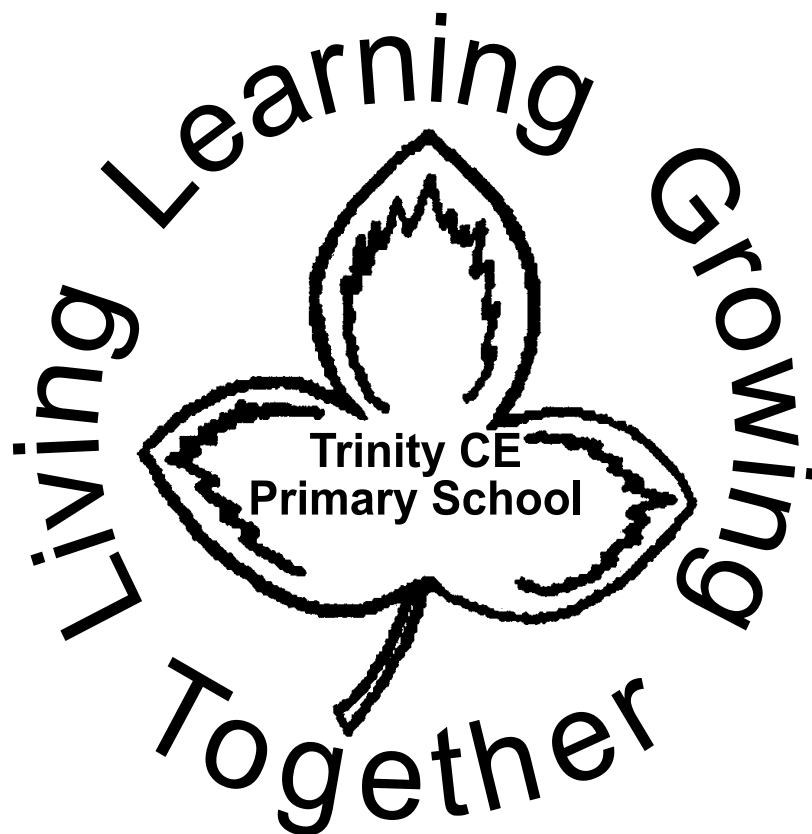


Complaints Policy

Trinity CE Primary School



Complaints Policy

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Signed: _____ **Date:** _____
Chairperson of the Full Governing Body

Complaints Policy

Trinity CE Primary School

Living Learning and Growing Together

Complaints Policy & Procedure for Parents and Carers

This policy reflects the school's ethos and vision statements, both of which can be found on the school website.

INTRODUCTION

Trinity CE VC Primary School aims to work in partnership with parents / carers in the best interests of the children. Any complaint will be given careful consideration and will be dealt with fairly and honestly.

We will provide sufficient opportunity for any complaint to be fully discussed, and aim to resolve it through open dialogue and mutual understanding.

ACTIONS BEFORE MAKING A COMPLAINT

Our complaints procedure is not intended to replace the normal informal discussions which take place between parents / carers, staff and the Headteacher on problems and concerns as they arise. Most issues can be resolved through this dialogue.

These concerns might include such matters as your child's work or progress, relations with staff, relations with other pupils including bullying, or your child's personal welfare.

The first point of contact regarding concerns should always be the class teacher. Appointments to see the class teacher can be made for before or after school and should be made via the office. Please bear in mind though that teachers require time immediately before school to prepare for the day, and may have involvement with clubs or staff meetings after school, so may not always be available at short notice.

When meeting with the class teacher to raise your concerns, please be patient, the class teacher may need time to perform an investigation or put corrective measures in place and then determine their effectiveness. This informal stage may require several meetings to reach a conclusion satisfactory to all parties. Discuss desired actions for the school and complainant, timescales, and further meetings during your appointment.

If a complainant feels that a concern has not been solved through discussions with the class teacher, or that it is of a sufficiently serious nature, then an appointment to discuss it with the Headteacher should be made. The complainant should indicate that the appointment is regarding a complaint.

If the complaint is about the actions of the Headteacher, then the initial approach should be made in writing to the Chair of Governors via the school.

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REFERRAL OF COMPLAINTS

The majority of formal complaints against the school will fall within the remit of the Governing Body to consider. However, there are certain exceptions as listed below, for which there are separate (statutory) procedures.

- Admission to the school
- Statutory Assessment of special educational needs
- Exclusion of pupils from the school
- Child protection related issues or allegations of child abuse
- Whistleblowing
- Staff grievances and disciplinary procedures
- Complaints about services provided by other providers who use school premises or facilities

Guidance for who to contact for these categories of complaint is given at the end of the school policy in Appendix 2.

GENERAL PRINCIPLES REGARDING A COMPLAINT

The following principles will apply to any complaint

- The complaint will be handled with care and sensitivity.
- All stages of the complaints procedure will be investigatory rather than adversarial
- Confidentiality will be respected at all times
- Responses to any complaint will be prompt (timescales are detailed below)
- The Complainant will be given adequate feedback and kept informed of timescales
- The Complainant will be kept informed of the options to appeal during the process
- Any investigation will be thorough and fair
- Any investigation will address all the points at issue
- Any Abuse against a child will be immediately reported to South Glos Council, see Safeguarding Policy

If any Governor is contacted directly by a complainant regarding a complaint, then that Governor will refer the complainant to this complaints procedure. Individual Governors cannot act

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unilaterally by investigating a complaint or making any prior judgement about it. The Governor can only refer the complainant to the class teacher, the Headteacher or the Chair of Governors as appropriate.

If at any stage of a complaint it becomes apparent that the complainant is seeking some sort of financial compensation, then any investigation will be halted whilst advice is sought from the Local Authority Risk and Insurance Manager.

If an anonymous complaint is received, or the Complainant requests anonymity, then the Complainant will be urged to identify themselves in the interests of fairness and of dealing effectively with the complaint. However, if the anonymous complaint is of a sufficiently serious nature then the Headteacher or Chair of Governors will decide whether action is appropriate. If an anonymous complaint raises child protection issues, then the complaint will be referred immediately to the Local Authority.

The complainant should not attempt to bypass steps in the complaints procedure. Escalation to the Local Authority or Secretary of State levels before the formal school procedures have been exhausted will result in the complainant being referred back to the school's procedure by those bodies.

STAGE 1 (INFORMAL) - SCHOOL LEVEL

a) Complaint handled by the Headteacher

If a complainant feels that a concern has not been solved through discussion with the class teacher, or that it is of a sufficiently serious nature, then an appointment to discuss it with the Headteacher should be made. The complainant should indicate that the appointment is regarding a complaint.

If the Headteacher cannot resolve the complaint at the initial meeting, then the school may carry out an investigation of the complaint. It will be the Headteacher's responsibility to decide who should conduct the investigation. This may be the Headteacher or may be a member of the Senior Leadership Team, especially if there is the likelihood of a personnel issue emerging from the investigation.

The investigation will be completed within **10 pupil attending school days** and a follow on meeting held with the complainant to discuss the results of the investigation. Further meetings may be held as required if both parties agree that the concern may be resolved by subsequent meetings, whilst still at the informal level.

The Headteacher will make written notes of any informal complaint. The notes will include details of the complaint, how it was dealt with, by whom and the outcome. In the event of the complaint proceeding to the formal stage, these notes will be made available to the Complaints Panel.

If discussions between the Headteacher and the complainant prove fruitless, and the issue cannot be resolved to the complainant's satisfaction, then the Headteacher will advise the complainant

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that they may make a formal complaint to the Governing Body, by putting the complaint in writing (using the Complaints Form) to the Chair of Governors **within 20 school days**.

b) Complaint about the Headteacher

The above procedures apply if the complaint is about the Headteacher, but the informal investigation will be undertaken by the Chair of Governors or their nominee, unless the Chair decides it is necessary to move straight to Stage 2.

STAGE 2 (FORMAL) – GOVERNING BODY

When the Chair of Governors has received a formal complaint, a panel of two or three Governors will be convened to hear the complaint, and make a decision about it on behalf of the Governing Body. The Governors appointed to the panel will have had no previous involvement in the complaint.

The primary function of the Complaints Panel is to decide on the merits or otherwise of the complaint. However, the panel will also play an important role in attempting to resolve the complaint. The panel will reach a decision on whether the complaint is upheld or rejected and may call for certain action to be taken by the school or the complainant.

The Complaints Panel will invite written evidence from all parties to the complaint. Any written evidence will be circulated to all parties prior to any meetings. The Complaints Panel will then meet with all parties to the complaint, formally and separately. Each party may be accompanied by a friend who can speak on their behalf if necessary. All parties will be given a fair opportunity to express their point. The procedure for each meeting will be as follows:

- Introductions will be performed by the Chair of the Complaints Panel,
- The Complainant makes a statement of their complaint and the outcome sought,
- The panel will question the Complainant,
- The school representative to outline the school position,
- The panel will question the school representative,
- The Complainant may make a final statement.

The meetings will be minuted. Care will be taken in identifying a clerk. It may be appropriate for a member of staff such as the school secretary to act as clerk, although consideration will be given to the sensitivity of the particular complaint. To be agreed by both parties.

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The decision reached by the panel will be notified in writing to the complainant and any subject(s) of the complaint. It will also be reported back to the next meeting of the full governing body (only if complaint resolved as may prejudice STAGE 3). Only a brief summary to the full governing body will be provided, with no detailed or named information. This will ensure that any further actions will not be jeopardised.

Written replies to complainants will aim to answer all the points of concern, be factually correct, avoid jargon, and tell the complainant what to do next if they are still not satisfied. It may be appropriate for the nominated complaints governor to telephone the Complainant regarding the outcome. However, this will always be followed up with a letter to make sure there is no misunderstanding.

When a formal complaint is received by the Chair of Governors a letter of acknowledgement and a request for written evidence will be sent to the complainant **within 10 school days**. All other parties to the complaint will receive a letter outlining the complaint and requesting written evidence. The letters will detail the Governors involved in the Complaints Panel and the nominated Chair. Any written evidence should be sent to the nominated Chair of the Complaints Panel. The panel will convene the complaints meetings as soon as is practically possible after the receipt of all written evidence, at mutually acceptable times. Following the conclusion of the complaints meetings with all parties, the panel will provide a written response to the complaint within **10 school days**.

N.B - School holidays are an example of when it could be difficult to fulfil the actions within the stated times, especially if a complaint is delivered but not received such as a letter which if delivered after the school has broken up, may not be opened until the start of the next term. Where it is not possible to respond to a complaint within the stated timescales, the complainant will be contacted immediately by phone/email/text or in person and informed in writing of the reason for the delay and given an anticipated response date, again within a fair and reasonable timescale.

STAGE 3 (FORMAL) – APPEAL TO GOVERNING BODY

If the complainant is not satisfied that the Complaints Panel has followed the complaints procedure correctly (not the outcome) then they may appeal in writing to the Chair of Governors (using the Appeal Form). In this instance a new panel of two or three Governors will be convened who have no knowledge of the complaint.

The appeals panel will broadly follow the procedure outlined in stage 2 above. If, following the appeal, the Complainant is still dissatisfied that the complaints procedure has not been followed correctly (not the outcome) they may appeal to the Local Authority.

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APPEAL TO THE LOCAL AUTHORITY

Where a complainant approaches the Local Authority with a complaint about the school, they will be advised to first contact the school and to follow the school's complaints procedure.

If the complainant is not satisfied by the school's procedures, or they consider that the Governing Body has acted unreasonably, or not dealt with their case fairly and according to the published complaints policy then they may complain in writing to the Local Authority.

APPEAL TO THE SECRETARY OF STATE

A complaint may be made to the Secretary of State for Education if a person believes that a Governing Body or Local Authority is acting "unreasonably", has not followed the complaints procedure correctly (not the outcome) or is failing to carry out its statutory duties properly. However, intervention can only occur if the Governing Body has failed to carry out a legal duty or has acted unreasonably in the performance of a duty. Intervention would have to be expedient in the sense that there would have to be something that the Secretary of State could instruct either party to do to put matters right. The Secretary of State must be satisfied that a decision is unreasonable in the sense that no reasonable authority or governing body, acting with due regard to its statutory responsibilities, would have reached that decision. The Secretary of State cannot do anything until the school has finished looking into the complaint.

Further information can be obtained from the Schools Complaints Unit (SCU) which considers complaints on behalf of the Secretary of State. Contact the SCU by calling 0370 000 2288 or go online at <https://www.gov.uk/complain-about-school>

MONITORING AND REVIEW

The Governing Body will review this complaints policy on a regular basis. The Headteacher will log all formal complaints received by the school and will record how they were resolved.

Governors will examine the complaints log on an annual basis and will consider the need for any changes to the procedure.

STAFF DISCIPLINARY PROCEDURES

It may be necessary to suspend the complaints procedure in respect of a complaint which indicates that there may be a need for disciplinary action to be taken against a member of staff. The decision to suspend the complaints procedure will be taken when it has been established that there may be a case to answer. In this instance the advice of the Local Authorities Head of Schools Personnel will be sought.

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The complainant will be notified that the complaints procedure has been suspended and the likely timescale for its reactivation. The resolution of the complaint will be notified to the complainant at the conclusion of any disciplinary proceedings. However, the details of any disciplinary proceedings will not be released to the complainant.

SCHOOL POLICY REGARDING HARRASSMENT OR ABUSIVE BEHAVIOUR

The Headteacher and Governing Body are fully committed to the improvement of our school. We welcome feedback from parents / carers and will always try to resolve any concerns as quickly as possible.

Sometimes, however, complainant pursuing complaints or other issues may treat staff and other people in a way that is unacceptable. Whilst we recognise that some complaints may relate to serious and distressing incidents, we will not accept threatening or harassing behaviour towards any members of the school community.

Unreasonable behaviour may include:

- Actions which are out of proportion to the nature of the complaint, persistent – even when the complaints procedure has been exhausted, personally harassing, or unjustifiably repetitious
- An insistence on pursuing unjustified complaints and / or unrealistic outcomes to justified complaints
- An insistence on pursuing justifiable complaints in an unreasonable manner e.g. using abusive or threatening language; or making complaints in public; or refusing to attend appointments to discuss the complaint.

We regard harassment as the unreasonable pursuit of issues or complaints, particularly, but not limited to, if the matter appears to be pursued in a way intended to cause personal distress rather than to seek a resolution.

Behaviour may fall within the scope of this policy if:

- It appears to be deliberately targeted at one or more members of school staff or others, without good cause;
- The way in which a complaint or other issues is pursued (as opposed to the complaint itself) causes undue distress to school staff or others;
- It has a significant and disproportionately adverse effect on the school community.

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

- Treat all members of the school community with courtesy and respect;

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- 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.

In cases of unreasonably persistent complaints or harassment, the school may take some or all of the following steps, as appropriate:

- Inform the complainant informally that his/her behaviour is now considered by the school to be unreasonable or unacceptable, and request a changed approach
- Inform the complainant in writing that the school considers his/her behaviour to be unreasonable or unacceptable, and request a changed approach
- Require all future meetings with a member of staff to be conducted with a second person present. In the interests of all parties, notes of these meetings may be taken
- Inform the complainant that, except in emergencies, the school will respond only to written communication and that these may be required to be channelled through the Local Authority

The governing body will not tolerate **any** form of physical or verbal aggression against members of the school community. If there is evidence of any such aggression the school may:

- Ban the individual from entering the school site, with immediate effect
- Request an Anti-Social Behaviour Order (ASBO) or equivalent
- Prosecute under Anti-Harassment legislation
- Call the police to remove the individual from the premises, under powers provided by the Education Act 1996

Legitimate new complaints will always be considered, even if the person making them is (or has been) subject to action relating to harassment or abusive behaviour. The school nevertheless reserves the right not to respond to communications from an individual subject to the policy.

VEXATIOUS COMPLAINTS

South Gloucestershire Council Policy states: "A complaint may become vexatious when it has been properly considered and dealt with, but the complainant is not prepared to accept the conclusion or persists in making the same or substantially the same complaint. Continuing with such complaints can unreasonably take up time and resources and detract from the responsibility to

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others in the school community. If the Chair of Governors judges that a complaint has become vexatious, advice will be sought from the relevant officer in the Education Service.

PUBLICISING THE PROCEDURE

There is a legal requirement for the Complaints Procedure to be publicised. The Governing Body has decided to fulfil this requirement by including the policy on the school website.

The Complaints Procedure and any associated forms will be readily available to parents and carers.

NOTES

This complaints policy has been compiled using South Gloucestershire Council guidance on the writing of a school's complaints policy and procedure and DfE Best Practice Advice for School Complaints Procedures 2016.

The following hyperlink to the South Glos Council web site provides additional information and guidance for complainants considering a complaint.

<http://www.southglos.gov.uk/education-and-learning/schools-and-education/school-complaints/>

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Appendix 2 – Complaints not covered by this policy

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Appendix 4 – Trinity CE VC Primary School Complaint Form

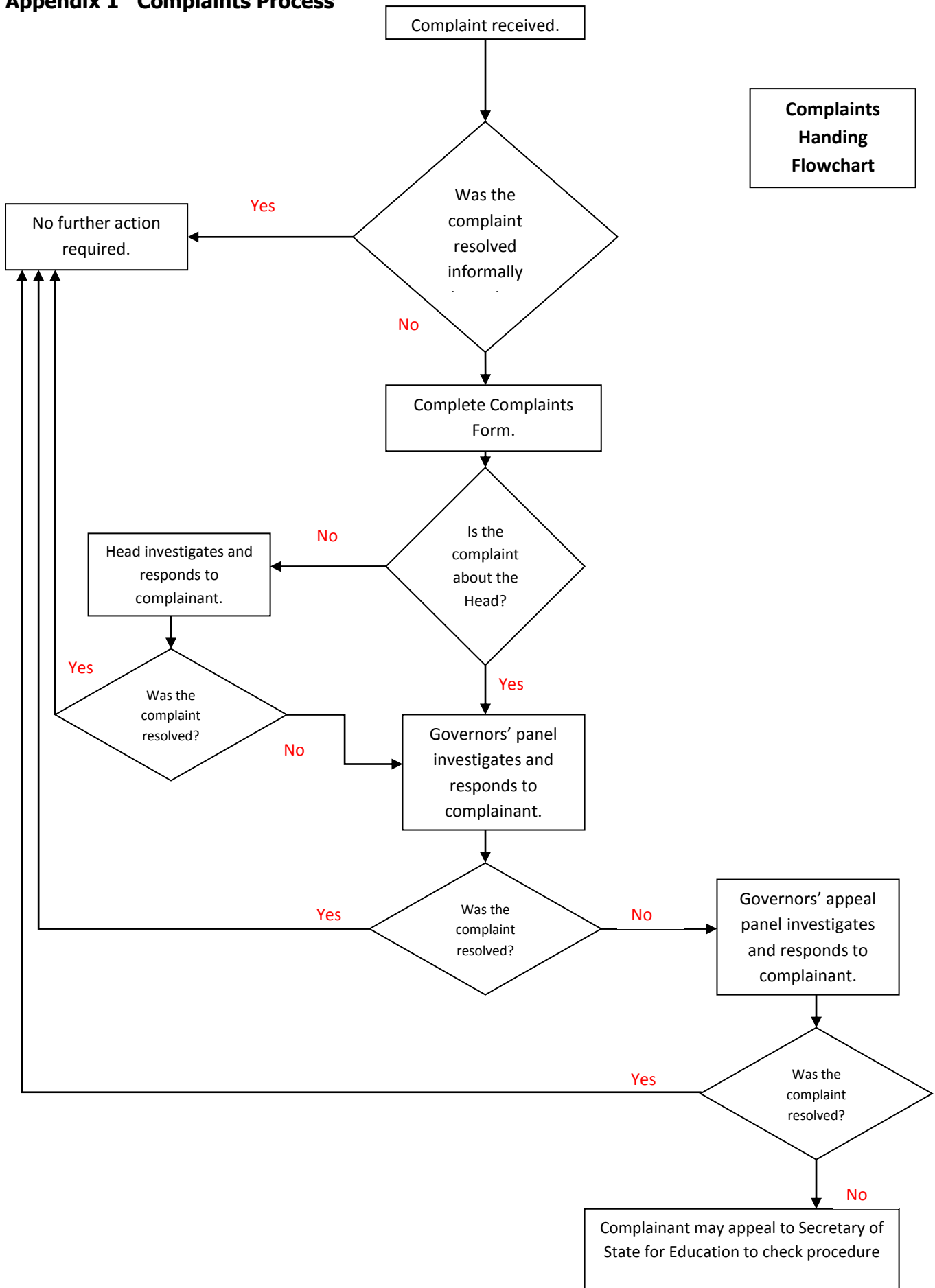
Appendix 5 – Trinity CE VC Primary School, Complaint Review Request

Appendix 6 – Investigation Procedure

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Appendix 1 Complaints Process

Complaints
Handling
Flowchart



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Appendix 2

Complaints not covered by this Policy

Separate procedures apply to complaints about admission to school; the statutory assessment of a child's special educational needs; the exclusion of pupils from school; school transport, concerns or allegations against staff or volunteers; or child protection. The following is a brief guide.

Admission and Transport to school

Complaints about any aspect of the Admissions and Transport Service, should be made following the South Gloucestershire Council Complaints Procedure which is available on the South Gloucestershire Website.

Assessment of Special Educational Needs (SEN)

Complaints about any aspect of the SEN Service, should be made following the South Gloucestershire Council Complaints Procedure which is available on the South Gloucestershire Website.

If the Local Authority has refused to carry out a Statutory Assessment of a child's SEN or the parents disagree with their child's proposed statement of SEN, they should first ask for a meeting with a Local Authority Officer. If they are not satisfied, they are entitled to ask for a formal Disagreement Resolution process.

Exclusions from school

Subject to certain conditions, the governing body has a duty to consider parents' representations about an exclusion. They may delegate their responsibility to a designated sub-committee of at least three members.

Child Protection

ANY concerns about possible child abuse should not be dealt with as a complaint but MUST be reported to Access and Response Teams (ART) on 01454 86 6000 or email: accessandresponse@southglos.gov.uk . If it is out of office hours then concerns should be raised with the Emergency Duty Team on 01454 615165 or the Police on 999.

Whistleblowing

Subject to certain conditions, the governing body has a duty to consider parents' representations about an exclusion. They may delegate their responsibility to a designated sub-committee of at least three members.

Staff Grievances and Disciplinary Procedures

This is covered by the school's internal procedures.

Complaints about services provided by other providers who may use school premises or facilities

Providers should have their own complaints procedure. They should be contacted direct.

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Appendix 3 Parent Concern (Stage 1 – Informal – optional form)

To be completed by a school professional during meeting.

Parent / Adult Name:

Pupil's name [if relevant to your concern]:

Daytime telephone number:

Evening telephone number:

Email:

Concern Details [including dates, names of witnesses etc...], to allow the matter to be fully investigated:

Continue on separate paper, or attach additional documents, if you required.

Number of Additional pages attached =

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What actions have already been taken in relation to the concern?

[Who have they spoken or written to and what was the outcome?]

Agreed actions to address the problem at this stage?

Follow Up / Review Meeting Date:-

Signature:	
Date:	

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Appendix 4

Trinity CE VC Primary School Complaint Form

Please complete this form and return it to the Head Teacher (or Clerk to the governing body), who will acknowledge its receipt and inform you of the next stage in the procedure.

Your name:

Relationship with school [e.g. parent of a pupil on the schools roll]:

Pupil's name [if relevant to your complaint]:

Your Address:

Daytime telephone number:

Evening telephone number:

Email:

Please give concise details of your complaint, [including dates, names of witnesses etc...], to allow the matter to be fully investigated:

You may continue on separate paper, or attach additional documents, if you wish.

Number of Additional pages attached =

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What action, if any, have you already taken to try to resolve your complaint? [i.e. who have you spoken with or written to and what was the outcome?]

What actions do you feel might resolve the problem at this stage?

Signature:

Date:

School use:

Date Form received:

Received by:

Date acknowledgement sent:

Acknowledgement sent by:

Complaint referred to:			
Date:			

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Appendix 5

Trinity CE VC Primary School Complaint Review Request Form

Please complete this form and return it to the Head Teacher or Clerk to the governing body, who will acknowledge its receipt and inform you of the next stage in the procedure.

Your name:

Your Address:

Email:

Daytime telephone number:

Evening telephone number:

Dear Sir

I submitted a formal complaint to the school on and am dissatisfied by the procedure that has been followed.

My complaint was submitted to and I received a response from.....
on

I have attached copies of my formal complaint and of the response[s] from the school. I am dissatisfied with the way in which the procedure was carried out, because:

You may continue on separate paper, or attach additional documents, if you wish.

Number of Additional pages attached =

What actions do you feel might resolve the problem at this stage?

Signature:

Date:

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School use

Date Form received:

Received by:

Date acknowledgement sent:

Acknowledgement sent by:

Request referred to:			
Date:			

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Appendix 6

Investigation Procedure

The investigation of an allegation or a complaint should always be carried out thoroughly and responsibly, irrespective of whether the complaint appears to be trivial or serious. The outcome of such an investigation will have significance not only for the complainant but also for any member of staff against whom a complaint has been made.

Any anonymous complaint will not be investigated, unless there are exceptional circumstances. These would include serious concerns such as Child Protection issues or bullying allegations, where the school should either involve appropriate external agencies or else conduct its own internal review to test whether there is any corroborative evidence which might trigger a formal investigation.

Preparing for an Investigation

Where the school receives a formal complaint, it should be acknowledged and a commitment made that the complaint will be investigated and the outcome of the investigation notified to the complainant in due course.

It is essential that there is a clear understanding of the complaint. Where necessary the nature of the complaint should be confirmed with the complainant. e.g. through an initial meeting. (If an investigator is appointed there may need to be more detailed follow-up.)

Any member of staff against whom a complaint has been made should be notified that a complaint has been received and that the appropriate school procedure will be followed. It is usually not appropriate to provide the member of staff with details of the evidence on which the complaint is based until any investigation has been completed. However, the member of staff does need to be able to understand the nature of any allegations against them.

Once any complaint has been confirmed the school needs to determine which procedure (school or LA) is most appropriate and to select an appropriate person to conduct any investigation.

Conducting the investigation

The investigation must be carried out in accordance with the provisions of the relevant procedure.

Arrangements should be agreed so that accurate notes can be taken of all interviews and the outcome of the investigation be accurately recorded.

The complainant should be given the opportunity to offer documentation and to identify potential witnesses or sources of evidence.

The member of staff subject to the complaint should be advised that they may be accompanied by a friend or trade union representative when invited to be interviewed.

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Where children are potential witnesses, discretion should be exercised over their involvement. Pupils should only be interviewed when the nature of the complaint is sufficiently serious to warrant it and adult witnesses are not available. Only in extreme circumstances will younger pupils be interviewed.

Any interviews should be conducted as soon as possible to ensure that recollections are as fresh as possible and to minimise the possibility that evidence will become tainted through witnesses discussing alleged incidents with other persons. In conducting interviews, the investigator should prepare the questions to be asked prior to the interview. These can always be supplemented during the interview. The investigator should allow the interviewee to answer in their own way. Their responses should be listened to attentively. Any temptation to cut an interviewee short or to seek to "lead" them must be resisted. The interviewee should be given the opportunity of providing other relevant information at the end of the interview.

Interviewees should, however, be advised that their responses must be confined to the substance of the complaint. Any attempt by the interviewee to introduce information relating to other members of staff or to issues unrelated to the complaint should be resisted.

The investigator should avoid reaching conclusions or passing judgement until the investigation has been completed and their report is being written.

Concluding the investigation

The report may contain:

- a brief outline of the process that has been followed
- a statement of the complaint/concern
- a summary of the findings, linked to the relevant evidence
- any recommendations for future action
- annexes containing copies of witness statements and other evidence collected during the investigation

The report of the investigation will usually be confidential to the school, as it is likely to contain sensitive personal information. If a request is received to release the report, under either the Data Protection Act or Freedom of Information, the school should seek legal advice from the LA.

A summary of the process undertaken and the outcome of the investigation may be provided to the complainant. Caution must be exercised in reporting back to the complainant as revealing certain details may prejudice the ability of an employee to continue in post.

Following consideration of the report by the relevant body, any final recommendations may also be shared with the parties, unless there is good reason not so to do. Wherever possible, recommendations should be constructive and not punitive.

The complainant should be advised that he/she may, if they are not satisfied that the appropriate procedure has been followed, request a review of that process by the governing body.

Taken from the National Association of Head Teachers Policy and Guidance