

Complaint Procedure

Senja videregående skoles Complaint Procedure.

Innholdsfortegnelse

1 Mission statement

2 Appendix 1

3 Appendix 2

1 Mission statement

We, Senja videregående skole, find it important to give a varied educational offer. A diverse body of students gives the opportunity to an exciting and developing learning environment for both students and teachers. We will, through good dialogue and a respectful positive attitude, create a good working environment.

We want to facilitate our students in obtaining the best results possible. We will continuously work in developing and practicing a range of teaching and learning methods that contribute to each student receiving an education that is suited to his or her aspirations, abilities and needs. Our students are important contributors in our planning and are given responsibilities and duties.

Dialogue and cooperation are important features of our teaching and learning environment. We place our students in the core of our thinking. Our students are active contributors, and our teachers are inspiring, monitoring, knowledgeable pedagogues who are well-respected.

Senja videregående skole's pedagogical platform is based on our slogan "MMS":

M
Mangfold
(Diversity)

M
Mestring
(Excellence)

S
Samhold
(Unity)

Diversity through an international school environment by respecting other people's values and traditions. Diversity also means that each and every one of us is unique and that people with their differences can also be right.

Excellence through strong academic tradition; by maintaining high standards (highly qualified teaching staff as well as high academic achievement standards); by helping and aiding students to achieve their academic goals through focusing on approaches to teaching and approaches to learning.

Unity: Senja videregående skole wants to be a school with good relations between all groups in our organization. We interact with each other in a positive manner. We focus on bringing people together and creating good learning environments with emphasis on student democracy.

As learning community, we develop individuals and groups in the school environment as inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflected.

The right of students to receive quality education in a safe and fair learning environment is the backbone of both our school's philosophy, the rules and regulations for all schools in Norway and for those of the International

Baccalaureate. The right of the students go hand in hand with their responsibilities as students and the aims of education. These rights are also protected by the Law of Education (Opplæringsloven).

Our Complaint Procedure is divided into 4 parts:

1. Complaints about teachers, teaching and learning and teacher conduct
2. Complaints about the learning environment
3. Complaints about Assessment Results
4. Appeals against IB decisions

1. Complaints about teachers, teaching and learning and teacher conduct

The schools in Troms County have clear procedures when handling complaints from students or guardians. The aim of the procedure is to ensure that students and teachers experience that the management follows up complaints in a fair, predictable and traceable manner. Clear and well-known procedures will create acceptance for dealing with complaints. The procedures will also contribute to an awareness among students and teachers as to how their conduct is experienced by others and hence have the possibility of making changes.

For the whole procedure, see Appendix 1.

2. Complaints about the learning environment

The national law of education "Opplæringsloven" §9 states that all students have the right to a safe learning environment. The creation of good learning environments is the responsibility of all members of the school community. Teachers and head teachers and the school management work continuously with students to make sure that the learning environment is good. A good and open dialogue, frequent student conversations, meetings with legal guardians in addition to the annual, national student survey help the school to measure how good teaching, learning and the learning environment is.

Everyone who works at the school has a duty to pay attention to what happens in the school and take action if they see or suspect violations, dissatisfaction/discontent, harassment or discrimination both physical and psycho-social.

The Duty of Activity "Aktivitetsplikt" described in the law of Education "Opplæringsloven" takes places if a student does not feel safe or is unable to thrive independent of reason. Then an Activity Plan is opened, and the school has five working days to take action.

If schools fail to take action, students or their guardians can appeal to the County's Ombudsman "Statsforvalteren".

For the whole document, see Appendix 2.

3. Complaints about Assessment Results

Transparency and fairness in assessment are cornerstones in our school. During the two years in the Diploma Programme, students receive formative assessment in order to receive the best possible outcome on their summative assessment. Students are awarded grades, summative assessment, from the IBO.

If students are dissatisfied with their results, they are allowed to make a complaint ie an Enquiry upon Results (EUR). Students follow the following steps in the complaint:

1. Contact the IB Coordinator and discuss the results. The component grades results will be looked at and the results will be seen in light of previous assessment during the course of the two years. Subject teachers may be contacted.
2. Based on this discussion and the school's recommendations, the student with their legal guardians if they are under 18, will decide whether or not they will make an Enquiry upon Results. They fill in the EUR form and give this to the coordinator.
3. Students are made aware of the deadline (1st September) and that regrading can result in the grade going down. And then they must pay a fee for the remarking unless the remarking results in a change of grade.
4. Once the result of the remarking is clear, the coordinator sends the results to the candidate electronically.

4. Appeals against IB decisions

All students have access to education. Fairness in assessment and access, and students not having a disadvantage due to special circumstances are major principles of the programme. Hence there are numerous possibilities of ensuring fairness and access to the programme regulated by IB rules and regulations and the different policies of the school. Once the school has detected a possible disadvantage for a student, the school must see how they can have remedial instruction. If there are larger measures that must be made, the school must apply to the IB after having documented thoroughly. The IB revises the documentation and comes with a solution or a decision. If the student is dissatisfied with the outcome, they may appeal. The appeal must be made by the IB coordinator or the Head of School. Once an appeal is necessary, the Head of School or the IB Coordinator will have a meeting with the student and their legal guardian to make sure that all details in the appeal process are clear.

Types of appeals:

1. Appeal against the outcomes of enquires upon results
2. Appeal against outcomes of academic misconduct
Must be seen in relation to the school's Academic Integrity Policy
3. Appeal against decision in respect of special considerations
Must be seen in relation to the school's Inclusive Arrangement Policy
4. Appeals relating to inclusive assessment arrangements
Must be seen in relation to the school's Inclusive Arrangement Policy
5. Appeal against any other decision made by the IB not covering the previous four points, relating to assessment or the final award committee.

Sources:

Diploma Programme: Assessment appeals procedure, International Baccalaureate Organization 2016

General Regulations, International Baccalaureate Organization

2 Appendix 1

Complaints Procedures Troms County

Complaints about teachers, teaching and learning and teacher conduct

Background for the procedure

The schools in Troms County have clear procedures when handling complaints from students or guardians. The aim of the procedure is to ensure that students and teachers experience that the management follows up complaints in a good and predictable and traceable manner. Clear and transparent procedures will create acceptance for dealing with complaints. The procedures will also contribute to an awareness among students and teachers as to how their conduct is experienced by others and hence have the possibility of making changes.

Areas of use

The procedures are used when complaints are made by students or guardians about the teaching or conduct of a teachers. The procedures are made in order to improve communication in the appeal process. This is due to the fact that most complaints, according to our experience, are closely connected to how the communication between the parties are perceived.

As a starting point, all complaints should be solved at the lowest possible level. This means the dialogue between students and teachers. To ensure possible solutions, both parties have to take responsibility.

- The teacher is responsible to create an open and good dialogue where the student feels safe to raise questions about problematic areas.
- Students and their guardians have the responsibility of making their complaint in an objective and constructive manner.

Aim

The aims of these procedure are:

- To create acceptance and an environment for dealing with complaints.
- To ensure an open dialogue that aims at solutions that can give both parties a reason and possibility to adjust their own behaviour.
- To give the school management a clear framework for how such complaints should be dealt with.
- To give students and teachers safety/reassurance and predictability that such cases are dealt with in a correct manner.
- To find good solutions that enhance well-being and confidence, and hence a better learning environment.

Criteria of Quality

In order for the process to go according to procedures, the following is important:

- Students and teachers experience that they are taken seriously
- Students make their claims in an objective manner
- Teachers meet complaints constructively and solution oriented
- Both parties take an active part in finding good solutions
- As many cases as possible are solved at the lowest possible level.
- The deadlines in the procedures must be kept. The parties involved may agree on an extension of deadlines if the conditions of case allow this.
- Solutions are evaluated according to set deadlines
- If the solutions have not worked satisfactory, new solutions must be worked out.
- The school management ensures that the procedure is followed.

Action/tasks	Responsibility	Deadline
Step 1 – inquiry/complaint about dissatisfaction from student, guardian or class representative to teacher or other staff		
If the inquiry concerning a teacher or employee at the school, the student/student representative/guardian is asked to discuss the issue directly with the person in question. Student and teacher can handle the issue by making a plan of action with a deadline for assessing the actions agreed upon.	The one receiving the inquiry.	As soon as possible
If the student/ student representative/ guardian do not wish to raise the issue directly with the person involved, it is possible to raise the issue with another subject teacher, contact teacher/ student counsellor. The student/ student representative must consent that the issue can be raised with the person in question. If the inquiry is raised with the student nurse, the nurse brings the inquiry to the student counsellor who brings this further into the school system.	The one receiving the inquiry. If the complaints is delivered orally, the one who receives the complaint must put the inquiry/complaint in writing. Such complaints/inquiries cannot be made anonymously.	At once
Head of department is informed about the content of the inquiry.	The one receiving the inquiry.	At once

Action/tasks	Responsibility	Deadline
Head of department contacts the student and has a follow up conversation with the student.	Head of department	At once
Step 2 – inquiry/complaint to head of department		
The head of department has a follow up conversation with the student and a conversation with the teacher/employee in question in preparation for a cooperative meeting. The investigation and conversations will ensure that the overview of what has happened/taken place both positive and negative aspects of what is being inquired about. A plan of action is made in order to solve the conflict. The next step is to assess the actions that were planned. If the case is not solved, the case is moved to step 3 – 4 in this procedure.	Head of department	Three days at latest after the inquiry is made if head of department is present at school, if not; as soon as possible. Time frame for monitoring inquiry.
Step 3 – inquiry/complaint to head of school		
If the plan of action is not accepted, or does not lead to any results, the case is brought further to the head of school.	The student/ the student representative/ guardians	As soon as possible
The teacher/employee is informed about the complaint/inquiry and will be kept informed.	Head of department	One week after the inquiry has been made at the latest
A new solution oriented conversation between head of school, head of department, teacher and student/ student representative/ guardians where all parties give account from their point of view.	Head of department/Head of school	One week after the inquiry has been made at the latest
A final solution with plan of action, deadlines and responsibilities is worked out in collaboration. Head of school has the final decision. All parties involved are informed about the solution. The minutes from the meeting are filed.	Head of school	Three days after the meeting at the latest

Action/tasks	Responsibility	Deadline
The head of department monitors the agreed solution with all parties involved and how the solutions is experienced after a while. The minutes from the meeting are filed.	Head of department	In correlation with the time frame /deadline in the statement
Step 4 – complaint to Head of Education in the County		
If the suggested solution is unsuccessful, or that the student(s) think that the solution is unsatisfactory, the student or student representative can ask for the case to be forwarded to a higher level ie Head of Education in the County. Please see paragraph about complaints in the law of education «Opplæringsloven» 9A -3.	Student/ student representative/ guardians Head of School	

<https://lovdata.no/dokument/NL/lov/1998-07-17-61> <https://lovdata.no/dokument/SF/forskrift/2006-06-23-724>

3 Appendix 2

Activity Plan

Form for §9A Complaints Learning Environment

The national law of education “opplæringsloven” §9 states that all students have the right to a safe learning environment. The creation of the good learning environment is the responsibility of all members of the school community. Teachers and head teachers work continuously with students to make sure that the learning environment is good. A good and open dialogue, frequent student conversations, meetings with legal guardians in addition to the annual, national student survey help the school to measure how good the teaching, learning and the learning environment is.

Everyone who works at the school has a duty to pay attention to what happens in the school, report and take action if they see or suspect violations, dissatisfaction/discontent, harassment or discrimination both physical and psycho-social.

See the law: <https://www.udir.no/laring-og-trivsel/skolemiljo/aktivitetsplikt/#>

Part 1: Reporting and plan of action

Reporting the situation and starting a plan of action is started parallel and at latest 5 days after the first report. When the plan of action is made, part 1 is put in the archive.

1. Reporting

Name person reporting:

Name of student:

Class:

Relation between reporter and student:

Date of received report:

Who received report:

When was head of school informed:

When was guardians informed:

Is it reported to the school owner/school authorities?

Short description:

Describe the situation as objectively as possible:

2. Investigate and detect

Conversation with the student:

Describe the student's experience of the situation/incidence, time and who participated in the conversation

Conversation with legal guardians (when the student is a minor):

Describe the guardian's experience of the situation/incidence

Describe other conversations that have been held, time and who was present.

Other investigations or relations that are considered to be of importance:

Make a short description or attach a summary

3. Plan of Action

The plan of action is made by the school, student and guardians in cooperation. The plan of action must be to the point, limited in time and be clear on who is responsible for the different actions. Date for assessing the plan of action must be included.

Nr	Action	Timeframe	Who is responsible for action	Time for assessing action	Assessment: description of effect of action
1					
2					
3					
4					

Part 2: Monitoring

4. Assessement

Actions described under point 3 will be assessed. If the actions have had the desired effect, the case can be closed. If not, new actions must be described, started and assessed.

Date:

Assessment of actions:

5. Closure

After the assessment, there is an agreement with student and guardians to close the case.

Date: