whether the restrictions should be lifted. If the school decides to carry on with them, review of the criteria for implementing the restrictions will be conducted regularly.

(iii) Persistently making unreasonable complaints

- The complainant may still persistently confront the school with unreasonable complaints, even though we have carefully examined his/her case, and handled it properly by following the prescribed investigation and appeal procedures, as well as sending a detailed, unbiased written explanation regarding the outcome.
- In response to persistent and unreasonable complaints, the school may send a “Reply Letter” (Appendix VI) to the complainant, referring him/her to the reply previously given, and reiterate that the school will neither respond to the same complaint nor contact him/her again.

Conclusion

Effective school-based mechanism

To enhance the standards of the professional services we provide, the school always takes an open attitude and listen to the views of all stakeholders to identify room for improvement regarding our school-based complaint handling mechanism and procedures. Such mechanism and procedures should be:

- Clear and unambiguous
- Open and transparent
- Concise and easy to follow
- Fair and just
- Able to protect confidentiality of information
- Able to maintain a close partnership with our key stakeholders
- Under continuous review and improvement

Complaints Relating to Daily Operations and Internal Affairs of Schools

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

Hoi Ping Chamber of Commerce Secondary School

Acknowledgement Letter (1)

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

Date : DD/MM/YYYY

Name of the complainant : _____

Address of the complainant : _____

Dear Mr/Ms * _____,

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 _____ (Designated staff/ Vice Principal*) at 27123107.

(Signature)

Principal/ Name and post
of the designated staff*

* Please delete where inappropriate

Hoi Ping Chamber of Commerce Secondary School

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.]

Date : DD/MM/YYYY

Name of the complainant : _____

Address of the complainant : _____

Dear Mr/Ms* _____,

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 _____ (Designated staff/ Vice Principal*) at 27123107.

(Signature)

Principal/ Name and post
of the designated staff*

* Please delete where inappropriate

Hoi Ping Chamber of Commerce Secondary School

**Acknowledgement Letter (2)
Reply Form**

To: Hoi Ping Chamber of Commerce Secondary 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: _____

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.

* Please delete where inappropriate

Hoi Ping Chamber of Commerce Secondary School
Complaint Record

Date received _____

Source: ☐ Directly lodged to the school
☐ Referred by the EDB
☐ Referred by other organisations:

Mode: ☐ Phone ☐ Letter ☐ Email ☐ Fax ☐ In person
☐ Others: _____

Personal information of the complainant:

Name: Mr/Ms/Mrs* _____

Identity: ☐ Parent ☐ Councillor ☐ Public

☐ Organisation _____

☐ Others _____

☐ Authorised representative of the complainant (please state the name, address and contact telephone number of the representative and his/her relation with the complainant):

Tel: _____ Fax: _____ Email: _____

Address: _____

Subject(s) of complaint:

☐ Principal ☐ Teacher ☐ Staff

☐ Others: _____

Areas of Complaint:

☐ Management and Organisation ☐ Learning and Teaching

☐ School Ethos and Student Support ☐ Student Performance

☐ Others _____

* Please delete where inappropriate

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: _____

Hoi Ping Chamber of Commerce Secondary School

Reply Card

DD/M/YYYY

Name of the complainant: _____

Address of the complainant : _____

Dear Mr/Ms* _____

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/ Name and post
of the designated staff*

* Please delete where inappropriate