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Statutory:	Policy provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated

School Complaints Procedure



New Town Primary School

Approved by:	**Ethos & Governance**
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Complaints Procedure for New Town Primary School

1. Introduction

The staff and Local Governing Body of New Town Primary School make every effort to address concerns raised quickly and at an early stage. The school operates an open-door policy and encourages parents to discuss any concerns with class teachers, or an appropriate member of the school staff at the earliest opportunity.

This complaints procedure is designed 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

We try to resolve complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed.

The school will aim to 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.

Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals.

2. Legislation and guidance

This document meets the requirements set out in part 7 of the schedule to the Education (Independent School Standards) Regulations 2014, which states that we must have and make available a written procedure to deal with complaints from parents/carers of pupils at the school.

It is also based on best practice guidance for academies complaints procedures published by the Education and Skills Funding Agency (ESFA).

This policy complies with our funding agreement and articles of association.

In addition, it addresses duties set out in the Early Years Foundation Stage statutory framework with regards to dealing with complaints about the school's fulfilment of Early Years Foundation Stage (EYFS) requirements.

3. 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
- Withdrawal from the curriculum (parents and carers can withdraw their child from any aspect of religious education and the daily act of collective worship. Please see the RE and Collective Worship Policies for further information)

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

4. Principles for investigation

When investigating a complaint, we will try to clarify:

- What has happened
- Who was involved
- What the complainant feels would put things right

4.1 Timescales

The complainant must raise the complaint within 3 months of the incident. If the complaint is about a series of related incidents, they must raise the complaint within 3 months of the last incident.

We will 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

4.2 Complaints about our fulfilment of early years requirements

We will investigate all written complaints relating to the school's fulfilment of the Early Years Foundation Stage (EYFS) requirements, and notify the complainant of the outcome within 28 days of receiving the complaint. The school will keep a record of the complaint (see section 10) and make this available to Ofsted on request.

Parents and carers can notify Ofsted if they believe that the school is not meeting Early Years Foundation Stage requirements, by:

- Calling 0300 123 4666
- Emailing enquiries@ofsted.gov.uk
- Using the online contact form available at https://www.gov.uk/government/organisations/ofsted#org-contacts

We will notify parents and carers if we become aware that the school is to be inspected by Ofsted. We will also supply a copy of the inspection report to parents and carers of children attending the setting on a regular basis.

5. Stages of Complaint Procedure

We have adopted a 3-stage process for dealing with complaints:

- Stage 1 – informal resolution
- Stage 2 – formal investigation
- Stage 3 – review panel

5.1 Stage 1: informal

Our school will take informal complaints 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.

If parents or members of the public have concerns they should:

- discuss their concerns with the member of staff most directly involved and, if not satisfied,
- discuss their concerns with a senior member of staff and, if not satisfied; (this stage will not apply in small schools),
- discuss their concerns with the headteacher

The complainant should raise the complaint as soon as possible within the timescales set out in section 4.1.

The complaint should be addressed to the relevant member of school staff or the headteacher, either in person or by letter, telephone or email. If the complainant is unclear who to contact or how to contact them, they should contact the school office by calling 01189 375509 or emailing admin@newtown.reading.sch.uk

The school will acknowledge informal complaints within 5 school days, which will confirm how the school intends to proceed, including an indication of the anticipated timescale.

The informal stage will involve a meeting between the complainant and a senior leader. A written response will be provided by the school within 10 school days following the informal meeting.

At each stage in the procedure, the school will keep in mind ways in which a concern or complaint can be resolved. It might be sufficient to acknowledge that the concern or complaint is valid in whole or in part. In addition, it may be appropriate 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.

Complainants are encouraged to state what actions they feel might resolve the problem from the outset and at any stage. An admission that the school could have handled the situation better is not the same as an admission of negligence.

As part of considering a complaint the school will seek to identify areas of agreement and to clarify any misunderstandings that might have occurred.

Complainants should not approach individual members of the Local Governing Body (LGB) to raise concerns or complaints. They have no power to act on an individual basis and it will prevent them from considering complaints at Stage 3 of the procedure.

At the conclusion of their investigation at Stage 1, the member of staff investigating the complaint will provide an informal written response by letter or by email within 10 school days of the date of the receipt of the complaint.

If the complaint is not resolved informally, and the complainant wishes to continue with the complaint, it will be escalated to a formal complaint: Stage 2

5.2 Stage 2: formal (including complaints about the headteacher)

Where informal/in-school attempts have been unsuccessful in resolving a concern or complaint, the complainant should write to the headteacher, unless the complaint is about the headteacher, in which case the complainant should write to the chair of the Local Governing Body (LGB) at the school address. In the case of a written complaint to the chair of the LGB, the envelope should be marked 'Private and Confidential – FAO Chair of the LGB' and staff in the school office must ensure that the letter is forwarded without delay. All written complaints should be made using the model Complaint Form, where possible (Appendix 2). Where this is not possible, the complainant should express the details, actions and desired outcomes from their complaint.

The complainant should provide details such as relevant dates, times and the names of witnesses of events, alongside copies of any relevant documents. The complainant should also state what they feel would resolve the complaint.

If complainants need assistance raising a formal complaint, they can contact the school office by calling 01189 375509 or emailing admin@newtown.reading.sch.uk

Receipt of the written complaint form will be acknowledged in writing by letter or by email within 5 school days. On receipt of the complaint form, the headteacher or chair of the LGB will notify the ODST Governance Team and with their support ensure that they are able to:

- clarify the nature of the complaint and what remains unresolved
- meet with the complainant or contact them (if unsure or further information is necessary)
- clarify what the complainant feels would put things right.

At this point the headteacher or chair of the LGB, with the support of the ODST Governance Team, will decide whether the complaint could be resolved informally or should go straight to the LGB Complaints Panel or whether a mediation stage should be offered. Mediation can only proceed if the complainant and the headteacher are both willing for it to be tried.

Mediation

Mediation can be an effective way to resolve a complaint because:

- It gives both complainant and headteacher another opportunity to hear each other's points of view (with a third party facilitating)
- it gives the third party an opportunity to help headteacher and complainant identify and build on areas of agreement
- it gives headteacher and complainant a structure within which they can resolve remaining differences
- if both complainant and headteacher emerge from the mediation satisfied, that is the best foundation for a continuing positive relationship between them; even if the complaint continues to a LGB complaints panel, the issues to be considered are likely to be much clearer following the mediation.

Mediation may elicit one or more of the responses listed below from either party:

- an acknowledgment that the complaint is valid in whole or in part
- 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.

At the conclusion of the Stage 2 investigation, including mediation where that offer has been made and taken up, the headteacher or chair of the LGB will provide a formal written response within 5 school days.

If the complainant is dissatisfied with the outcome at Stage 2 and wishes to take the matter further, they can escalate the matter to Stage 3, the final stage of the complaints procedure.

There may also be certain situations, such as vexatious complaints, where the LGB will determine that neither mediation nor a Complaints Panel is appropriate, and the complaint will therefore be dismissed at the end of Stage 2.

How to escalate a complaint

If the complainant wishes to proceed to the next stage of the procedure, because they do not believe this to have been resolved by the headteacher, they should inform the clerk to the governing board in writing within 5 school days. Requests received outside of this timeframe will be considered in exceptional circumstances.

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

- By letter or email
- 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 5 school days.

5.3 Stage 3: review panel

Convening the panel

The LGB will seek to agree the composition of the complaints appeal panel. The decision about membership of the panel will be made by the LGB Chair in consultation with the Clerk and ODST Governance team.

The hearing must be independent and must be transparent. The panel will comprise of at least 3 members, none of whom will have had any previous direct involvement in, or knowledge of the detail of the complaint. At least one member of the panel will be independent of the management and running of the school, for example a member of the LGB at another ODST school.

When the Clerk receives a copy of the complaint form he/she will inform the LGB that a complaint has been received and that it has been passed to the panel to deal with. No further information about the complaint should be shared with other members of the LGB.

The procedure allows for a parent making a complaint to attend and to be accompanied at a panel hearing if they so wish. It is important that the appeal hearing is independent and impartial. No LGB member may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it.

The aim of the hearing, which will be held in private, will always be to resolve the complaint and achieve reconciliation between the school and the complainant.

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 not intimidating and not adversarial.

Whilst the panel will hear presentations from both parties to the complaint, and all members of the panel will be present throughout, it is not a requirement that complainant and school representative will be present in the same room.
It may be necessary to have one or more adjournment to allow for reflection or to seek additional supporting evidence. LGB members sitting on the panel need to be aware of the complaints procedure and any other procedures relating to the complaint e.g. the anti-bullying policy.

Evidence should be provided to the hearing in writing prior to the meeting, the attendance of witnesses is discouraged. The clerk is responsible for obtaining papers setting out the case from both sides, with any supporting evidence. The papers should be copied and sent to panel members, complainant(s) and the headteacher, at least five working days in advance of the meeting. This ensures that everyone involved has had time to read and understand the papers.

The chair of the panel will be nominated by the members of the complaints panel but would in general be expected to be the independent panel member. The chair is responsible for ensuring that both complainant and headteacher are given a fair hearing and that the panel arrives at its judgement without fear or favour.

At the meeting

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 3 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.
Format of a Panel Hearing

An example of the format a panel hearing may follow is below. This assumes that the complainant and headteacher are both present but where this is not the case, the process will be modified as appropriate to ensure that the complaint is heard in a fair and thorough manner:

The complainant and the headteacher will enter the room where the hearing is taking place together – ordinarily it is anticipated that the clerk will collect both parties and show them into the room, but this role may be filled by a member of school staff.

The chair will introduce the panel members and the clerk and outline the process to the complainant and headteacher
The complainant is invited to explain their complaint
The headteacher may question the complainant
The panel will question the complainant
The headteacher is invited to explain the school's actions
The complainant may question the headteacher
The panel will question the headteacher
The complainant is invited to sum up their complaint
The headteacher is invited to sum up the school's actions and response to the complaint
The chair will check that both parties have said everything that they want to say and that they are satisfied that they have had a fair hearing. If either party remains dissatisfied the chair should provide a reasonable opportunity for this to be rectified prior to the end of the meeting
The chair explains to both parties that they will hear from the panel within five working days
Both parties leave while the panel decides on the issues and reaches a decision,
The clerk will remain with the panel to clarify and draft the letter outlining the panel's decision.

Panel hearings will be held in a place which is convenient and accessible for all parties. This may not be the school.

General Principles

Certain principles underpin the format of a complaints hearing:

- the hearing should be made as unintimidating as possible to all parties
- the panel may ask questions at any point, but only if an immediate question will help to clarify a point. Panel members must find ways to ask probing questions while maintaining an air of impartiality
- other than as specified above, the headteacher and complainant must have no contact with members of the LGB complaints panel
- the chair of the panel should discourage the introduction of fresh documentary evidence at the hearing – there should be every encouragement to produce the evidence in advance so that both sides have time to study it
- however, if new and relevant evidence is accepted by the chair, the chair will adjourn the hearing for enough time to allow everyone to read the document
- both parties must leave the hearing room during any adjournment and during discussions of the panel on the substance of the complaint
- the meeting must be held in private and representative of the media are not permitted to attend.

5.4 Outcomes of the LGB Complaints Panel

The complaints panel may:

- Dismiss the complaint in whole or in part
- Uphold the complaint in whole or in part
- Decide on the appropriate action to be taken to resolve the complaint
- Recommend changes to the school's systems or procedures to ensure problems of a similar nature do not recur.

It may:

- Consider and, if appropriate, comment on the way in which an operational decision was communicated – but cannot overturn the decision itself
- Consider the thoroughness with which the headteacher/ LGB investigated a complaint about a member of staff, but cannot expect the headteacher to provide details about confidential discussions with that staff member
- Consider the manner in which a complaint about any decision was addressed, but cannot expect the headteacher/ LGB to have changed the process used
- Consider and, if appropriate, identify limitations in a policy or procedures, but cannot make or improve policy. (It can, however, recommend that the policy be reviewed by the trustees of ODST to ensure that problems of a similar nature do not recur)
- Consider whether it should recommend that the headteacher/ LGB offer appropriate redress.

Exceptional circumstances

For the sake of clarity, the description above does not cover exceptional circumstances which might include:

- the LGB Chair may not be able to find three LGB members who have no prior knowledge of the case: If a case has become a major talking point around the community, the Chair can nominate three LGB members with minimal prior knowledge. If there are still insufficient LGB members able to sit on a panel, the LGB in consultation with ODST will put in place an alternative fair process using independent governors from other ODST schools;

- the complaint may not be against the headteacher: A complaint to the LGB Complaints Panel will never be against a junior member of staff (it may be against the way the headteacher handled a complaint against a junior member of staff) but it is conceivable that a senior manager will appropriately stand in for the headteacher. That would need to be considered very carefully but if agreed the senior manager would be 'the headteacher' for the purpose of the panel. There may be exceptional circumstances in which the complaint is against the LGB Chair– e.g. for willfully refusing to deal with a complaint. In those circumstances the procedure above would be adapted and every reference to 'headteacher' would be read as 'LGB chair';
- the complaint is jointly against the LGB Chair and Vice Chair, against the whole LGB or the majority of the LGB: In these circumstances the complaint will be heard by a panel of two Trustees and an independent panel member;
- the complaint is against the Trust CEO. In these circumstances the complainant should write to ODST's Governance Lead Adviser. The complaint will be heard by a panel of two Trustees and an independent panel member;
- the complaint is jointly against the CEO and the MAT. In these circumstances the complainant should write to ODST's Governance Lead Adviser. The complaint will be heard by a panel of three independent Trustees from a separate MAT than ODST;
- in the circumstances above, at each stage of the complaint process, the complaint will be managed by the Trust's Governance Team. Any panel convened as a result, should be clerked by an Independent Clerk;
- the complainant and/or the headteacher may wish to call witnesses: The use of witnesses is discouraged. In nearly every case, a complaints panel will want to work with written witness statements if appropriate, but there may be particular circumstances where the presence of witnesses is necessary to establish key facts. In those cases, witnesses must be agreed in advance. They will remain outside the hearing room until called in to give their evidence. Having provided their statement, they can be questioned by the panel members and the other party. They will leave the room when their evidence is completed;
- the complainant may be a pupil at the school: Schools should encourage pupils to raise concerns and would expect to resolve them before it becomes a formal complaint to the LGB. If it is not resolved, it would be very unusual if parents have not by picked it up and made it a parental complaint. However, if a pupil is the complainant, panel members will wish to ensure that the same process is followed but special consideration is given to ensuring that the child is supported and does not feel intimidated. The panel needs to give the views of the child equal consideration to those of adults.

Writing the decision letter

The clerk will ensure that s/he has clear wording stating the panel decision about each of the issues that the panel considered before the panel is allowed to finish. The clerk will use that wording to draft the decision letter. This should be sent to all members of the panel for checking. Once approved by all three panel members, it will be sent to the complainant with a copy to the headteacher. The complainant will also be provided with a copy of the minutes of the meeting (as far as possible the minutes will seek to be a verbatim record, where this is not possible they will provide a clear overview of the issues discussed, concerns raised and any questions asked).

- the letter must clearly express how seriously the panel considered the complaint
- the clerk must be careful that the letter adheres to the facts and gives no hint of partiality
- the clerk must ensure that the letter reaches the complainant and the headteacher within five school days.

6. 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 Education and Skills Funding Agency (ESFA). The ESFA will check whether the complaint has been dealt with properly by the school. The ESFA will not overturn a school's decision about a complaint, but will intervene if a school has:

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

If the school's 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
We will include this information in the outcome letter to complainants.

7. Unreasonable and persistent complaints

7.1 Unreasonable complaints

Many 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 which 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 ESFA
- 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.

7.2 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

7.3 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 ESFA 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 6 or 7 (as appropriate) will be repeated.

7.4 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.

8. Record keeping and confidentiality

The 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 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 our record retention schedule.
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 Trust 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.

9. Learning lessons

The governing board will review any underlying issues raised by complaints with the senior leadership team 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.

10. 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 10.

The complaints records are logged and managed by senior leaders.

This policy will be reviewed by the headteacher annually.

At each review, the policy will be approved by the full governing board.

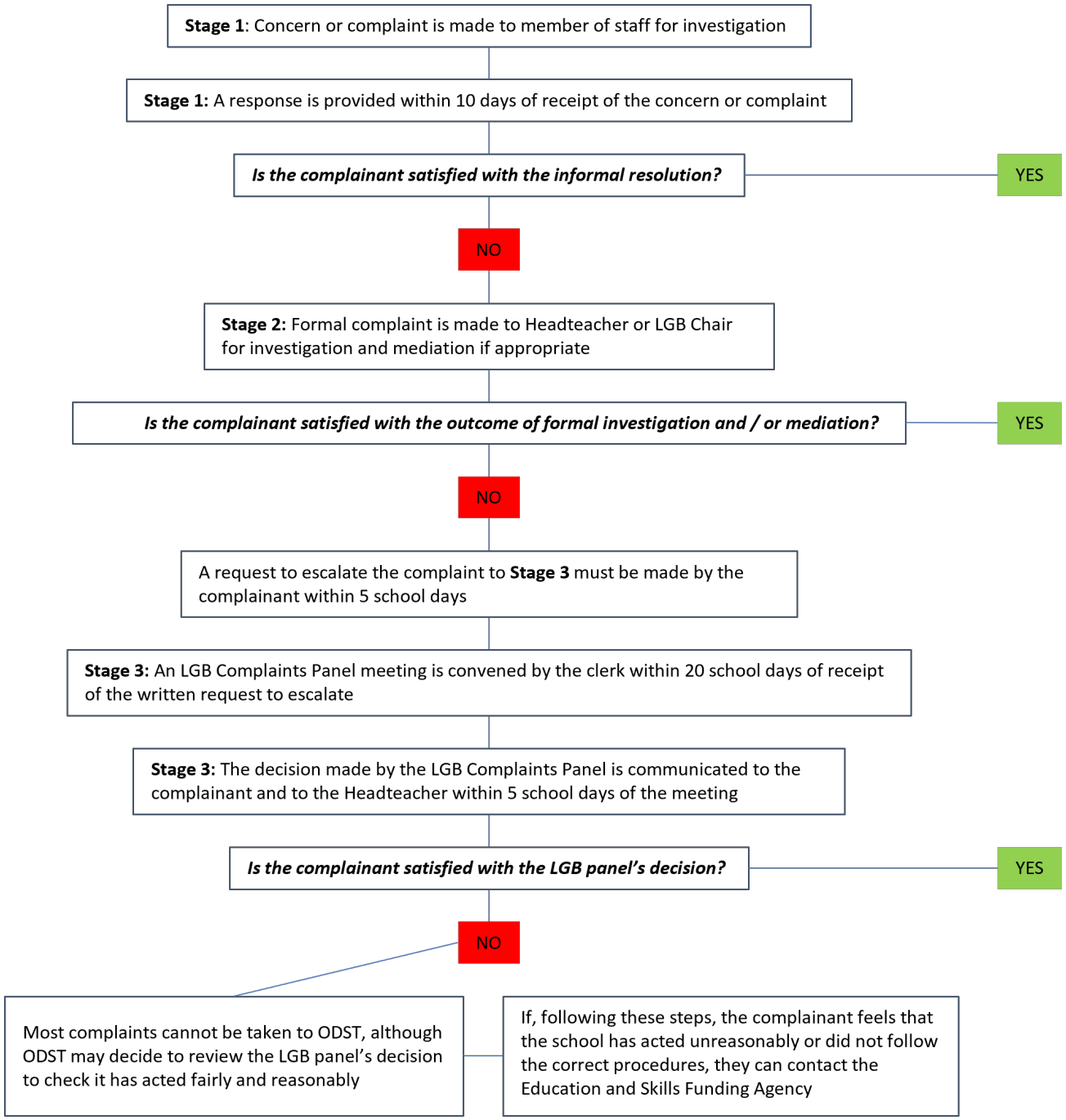
11. Links with other policies

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

Appendix 1: Complaints process flowchart

The flowchart below summarises the complaints process.



Appendix 2 - Model Complaint Form

This form can be used by any person making a complaint about the operation of the school which is not covered by an alternative specific procedure. Complaints will most often come from parents or carers but may also come from pupils/students or members of the public, e.g. school neighbours.

Anyone receiving this form should be advised verbally that help in completing it is available from the school. A member of school staff who is familiar with the process should be nominated to give help.

If it is appropriate for a member of staff to look into this complaint, it should be returned to the Headteacher.

If the complaint is against the headteacher, it should be returned to the school office in a sealed envelope and marked as confidential FAO Chair of the Local Governing Body.

Model complaint form overleaf.

Complaint Form

New Town Primary School
School Terrace
Reading
RG1 3LS

Please complete and return to Nicole Hughes, Office Manager who will acknowledge receipt and explain what action will be taken.

Your name:	
Address:	
Postcode:	
Daytime telephone number:	
Evening telephone number:	
If applicable, name of child(ren) at school:	

Please give details of your complaint:

What action, if any, have you already taken to try and resolve your complaint? (Who did you speak to and what was the response?)

Your relationship to the school, e.g. parent, carer, neighbour, member of public:

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

Are you attaching any paperwork? If so, please give details.

Signature:	
Date:	

Official Use:	
Date of acknowledgement sent:	
By Whom:	
Complaint referred to:	