



SABARI INDIAN SCHOOL

SCHOOL CONCERNS & COMPLAINTS POLICY

Academic Year 2026-27

Document Control

Policy	School Concerns & Complaints Policy
Function	Formal Complaint Procedures and Closure
Issued For	All Stakeholders
Regulatory Alignment	KHDA (Dubai) requirements and International best practice
Date of Issue / Review	Reviewed: September:2026 Next Review: Sept 2027.
Lead Professional	Principal

1. Introduction & Guiding Principles

Sabari Indian School is committed to maintaining strong, open and professional relationships with parents/carers, students and staff. We believe that concerns are best addressed early and openly, and that how we manage concerns and complaints is central to who we are as a school.

This policy and its associated procedures ensure that concerns and complaints are dealt with in a fair, transparent and consistent way. The School's approach is based on a commitment to:

- provide a safe and supportive learning environment for students;
- build and maintain trusting relationships between students, parents and staff;
- provide a safe working environment for staff;
- be impartial, evidence-based and proportionate;
- ensure all concerns are listened to respectfully and taken seriously;
- ensure complaints are handled promptly, within published timelines;
- keep the process accessible, transparent and non-adversarial;
- uphold confidentiality at every stage;
- ensure all parties have the opportunity to be heard.

Definitions

Concern: an expression of worry or doubt over an issue considered important, for which reassurance is sought.

Complaint: an expression of dissatisfaction, however made, about an action taken, a decision, a service, or a lack of action, that has not been successfully resolved through informal dialogue.

A complaint may be made orally, in writing, by telephone, or by a third party acting on behalf of a complainant with appropriate consent.

2. Scope

This policy applies to concerns and complaints raised by students, parents/carers of currently enrolled students, staff, and other stakeholders where relevant to school operations. It covers matters including, but not limited to:

- general issues of student behaviour contrary to the School's Code of Conduct;
- incidents of bullying or harassment in the classroom or school yard;
- learning programmes, assessment and reporting of student learning;
- communication with parents;
- school fees and payments;
- general administrative issues;
- the conduct, actions or omissions of members of staff;
- any other school-related matter.

This policy does NOT cover matters dealt with through other statutory or dedicated procedures, including: child protection and safeguarding, admissions, exclusions, staff disciplinary/HR grievance matters, and whistleblowing. Complainants raising such matters will be directed to the relevant policy, and where a concern involves the protection of a child, the School's Child Protection and Safeguarding procedures will be engaged immediately alongside this policy.

3. Expectations of All Parties

The School expects a person raising a concern or complaint to:

- raise the issue promptly, as soon as possible after it occurs (ideally within 7 school days of the event);
- provide complete and factual information about the concern or complaint;
- maintain and respect the privacy and confidentiality of all parties;
- act in good faith, in a calm and courteous manner;
- co-operate with the School in seeking a solution and respond promptly to requests for information or meetings;
- show respect and understanding of differing points of view, rather than judge or blame;
- recognise that all parties have rights and responsibilities that must be balanced;
- refrain from publicizing details of the complaint on social media, and respect confidentiality throughout.

The School will address every concern and complaint:

- Courteously
- Efficiently
- Fairly
- Promptly, or within the timeline agreed with the complainant
- In accordance with due process and the principles of natural justice

4. How to Raise a Concern

In the first instance, concerns should always be raised with the member of staff you correspond with most commonly regarding the issue — typically the Class Teacher or Tutor. If you are unsure who to approach, contact the Head of Primary or the Head of Secondary, who will direct you accordingly.

About What / Issue	Who to Contact	How
Classroom activities, curriculum, day-to-day learning	Class Teacher / Subject Teacher.	Email, arrange an appointment
Complex student issues, student welfare, staff members	Assistant Principal, Supervisor, Counsellor	Email, arrange an appointment.
School policy, management/operations, leadership decisions	Admin Head, AP, Principal	Telephone, written email, arrange an appointment
School fees, payments, general administrative enquiries	Accounts / Administration Office	Telephone, email
Complaint about the Principal/Head of School	Director	Written formal complaint.
Complaint about the Director of Education	Chair of the Governing Board	Written formal complaint

5. The Formal Complaints Procedure — Stages Overview

Most concerns are resolved quickly through informal discussion. Where a matter remains unresolved, it progresses through the following stages:

Stage	Who Handles It	Response / Meeting Timeline
Stage 1 – Informal	Class Teacher / Teacher	Acknowledged within 24 hours
Stage 2 – Informal	Supervisor / Head of Department / Head of Section	Meeting arranged within 5 school days
Stage 3 – Informal	Assistant Principal / Head of School / Principal	Meeting arranged within 5 school days
Stage 4 – Formal (written)	Principal	Written response within 5 school days
Stage 5 – Complaints Panel	Panel of 3+ Governors (minimum 1 independent member)	Hearing within 10 school days; decision within 10 working days
External Review	KHDA Compliance Unit	As per regulator's process

Formal Complaints Procedure – Stages Overview

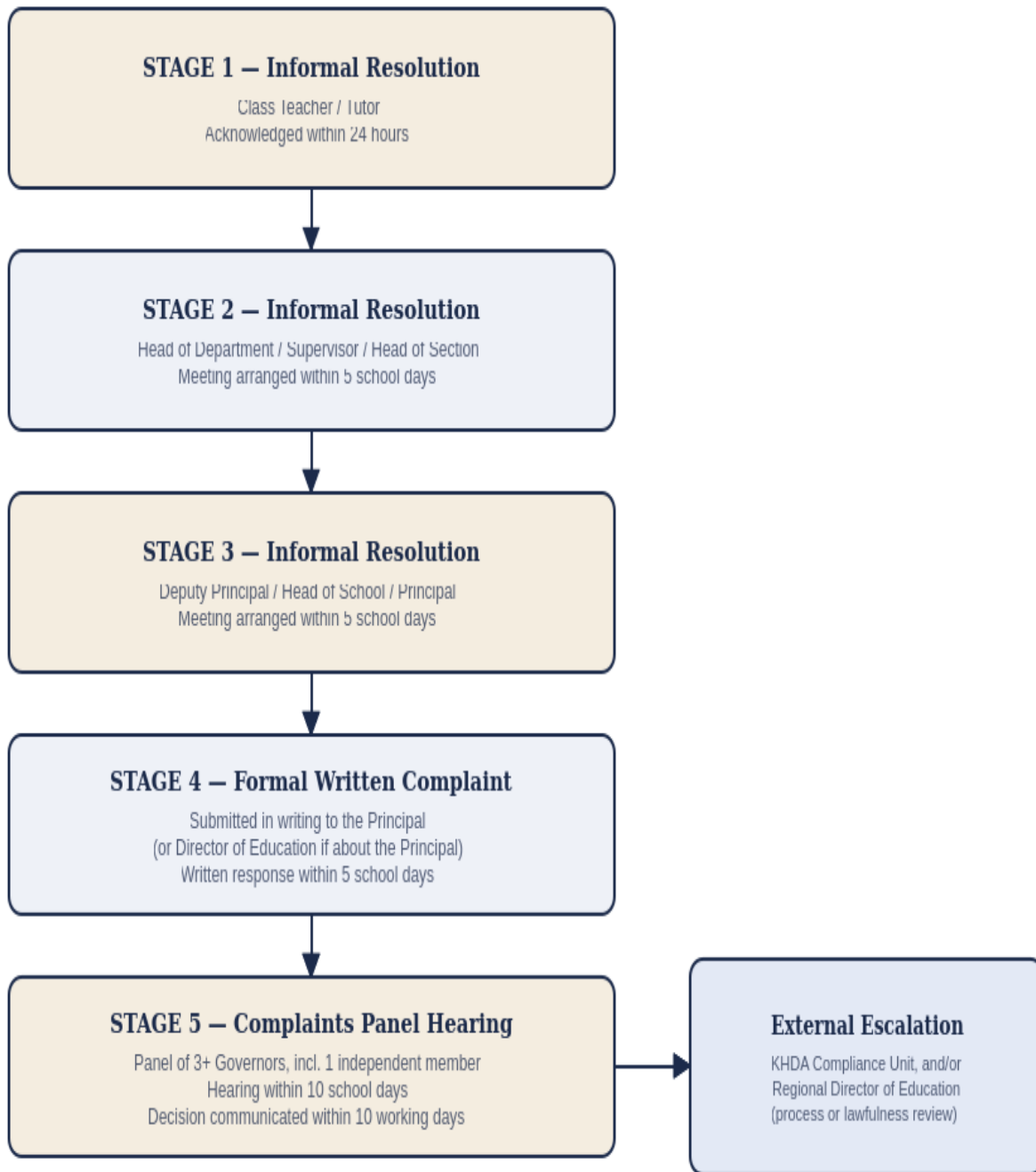


Figure 1: Formal Complaints Procedure — Stages Overview

Stage 1 & 2 & 3 — Informal Resolution

The parent/carer, student, or staff member raises the concern with the relevant person (Class Teacher, then Supervisor/Head of Department, then Deputy Principal/Head of School/Principal, as needed). Receipt is acknowledged within 24 hours, and a meeting is arranged within 5 school days at each escalation. Outcomes are recorded and may be confirmed by email.

Stage 4 — Formal Written Complaint

If the matter remains unresolved after informal stages, a formal complaint must be submitted in writing (letter or email) to the Principal, marked Private and Confidential. As soon as a formal complaint is received it will be logged, and receipt acknowledged by email. The Principal (or delegated senior leader) will investigate and issue a written response, detailing the actions taken, the decision made, and the outcome, within 5 school days.

Complaints about the Principal/Head of School should be addressed to the Director of Education. Complaints about the Director of Education should be addressed to the Chair of the Governing Board.

Stage 5 — Complaints Panel Hearing

If the complainant is dissatisfied with the outcome at Stage 4, they may request a hearing before a Complaints Panel of at least three Governors, at least one of whom is independent of the management and day-to-day running of the School. No panel member will have had prior involvement in the matter.

- A hearing will be arranged within 10 school days of the request.
- The complainant may be accompanied by one supportive person (not acting as a legal advocate).
- All parties will have the opportunity to present information, either in writing or in person.
- The panel will review all evidence, make findings, and issue written recommendations.
- The written decision will be shared with the complainant and relevant staff within 10 working days.
- The Panel's decision is final at School level.

External Review

If a complainant believes the School did not handle their complaint in accordance with this published procedure, or acted unlawfully or unreasonably, they may contact the KHDA Compliance, who may review the investigation, and in exceptional cases, reinvestigate the substance of the complaint.

6. Role-Specific Complaint Flowcharts

The following flowcharts illustrate the complaint pathway for parents/carers, students, and staff members respectively.

6.1 Parent / Carer Complaint Flowchart

Parent / Carer Complaint Flowchart

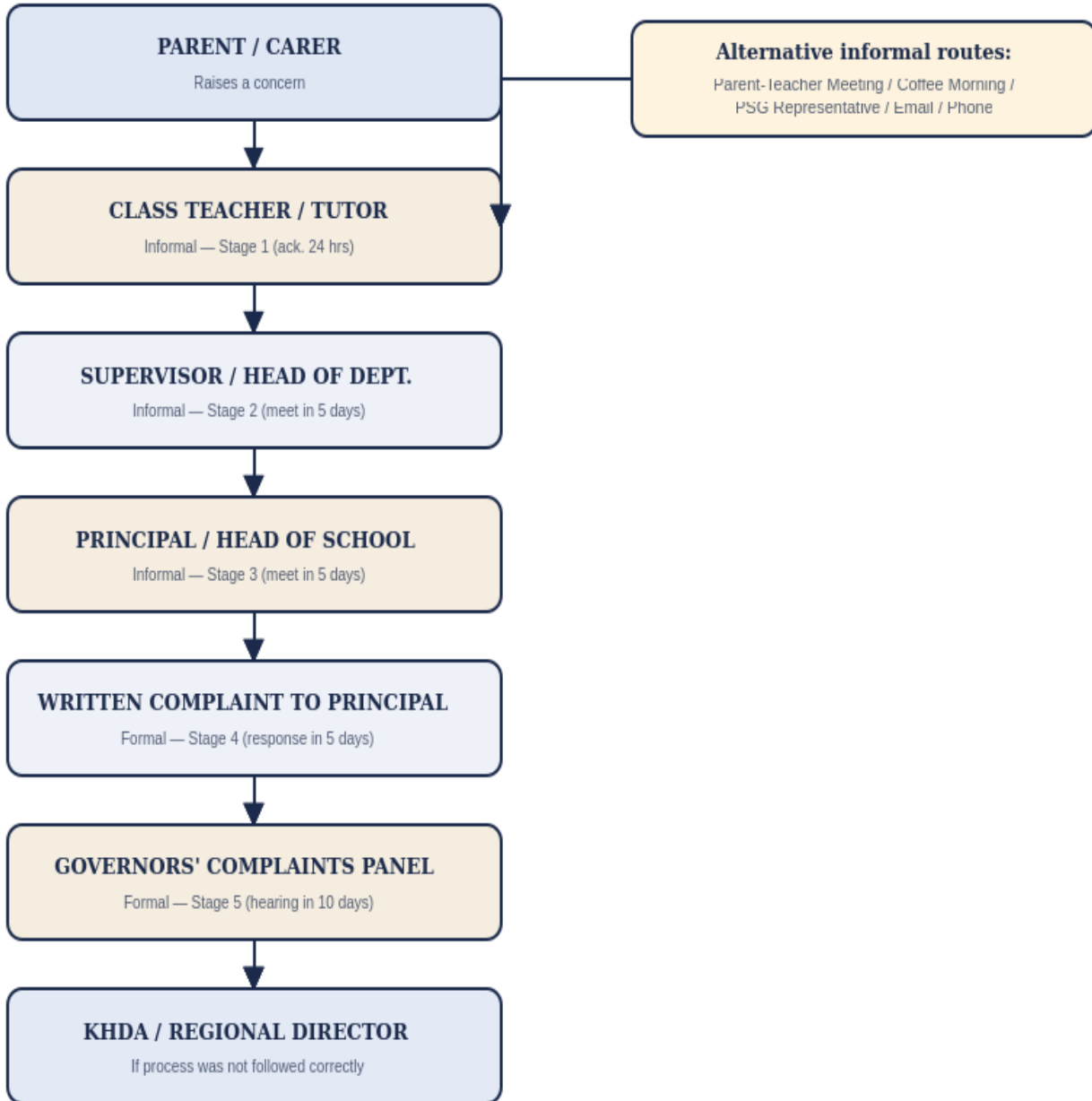


Figure 2: Parent / Carer Complaint Flowchart

6.2 Student Complaint Flowchart

Students are encouraged to raise concerns with any trusted adult in the School. A student may also choose to involve their parent/carer at any stage, who can then follow the Parent Complaint Flowchart above.

Student Complaint Flowchart

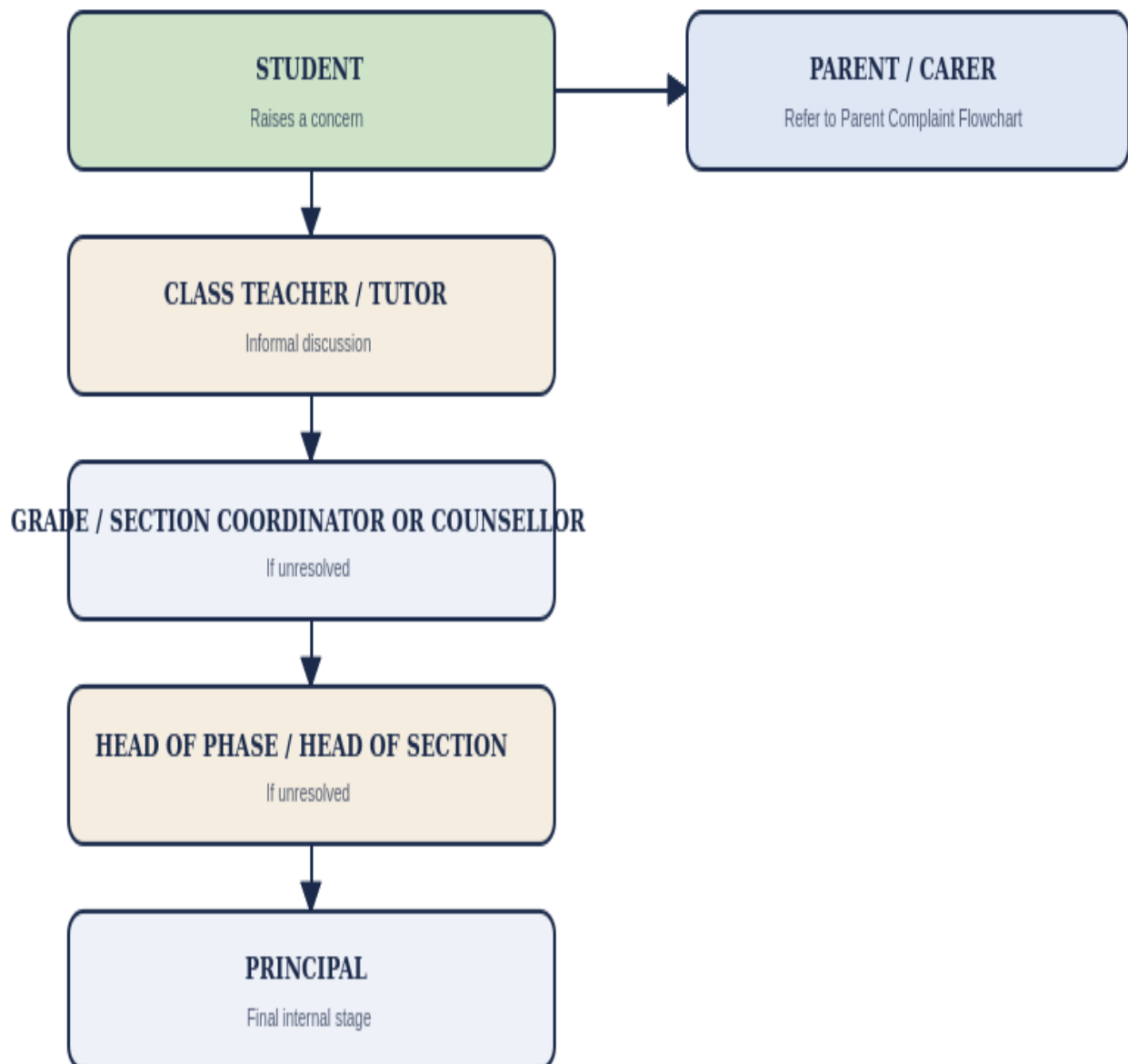
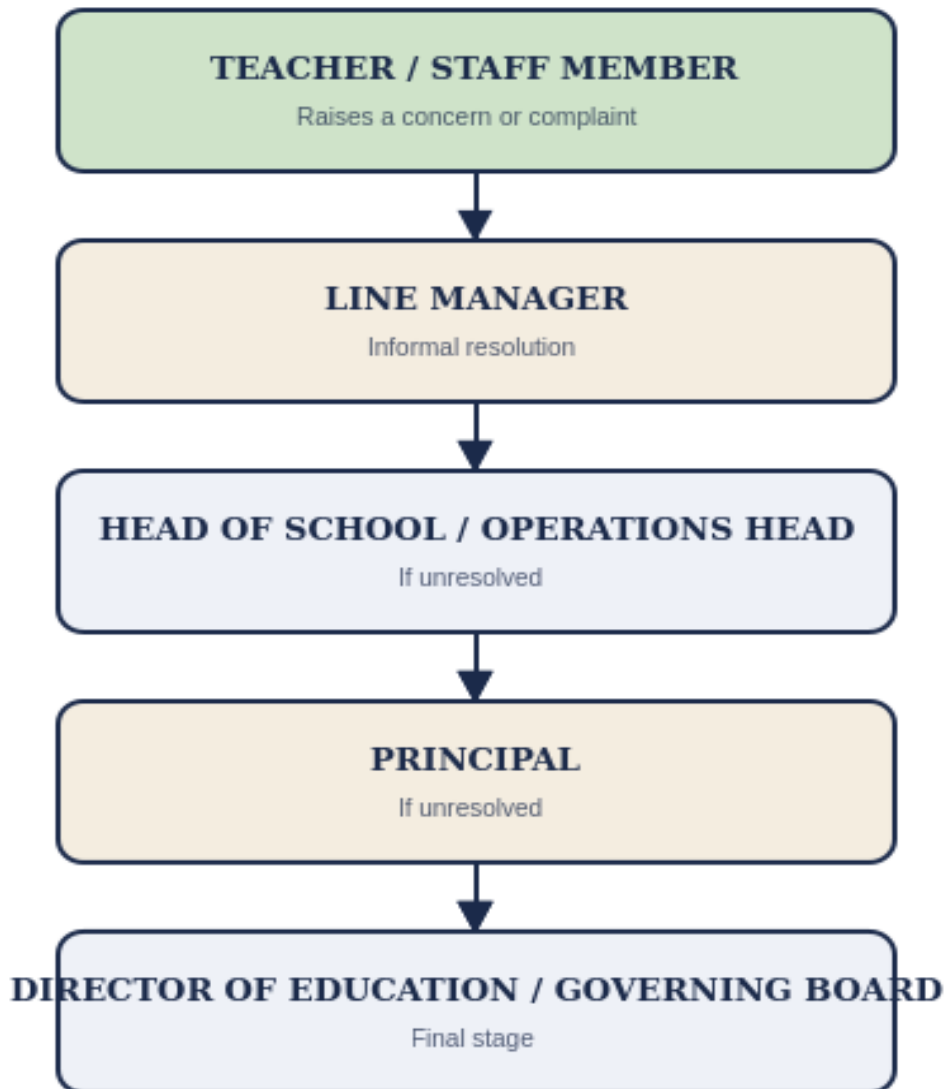


Figure 3: Student Complaint Flowchart

6.3 Teacher / Staff Complaint Flowchart

Staff raising a concern about a School matter should follow their management line. Where a complaint is made by one member of staff against another, the School's Whistleblowing Policy is also invoked.

Teacher / Staff Complaint Flowchart



Complaints between staff members also engage the Whistleblowing Policy.

Figure 4: Teacher / Staff Complaint Flowchart

7. Investigating Complaints

At each formal stage, the investigator's role is to establish the facts relevant to the complaint through comprehensive, open, transparent and fair consideration. The investigator will:

- establish what has happened so far and who has been involved;
- clarify the nature of the complaint and what remains unresolved;
- meet with, or contact, the complainant to clarify what would put matters right;
- interview those involved in the matter, and/or those complained of, allowing them to be accompanied if they wish;
- conduct interviews with an open mind and be prepared to persist in questioning;
- consider records and other relevant information, and analyse it objectively;
- keep dated notes of all interviews and meetings, or arrange for an independent note-taker;
- ensure any papers produced during the investigation are kept securely pending any appeal;
- prepare a comprehensive report that sets out the facts, identifies solutions, and recommends a course of action.

Complaints about a member of the school leadership may, at the Principal's discretion, require independent support from a member of the Advisory/Governing Board external to the day-to-day running of the School.

Complaints Coordinator

The Complaints Coordinator (Assistant Principals) will:

- ensure the complainant is kept fully updated at each stage of the procedure;
- ensure the smooth running of the complaints procedure and that thorough, dated records are maintained;
- be mindful of confidentiality, third-party information, and any child protection considerations;
- ensure both the complainant and the School have the opportunity to make their case and seek clarity;
- take extra care where the complainant is a child/young person, ensuring the process does not feel intimidating and that their views are given equal consideration to those of adults.

8. Remedies

Where a complaint is found to be justified, the School will work with the complainant to find an appropriate remedy, which may include:

- An explanation or further information;
- Mediation, counselling, or other support;
- An apology, expression of regret, or admission of fault;
- A commitment to review or amend School policies or procedures;
- An undertaking that steps will be taken to prevent recurrence, with an indication of timescales.

The School will implement agreed remedies as soon as practicable, and where a remedy is ongoing, will keep the complainant updated on progress.

9. Persistent, Serial or Unreasonable Complaints

The School will not tolerate threatening, abusive or unreasonable behaviour from any complainant. In line with best practice, the School may implement proportionate measures where a complaint becomes excessive, repetitive or unreasonable, for example where there is:

- continual raising of the same issue with no new information;
- unacceptable behaviour such as aggression, intimidation, or abusive language;
- excessive contact that disrupts School operations;
- refusal to engage constructively with the process.

Possible actions include restricting the method or frequency of communication, requiring a single designated point of contact, or declining to consider further correspondence on the matter. Such measures will be used only after careful consideration, will be proportionate and documented, and — should behaviour be severe — the School may cease communication with the complainant immediately and inform the appropriate authorities as necessary.

10. Confidentiality & Data Protection

All information relating to a complaint will be kept confidential, except where disclosure is required by law, by the KHDA, or under safeguarding obligations. Complaints that are anonymous will not normally be investigated. Complaints should be lodged within the timeframe in Section 3, of the incident that gave rise to the concern. Records will be handled in accordance with applicable UAE data protection requirements and the School's privacy standards.

Where a complaint is made against a member of staff that may lead to disciplinary proceedings, the complainant will not be informed of the details of any disciplinary action taken, in line with staff confidentiality rights.

11. Record-Keeping & Monitoring

The School will maintain written records of all complaints, including notes on whether they were resolved at an informal stage or proceeded to a panel, and summaries of actions taken

and decisions reached. Records will be stored securely and confidentially, and reviewed termly by the Governing Board to identify themes, trends, and areas for improvement across the School's policies, procedures and operations.

12. Complaints About External Providers

Complaints about external providers (e.g., after-school activity providers, transport operators, catering) should be taken up directly with that provider, who will have their own complaints procedure. The School should also be informed so that the concern can be monitored.

13. Timeframes and School Holidays

Where timelines in this policy reference "school days" or "working days", these refer to School term-time working days. Complaints raised outside term time will be acknowledged promptly, with full investigation and any necessary meetings scheduled for the earliest feasible date once School resumes.

14. Courtesy and Respect

A complainant can expect to be treated with courtesy, respect and fairness at all times. The School equally expects that complainants will treat staff dealing with the complaint with the same courtesy, respect and fairness throughout the process.

15. Contact Information

Role	Contact
Class Teacher	Via school email, or Parent Portal
Supervisor , AP, / Head of Department	Email.
Principal	Email
Director of Education	Email
School Email.	info@sisdubai.com +971-04 2505806

Appendix A: Complaints Format

This format may be used to submit a formal written complaint (Stage 4). It may also be downloaded from the School office or requested by email.

Your Name:	
Child's Name (if applicable):	
Relationship to Child:	
Address:	
Mobile Number / Email:	
Details of Complaint (dates, people involved, impact):	
Steps Already Taken to Resolve (who was spoken to, response given):	
Outcome You Consider Fair and Appropriate:	
Supporting Documents Attached:	
Signature:	
Date:	

Revised on 01 March 2026. This policy will be revised and updated on 30 March 2027.

Reviewed by:



Clara Martin
Principal
Sabari Indian School, Dubai