



# Complaints Policy

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Link Manager: Headteacher

Governor Committee: Business

## COMPLAINTS POLICY - CONTENTS

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## **1. Who can make a complaint?**

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to Sale High School about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

The school expects anyone who wishes to raise concerns with the school to:

- treat all members of the school community with courtesy and respect
- respect the needs of pupils and staff within the school
- avoid the use of violence, or threats of violence, towards people or property
- recognise the time constraints under which members of staff in schools work and allow the school a reasonable time to respond to a complaint
- follow the school's complaints procedure.

## **2. Definitions and Aims**

### **2.1 Definitions**

The DfE guidance explains the difference between a concern and a complaint:

- A **concern** may be defined as *'an expression of worry or doubt over an issue considered to be important, for which reassurances are sought'*.
- A **complaint** may be defined as *'an expression of dissatisfaction, however made, about actions taken or a lack of action'*.

### **2.2 Aims – when responding to complaints**

Our school aims to meet its statutory obligations when responding to complaints from parents/carers of pupils at the school, and others.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect complainants' desire for confidentiality
- Treat complainants with respect and courtesy
- Make sure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law
- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into school improvement evaluation processes
- Give the complainant the opportunity to complete the complaints procedure in full. To support this, we will make sure we publicise the existence of this policy and make it available on the school website.

- Be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals throughout the process.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. In most cases, a concern can be resolved informally, without the need to use the formal stages of the complaints procedure. Sale High School takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, the school attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the Headteacher or complaints coordinator will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Headteacher or complaints coordinator will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

### **3. Legislation and Guidance**

This document meets the requirements of section 29 of the [Education Act 2002](#), which states that schools must have and make available a procedure to deal with all complaints relating to their school and to any community facilities or services that the school provides.

It is also based on [guidance for schools on complaints procedures](#) from the Department for Education (DfE), including the model procedures for complaints and for managing serial and unreasonable complaints.

### **4. Scope**

This policy does **not** cover complaints procedures relating to:

- Admissions
- Statutory assessments of special educational needs (SEN)
- Safeguarding matters
- Suspension and permanent exclusion
- Whistle-blowing
- Staff grievances
- Staff discipline
- School re-organisation proposals
- Curriculum
- Collective worship

Please see our separate policies for procedures relating to these types of complaint.

Complaints about services provided by other providers who use school premises or facilities should be directed to the provider concerned.

## **5. Roles and Responsibilities**

### **5.1 The complainant**

The complainant will get a more effective and timely response to their complaint if they:

- Follow these procedures
- Co-operate with the school throughout the process, and respond to deadlines and communication promptly
- Ask for assistance as needed
- Treat all those involved with respect
- Do not approach individual governors about the complaint
- Do not publish details about the complaint on social media

### **5.2 The investigator**

An individual will be appointed to look into the complaint and establish the facts. They will:

- Interview all relevant parties, keeping notes
- Consider records and any written evidence and keep these securely
- Prepare a comprehensive report to the headteacher or complaints committee, which includes the facts and potential solutions

### **5.3 The complaints co-ordinator**

The complaints co-ordinator can be:

- The headteacher
- The designated complaints governor
- Any other staff member providing administrative support

The complaints co-ordinator will:

- Keep the complainant up to date at each stage in the procedure
- Make sure the process runs smoothly by liaising with staff members, the headteacher, chair of governors, clerk and local authority (LA)
- Be aware of issues relating to:
  - Sharing third-party information
  - Additional support needed by complainants; for example, interpretation support or where the complainant is a child or young person
- Keep records

## **6. Time Scales**

The complainant must raise the complaint within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will only consider exceptions to this timeframe in circumstances where there were valid reasons for not making a complaint at that time and the complaint can still be investigated in a fair manner for all involved.

When complaints are made out of term time, we will consider them to have been received on the first school day after the holiday period.

If at any point we cannot meet the timescales we have set out in this policy, we will:

- Set new time limits with the complainant
- Send the complainant details of the new deadline and explain the delay

## **7. Anonymous complaints**

We will not normally investigate anonymous complaints. However, the Headteacher or Co-Chairs of Governors, if appropriate, will determine whether the complaint warrants an investigation.

## **8. Informal Concerns**

Our school will take informal concerns seriously and make every effort to resolve the matter quickly. It may be the case that the provision or clarification of information will resolve the issue.

The complainant should raise the concern as soon as possible within the timescales set out in section 6.

Concerns should initially be raised with the relevant member of school staff, if possible, and where not possible, a relevant member of SLT or the Headteacher. A concern should be raised in person, by letter or email, or by telephone.

The school aims to acknowledge informal concerns within 2 school days and, where possible, at this point will confirm how the school intends to proceed, including an indication of the anticipated timescale.

The informal stage will usually involve a meeting between the complainant and the relevant member of staff, relevant member of SLT or the Headteacher. A written response will be provided by the school within 2 school days following the informal meeting.

If the issue remains unresolved, the next step may be to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the formal procedure.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

## **9. Stages of Complaint (not complaints against the headteacher or governors)**

We have adopted a 2-stage process for dealing with complaints:

- Stage 1 – formal investigation
- Stage 2 – review panel

### **9.1 Stage 1: formal**

Formal complaints can be raised:

- By letter or email (this is preferred)
- Over the phone
- In person
- By a third party acting on behalf of the complainant

Complaints against school staff (except the Headteacher) should be made in the first instance, to Mr Rogers (Headteacher), via the Headteacher's PA, Ms Maguire, through the school office or [info@salehighschool.org.uk](mailto:info@salehighschool.org.uk). Please mark any written correspondence as Private and Confidential.

The complainant should complete the template complaint form, which is included at the end of this policy, to ensure we have the relevant information to deal with the complaint. If you require help in completing the form, please contact the school office on 0161 973 2713. You can also ask third party organisations, like the Citizens Advice, to help you.

The Complaints Co-ordinator (Ms Maguire - Headteacher's PA) will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 2 school days.

The headteacher (or designated member of the senior leadership team), where necessary, will call a meeting to clarify the complaint and seek a resolution. The complainant may be accompanied to this meeting, and should inform the school of the identity of their companion in advance.

In certain circumstances, the school may need to refuse a request for a particular individual to attend any such meeting – for example, if there is a conflict of interest. If this is the case, the school will notify the complainant as soon as they are aware, so that the complainant has the opportunity to arrange alternative accompaniment.

The headteacher (or other person appointed by the headteacher for this purpose) will then conduct their own investigation.

*Note: the headteacher may delegate the investigation to another member of the senior leadership team, but any decision taken will be the headteacher's.*

During the investigation, the investigator will:

- If necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- Keep a written record of any meetings/interviews in relation to their investigation

We will aim for the written conclusion of this investigation to be sent to the complainant within 20 school days. If, for any reason, we are unable to meet this timescale, we will:

- Set new time limits with the complainant
- Send the complainant details of the new deadline and explain the delay

### **How to escalate a complaint**

If the complainant wishes to proceed to the next stage of the procedure, they should inform the Complaints Co-ordinator (Ms Maguire - Headteacher's PA) within 10 school days of receiving the written conclusion. Requests received outside of this timeframe will only be considered in exceptional circumstances.

Complaints can be escalated by contacting the Complaints Co-ordinator (Ms Maguire - Headteacher's PA):

- By letter or email
- Over the phone
- In person
- Through a third party acting on behalf of the complainant

The Complaints Coordinator will need the details of the complaint as set out above, as well as details from the complainant on how they feel the previous stage of the procedure has not addressed their complaint sufficiently, and what they feel would resolve the complaint.

The Complaints Co-ordinator will acknowledge receipt of the request within 2 school days.

## **9.2 Stage 2 – submit the complaint to the review panel**

The review panel consists of 3 members of the governing board who don't have direct knowledge of the complaint. These individuals will have access to the existing record of the complaint's progress. The governors will select a panel chair from among themselves.

If not enough impartial governors are available, we will seek panel members from other schools or the local authority. We will make sure the governors we source are suitably skilled and can demonstrate that they are independent and impartial.

The complainant will be given reasonable notice of the date of the review panel. The clerk will aim to find a date within 15 school days of the request, where possible.

If the complainant rejects the offer of 3 proposed dates without good reason, the clerk will set a date. The hearing would then go ahead using written submissions from both parties.

Any written material will be circulated to all parties at least 5 school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from stage 1 of the procedure.



The clerk to the governing board will ensure that the hearing is properly minuted.

There are particular considerations for governors sitting on a review panel.

- a. It is important that the appeal hearing is independent and impartial and that it is seen to be so. No governor may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it. In deciding the make-up of the panel, governors need to try and ensure that it is a cross-section of the categories of governor and be sensitive to the issues of race, gender and religious affiliation.
- b. The aim of the hearing, which needs to be held in private, will always be to resolve the complaint and achieve reconciliation between the school and the complainant. However, it has to be recognised that the complainant might not be satisfied with the outcome if the hearing does not find in their favour. It may only be possible to establish the facts and make recommendations which will satisfy the complainant that his or her complaint has been taken seriously.
- c. An effective panel will acknowledge that many complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. The panel Chair will ensure that the proceedings are as welcoming as possible. The layout of the room will set the tone and care is needed to ensure the setting is informal and not adversarial.
- d. The governors sitting on the panel need to be aware of the complaints policy and their roles and responsibilities seeking advice where necessary from the Clerk.

#### **At the meeting**

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. In this case, prior knowledge and consent of all parties attending will be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

At the review panel meeting, the complainant and representatives from the school, as appropriate, will be present. Each will have an opportunity to set out written or oral submissions prior to the meeting.

The complainant may be accompanied by a suitable companion if they wish, such as a relative or friend. We don't encourage either party to bring legal representation, but will consider it on a case-by-case basis. For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by their union. The panel must be informed of any additional people being brought to the meeting.

Representatives from the media are not permitted to attend.

At the meeting, each individual will have the opportunity to give statements and present their evidence, and witnesses will be called as appropriate to present their evidence.

The panel, the complainant and the school representative will be given the chance to ask and reply to questions. Once the complainant and school representatives have completed presenting their cases, they will be asked to leave, and evidence will then be considered.

The panel will then put together its findings and recommendations from the case. The panel will also provide copies of the minutes of the hearing and the findings and recommendations to the complainant and, where relevant, the subject of the complaint, and make a copy of the findings and recommendations available for inspection by the headteacher.

### **The outcome**

The committee can:

- Uphold the complaint, in whole or in part
- Dismiss the complaint, in whole or in part

If the complaint is upheld, in whole or in part, the committee will:

- Decide the appropriate action to resolve the complaint
- Where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future

At this point, it may be appropriate for the school to offer one or more of the following:

- an apology
- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that the event complained of will not recur
- an explanation of the steps that have been taken to ensure that it will not happen again
- an undertaking to review school policies in light of the complaint

The Chair of the Committee will provide the complainant and the headteacher with a full explanation of their decision and the reason(s) for it, in writing within 5 school days.

### **Roles and Responsibilities**

#### **The role of the clerk**

The clerk would be the contact point for the complainant and be required to:

- set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible
- While it may be appropriate to offer a selection of dates, panel meetings can proceed in the absence of a complainant if no mutual date is agreed
- collate any written material and send it to the parties in advance of the hearing (recommended at least five school days in advance)
- meet and welcome the parties as they arrive at the hearing
- record the proceedings by taking discursive minutes
- notify all parties of the panel's decision

The Clerk should share copies of the panel meeting minutes with all parties involved in the panel hearing, providing a reasonable opportunity for the minutes to be agreed or challenged.

### **The role of the Chair of the Governing Body or the nominated governor**

- Check that the correct procedure has been followed
- If a hearing is requested, notify the clerk to arrange the panel

### **The role of the Chair of the Panel**

The Chair of the Panel has a key role, ensuring that:

- the remit of the panel is explained to the parties and each party has the opportunity of putting their case without undue interruption
- the issues are addressed
- key findings of fact are made
- parents and others who may not be used to speaking at such a hearing are put at ease
- the hearing is conducted in an informal manner with each party treating the other with respect and courtesy
- the panel is open minded and acting independently
- no member of the panel has a vested interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- each side is given the opportunity to state their case and ask questions
- written material is seen by all parties. If a new issue arises it would be useful to give all parties the opportunity to consider and comment on it.

### **Check list and order of events for a review panel**

The panel needs to take the following points into account:

- The hearing is as informal as possible
- Witnesses are only required to attend for the part of the hearing in which they give their evidence
- After introductions, the complainant is invited to explain their complaint, and be followed by their witnesses
- The Headteacher may question both the complainant and the witnesses after each has spoken
- The Headteacher is then invited to explain the school's actions and be followed by the school's witnesses
- The complainant may question both the Headteacher and the witnesses after each has spoken
- The panel may ask questions at any point
- The complainant is then invited to sum up their complaint
- The Headteacher is then invited to sum up the school's actions and response to the complaint
- The Chair explains that both parties will hear from the panel within a set time scale
- Both parties leave together while the panel discusses the issues raised

## **10. Complaints against the headteacher, a governor or the governing board**

### **10.1 Stage 1 - Formal**

Complaints that involve or are about the Headteacher should be addressed to Ms Beattie and Mr Hopps (Co-Chairs of Governors), via the Headteacher's PA, Ms Maguire, through the school office or [info@salehighschool.org.uk](mailto:info@salehighschool.org.uk). Please mark any written correspondence as Private and Confidential

If a complaint concerns the Headteacher, the governing body will usually work with the local authority from the outset. In exceptional circumstances, the local authority are able to investigate on behalf of either the Headteacher or Governors. Where possible, the intention will always be for local authority to support the school in its own investigations rather than take complete responsibility for them itself.

Complaints about the Co-Chairs of Governors, any individual governor or the whole governing body should be addressed to Julie Lawson (Trust GS - Clerks to the Governing Body) via the Headteacher's PA, Ms Maguire, through the school office or [info@salehighschool.org.uk](mailto:info@salehighschool.org.uk). Please mark any written correspondence as Private and Confidential.

If the complaint is about the headteacher or 1 member of the governing board (including the co-chairs or vice-chair), a suitably skilled and impartial governor will carry out the steps at stage 1 (set out in section 9 above).

If the complaint is:

- Jointly about the co-chairs and vice-chair
- The entire governing board
- The majority of the governing board

An independent investigator, possibly from the local authority, will carry out the steps in stage 1 (set out in section 9 above). They will be appointed by the governing board and will write a formal response at the end of their investigation.

### **How to escalate a complaint**

If the complainant wishes to proceed to the next stage of the procedure, they should inform Julie Lawson (Trust GS - Clerks to the Governing Body) in writing within 10 school days of receiving the written response. Requests received outside of this timeframe will only be considered in exceptional circumstances.

Complaints can be escalated by contacting the clerk to the governing board:

- By letter or email
- Over the phone
- In person
- Through a third party acting on behalf of the complainant

The clerk will need the details of the complaint as set out above, as well as details from the complainant on how they feel the previous stage of the procedure has not addressed their complaint sufficiently, and what they feel would resolve the complaint.

The clerk will acknowledge receipt of the request within 2 school days.

## **10.2 Stage 2: review panel**

If the complaint is about the headteacher or 1 member of the governing board (including the co-chairs or vice-chair), a committee of members of the governing board will hear the complaint. They will carry out the steps at stage 2 (set out in section 9 above).

If the complaint is:

- Jointly about the chair and vice-chair
- The entire governing board
- The majority of the governing board

A committee of independent governors will hear the complaint. They will be sourced from local schools or the local authority and will carry out the steps at stage 2 (set out in section 9 above).

## **11. Referring complaints on completion of the school's procedure**

If the complainant is unsatisfied with the outcome of the school's complaints procedure, they can refer their complaint to the DfE.

The DfE will not re-investigate the matter of the complaint. It will look at whether the school's complaints policy and any other relevant statutory policies that the school holds were adhered to. The DfE also looks at whether the school's statutory policies adhere to education legislation.

The DfE will intervene where a school has:

- Failed to act in line with its duties under education law
- Acted (or is proposing to act) unreasonably when exercising its functions

If the complaints procedure is found to not meet regulations, the school will be asked to correct its procedure accordingly.

For more information or to refer a complaint, see the following webpage:

[www.gov.uk/complain-about-school](http://www.gov.uk/complain-about-school)

We will include this information in the outcome letter to complainants.

## **12. Unreasonable and persistent complaints**

### **12.1 Unreasonable complaints**

Most complaints raised will be valid, and therefore we will treat them seriously. However, a complaint may become unreasonable if the person:

- Refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance

- Refuses to co-operate with the complaints investigation process
- Refuses to accept that certain issues are not within the scope of the complaints procedure
- Insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- Introduces trivial or irrelevant information that they expect to be taken into account and commented on
- Raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
- Makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- Changes the basis of the complaint as the investigation proceeds
- Repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- Refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed, including referral to the Department for Education
- Seeks an unrealistic outcome
- Makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with
- Uses threats to intimidate
- Uses abusive, offensive or discriminatory language or violence
- Knowingly provides falsified information
- Publishes unacceptable information on social media or other public forums

***Please note:** the above list is not intended to be exhaustive and is for guidance purposes only. It is at the discretion of the school what is deemed to be unreasonable.*

Complainants should try to limit their communication with the school while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached.

#### **Steps we will take**

We will take every reasonable step to address the complainant's comments and give them a clear statement of our position and their options. We will maintain our role as an objective arbiter throughout the process, including when we meet with individuals. We will follow our complaints procedure as normal (as outlined above) wherever possible.

Whenever possible, the headteacher or chair of governors will discuss any concerns with the complainant informally before applying an 'unreasonable' marking. If the behaviour continues, the headteacher will write to the complainant explaining that their behaviour is unreasonable, refer them to this policy and remind them to act in accordance with it.

For complainants who excessively contact the school causing a significant level of disruption, we may:

- Give the complainant a single point of contact via an email address

- Limit the number of times the complainant can make contact, such as a fixed number per term
- Ask the complainant to engage a third party to act on their behalf, such as [Citizens Advice](#)
- Put any other strategy in place as necessary

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from school premises and ensuring appropriate measures of support are provided to staff where they are the subject of aggression and/or violence.

### **12.2 Serial/persistent complaints**

If the complainant contacts the school again on the same issue, the correspondence may then be viewed as 'serial' or 'persistent'. We may stop responding to the complainant when the following conditions are met:

- We have taken every reasonable step to address the complainant's concerns
- The complainant has been given a clear statement of our position and their options
- The complainant contacts the school repeatedly, making substantially the same points each time

The case to stop responding is stronger if:

- The complainant's communications are often or always abusive or aggressive
- The complainant makes insulting personal comments about or threats towards staff
- We have reason to believe the individual is contacting the school with the intention of causing disruption or inconvenience

Where we decide to stop responding, we will inform the individual that we intend to do so. We will also explain that we will consider any new complaints they make provided the concerns raised are materially different to those raised previously and/or are unconnected to the previous concern

### **12.3 Duplicate complaints**

If we have resolved a complaint under this procedure and receive a duplicate complaint on the same subject from a partner, family member or other individual, we will assess whether there are aspects that we hadn't previously considered, or any new information we need to take into account.

If we are satisfied that there are no new aspects, we will:

- Tell the new complainant that we have already investigated and responded to this issue, and that the local process is complete
- Direct them to the DfE if they are dissatisfied with our original handling of the complaint

If a duplicate complaint is raised, which in the view of the school, warrants further consideration, the procedure outlined in section 8 or 9 (as appropriate) will be repeated.

### **12.4 Complaint campaigns**

Where the school receives a large volume of complaints about the same topic or subject, especially if these come from complainants unconnected with the school, the school may respond to these complaints by:

- Publishing a single response on the school website
- Sending a template response to all of the complainants

If complainants are not satisfied with the school's response, or wish to pursue the complaint further, the normal procedures will apply.

### **13. Record Keeping and Confidentiality**

Our school will record the progress of all complaints, including information about actions taken at all stages, the stage at which the complaint was resolved, and the final outcome. The records will also include copies of letters and emails, and notes relating to meetings and phone calls.

This material will be treated as confidential and stored securely, and will be viewed only by those involved in investigating the complaint or on the review panel.

This is except where the secretary of state (or someone acting on their behalf) or the complainant requests access to records of a complaint through a freedom of information (FOI) request or through a subject access request (SAR) under the terms of the Data Protection Act, or where the material must be made available during a school inspection.

Records of complaints will be kept securely, only for as long as necessary and in line with data protection law, our privacy notices and records retention policy.

The details of the complaint, including the names of individuals involved, will not be shared with the whole governing board in case a review panel needs to be organised at a later point.

Where the governing board is aware of the substance of the complaint before the review panel stage, the school will (where reasonably practicable) arrange for an independent panel to hear the complaint.

Complainants also have the right to request an independent panel if they believe there is likely to be bias in the proceedings. The decision to approve this request is made by the governing board, who will not unreasonably withhold consent.

### **14. Learning Lessons**

The governing board will review any underlying issues raised by complaints with the headteacher, where appropriate, and respecting confidentiality, to determine whether there are any improvements that the school can make to its procedures or practice to help prevent similar events in the future.

### **15. Monitoring Arrangements**

The governing board will monitor the effectiveness of the complaints procedure in making sure that complaints are handled properly. The governing board will track the number and nature of complaints, and review underlying issues as stated in section 14.

The complaints records are logged and managed by the Complaints Co-ordinator (Ms Maguire - Headteacher's PA).



This policy will be reviewed by the headteacher every 2 years.

At each review, the policy will be approved by the Business Committee.

## **16. Links with other policies**

Policies dealing with other forms of complaints include:

- Child protection and safeguarding policy and procedures
- Admissions policy
- Suspension and permanent exclusion policy
- Staff grievance procedures
- Staff disciplinary procedures
- Special educational needs policy and information report
- Privacy notices

This policy will be made available via the Headteacher's PA and on the website. It may be included within the information given to new parents when their children join the school.

All staff and members of the governing body will be made aware of the complaints procedure and the various stages involved. At all stages of the complaints procedure, everybody involved needs to be clear about what is happening and what their responsibilities are. In addition, the complainant should be told how to proceed to the next stage of the procedure if and when their complaint is not upheld.

## **Appendix 1 – Complaint Form**

*Please complete and return to Headteacher's Personal Assistant (complaints co-ordinator) who will acknowledge receipt and explain the action that will be taken.*

|  |  |
|--|--|
| Your name:   |  |
| Pupil's name (if relevant):  |  |
| Your relationship to the pupil (if relevant):  |  |
| Address:   |  |
| Postcode:  |  |
| Day time telephone number:   |  |
| Evening telephone number:  |  |
| <b>Please give details of your complaint.</b>  |  |
| <b>What action, if any, have you already taken to try and resolve your complaint.</b><br><br>(Who did you speak to and what was the response)? |  |

|   |  |
|---|--|
| What actions do you feel might resolve the problem at this stage?   |  |
| Are you attaching any paperwork? If so, please give details.  |  |
| Signature:<br><br>Date:   |  |
| <b>For Official use only</b><br><br>Date acknowledgement sent by<br><br>Complaint referred to<br><br>Complaint referred on (date<br><br>Complaint resolved at which stage<br><br>Complaint recorded in school records |  |

|  |  |
|--|--|
| Complaint referred to (staff member investigating)       |  |
| Date:  |  |
| Outcome: (to be completed by staff member investigating) |  |
| Resolved/unresolved – Please indicate                    |  |
| Further action:  |  |
| Signature<br><br>Date                                    |  |