



Complaints Procedure Policy

Agreed by Interim Executive Board June 2024
Review June 2026

At St Stephen's CE Primary School, our Christian values run through our school like a golden thread and enable our children to flourish and ASPIRE in life. Our Christian vision: *for with God, nothing is impossible* Luke 1 : 37, helps support and guide our whole school community in striving to beat our previous best endeavours.

Throughout the year re re-focus on a Christian Value in order to keep God in the centre of our lives. By linking these to key events within the Christian calendar our children will all take turns in leading key collective worships for our whole school community at St Stephen's Church once a year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thankfulness	Respect	Hope	Forgiveness	Love	Trust

ASPIRE Curriculum - Key Principles:

A whole school curriculum with high expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills,

Stimulating enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking

Placing nurturing, lifelong learning behaviours – resilience, risk taking, independence, perseverance, and pride in success - at the heart of our curriculum

Inclusivity and flexibility which allows us to cater for individual needs, abilities and interests

Revisiting key knowledge, skills and vocab, so pupils know more and remember more

Encompassing the Whole Child – developing their faith, values, spirituality, health and well-being, and understanding of the world we live in, their future role in our culturally diverse community and country where equality and tolerance is promoted

Luke 1:37 "For with GOD nothing shall be impossible"

#ASPIRE 

The key principles of our ASPIRE vision support our decision-making process at St Stephen's CE Primary School for the curriculum. With these principles in place, our children are able to know more and remember more across development of our broad and balanced curriculum.

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Statement of intent

St Stephen's aims to resolve all complaints at the earliest possible stage and is dedicated to continuing to provide the highest quality of education possible throughout the procedure.

The Complaints Procedures Policy has been created to deal with any complaint against a member of staff or the school as a whole, relating to any aspects of the school or the provision of facilities or services.

Any person, including a member of the public, is able to make a complaint about the provision of facilities or services that the school provides. This policy outlines the procedure that the complainant and school must follow.

Once a complaint has been made, it can be resolved or withdrawn at any stage.

The headteacher will be the first point of contact when following the complaints procedure.

Signed by:

Mr Lovgreen, Headteacher Date: June 2024

Mr Fish, Chair of Governors Date: June 2024

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

The Education Act 2002

The Data Protection Act 1998

The Freedom of Information Act 2000

The Immigration Act 2016

The Equality Act 2010

The General Data Protection Regulation (GDPR)

The Education (Pupil Information) (England) Regulations 2005

The School Information (England) (Amendment) Regulations 2016

This policy also has due regard to guidance including, but not limited to, the following:

DfE 'Best Practice Advice for School Complaints Procedures 2016' 2016

HM Government 'Code of practice on the English language requirement for public sector workers' 2016

Definition

For the purpose of this policy, a "complaint" can be defined as 'an expression of dissatisfaction' which can be regarding actions taken or a perceived lack of action.

Complaints can be resolved formally or informally dependent on the complainant's choice.

A concern can be defined as 'an expression of worry or doubt' for which reassurance is sought.

Any complaint or concern will be taken seriously, whether formally or informally, and the appropriate procedures shall be taken.

NB. For the purpose of this policy, "concerns" will be classed and addressed as complaints. Any further references to "complaints" will include "concerns".

Making a complaint

Who can make a complaint?

This complaints procedure is mainly aimed at parents or carers of children who are registered at the school, but it is not limited to them. Any member of the public may make a complaint to St Stephen's about any provision of facilities or services that the school provides.

Children who attend St Stephen's have their own complaints procedure drawn up using the Common Principles for a Child Friendly Complaints Process outlined by the Children's Commissioner.

Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), the school will use this complaints procedure.

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.’

It is in everyone’s interest that concerns and complaints are resolved at the earliest opportunity. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. St Stephen’s takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, the headteacher, will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, The headteacher 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. We understand however, that there are occasions when people would like to raise their concerns formally. In this case, St Stephen’s will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher or head teacher. If the issue remains unresolved, the next step is 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 during the actual procedure.

Complaints against school staff (except the head teacher) should be made in the first instance, to the head teacher via the school office. Please mark them as ‘private and confidential.’

Complaints that involve or are about the head teacher should be addressed to the chair of governors, via the school office. Please mark them as ‘private and confidential.’

Complaints about the chair of governors, any individual governor or the whole governing body should be addressed to the clerk to the governing body via the school office. Please mark them as ‘private and confidential.’

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office. You can also ask

third party organisations such as Citizens Advice to help you.

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.

Anonymous complaints

The school will not normally investigate anonymous complaints. However, the head teacher or chair of governors, if appropriate, will determine whether the complaint warrants an investigation.

Complaint campaigns

If we receive what we consider to be a large volume of complaints, all based on the same subject and possibly from complainants not connected to the school, then we will treat these complaints as being part of a campaign and respond in one of the following two ways, depending upon the nature and scale of the complaint:

- send the same response to all complainants; or
- publish a single response on the school's website

Timescales

Complainants 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 consider complaints made outside this time frame if exceptional circumstances apply.

Complaints received outside term time

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Complaints Procedure

Complaint, stage one

Formal complaints must be made to the head teacher (unless they are about the head teacher), via the school office. This may be done in person, in writing (preferably on the complaint form), or by telephone.

The head teacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 3 school days. Within this response, the head teacher will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see. The head teacher can consider whether a face-to-face meeting is the most appropriate way of doing this.

Note: The head teacher may delegate the investigation to another member of the school's senior leadership team but not the decision to be taken.

During the investigation, the head teacher (or 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.

At the conclusion of their investigation, the head teacher will provide a formal written response within school 10 days of the date of receipt of the complaint. If the head teacher is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions St Stephen's will take to resolve the complaint.

The head teacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of stage one. If the complaint is about the head teacher or a member of the governing body (including the Chair or vice-chair), a suitably skilled governor will be appointed to complete all the actions at stage one.

Complaints about the head teacher or member of the governing body must be made to the clerk, via the school office.

If the complaint is jointly about the chair and vice chair, or the entire governing body, or the majority of the governing body, stage one will be considered by an independent investigator appointed by the governing body or Manchester Diocese. At the conclusion of its investigation, the independent investigator will provide a formal written response.

Complaint, stage two

If the complainant is dissatisfied with the outcome at stage one and wishes to take the matter further, they can escalate the complaint to stage two – a meeting with members of the governing body's complaints committee, which will be formed of the first three, impartial, governors available. This is the final stage of the complaints procedure.

A request to escalate to stage two must be made to the clerk, via the school office, within 3 school days of receipt of the stage one response. The clerk will record the date the complaint is received and acknowledge receipt of the complaint in writing (either by letter or email) within 3 school days. Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within 15 school days of receipt of the stage two request. If this is not possible, the clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates without good reason, the clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

The complaints committee will consist of at least three governors with no prior involvement or knowledge of the complaint. Prior to the meeting, they will decide among themselves who will act as the chair of the complaints committee.

If there are fewer than three governors from St Stephen's available, the clerk will source any additional, independent governors through another local school or through their local authority's governor services team, in order to make up the committee. Alternatively, an entirely independent committee may be convened to hear the complaint at stage two.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making its decision it will be sensitive to the complainant's needs. If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend.

Representatives from the media are not permitted to attend.

At least 8 school days before the meeting, the clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least 5 school days before the meeting.

Any written material will be circulated to all parties at least 3 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 one of the procedure.

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. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented.

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 on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The chair of the committee will provide the complainant and with a full explanation of their decision and the reason(s) for it, in writing, within 10 school days. The letter to the complainant will include details of how to contact the DfE if they are dissatisfied with the way their complaint has been handled by St Stephen's.

Interviewing witnesses

When interviewing children in order to gather information regarding a complaint, the interview should be conducted in the presence of another member of staff or, in the case of serious complaints, e.g., where the possibility of criminal investigation exists, in the presence of their parents.

The school will ensure that the conduction of interviews does not prejudice an LA designated officer's (LADO), or police, investigation.

The school understands the importance of ensuring a friendly and relaxed area which is free from intimidation.

All children interviewed will be made fully aware of what the interview concerns and their right to have someone with them.

Staff are allowed a colleague to support them at their interview. The colleague must not be anyone likely to be interviewed themselves, including their line manager.

The interviewer will not express opinions in words or attitude, so as to not influence the interviewee.

The interviewee will sign a copy of the transcription of the interview.

Recording a complaint

A record shall be kept of any complaint made, whether via phone, in person or in writing, detailing the main issues raised, ready to discuss at a later date.

The school holds the right to use recording devices, where appropriate, to ensure all parties involved are able to review the discussions at a later date.

Where there are communication difficulties or disabilities, the school may provide recording devices to ensure the complainant is able to access and review the discussions at a later point.

Details of any complaint made shall not be shared with the entire governing board unless completely necessary, in case an independent panel is needed to hear the complaint.

The progress and the final outcome of a complaint will be recorded and kept up-to-date by the headteacher.

The school will hold all records of complaints centrally.

Complainants have a right to access copies of these records under the Data Protection Act 1998, the GDPR and the Freedom of Information Act 2000.

Complaints not covered by this procedure

Complaints regarding the following topics should be directed to the LA:

Statutory assessments of SEND

School re-organisation proposals

Matters which may require a child protection investigation

Admissions to schools

Complaints concerning admissions will be directed to the appropriate admissions authority.

Complaints about children being excluded from the school should be dealt with by following the process explained at:

www.gov.uk/school-disciplineexclusions/exclusions

The school has an internal whistleblowing procedure for all employees and voluntary staff. Complaints of this nature should not be addressed using this complaints procedure. These concerns can be directed to Ofsted by telephone on: 0300 123 3155 or via email at: whistleblowing@ofsted.gov.uk

Staff grievances and disciplinary procedures will be dealt with using the school's internal grievance procedure. In these cases, complainants will not be informed of the outcome of any investigations.

This complaints procedure is not to be used when addressing any complaints made about services provided by a third party who may use the school premises or facilities. All complaints concerning this should be directed to the service provider.

Exceptional circumstances

If the complaint suggests that a child has been at risk of significant harm through violence, emotional abuse, sexual harassment or neglect, it may be referred without further notice to Children's Social Care and/or to the LA.

If a social services authority decides to investigate a situation, the headteacher or governing board may postpone the complaints procedure.

Where a matter can be resolved through a legal appeal, it will not be considered as a formal complaint. The key areas are: admissions decisions, certain decisions relating to formal assessment of SEND, and decisions to permanently exclude a child.

Availability

A copy of this Complaints Procedures Policy will be published on the school website in accordance with the School Information (England) (Amendment) Regulations 2016.

Reviewing the procedure

The complaints procedure will be reviewed every two years, taking into account the latest guidance issued by the DfE.

Responsibility for reviewing the procedure belongs to the headteacher.

All projected review dates will be adhered to.

Information gathered through reviewing the complaints procedure will be used to continuously improve and develop the process.

The monitoring and reviewing of complaints will be used to help evaluate the school's performance.

Complainants should limit the numbers of communications with a school while a 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.

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 and asking them to change it. For complainants who excessively contact the school causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will usually be reviewed after six months.

In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include banning an individual from the premises.

Roles and responsibilities

The complainant will:

Co-operate with the school in seeking a solution to the complaint.
Express the complaint and their concerns in full at the earliest possible opportunity.
Promptly respond to any requests for information or meetings.
Ask for assistance as needed.
Treat any person(s) involved in the complaint with respect.

The school will:

Ensure that all parties involved in the complaint are fully updated throughout each stage of the procedure.
Guarantee that all parties involved in the procedure are aware of any relevant legislation, including the Equality Act 2010, Data Protection Act 1998, GDPR and Freedom of Information Act 2000.
Keep up-to-date records throughout the procedure.
Liaise with all parties involved to ensure the complaints procedure runs smoothly, including the headteacher, clerk and chair of governors.
Be aware of issues in regard to sharing third party information.
Understand the complainant's need for additional support, including interpretation support, and will be aware of any issues concerning this.

The investigator is involved in stages one and two of the procedure. Their role includes:

Providing a sensitive and thorough interviewing process of the complainant in order to establish what has happened and who is involved.
Considering all records, evidence and relevant information provided.
Interviewing all parties that are involved in the complaint, including staff and children.
Analysing all information in a comprehensive and fair manner.
Liaising with the complainant and school to clarify an appropriate resolution to the problem.
Identifying and recommending solutions and courses of actions to take.
Being mindful of timescales and ensuring all parties involved are aware of these timescales.
Responding to the complainant in a clear and understandable manner.

The panel chair will:

Ensure that the meeting is minuted.
Explain the remit of the panel to the complainant.
Ensure that all issues are addressed and that outcomes are reached based on facts and evidence.
Help to put at ease and console individuals involved who are not used to speaking at such hearings, particularly any children involved.
Conduct the hearing in an informal manner, ensuring that everyone is treated with respect and courtesy.
Ensure that the room's layout and setting is informal and non-adversarial, yet still sets the appropriate tone.

Confirm that no member of the panel has previously been involved in the earlier stages of the procedure or has an external interest in the outcome of the proceedings.

Give both the complainant and the school the opportunity to state their case and seek clarity without undue interruption.

Provide copies of any written material or evidence to everyone in attendance of the meeting, ensuring that everyone has seen the necessary material.

Organise a short adjournment of the hearing if required.

Continuously liaise with the clerk and school representative to ensure the procedure runs smoothly.

Help to provide the support necessary where the complainant is a child.

All panel members will be aware that:

The review panel hearing is independent and impartial.

No individual with prior involvement in the complaint, or the circumstances surrounding it, is permitted to sit on the panel.

The aim of the panel is to achieve a reasonable resolution and, ultimately, attain reconciliation between the parties involved.

Reconciliation between the school and complainant is not always achievable, and that it may only be possible to establish facts and make recommendations to reassure the complainant that their case has been taken seriously.

The panel can:

- Dismiss or uphold the complaint, in whole or in part.
- Decide on appropriate action to be taken.
- Recommend changes that the school can make to prevent reoccurrence of the problem.

Complainants may feel nervous or inhibited in a formal setting and, therefore, the proceedings should be as welcoming as possible.

When a child is present at the hearing, extra care needs to be taken to ensure that the child does not feel intimidated, as well as ensuring the child's view is represented equally.

The panel clerk will:

Continuously liaise with the school.

Record the proceedings.

Set the date, time and venue of all hearings, ensuring that this is appropriate, convenient and accessible to all parties involved.

Collate all written material or evidence involved and send it to the parties involved in timely advance of the hearing.

Greet all parties as they arrive at the hearing.

Ensure that the minutes of the panel hearing are circulated.

Notify the relevant parties of the panel's decision and any other actions to be taken.

Serial and persistent complainants

The school will act in a manner they believe to be appropriate when dealing with an individual who consistently makes the same complaints or who continuously asks the school to reconsider their position.

If a complainant attempts to re-open an issue which has previously fully completed the complaints procedure, the chair of the governing board will inform the complainant that the matter is now closed.

If the complainant contacts the school regarding the same issue again, the complaint may be classed as 'serial' or 'persistent' and the school does not have an obligation to respond.

The school must ensure that a complaint is not classed as 'serial' before they have fully completed the complaints procedure.

The school will not take the decision to stop responding to an individual lightly.

The school will ensure that:

We have previously taken every reasonable step to address the problem.

We have provided the complainant with a statement of our position.

The complainant is contacting the school repeatedly with the same complaint.

If the school believes that the complainant is continuously contacting the school to cause disruption or inconvenience, or if the complainant is being abusive or threatening, the school has the right to not respond to the correspondent.

Once the school decides to no longer respond to a complainant, the individual will be informed of this decision in writing.

If the school finds it difficult to deal with a complainant due to their unreasonable behaviour, then their complaint can be directed to the LA.

The complainant has the right to a third-party representative, such as the Citizens' Advice Bureau, throughout the complaint's procedure.

Any new complaint made by a 'serial' complainant will be responded to.

Complainants hold the right to refer their complaint to their local MP. This would not make the individual a 'serial' or 'persistent' complainant.

The school will not deny any individual access to information that they have a right to under The Education (Pupil Information) (England) Regulations 2005.

Barring from the premises

School premises are private property and therefore any individual can be barred from entering the premises.

If a parent's behaviour is cause for concern, a school can ask the individual to leave the premises.

The school will notify the parties involved via writing, explaining that their implied licence for access to the premises has been temporarily revoked subject to any representations that the individual may wish to make.

The individual involved will be given the opportunity to formally express their views regarding the decision to bar them.

This decision to bar will be reviewed, taking into account any discussions following the incident.

If the decision is made to continue the bar, the individual will be contacted in writing, informing them of how long the bar will be in place.

Anyone wishing to make a complaint regarding a barring order can do so in writing, including email, to the headteacher or chair of governors.

Once the school's complaints procedure is completed, the only remaining avenue of appeal is through the Courts.

Standard of fluency complaints

As members of a public authority, all staff are subject to the fluency duty imposed by the Immigration Act 2016, which requires staff members to have an appropriate level of fluency in English in order to teach pupils.

The school is free to determine the level of spoken communication necessary in order for staff members to develop effective performance, but it will be matched to the demands of the role in question.

The school will be satisfied that an individual has the necessary level of fluency appropriate for the role they will be undertaking, whether this is an existing or potential new member of staff.

If a member of the school community feels that a staff member has insufficient proficiency in spoken English for the performance of their role, they are required to follow the complaints procedure outlined in section 5 of this policy.

For the purpose of this policy, a "legitimate complaint" is one which is about the standard of spoken English of a member of staff; complaints regarding an individual's accent, dialect, manner or tone of communication are not considered legitimate complaints.

All legitimate complaints regarding the fluency duty will be handled in line with the processes outlined in this policy.

In addition to the processes outlined in this policy, the school will assess the merits of a legitimate complaint against the necessary standard of spoken English fluency required for the role in question.

To assess the merits, the school will undertake an objective assessment against clear criteria set out in the role specification or, against the level of fluency descriptors relevant to the role in question.

If the complaint is upheld, the school will consider what action is necessary to meet the fluency duty; this may include:

- Specific training
- Specific re-training
- Assessment
- Re-deployment
- Dismissal

Appropriate support will be provided to staff to ensure that they are protected from vexatious complains and are not subjected to unnecessary fluency testing.

Records of complaints regarding fluency will be kept in accordance with the processes outlined in section 7 of this policy.

Role of the school complaints unit (SCU)

If a complainant remains dissatisfied once the complaint procedure has been completed, they have the right to refer their complaint to the Secretary of State.

The Secretary of State will only intervene when they believe that the governing board has acted unlawfully or unreasonably.

The SCU will not overturn a school's decision about a complaint except in exceptional circumstances, such as the school acting unlawfully.

When making a final decision about a complaint, the school reserves the right to seek advice from the SCU on whether they are acting reasonably and lawfully; however, they will not be able to advise on how to resolve the complaint.

Policy for Unreasonable Complainants

St Stephen's is committed to dealing with all complaints fairly and impartially, and to providing a high-quality service to those who complain. We will not normally limit the contact complainants have with the school; however, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

The school defines unreasonable complainants as 'those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people's complaints'.

A complaint may be regarded as unreasonable when the person making the complaint:

- 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 while still wishing their complaint to be resolved.
- Refuses to accept that certain issues are not within the scope of a complaint's procedure.
- Insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice.
- Introduces trivial or irrelevant information which the complainant expects to be taken into account and commented on, or 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 complaints procedure has been fully and properly implemented and completed including referral to the DfE.
- Seeks an unrealistic outcome.
- Makes excessive demands on school time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with.

A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or in writing or electronically:

Maliciously; aggressively using threats, intimidation or violence; using abusive, offensive or discriminatory language; knowing it to be false; using falsified information; or by publishing unacceptable information in a variety of media such as in social media websites and newspapers

Complaints Procedure Form for Stage 1

If you have tried unsuccessfully to resolve your complaint and wish to take the matter further, please complete this form and send it to the headteacher. (If your complaint is against the headteacher, you will need to send the form to the chair of the governing board.)

Name:

Address:

Pupil's name:

Email:

Contact telephone number:

When did you discuss your concern/complaint with the appropriate member of staff?

What is your complaint concerning?

What was the result of the discussion?

What action would you like the headteacher to take?

Signed:

Date:

Complaints Procedure Form for Stage 2

If you have tried unsuccessfully to resolve your complaint at stage 1 and wish to have your complaint reviewed by a panel please complete this form and send into school addressed to the Clerk of Governors.

Name:

Address:

Pupil's name:

Email:

Contact telephone number:

What is your complaint concerning?

What was the result of the stage 1 investigation?

Why have you decided to proceed to stage 2 of the complaints process?

What is the outcome that you are seeking?

Signed:

Date:

Example Letter to Complainant for a Stage Two Complaint

An example of a letter that the chair of the governing board may send to the complainant, upon receipt of a complaint at stage two:

Dear addressee's name,

Thank you for your letter dated date setting out the reasons why you are not satisfied with the

headteacher's response to your complaint about details of the complaint.

I am writing to let you know that I will be arranging for a complaints appeal panel (CAP) to consider your complaint, in accordance with our school's complaints procedure.

As explained in the procedure, the chair of the CAP will advise, in writing, how the CAP intends to consider your complaint.

Yours sincerely,

Chair of the governing board

Example Letter for Complaints Against the Headteacher:

Dear addressee's name,

I have received your complaint against the headteacher of St Stephen's.

I write to let you know that I have forwarded a copy of your complaint to the headteacher, with a request that they respond to the issues raised in the complaint within 10 school days.

A copy of the headteacher's response will be sent to you as soon as possible.

If you are not satisfied with the headteacher's response, I will arrange for a complaint's appeal panel (CAP) to consider your complaint in accordance with stage two of the attached complaints procedure.

As explained in the procedure, the chair of the CAP will advise you, in writing, how the complaint will proceed.

Yours sincerely,

Chair of the governing board