



Complaints and Grievance Policy

Aim

To allow parents or guardians the opportunity to offer feedback in a constructive manner. This will be handled promptly, confidentially and resolved as quickly as possible.

Strategies

In order to ensure that there are effective complaints and grievance management procedures in place, at Rose Cottage we encourage those involved to empathise with the other's perspective. We also look at complaints as an opportunity to improve practices and relationships. It is important that the number one priority for any educators or management is to listen and aim to resolve complaints and grievances in a positive way. When a verbal complaint or grievance is received, a staff member should:

- attempt to diffuse emotions by acknowledging what they are feeling, and state positively that you wish to seek a solution to the issue that is causing concern.
- ask questions to help identify or further clarify their concerns or issues. For example, the statement, "I never know what is happening with my child" may be further clarified by asking questions such as, "What things would you like our service to share with you about your child's day?"
- ask the parent or caregiver if they have any strategies that they feel could be put in place to resolve their concerns or complaint.

The following may also support any educators receiving the complaint to respond positively to any issues raised:

- actively listen to what is being said, and ask questions to clarify or improve your understanding
- avoid responding immediately and most importantly defensively to any issues raised. If the issues are difficult, or if there are a number of concerns being raised at once, it may be beneficial to take notes to pass this on to the Nominated Supervisor (if not already handling concern) or to ask the complainant to put their concerns in writing
- discuss the issues with service management, ensuring that professionalism and confidentiality are maintained

The initial complaint is to be recorded in writing by the parent(s) or guardian(s) by way of e mail communication sent directly to the Nominated Supervisor.

- Parent(s) or guardian(s) discussion, subsequent details, action taken and conclusion are recorded by the Nominated Supervisor as they evolve.
- A meeting may be called with one or all parties depending on the severity of the case.
- An action plan may be formulated, stating a time frame to address the issues or concerns. If this is the case, the parties involved will be required to sign this.



- The parent(s) or guardian(s) will be invited to discuss the outcome with the Nominated Supervisor in person at a date and time that suits all.
- If the main party does not feel it has been adequately resolved they are able to contact the centre owner via email on shane@rosecottagecc.com and discuss it in further detail.
- Furthermore, if a parent or caregiver feels that the complaint or grievance has not been dealt with or resolved they may contact the Regularity Authority on 1800 619 113 or ececd@det.nsw.edu.au
- All complaints or grievances are to remain confidential between the families, Nominated Supervisor, educators and centre owners. Information must not be discussed with or disclosed to any other families within Rose Cottage.
- If parent(s) or guardian(s) do not want to send grievance in writing, the educator who took the complaint is to document this for the Nominated Supervisor (Centre Director) or the Nominated Supervisor do so themselves during any meeting or discussions.
- At no time is any educator to be threatened, abused or profanity used towards educators by any parent(s) or guardian(s). If this occurs the educator is to calmly state "I don't like to be spoken to in this manner and I will not be discussing the issue any further". The parent(s) or guardian(s) will then be asked to leave the service. If they refuse to leave the police are to be called immediately. The Nominated Supervisor will follow up on the issue until it is resolved.
- A second educator is to continue to calmly ask the parent to leave the premises.
- If the educator feels in danger at any point they are to lock themselves in the team toilet. If the toilet is in use, the educator is to remove themselves from the situation and seek the presence of another educator.
- If the situation worsens the lockdown procedure for the service is to be implemented and followed through with, including phoning the police.

Relevant Legislation

National Quality Standards, Education and Care Services National Regulations and Early Years Learning Framework

National Quality Standard

Standard 7.1 - Governance supports the operation of a quality service.

Elements 7.1.2 and 7.1.3

Standard 7.2 - Effective leadership builds and promotes a positive organisational culture and professional learning community.

Element 7.2.1

National Regulations

Part 4.7 Leadership and Service Management

Early Years Learning Framework

Learning Outcome 1 – Children feel safe, secure and supported

Learning Outcome 3 – Children become strong in their social and emotional wellbeing



Resources

- *Education and Care Services National Regulations October 2011*
- *Belonging, Being & Becoming: The Early Years Framework for Australia*
retrieved from : https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- *National Quality Standard* retrieved from:
<https://www.acecqa.gov.au/nqf/national-quality-standard>
- *Australian Children's Education & Care Quality Authority* retrieved from:
https://www.acecqa.gov.au/sites/default/files/2018-04/QA7_UsingComplaintsToSupportContinuousImprovement.pdf

Monitoring and Review

- Review the *Complaints and Grievance Policy* every 12 months.
- Provide families with opportunities to contribute to the review of this policy.