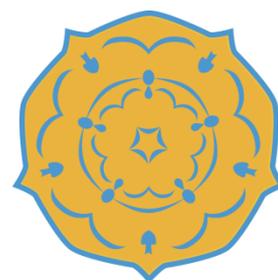


# The Gold Rose MAT

Being the best we can be



## Complaints Procedure

### **Scheme of Delegation**

Approver: *The Gold Rose MAT*

Reviewer: *Executive Principal*

### **Dates**

Date of approval: June 2020

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### **Category**

A – statutory policy required by educational legislation

B – statutory policy required by other legislation impacting directly on schools

C – statutory other

D – document referenced in statutory guidance

NS – non statutory

### **Published**

School webpage

trust webpage

prospectus

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## **1. Introduction**

From 1 September 2003 Governing Bodies of all maintained schools and maintained nursery schools in England are required, under Section 29 of the Education Act 2002, summarised in Annex B, to have in place a procedure to deal with complaints relating to the school and to any community facilities or services that the school provides. The law also requires the procedure to be publicised.

Local Authorities are already required to set up a procedure for dealing with certain types of complaints, for example, complaints about the curriculum or collective worship in a school. The school's complaints procedure does not replace the arrangements made for those types of complaint. It is recommended that the Academy Council ensures that any third party providers offering community facilities or services through the school premises or using school facilities have their own complaints procedure in place.

Academies are required to conform to the Education (Independent School Standards) (England) Regulations 2010. This is summarised in Annex C.

For academies, all reference to the Headteacher should, where appropriate, be replaced with Headteacher/Head of School, and all reference to the Academy Council should, where appropriate, be replaced with the Academy Trust.

## **2. Scope**

This procedure will be used to deal with any complaints relating to the school and to any community facilities or services that the school provides.

This procedure must not be used to deal with staff grievances or to deal with staff conduct. Separate procedures are in place to deal with these matters i.e., Grievance Policy, and Disciplinary Policy respectively.

## **3. General Principles of complaints**

### **3.1 Dealing with Complaints – Initial concerns**

It is important to be clear about the difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints.

This policy deals with complaints but the underlying principle is that concerns ought to be handled, if at all possible, without the need for formal procedures. The requirement to have a complaints procedure need not in any way undermine efforts to resolve the concern informally. In most cases the class teacher or the individual delivering the service in the case of extended school provision, will receive the first approach. It would be helpful if staff were able to resolve issues on the spot, including apologising where necessary.

### 3.2 Dealing with Complaints – Formal procedures

The formal procedures will need to be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

Schools might wish to nominate a member of staff to have responsibility for the operation and management of the school complaints procedure. They could be termed the school's 'Complaints Co-ordinator'. In smaller schools this may often be the Headteacher. In relation to Cippenham School or the Gold Rose MAT this person is the Company Secretary.

### 3.3 Framework of Principles

This Complaints Procedure:

- encourages resolution of problems by **informal** means wherever possible;
- is easily **accessible** and **publicised**;
- is **simple** to understand and use;
- is **impartial**;
- is **non-adversarial**;
- allows **swift** handling with established **time-limits** for action and keeping people informed of the progress;
- ensures a full and **fair** investigation by an independent person where necessary;
- respects people's desire for **confidentiality**;
- addresses all the points at issue and provides an **effective** response and **appropriate** redress, where necessary;
- provides **information** to the school's senior management team so that services can be improved.

### 3.4 Investigating Complaints

The person investigating the complaint makes sure that they:

- establish **what** has happened so far, and **who** has been involved;
- 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;
- interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish;
- conduct the interview with an open mind and be prepared to persist in the questioning;
- keep notes of the interview.

### 3.5 Resolving complaints

At each stage in the procedure schools will keep in mind ways in which a complaint can be resolved. It might be sufficient to acknowledge that the 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.

It would be useful if complainants were encouraged to state what actions they feel might resolve the problem at any stage. An admission that the school could have handled the situation better is not the same as an admission of negligence.

It is useful to identify areas of agreement between the parties. It is also of equal importance to clarify any misunderstandings that might have occurred as this can create a positive atmosphere in which to discuss any outstanding issues.

### **3.6 Vexatious (persistent) Complaints**

This procedure should limit the number of complaints that become protracted. However, there will be occasions when, despite all stages of the procedures having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the chair of the Academy Council should inform them in writing that the procedure has been exhausted and that the matter is now closed, and refer them to the Department for Education if they wish to pursue the matter further. DfE, School Complaints Unit, 2<sup>nd</sup> Floor, Piccadilly Gate, Store Street, Manchester, M1 2WD.

In the context of Freedom of Information requests 'vexatious' is defined as the 'manifestly unjustified, inappropriate or improper use of a formal procedure.' It is not, however, a term that the DfE employs, preferring the terms 'serial' or 'persistent' complaints. Best practice guidance advises that these criteria may be used in determining whether the situation may be defined as 'serial' or persistent'

*What criteria may be applied to decide whether it is 'manifestly unjustified, inappropriate or improper'?*

- All reasonable steps have been taken to address matters
- A clear statement has been provided of the school's position
- The school is being repeatedly contacted with the same points being raised
- The school has reasonable grounds for believing that the intention is to cause inconvenience
- Communications are aggressive in tone or content. Abusive, derogatory and/or threatening comments are made

### **3.7 Time-Limits**

Complaints need to be considered, and resolved, as quickly and efficiently as possible using time limits given in this procedure. However, where further investigations are necessary, new time limits can be set and the complainant sent details of the new deadline and an explanation for the delay.

## 4. Managing and Recording Complaints

### 4.1 Recording Complaints

It would be useful to record the progress of the complaint and the final outcome. A complaint may be made in person, by telephone, or in writing. An example of a complaint form can be found in Annex C. At the end of a meeting or telephone call, it would be helpful if the member of staff ensured that the complainant and the school have the same understanding of what was discussed and agreed. A brief note of meetings and telephone calls can be kept and a copy of any written response added to the record.

### 4.2 Academy Council Review

The Academy Council will monitor the level and nature of complaints and review the outcomes on a regular basis to ensure the effectiveness of the procedure and make changes where necessary. Complaints information shared with the whole Academy Council should not name individuals.

As well as addressing an individual's complaints, the process of listening to and resolving complaints will contribute to school improvement. When individual complaints are heard, schools may identify underlying issues that need to be addressed. The monitoring and review of complaints by the school and the Academy Council can be a useful tool in evaluating a school's performance.

The trustees of The Gold Rose MAT also monitor the level and nature of complaints in all of its academies and take follow up action where appropriate.

### 4.3 Publicising the Procedure

There is a legal requirement for the Complaints Procedures to be publicised. It is up to the Academy Council to decide how to fulfil this requirement but details of the Complaints Procedures could be included in:

- the school prospectus;
- the information given to new parents when their children join the school;
- the information given to the children themselves;
- the home-school agreement;
- home school bulletins or newsletters;
- documents supplied to community users including course information or letting agreements;
- a specific complaints leaflet which includes a form on which a complaint can be made;
- posters displayed in areas of the school that will be used by the public, such as reception or the main entrance;
- the school website.

## 5. Complaints Procedure

### 5.1 Stage One: Complaint heard by Staff Member

It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate. To that end, staff should be periodically made aware of the procedures so that they know what to do when they receive a complaint.

Parents should never feel or be made to feel that a complaint made in a reasonable and appropriate way will be taken amiss or will reflect adversely on their child and the child's opportunities at the school. The school should try to investigate and try to resolve every complaint in a positive manner and will treat every complaint as an opportunity to improve service.

The school should try to respect the views of a complainant who indicates that they would have difficulty discussing a complaint with a particular member of staff. In these cases, the matter can be referred to the Headteacher who may, if they feel it appropriate, refer the complainant to another member of staff. Alternatively they may not feel this is necessary. Where the complaint concerns the Headteacher, the complainant can be referred to the Chair of the Academy Council.

Similarly, if the member of staff directly involved feels too compromised to deal with a complaint, they may consider referring the complainant to the Headteacher. The member of staff may be more senior but does not have to be. The ability to consider the complaint objectively and impartially is crucial.

Where the first approach is made to an academy councillor, the next step would be to refer the complainant to the appropriate person and advise them about the procedure. It would be useful if councillors did not act unilaterally on an individual complaint outside the formal procedure or be involved at the early stages in case they are needed to sit on a panel at a later stage of the procedure.

The person dealing with the complaint should provide a written acknowledgement to the complainant within **5 working days** of receiving the complaint. A copy of the school's Complaints Procedure should be provided at the same time.

The person dealing with the complaint will carry out the necessary investigation to establish the facts. This may include meeting with the complainant. On completion of the investigation, a written response to the complaint should be provided to the complainant within **10 working days** of the school's written acknowledgement of the complaint to the complainant. The written response should contain an outline of the complaint, the response to the complaint, the decisions reached and the reasons for those decisions. This can include:-

- There is insufficient evidence to reach a conclusion, so the complaint cannot be upheld
- The concern was not substantiated by the evidence
- The concern was substantiated in part or in full. Some details may then be given of the action that the school may be taking to review procedures etc. but details of the investigation or of any disciplinary procedures should not be released.
- The matter has been fully investigated and that appropriate procedures are being followed which may be strictly confidential (eg where staff disciplinary procedures are being followed)

The written response must be endorsed by the Headteacher. It should also inform the complainant that if they remain dissatisfied with the outcome to their complaint, they can progress it to the second stage of this procedure. Where the complainant wishes to take the matter to the second stage, they must send a written request within **10 working days** of receiving the Stage One written response stating their reasons.

If no further communication is received from the complainant within the given period of time, it is deemed that the complaint has been resolved and the matter is closed.

## 5.2 Stage Two: Complaint heard by Headteacher

**(Complaints against the Headteacher are usually first dealt with by the Chair of the Academy Council – see Best practice advice, DFE January 2016)**

If the complainant is dissatisfied with the way the complaint was handled at stage one, they may go to Stage Two and have the matter considered by the Headteacher. The Headteacher may delegate the task of collating any additional information required to what has already been done at Stage One to another staff member but not the decision on the action to be taken.

The same process and timings apply as in Stage One.

The written response to the complainant should inform them that if they remain dissatisfied with the outcome, they can request for the matter to be considered by an investigating councillor. This request must be made in writing to the Chair of the Academy Council within **10 working days** of receiving the outcome of Stage Two stating their reasons why they remain dissatisfied.

If no further communication is received from the complainant within the given period of time, it is deemed that the complaint has been resolved and the matter is closed.

## 5.3 Stage Three: Complaint heard by investigating Academy Councillor

The written response to the complainant from the investigating councillor should inform them that if they remain dissatisfied with the outcome, they can request for the matter to be considered by a Academy Council Complaints Appeal Panel. This request must be made in writing to the Chair of the Academy Council within **5 working days** of receiving the outcome of Stage Three stating their reasons why they remain dissatisfied.

If no further communication is received from the complainant within the given period of time, it is deemed that the complaint has been resolved and the matter is closed.

## 5.4 Stage Four: Complaint heard by Complaints Appeal Panel

Following a request being received from the complainant for their complaint to be considered at Stage Four the Chair of the Academy Council, or a nominated councillor, will convene a Complaints Appeal Panel within **4 working weeks** of receiving the request. The panel will consist of 3 councillors who should ideally not be parent councillors.

No person involved should have had previous involvement in the complaint.

The complainant should be given **10 working days'** notice of the meeting. The Clerk to the Academy Council will write and inform the complainant and any witnesses, the panel etc. of the date and location of the meeting. The notification should inform the complainant that they can bring a friend/relative to accompany them to the meeting, and that they if they wish to they can submit further written evidence relevant to the complaint for consideration by the Appeal Panel.

## 5.5 The Remit of the Complaints Appeal Panel

The panel can:

- 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 that problems of a similar nature do not recur.

There are several points which any councillor sitting on a complaints appeal panel needs to remember:

- a) It is important that the appeal hearing is independent and impartial and that it is seen to be so. No councillor may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it. In deciding the make-up of the panel, councillors need to try and ensure that it is a cross-section of the categories of councillor and sensitive to the issues of disability, race, gender and religious affiliation.
- b) The aim of the hearing, which needs to be held in private, will always be to resolve the complaint and achieve reconciliation between the school and the complainant. However, it has to be recognised the complainant might not be satisfied with the outcome if the hearing does not find in their favour. It may only be possible to establish the facts and make recommendations which will satisfy the complainant that his or her complaint has been taken seriously.
- c) An effective panel will acknowledge that many complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. The panel chair will ensure that the proceedings are as welcoming as possible. The layout of the room will set the tone and care is needed to ensure the setting is informal and not adversarial.
- d) Extra care needs to be taken when the complainant is a child. Careful consideration of the atmosphere and proceedings will ensure that the child does not feel intimidated. The panel needs to be aware of the views of the child and give them equal consideration to those of adults. Where the child's parent is the complainant, it would be helpful to give the parent the opportunity to say which parts of the hearing, if any, the child needs to attend.
- e) The councillors sitting on the panel need to be aware of the complaints procedure.

## **5.6 Roles and Responsibilities**

### **5.6.1 The Role of the Clerk to the Academy Council**

It is strongly recommended that any panel or group of councillors considering complaints be clerked. The clerk would be the contact point for the complainant and be required to:

- set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible;
- collate any written material and send it to the parties in advance of the hearing;
- meet and welcome the parties as they arrive at the hearing;
- record the proceedings;
- notify all parties of the panel's decision.

## **5.6.2 The Role of the Chair of the Academy Council or the Nominated Academy Councillor**

The nominated councillor role:

- check that the correct procedure has been followed;
- if a hearing is appropriate, notify the clerk to arrange the panel;

## **5.6.3 The Role of the Chair of the Panel**

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

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

## **5.7 Hearing the Complaint at the Meeting**

The aim of the meeting will be to resolve the complaint and achieve reconciliation between the school and the complainant

In the interest of natural justice, the introduction of previously undisclosed evidence or witnesses would be a reason to adjourn the meeting so that both sides have time to consider and respond to the new evidence.

The recommended conduct of the meeting is as follows:-

- The Chair will welcome the complainant, introduce the panel members and explain the procedure.
- The Chair of the panel will invite the complainant to explain the complaint.
- The panel members may question the complainant about the complaint and the reasons why it has been made.
- The Chair will invite the Headteacher to ask any questions of the complainant relevant to the complaint
- The Chair will invite the Headteacher to make a statement in response to the complaint. At the discretion of the Chair the Headteacher may invite members of staff directly involved in the complaint to supplement the Headteacher's response.
- The panel may ask questions of the Headteacher and the members of staff about the response to the complaint
- The Chair will allow the complainant to ask questions of the Headteacher and members of staff about the response to the complaint.
- Either party has the right to call witnesses, subject to the approval of the Chair.
- The Panel, the Headteacher and the complainant may question any such witnesses

- The Chair will invite the Headteacher to make a final statement to sum up their case
- The Chair will invite the complainant to make a final statement to sum up their case
- The Chair will explain to the complainant and the Headteacher that the panel will now consider all of the information available to them and reach a decision, and a written decision will be sent to both parties within **10 working days** of the date of the meeting. The Chair will then ask all parties to leave except the members of the panel.

The panel will then consider the complaint and all the evidence presented and reach a decision on the complaint and the reasons for it; and decide upon the appropriate action to be taken to resolve the complaint

### **5.7a Notification of the Complaints Appeal Panel's Decision**

The chair of the panel needs to ensure that the complainant is notified of the panel's decision, in writing, with the panel's response within **10 working days** of the date of the meeting. The letter should inform the complainant that this was the last stage of the Complaints Procedure and the Complaints Appeal Panel's decision is final. They should be informed of what they need to do if they wish to pursue the claim further (see paragraph 5.8 and 5.9)

### **5.8 Education Standards Funding Agency (ESFA) – for Academies**

Where the above procedure has been completed and the complainant does not feel their complaint has been dealt with to their satisfaction by the individual school they may contact the Trust in writing to request a review of the complaint investigation. The Trust will only look into complaints about academies that fall into the following two areas.

- a) The academy did not comply with the complaints procedure when considering a complaint or the academy's complaints procedure does not comply with statutory requirements. The Trust cannot review or overturn an academy's decisions about complaints but will look at whether the academy considered the complaint appropriately. The Trust will generally only do this after a complaint has been through the academy's own procedure but may investigate sooner if there is evidence of undue delays by the academy. If the Trust finds that an academy did not deal with a complaint appropriately it will request that the complaint is reconsidered within 30 days. Similarly, if the academy's complaints procedure does not meet statutory requirements then the Trust will ensure this is put right and the complaint is reconsidered within 30 days.
- b) The academy has failed to comply with a duty imposed under its funding agreement with the Secretary of State. The Trust will seek to resolve any concerns regarding potential or actual breaches of the funding agreement with the academy. The Trust will also consider evidence that an academy has failed to comply with any other legal obligation placed on it. Investigations will not usually take place six months or more after the decisions or action taken by the academy unless the complainant has good reason for the delay in making the complaint. The Trust reserve the right not to investigate complaints considered to be vexatious or malicious or where the Trust is satisfied with the action that the academy has already taken or proposes to take to resolve the complaint.

*Formal Procedures for Dealing with a Complaint for both individual academies and the Trust.*

1. Written complaints will be acknowledged in writing within 5 working days. The complainant will be given the name of the Investigating Officer.
2. The complainant will be asked to submit a written summary of the complaint.
3. The academy will be asked to provide:

- a copy of its complaints procedures and details of any other relevant policies or procedures;
  - an explanation of how each stage of its complaints procedures has been followed, together with any feedback provided to the complainant;
  - any relevant documents and copies of correspondence sent to the complainant.
4. The academy will be asked to respond within a reasonable period of time (usually within 10 working days), notifying the Investigating Officer if there is any confidential information which may not be shared with the complainant such as data belonging to individuals not involved in the complaint.
  5. The Investigating Officer will respond in writing to the complainant within a reasonable period of time (usually within 15 working days). However, whilst every effort will be made to complete investigations promptly, in some cases, requiring detailed investigations, it will take longer to produce a written response. Where this is the case the complainant will be advised of any revised timescale for production of the written response.
  6. Where appropriate the Trust may direct the academy to review its decision on the complaint submitted to it or change its procedures for reaching the decision if they are non-compliant with statutory requirements
  7. Throughout this process the Investigating Officer will keep all relevant parties informed of progress.

#### *The Role of the ESFA*

1. If the complainant still continues to be dissatisfied after the matter has been considered by the Trust they may refer the matter to the ESFA using the complaints procedure and online form:

<https://www.gov.uk/government/organisations/department-for-education/about/complaints-procedure>

2. The ESFA will ensure that the complaint has been dealt with properly by the Trust and will consider complaints about the Trust or academies that fall into any of the following three areas:
  - Where there is an undue delay or the Trust or academy did not comply with its own complaints procedure when considering the complaint
  - Where the Trust or academy is in breach of its funding agreement with the Secretary of State
  - Where the Trust or an academy has failed to comply with any other legal obligation.
3. The ESFA will not overturn an academy's decision about a complaint. However, if the ESFA find an academy did not deal with a complaint properly they may request that the complaint is looked at again and procedures are changed to meet the requirements set out in the Regulations.

*The schools of the GRMAT received 2 complaints during academic year 2019-20*

**Checklist for a Complaints Appeal Panel Hearing**

The Complaints Appeal Panel need to take the following points into account:

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

### Summary of Section 29 of the Education Act 2002

Section 29 of the Education Act 2002 requires that:

- (1) The Academy Council of a maintained school (including a maintained nursery school) shall –
  - (a) establish procedures for dealing with all complaints relating to the school or to the provision of facilities or services under section 27, other than complaints falling to be dealt with in accordance with any procedures required to be established in relation to the school by virtue of a statutory provision other than this section, and
  - (b) publicise the procedures so established.
- (2) In establishing or publicising procedures under subsection (1), the Academy Council shall have regard to any guidance given from time to time (in relation to England) by the Secretary of State.

Section 39 of the Education Act 2002 provides the following:

“maintained school” means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school;

“maintained nursery school” means a nursery school which is maintained by a local education authority and is not a special school;

**Summary of Part 7 of the Education (Independent School Standards)  
(England) Regulations 2010**

Part 7 of the Education Regulations 2010 requires that:

A complaints procedure is drawn up and effectively implemented which –

- (a) Is in writing
- (b) Is made available to parents of pupils
- (c) Sets out timescales for management of the complaint
- (d) Has at least three stages
  - informal (usually a meeting with the complainant),
  - formal (the complaint is put in writing)
  - a panel hearing stage
- (e) Allows for the parent to attend and be accompanied if they wish
- (f) If the complaint progresses to the final panel stage, the academy must ensure one member of the panel is independent of the management of the academy
- (g) Provides for the panel to make findings and recommendations
- (h) Provides for a written record to be kept

# COMPLAINTS LOG

In accordance with The Gold Rose MAT Complaints Procedure

|  |   |
|--|---|
| <b>Complainant name</b>  |   |
| <b>Date received</b>   | <b>Format received</b> (letter/verbal etc.)   |
| <b>Nature of complaint</b> (initial concern/formal complaint) –<br><i>if a concern develops into a formal complaint please note the date that formal complaint was received</i>  |   |
| <b>Description</b> (Including staff/pupils involved)<br><br>Is complainant seeking simple resolution? <i>i.e. apology/admission/assurance</i>  |   |
| <u>If aware of previous instances related to the above please note these below:</u>  |   |
| Has complainant received a copy of the complaints procedure?   | Has the complainant received a letter acknowledging their complaint/concern within 5 school days? |
| <b>Stage 1 – informal</b> (expression of concern to staff member)<br><b>Dealt with at stage 1 by:</b><br><u>Outcome at stage 1:</u><br><i>At stage 1 complainant must have their concern acknowledged within 5 school days</i><br><i>If complainant wishes to proceed to stage 2 they must be made aware that they need to inform the school within 10 school days</i>   |   |
| <b>Stage 2 – Headteacher investigation</b><br><b>Dealt with at stage 2 by:</b><br><u>Outcome at stage 2:</u><br><i>At stage 2 complainant must have their concern acknowledged within 5 school days</i><br><i>If complainant wishes to proceed to stage 3 they must be made aware that they need to inform the Chair of the Academy Council in writing within 10 school days</i>   |   |
| <b>Stage 3 – Councillor(s) investigation –</b><br><b>Dealt with at stage 3 by:</b><br><u>Outcome at stage 3:</u><br><i>If complainant wishes to proceed to stage 4 they must be made aware that they need to write to the Clerk of the LGB to be heard by the appeals panel within 5 school days.</i>  |   |
| <b>Stage 4 – Appeals Panel</b> (Previously uninvolved nominated councillor to convene appeals panel of 3 counsellors)<br><b>Dealt with at stage 4 by:</b><br><u>Outcome at stage 4:</u><br><i>The chair of the panel must give the complainant 10 school days of the date and time of panel (to take place 4 working weeks of receipt of letter to clerk) and also specify a deadline for the outcome to be relayed to the complainant. Further steps of appeal to be highlighted in this communication.</i> |   |
| <b>Once concern has been resolved satisfactorily please sign and date below:</b><br><b>Concern closed by:</b> _____ <b>Date:</b> _____   |   |

## COMPLAINTS FORM

The Gold Rose MAT  
Being the best we can be



Please complete and return to the relevant academy contact who will acknowledge receipt and explain what action will be taken.

Your Name:

Pupil Name:

Relationship to pupil:

Address:

Postcode:

Contact telephone number(s):

Please provide details of your complaint:

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

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

Please give details of any paperwork provided at this stage.:

Signed:

Date:

### **For Office Use**

Date acknowledgement sent:

Name of sender:

Complaint referred to:

Date:

Notes:

## Flowchart

### Summary of Dealing with Complaints

