

GUIDELINES FOR HANDLING SCHOOL COMPLAINTS



Ho Fung College (Sponsored by Sik Sik Yuen)

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Foreward

With the growing public concern over the quality of management and services that school provide, it is imperative for our school to place premium on building a good culture of communication with our key stakeholders, and to formulate a School-based Mechanism to handle complaints more speedily and effectively. The rationale of the School-based Mechanism is to set up guidelines, principles, policies and procedures for handling school complaints. With reference to the guidelines, our school may handle complaints positively, and provide prompt responses within an appropriate time frame.

(1) Scope of Application

1.1 The principles and procedures proposed are designed to be 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 operations and internal affairs of the school

Domain	Examples
Management & 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 & 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)

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

If a complaint falls into any of the following categories, it should be lodged to the EDB for direct handling, even though the case may have taken place in the school :

- Complaints about education policies (e.g. class structure and class size);
- Complaints about alleged contravention of the Education Ordinance (e.g. in relation to corporal punishment, unregistered teacher) or contravention of the Codes of Aid (e.g. exorbitant charges, expulsion of students); and
- Complaints about services directly provided by the EDB (e.g. school place allocation, services provided by the Regional Education Offices).

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

- (i) Complaints related to ongoing legal proceedings;
- (ii) Complaints under the jurisdiction of other organisations/government departments;
- (iii) Complaints governed by other ordinances or statutory regulations such as complaints against corruption, fraud or theft;
- (iv) Complaints lodged by school staff. If the school receives any such complaints, it should be handled in accordance with the specifications of the school-based mechanism.

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

(i) Anonymous complaints

- Should the complainant fail or refuse to provide the personal details (including his/her name, correspondence/e-mail address and/or contact phone number), the complaint will be deemed anonymous and the school may not handle it.
- However, when there is sufficient evidence or when the case is serious or urgent, school authority may decide whether to follow up with an anonymous complaint. If follow-up actions are considered unnecessary, the school should 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 (or a minor, or an intellectually disabled person), 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.
- If a complaint is lodged on behalf of the person concerned or referred by other organisations/groups such as Legislative councillors, district councillors, trade unions or the media, the organisation/group should obtain prior written authorisation from the person concerned, the school authority will then handle the complaint in accordance with the prescribed procedures.

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

- Complaints related to the daily operations of the school should be lodged within the same school year. To provide greater flexibility, the one-year limit within which a complaint may be lodged should be one calendar year from the occurrence of the incident involved.
- Even though the complaint is filed after the incident has taken place more than one year, the school may decide to conduct an investigation under special circumstances, e.g. when there is sufficient evidence, or when the nature of the complaint is serious and urgent.

(iv) Complaints with insufficient information

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

(2) Guiding Principles for Handling Complaints

In handling school-related complaints made by parents, students or the public, the following guiding principles are applied :

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

- 2.1 (i) Complaints relating to daily operations and internal affairs should be handled by school.
(ii) The EDB should handle those complaints concerning the Education Ordinance, education policies and services.
(iii) Complaints involving other laws of Hong Kong should be lodged to and handled by the relevant law enforcement agencies.
(iv) If a complaint involves both school and the EDB, it should be handled by the school involved and the related sections of the EDB.

Principle II: Timely and efficient handling

- 2.2 Handle and respond to all verbal or written inquiries, opinions or complaints *as soon as possible* to prevent any uninviting situation from worsening. Upon receipt of an inquiry/a complaint, frontline staff should be appointed to 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 the seniors.
- 2.3 If an incident is referred or reported to the school by the media, the school should adopt the following measures:
- appoint a spokesman (e.g. the vice-principal) to handle inquiries from the public/the media so as to avoid giving confusing messages.
 - provide appropriate responses or clarification to the public as soon as possible.
 - inform all teaching staff, students and parents of the progress of the case as far as possible; observe whether students and staff have been emotionally affected by the incident; and provide them with appropriate counselling where necessary.

Principle III: Clear and transparent mechanism

- 2.4 A clear and effective school-based mechanism should be set up as to formulating procedures for speedy and proper handling of inquiries and complaints. The relevant procedures should be consulted and accepted by all stakeholders.
- 2.5 The school management should make parents and staff fully aware of the details of the procedures through different channels, e.g. school websites, circulars, student handbooks, staff meetings, parent-teacher meetings, or school events.
- 2.6 All staff responsible for handling inquiries and complaints should fully understand and comply with the relevant policies and guidelines.
- 2.7 The school authority should regularly review the complaint handling policies and guidelines by consulting staff and parents, and revise the handling procedures whenever necessary.

Principle IV : Fair and impartial handling

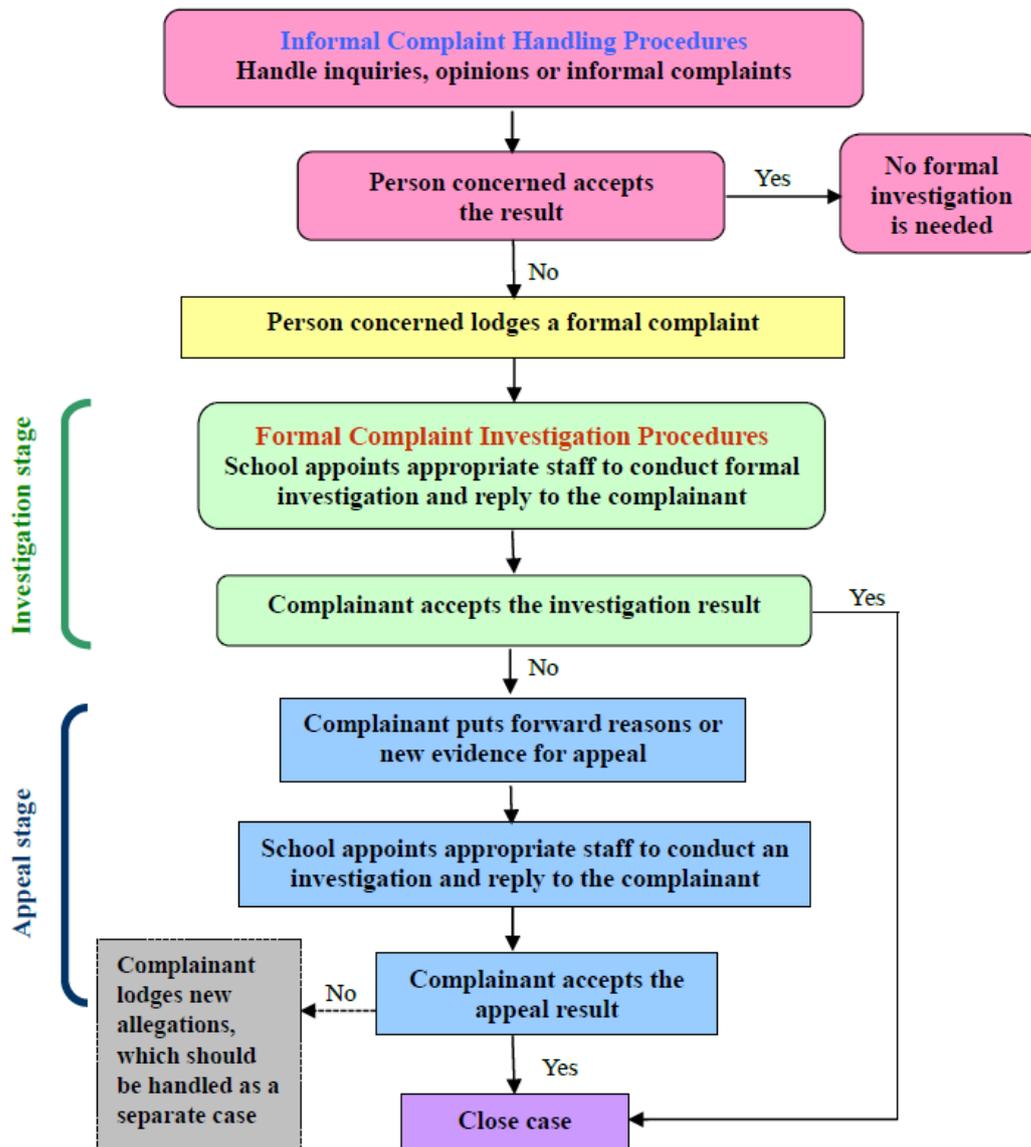
- 2.8 The school should approach complaints positively and treat the complainants and respondents of the complaints fairly. Sufficient appeal channels should be provided.
- 2.9 Before an investigation begins or where appropriate, the designated staff should declare interests. If there is any conflict of interest, the person concerned should not be involved in handling the case or have access to any related information.
- 2.10 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.
- 2.11 The school management should see to it that the rights of the complainants or other persons involved in the complaint are being protected.

(3) Procedures for Handling Complaints

Interpretation of Complaints

- 3.1 To avoid confusion in the handling process, the frontline staff 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. They may demand the school to rectify its mistakes, take disciplinary action against the suspected offenders, or resolve the issue raised in the complaint.
- 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 according to the flowchart below.

Diagram 1: Flowchart of School Complaint Handling Procedures



Informal Complaint Handling Procedures

Immediate/prompt handling

- 3.3 Procedures for prompt and efficient response to inquiries/ complaints :
- (i) If the school receives an inquiry, opinion or informal complaint from the public, whether verbal or written, the frontline staff should clearly distinguish its nature and take appropriate action.
 - (ii) If the case does not require an investigation involving evidence collection, or the person concerned does not request a formal written reply, the frontline staff may handle the matter following the informal complaint handling procedures of the school.
 - (iii) The frontline staff should listen to the concerns of the inquirer/complainant with care and understanding. If the incident is not serious, they should provide whatever assistance or information required or promptly respond to the concerns raised by the inquirer/complainant and help resolve the problems involved.
 - (iv) If necessary, the school staff in charge of the relevant issue should have direct talks/ interviews with the person concerned to explain the school's stance and remove any misunderstanding, misgivings or worries of them.
 - (v) If necessary, the frontline staff should refer the case to a designated senior staff for prompt follow-up actions and resolutions.

Replying to complaints

- 3.4 For verbal inquiries/ opinions/ complaints handled by the informal complaint handling procedures, *oral replies will suffice* and written replies are normally not required.
- 3.5 For opinions/complaints which are presented in written form, if the school wishes to make clear its stance or provide necessary details, the responsible staff may decide whether a simple written reply to the person concerned/complainant is appropriate.

Complaint records

- 3.6 Cases handled by the informal complaint handling procedures normally need not be documented in formal written records. If an inquiry/complaint has been answered or resolved instantly, it is suggested that the designated staff or may record the key points in a log book for future reference.

Appropriate follow-up

- 3.7 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 recurring.

Formal Complaint Investigation Procedures

Arrangements for the investigation and appeal stages

3.8 If the school has made its best efforts to resolve the problem through the informal complaint handling procedures but the complainant still does not accept the school's response, the following formal complaint investigation procedures (including an appeal mechanism) should be initiated:

(i) Investigation stage

If the school receives any formal complaints (including those referred by the EDB or other organisations), it should be handled according to the following procedures:

- assign appropriate staff to investigate the complaint and reply to the complainant;
- acknowledge receipt of the complaint, 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.
- if the complainant accepts the investigation result, conclude the case officially; and
- 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

The following procedures are adopted with appeal cases:

- 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.
- 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 should cautiously review the appeal process to ensure that proper procedures have been followed.***
- if the complainant raises other new allegations, the school should handle them separately in order to avoid mixing up the old complaints with the new ones.

Responding to complaints/appeals

3.9 If the complaint or appeal is in written form, the school should respond with a written reply.

3.10 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, a copy of the written reply should be forwarded to them for reference.

- 3.11 Generally speaking, the time limit for replying to a complaint/appeal is decided by the school authority depending on the situation of the school and the nature of the case.
- (i) the time limit 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.
 - (ii) 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*.

Complaint/appeal records

- 3.12 (i) A clear record of cases handled by the formal complaint investigation procedures should be kept by the school administration
- (ii) A “Complaint Record Management system” should be established to store relevant information (including correspondences, investigation reports and interview records) should be established.

Appropriate follow-up

- 3.13 At the end of the investigation/appeal stage, school should 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. The staff in charge should inform the person concerned of the school’s follow-up actions.

(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:

- Staff members who are responsible for the appeal stage should be different from those responsible for the investigation stage.
- In principle, the staff dealing with the appeal should be of a higher rank than those responsible for the investigation.
- Where necessary, the school/sponsoring body Sik Sik Yuen may establish a task force to handle special complaint cases.
- 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 should also ensure that the frontline/ designated staff should have proper authorisation and clearly understand their roles and responsibilities.
- Concerning the deployment of staff for handling complaints at different stages, the school may refer to the guidelines in the table below:

Targets involved	Investigation stage	Appeal stage
Teaching and non-teaching staff	Senior teacher	Vice Principal
	Vice Principal	Principal
	Principal	Supervisor
Principal	Supervisor of the Incorporated Management Committee (IMC)	Designated staff of the school sponsoring body [#]
	Investigation Task Force set up by the IMC*	Supervisor of the IMC/ IMC Appeal Task Force*
Supervisor of IMC or IMC	Designated staff of the school sponsoring body [#] / Task force	Designated staff of the school sponsoring body [#] / Task force

[#] 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 should 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 they receive requests for the disclosure of data/records in respect of the complaint case, they should observe the regulations and recommendations laid down in the Personal Data (Privacy) Ordinance.

- 4.4 Adopt appropriate security measures to protect personal data and privacy, such as keeping the data in safe places. Computer data should be protected by passwords. Use of portable data storage devices should be tightly controlled. Where necessary, encrypted portable data storage devices should be used.
- 4.5 Only authorised persons are allowed access to information relating to the case. The responsible persons should not disclose or discuss in public any contents or information relating to the case without authorisation.
- 4.6 The school can incorporate the arrangements for interviews or meetings with relevant parties into the school-based complaint handling mechanism. To avoid misunderstanding, school should:
- (i) state clearly whether the person concerned can be accompanied by others (e.g. relatives, legal representatives) during the interview/meeting and reiterate the stance before the interview/ meeting starts; and
 - (ii) indicate before the interview/meeting starts whether audio/video recording is prohibited or whether the consent of all attendees must be obtained if the session is to be audio/video recorded. This stance should be reiterated before the end of the interview/meeting.

Follow-up and evaluation

- 4.7 Conduct a comprehensive review on the strategies, process and steps taken in handling complaints in order to benefit from past experiences, improve the way of handling, and avoid similar cases from recurring.
- 4.8 Take appropriate follow-up measures to revise relevant policies for enhancement of professional standards.
- 4.9 Review the school own complaint handling policies and report to the IMC by providing relevant data concerning complaint/appeal cases, and suggest improvement measures to enhance the school-based complaint handling mechanism and procedures.

Support and training

- 4.10 Provide appropriate training to assist staff to effectively handle inquiries/complaints through providing training programmes on communication, negotiation and mediation skills, or arranging experience sharing sessions for frontline/designated staff to enhance their capability in handling complaints and resolving conflicts.
- 4.11 Enhance the knowledge and skills of staff (including principals, teachers, administrative and frontline staff) in the prevention and handling of complaints, and encourage them to attend the relevant courses offered by EDB.

(5) Review of Complaints

- 5.1 If complaints remain unresolved after the investigation and appeal stages, complainants or relevant organisations (including the school/EDB) may request the “*Review Board on School Complaints*” to review the cases under the following circumstances:
- (i) The complainant provides substantial grounds or new evidence to show that the school/EDB has handled the case improperly.
 - (ii) 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.

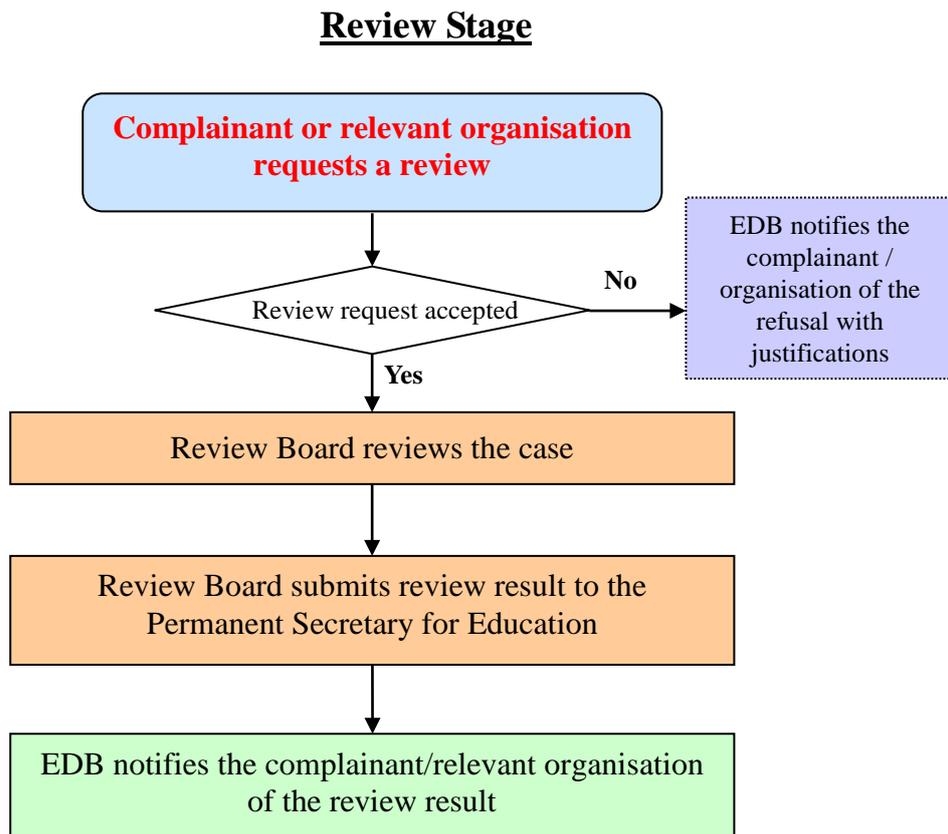
Membership of the Review Board

- 5.2 The EDB has set up a *Panel of Review Boards on School Complaints*. Its members are independent persons from the education and other sectors appointed by the Permanent Secretary for Education. The Panel comprises a Chairperson, a Deputy Chairperson and at least ten members.
- 5.3 Where necessary, the Panel may 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 Panel.
 - (iii) If necessary, the Review Board may invite up to two non-members, such as school staff, EDB representatives or professionals, to sit on the Board to provide information and advice on the case.
- 5.4 Members of the Review Board should declare interests. Persons who have any conflict of interest with the organisations and/or persons relating to the case under review are obliged to refrain from participating in the review.

Functions and powers of the Review Board

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

5.6 Review procedures :



- 5.7 If the complainants do not accept the result of their appeal or the way that the appeal has been handled, the school should inform to apply in writing to the EDB for a review *within 14 days* from the date of the school's reply. In requesting a review, the complainant should state explicitly in the application the reasons for his/her discontent and provide substantial justifications or new evidence. The EDB will then forward the case to the Panel to 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 inform the applicant/relevant organisation in writing 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/school sponsoring body and/or other relevant organisation/person. The Review Board also has the right to obtain information related to the complaint; review from the complainant, the school/school sponsoring body and/or other relevant organisation/ person.
- 5.10 The review process mainly involves examination of investigation reports and related documents. Taking into account the subject matter and nature of the case, the Panel may :
- (i) scrutinize the information provided by the complainant, the respondent, the school, the school sponsoring body and EDB, as well as the files and records associated with the case;

- (ii) require the complainant, the respondent, the school, the school sponsoring body and EDB to clarify information and provide new evidence;
- (iii) meet with the complainant, the respondent or other persons concerned respectively to collect further information.; and
- (iv) invite the complainant, the respondent, representatives of the school, or representatives of the EDB to attend case meetings.

5.11 The Review Board/ EDB should not disclose to anyone any personal information related to the complaint without the consent of the relevant parties.

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

- (i) The persons to be present at the interview or case meeting must be involved in the complaint and have obtained the approval of attendance from the Chairperson of the Review Board.
- (ii) During the interview or case meeting, the complainant is not allowed to question the respondent or other witnesses, and vice versa.
- (iii) 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 result of investigation by relevant party 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 results and recommendations will be submitted to the Permanent Secretary for Education.

5.14 The EDB will draw a final conclusion with reference to the review result and recommendations of the Review Board. The relevant person/organisation 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 person/organisation 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. 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.

(6) Handling of Unreasonable Behaviour

6.1 In case certain unreasonable behaviour of complainants which impose a negative impact on school, draining a considerable amount of the school's human resources, interrupting normal operations, as well as threatening the safety of staff and other stakeholders. The following policies and measures are adopted to handle this kind of unreasonable behaviour to ensure that their 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 :

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

(ii) Unreasonable demands :

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

(iii) Unreasonable persistent complaints :

- Insisting on rejecting the explanations and findings of the school/EDB, and/or requiring the school/EDB to discipline certain person, even after appropriate investigation procedures have been taken.
- Repeatedly making the same complaints or presenting similar justifications as before without providing any new evidence.
- 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.

Formulation of school-based policy

6.3 Institute appropriate policies and measures to deal with unreasonable behaviour of complainants:

- (i) Designate suitable staff members to ascertain whether a complainant's behaviour is reasonable, and decide what measures should be taken. Generally speaking, 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 the IMC.
- (ii) Integrate the policies regarding unreasonable behaviour of complainants into the school-based complaint handling mechanism and consult stakeholders' views.
- (iii) All stakeholders should be informed of the school's policy regarding unreasonable behaviour of complainants.

Handling of unreasonable behaviours

6.4 To deal with unreasonable behaviour of complainants, the school may consider the following suggestions:

(i) Unreasonable attitude or behaviour

- Any unreasonable attitude or behaviour, including acts of violence, intimidation, and abusive/offensive conduct or language, whether performed face-to-face, by phone, or in writing are unacceptable.
- The staff member handling the complaint should convey the above message clearly to the complainant and demand that he/she has to stop acting in such a way. If the complainant refuses to comply after the warning, the staff member may terminate the meeting or conversation with him/her.
- The school should develop contingency measures and guidelines to remind staff responsible for handling complaints to stay alert and take suitable action to protect their own safety. The school should empower the staff member to make decision, depending on the situation, on whether to terminate the interview or dialogue with the complainant and ask the complainant to leave, if his/her behaviour poses an immediate threat to the staff's personal safety or damages their personal interests. In an emergency or if it is deemed necessary, the school should take appropriate and decisive action, such as reporting to the police or taking legal action.

(ii) Unreasonable demands

If a complainant makes unreasonable demands which have an adverse impact on the school, the school may consider putting restrictions on the complainant's contacts with the school, including specifying the time, frequency, date, duration and modes of communication. The school must notify the complainant in writing of such arrangements and handling procedures.

(iii) Unreasonable persistent complaints

- If the school has carefully examined the case and handled it properly under the prescribed investigation and appeal procedures, and sent a detailed and unbiased written explanation regarding the outcome to the complainant, the school may decide whether ***to restrict or stop contacts with the complainant, and cease handling the case altogether.***
- To avoid any unrealistic expectations on the part of the complainant, the school should communicate to him/her in a firm manner that a final decision has been made regarding the case and that the decision is irreversible.
- In response to these complaints, the school may send a "Reply Card" to the complainant, referring him/her to the replies previously given, and reiterate that the school will neither respond to the same complaint nor contact him/her again.

(7) Conclusion

Effective school-based mechanism

7.1 In order to increase public confidence in school governance, and to ensure that public inquiries/complaints are handled properly, our school will stick to the following principles in establishing the school-based complaint handling mechanism :

- (i) Clear and unambiguous
- (ii) Open and transparent
- (iii) Concise and easy to follow
- (iv) Fair and just
- (v) Able to protect confidentiality of information
- (vi) Able to maintain a close partnership with our key stakeholders
- (vii) 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)

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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 as soon as possible.

If you have any inquiries, please contact Mr/Ms _____ (Teacher/
Panel/ Chairperson/ Vice Principal*) at _____ (telephone number).

(Signature)

Principal/ Name and post
of the designated staff*

* Please delete where inappropriate

嗇色園主辦可風中學

確認通知書（一）

[投訴人已提供個人資料及毋須轉介的情況下適用]

投訴人地址: _____

投訴人姓名: _____

_____先生/女士*：

本校於 年 月 日收到你的書面/口頭*投訴。現正展開調查工作，並會盡快給你回覆。

如有查詢，請致電 _____ 與本校 _____ 老師/主任/副校長*聯絡。

(簽署)

校長/
專責人員*姓名及職銜

年 月 日

*請刪去不適用者

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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 : _____

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 _____ (Teacher/
Panel Chairperson/ Vice Principal*) at _____ (telephone number).

(Signature)

Principal/ Name and post
of the designated staff*

* Please delete where inappropriate

嗇色園主辦可風中學

確認通知書（二）

[需轉介予其他機構（例如政府部門/外判服務承辦商）處理的投訴]

投訴人地址：_____

投訴人姓名：_____

_____先生/女士*：

本校於 年 月 日收到你的書面/口頭*投訴。為方便展開調查及跟進工作，請填上夾附的回覆表格，在本年 月 日前寄回本校。待調查完畢，本校會給你回覆。

如有查詢，請致電 _____ 與本校 _____ 老師/主任/副校長*聯絡。

(簽署)

校長/
專責人員*姓名及職銜

年 月 日

*請刪去不適用者

Ho Fung College (Sponsored by Sik Sik Yuen)

**Acknowledgement Letter (2)
Reply Form**

To: Ho Fung College (Sponsored by Sik Sik Yuen)

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

* Please delete where inappropriate

Item that must be completed.

嗇色園主辦可風中學

確認通知書樣本（二） 回覆表格

致可風中學

投訴檔案編號：_____（如適用）

投訴人姓名：_____（先生/女士）

[請依照身份證上姓名填寫]

通訊地址：_____

聯絡電話號碼：_____

本人明白就上述投訴個案所提供的個人資料，只會作調查投訴之用。

為方便學校處理這宗投訴個案，本人同意：

1. 學校可複製本人的投訴及所提交的其他資料，轉交有關人士/機構；以及
2. 學校可向有關人士/機構索取本人的個人資料及其他與這宗投訴有關的資料。

日期

投訴人簽名

必須填寫

Ho Fung College (Sponsored by Sik Sik Yuen)

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 _____

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: _____

嗇色園主辦可風中學

投訴個案記錄

接獲投訴日期：_____

來源：直接向學校投訴

教育局轉介

其他機構轉介：_____

投訴方式：電話 信件 電郵 傳真 親身

其他：_____

投訴人資料：

姓名：_____先生/女士/太太*

*請刪去不適用者

身分：家長 議員 市民

團體_____

其他_____

獲授權投訴人代表（請說明姓名、地址、聯絡電話及與投訴人的關係）：_____

電話：_____傳真：_____電郵：_____

地址：_____

投訴對象：

校長 教師 職員

其他：_____

投訴事項：

- 學校管理 學與教 學生支援及校風 學生表現
其他：_____

投訴內容撮要：

調查階段

負責調查人員： _____

發出確認通知書（日期：_____）

電話聯絡（日期：_____）

面見投訴人（日期：_____）

發出書面回覆（日期：_____）

調查結果撮要：

上訴階段（如適用）

提出上訴日期： _____

負責上訴調查人員： _____

發出確認通知書（日期：_____）

電話聯絡（日期：_____）

面見投訴人（日期：_____）

發出書面回覆（日期：_____）

上訴調查結果撮要：

跟進事項或建議（如適用）

負責人員簽署：_____

**Ho Fung College (Sponsored by Sik Sik Yuen)
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

嗇色園主辦可風中學

回覆卡

投訴人地址: _____

投訴人姓名: _____

_____先生/女士*：

收到你 年 月 日的來信。本校就有關事件的立場，
已詳列於 年 月 日（及其他覆函[如適用]的日子）給你的
回覆。本校將不會就有關投訴再作回覆或與你聯絡。

(簽署)

校長/
專責人員*姓名及職銜

年 月 日

*請刪去不適用者