

Complaints Policy

Procedure and Guidelines



Approved by:	Board of Trustees	Date: 9 July 2020
---------------------	-------------------	--------------------------

Last reviewed on:	9 July 2020
--------------------------	-------------

Next review due by:	9 July 2022
----------------------------	-------------

Contents

1. Aims and general principles.....
2. Accessibility.....
3. Legislation and guidance.....
4. Definitions and scope.....
5. Timescales.....
6. Record Keeping and Confidentiality
7. Monitoring Arrangements and Oversight
8. Learning Lessons
9. Principles for Investigation
10. Withdrawing a Complaint
11. Raising a Concern
12. Raising a Complaint
 - 12.1 - The Complaint Process
 - 12.2 - Stage 1 Process
 - 12.4 - Stage 2 Process
 - 12.6 - Stage 3 Request for a Complaint Review Panel
 - 12.7- Stage 3 The Complaint Review Panel
 - 12.8 – Referring Complaints to EFSA
 - 12.9 – Accelerated Procedures
13. Appendix A
Appendix B
Appendix C
Appendix D
Appendix E
14. Document control

1. Aims and General Principles

Schools across the Trust encourage the flow of information and informal conversation for the benefit of mutual understanding to resolve concerns as far as possible. All Schools seek to resolve concerns or complaints by informal means where appropriate within the shortest possible timeframe. Schools across the Trust provide an assurance to parents that any concern raised or complaint made will not disadvantage their child.

Concerns raised can often be resolved through positive dialogue, for example an explanation of why the Trust or the individual School has settled upon or adopted a particular strategy or position.

There may be occasions when complainants prefer to raise their concerns within the more formal complaints procedures. This policy outlines the stages and steps required in the handling of such formally raised complaints.

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

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

A Trust assurance is to meet its statutory obligations when responding to complaints from parents who have learners at a school. When responding to complaints, the Trust and each school will aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation
- Where necessary or required, commission an investigation by an independent person or panel
- Address all the points raised and provide an effective and prompt response
- Respect complainants’ desire for confidentiality. The Trust and its Schools will treat conversations and correspondence with discretion. Parties to a complaint should realise that some information may have to be shared to carry out an appropriate and thorough investigation
- Treat complainants with respect
- Keep complainants informed of the progress of the concern or complaints process.

The lead professional for this policy area across the Trust is the Chief Operating Officer.

2. Accessibility

The complaints procedure is published and accessible via both the Trust and individual school websites so that parents know how to raise any concerns or complaints. The complaints procedure will be highlighted through various parent communication processes i.e. parents’ newsletters.

For any members of the Trust community who are unable to access the policy through the website, hard copies can be requested from the school offices. Where the procedures set out in this form request forms to be completed, the school office will be able to provide support where this is needed.

3. 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 the Trust must have and make available a written procedure to deal with complaints from parents of pupils at the school.

It is based on guidance published by the Education and Skills Funding Agency (ESFA) on [creating a complaints procedure that complies with the above regulations](#), and refers to [good practice guidance on setting up complaints procedures](#) from the Department for Education (DfE).

This policy complies with the Trust's funding agreement and articles of association.

4. Definitions and scope

This policy applies to most general concerns and complaints received by a school, but does not cover complaints relating to:

- Concerns about safeguarding
- Complaints about the delivery of the National Curriculum and the provision of religious education and collective worship; they should be handled under the requirements of section 409 of the Education Act 1996
- Statutory assessments of special educational needs (SEN). Separate procedures exist for appeals about special needs assessments
- School admissions and exclusions policies
- The grievance procedure
- Whistleblowing
- Staff discipline

Policy documents and procedural guidance in relation to these types of complaints are held within individual schools and across Trust websites. Other relevant policies that may be used for dealing with other forms of complaint include:

- Child protection and safeguarding policy and procedures
- Admissions policy
- Exclusions policy
- Staff grievance procedures
- Staff disciplinary procedures
- SEN policy and information report
- Parental code of conduct

Complaints specifically about staff conduct will be dealt with under the Trust's internal disciplinary procedures. A complaint is distinct from any formal staff

disciplinary procedure. Staff who may be spoken to as part of a complaint procedure must be treated fairly and have an opportunity to outline their understanding of an event. Staff should be offered support in responding to any investigation into a complaint. If it becomes apparent to the respective Headteacher, Chair of Governors or an appointed investigator that a concern or complaint has the potential to be a disciplinary issue, professional advice should be sought immediately.

4.2 Complaints relating to SEND (lack of support)

As previously highlighted the complaints policy does not cover complaints procedures relating to the statutory assessments of special needs, however, the procedure does cover any concern or complaint made in relation to the School's support of children with Special Educational Needs and Disability (SEND).

Each school within the Trust has its own framework of communication regarding SEND which is detailed within their SEND policy; those avenues should be followed fully before any concern would fall within the scope of investigation by this policy.

4.3 Complaints about External providers

Complaints about services provided by external providers who use school premises or facilities should be directed to the provider concerned. However, the School must be informed about any complaint with regards to such external service providers, to ensure appropriate Trust oversight of risk and safeguarding.

4.4 Anonymous Complaints

Whilst the Trust recognises a complainant's right to confidentiality, no anonymous complaint will be investigated.

4.5 Persistent complaints

If the complainant tries to re-open a complaint with the School after this complaint procedure has been fully exhausted, then the School can decide that it is appropriate to stop responding to the complainant. The Chief Executive Officer (or where required, Chair of Trustees) will inform the complainant in writing, either by letter or email, that the matter is closed. However, the School must ensure when making this decision that complainants making any new complaint are heard, and that the school acts reasonably.

Circumstances in which the School will not respond could include:

- The School has taken every reasonable step to address the complainant's needs, *and*
- The complainant has been given a clear statement of the School's position and their options (if any), *and*
- The complainant is contacting the School repeatedly but making substantially the same points each time

However, this list is not intended to be exhaustive.

Circumstances in which the School will be most likely to choose not to respond:

- It has reason to believe the individual is contacting the School with the intention of causing disruption or inconvenience, and/or

- The individual's letters/emails/telephone calls are often or always abusive or aggressive, and/or
- The individual makes insulting personal comments about, or threats towards, school staff.

4.6 Complaint campaigns

If the School becomes the focus of a campaign and receives large volumes of complaints:

- All based on the same subject
- From complainants unconnected with the School

The School will respond by using the following strategies:

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

5. Time scales

Detailed timescales for managing a concern or complaint are set out in Section 12 of this document.

The Trust expects that complaints will be made as soon as possible after an incident arises and no later than 3 months after the event; a lengthy reporting delay can often hinder the opportunity to gather evidence which can subsequently compromise the fairness of any investigative outcome. The Trust will consider exceptions to this time frame 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.

As outlined within relevant DfE guidance, the Trust and its Schools will consider complaints made outside of term time to have been received on the first day the school is open to learners after the holiday period.

Any complaint investigation that is over 60 days old will be discussed with the Trust's Chief Operating Officer. This discussion will be instigated by the lead investigator. The purpose is to ensure the appropriate progression of the complaint with a review of timeliness and resource allocation.

5.1 The definition of a day within the complaints process.

A 'working day' is a day within term time when the School is open to learners. It does not include weekends but does include designated term time training days.

A 'day' is any day within term time. It includes the weekend during term time. It does not include days outside of term-time i.e. periods when the School is closed to learners.

6. Record-keeping and Confidentiality

In order for concerns and complaints to be resolved as quickly and fairly as possible, the Trust requests that complainants do not discuss the matters publicly on social media, such as Facebook or Twitter or via Group Chat applications.

Complaints and concerns will be dealt with confidentially for all those involved and we expect complainants to also observe that same 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.

Records of complaints will be kept for 6 years from the date of the complaint.

This material will be treated as confidential and held centrally in a secure confidential file away from staff and student records. The detail of a complaint will be viewed only by those involved in investigating the complaint or on the review panel. The wider complaint themes will be made available to the Trust Board to support the process of learning the lessons and monitoring the effectiveness of Trust processes and procedures.

Where appropriate information can be released in certain circumstance, for example, if 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 under the terms of the Data Protection Act, (subject access request) or where the material must be made available during a school inspection.

There may be occasions where complaints are made or continue to be escalated after a learner has left the School. On changing schools, the learner's educational record is transferred to the new school and copies may not be retained. Schools can however, hold records of complaints separate from their learner's records whilst a complaint is ongoing so that access can be maintained. Personal data will only be kept only for as long as is necessary for the immediate purpose of processing. Data will be stored securely.

7. Monitoring arrangements and Oversight

The Board of Trustees supported by the Palladian Academy Trust's Central Services Team will monitor the effectiveness of the complaints procedure in ensuring that complaints are handled properly. All complaints will be recorded and monitored to identify issues in order to support ongoing Trust improvement plans through active Trust Board evaluation processes.

Each School will track the number and nature of complaints and review underlying issues as part of the lessons learnt; this data will be a key metric in Head Teacher reporting to Governors and Trustees. A central record of all complaints across the Trust schools will be held by the Central Service Team.

8. Learning lessons

The resolution of a complaint provides the potential opportunity for the Trust to improve its practice and further develop a strong partnership with parents and the diversity of other stakeholders.

Each Governing Body will review any underlying issues raised by complaints with the relevant Headteacher or SLT member 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.

9. Principles for investigation

When investigating a complaint, the School will seek to clarify:

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

The School intends to address complaints as quickly as possible. To achieve this, realistic and reasonable time limits are specified for each action within each stage. Investigators will seek to comply with the specified times but, where further investigations are necessary, new time limits will need to be justified and set. The complainant will be sent details of the new deadline with an explanation for the delay. The complainant will be contacted at least fortnightly to update them as to progress. All contact will be logged.

10. Withdrawing a Complaint

If a complainant wishes to withdraw a complaint, the School would seek to obtain written confirmation.

11. Raising a Concern

The Concern Process is not intended to avert the need for regular, positive communication between school and home. Often questions being asked and responded to swiftly and at the earliest opportunity will stop a query becoming a concern. The Trust encourages all parents and carers to know the right route for questions. When a query becomes a concern however, it is important that parents and carers know how to have this heard. This concern process allows for a structured conversation between the person raising the concern and the school, which aims to achieve resolution swiftly in a restorative manner. The concern process may necessitate a meeting between the person raising the concern and School staff, or others identified within the concern.

An individual has a responsibility to raise a concern with the school as soon as possible. The concern should be made in writing to the Head Teacher of the school who will then arrange for the appropriate member of staff to manage the process. Receipt of a concern and confirmation of which staff member will be managing it will be confirmed by the School in writing within 5 working days. If the concern cannot be immediately answered, the relevant member of staff will arrange for a conversation with the individual raising the concern with a view to the School **providing an explanation or resolution response within 10 working days** from the date that the concern was received.

Timescales within the concern process are deliberately short. It is anticipated that the information to reassure an individual, arrange a meeting or provide an explanation as to a process or event is readily at hand, or it requires minimal investigation to address the concern. Concern timescales can be extended, if agreed by both parties but new time scales must be clearly defined.

The Trust recognises that a concern not appropriately managed and resolved quickly will likely lead to the instigation of Stage 1 of the Complaint procedure. As guidance it is anticipated any concern should be satisfactorily resolved within 10 working days of being raised, unless timelines are extended. If a concern is not resolved within 30 days from receipt of the concern, then consideration should be

given to commencing the Stage 1 complaints process. If staff consider that a concern raised is obviously a complaint, the person raising the concern should be referred to the Complaints Process.

12. Raising a Complaint

The Trust expects that the vast majority of concerns and complaints will be dealt with informally by positive dialogue and resolution; provision or clarification of information by a teacher, tutor, governor or Headteacher will often resolve an issue. However, the Trust also recognises that this will be not possible for all cases and in these events, the complaints procedure should be followed.

Please note that any matter that could potentially result in the following:

- child protection matters and wider safeguarding concerns
- a legal or insurance claim
- action under staff disciplinary procedures
- complaints relating to employment practice

will be referred immediately to the relevant Leadership Team.

12.1 The Complaint Process

The Trust's complaint procedures consist of three stages. They are:

- **Stage 1** – Complaint heard by Head Teacher (or Chair of Governors) if Head Teacher managed the issue under the Concern Procedure)
- **Stage 2** – Complaint investigation led by School Governing Body
- **Stage 3** – Trust Panel Review

12.2 Stage 1

To mark the move from the Concern Process to the Complaint Process, the Trust requires the complaint to be made in writing to the Head Teacher (or, where the Head Teacher managed the Concern Process, the Chair of Governors). To assist in ensuring all the necessary information needed to progress a complaint is provided, the Trust provides a Complaints Form at Appendix B of this policy. The complaint should be raised with the School as close to the event or incident as possible.

A School will acknowledge in writing, receipt of the Complaint Form **within 5 working days** of receipt. Complainants should be given an opportunity for an informal discussion of their complaint, which should aim to clarify the nature of the complaint and reassure them of the School's desire to understand issues within a cycle of continuous improvement and monitoring across the Trust. The discussion should aim to clarify what kind of outcome the complainant anticipates. If it is possible to agree a resolution at this meeting, the Head Teacher (or Chair of Governors) will write to the complainant **within 5 working days of the meeting** to confirm this agreed way forward.

If resolution cannot be reached at this meeting, the Head Teacher (or Chair of Governors) will instigate an informal investigation into the complaint. The outcome of this informal investigation will be provided in writing to the complainant **within 10 working days of the meeting**. This letter should also set out the next stages of the process should the complainant wish to raise the matter further.

At each stage the timescales can be extended, if agreed by both parties. New time scales must be clearly defined.

If the complainant wishes to proceed to the next stage of the procedure, they should inform the School in writing **within five working days of receiving the outcome letter**, instigating Stage 2 of the process (Appendix C).

12.4 Stage 2

To mark the move from Stage 1 to Stage 2, the Trust requires the complaint to be made in writing to the Chair of Governors (or School Governing Body where the Chair of Governors managed Stage 1). To assist in ensuring all the necessary information needed to progress a complaint is provided, the Trust provides a Complaints Form at Appendix C of this policy. The Stage 2 Complaint Form should be lodged with the School as close to the event or incident as possible or within **within five working days of receiving the outcome letter from Stage 1**.

Upon receipt of the Stage 2 complaint, the School will acknowledge that receipt in writing **within 5 working days** and, at the same time, confirm the name and position of the person who will carry out the investigation; it is this person who will hold responsibility for the complaint investigation progress. The investigator dealing with the complaint should make sure that the complainant is clear about the process and timescale throughout the investigation.

The investigation is about gathering information and facts to ensure a comprehensive, open, transparent consideration of the issues raised. It is anticipated that this may require the interview of the complainant and the interview of staff or children to enable the analysis of information within the principles of investigation as outlined within this policy

The investigator will maintain a log of activity /enquiries and keep detailed notes of any interview or conversation or arrange for an independent note taker to assist.

The investigative conclusion and rationale will be provided in writing within **23 working days of receipt** of the complaint. The timescales set out above can be extended if agreed by both parties but new time scales must be clearly defined.

If the complainant is not satisfied with the response and wishes to proceed to Stage 3 of this procedure, they should inform the **Chair of Trustees in writing within 10 days**. (Appendix C).

12.6 Stage 3: Request for Complaint Review

Complaints will be escalated to the Stage 3 if the complainant is not satisfied with the response and outcomes of Stage 2. The complainant must put their Stage 3 complaint in writing using the form attached at Appendix D, which will guide the complainant in outlining their reasons for requesting a Stage 3 review of the complaint, explaining why they feel their concerns have not been fully addressed and whether there is any other evidence that they consider has not been fully reviewed. The complainant should identify which elements of their complaint remain unresolved from the previous stage. The complainant should also identify what outcomes they are seeking from a Stage 3 complaint review.

The complainant must submit their Stage 3 Complaint School within 10 days of the date of the Stage 2 decision letter, otherwise the Stage 3 complaint will not be considered. If this deadline is not met, the complainant may submit their Stage 3 complaint along with a description of the extenuating circumstances which have caused the delay to submission; Trust Board and the Lead Officer will then decide if the Stage 3 complaint will proceed or be refused.

The School must acknowledge in writing receipt of the Stage 3 complaint **within 5 working days of receipt** and the **Review Panel should meet within 15 working days** of the Stage 3 complaint having been received. The School will identify and appoint a suitable clerk to support the review panel in its administration and process considerations.

12.7 Stage 3: The Complaint Review Panel

12.7.1 Purpose of the Panel

The two purposes of the Complaint Review Panel are:

- To review the process followed by the School in investigating the complaint and review the evidence and proposed solutions from Stage 1 and Stage 2. The panel will seek to evaluate whether the School has correctly followed its policies and procedures. It is not the Review Panel's role to actively investigate the complaint, but to ensure due process has been followed and identify any shortfalls in this.
- To clearly establish the facts of the complaint and seek to achieve reconciliation between the School and the complainant. If reconciliation is not possible, the Panel should clearly establish the facts of the complaint, make recommendations to avoid a repetition of the situation and to satisfy the complainant that their complaint has been taken seriously. This is even if there remain some differences in positions and the complainant's intended outcomes have not been met.

12.7.2 Membership of the Panel

A Review Panel consists of at least 3 people who were not directly involved in the matters detailed in the complaint or any part of the subsequent investigation and who have no prior knowledge of the content of the complaint. At least one panel member must be independent of the management and running of the School. The panel cannot be made up solely of School Governing Board members, as they are not independent of the management and running of the school. A Review Panel Chair and a Review Panel Clerk will be appointed.

The panel will be appointed by the Trust. Complainants have the right to request an independent panel but only if they can demonstrate that there is likely to be bias in the proceedings otherwise; the Trust will consider the request but ultimately the decision is made by the Trust.

12.7.3 Arranging the Panel

The Clerk to the Review Panel will write to the complainant detailing the convening of the panel and the timescales that need to be complied with. The review panel clerk will fulfil the role of organising the time and date of the review meeting, inviting all attendees, collating all relevant documentation and distributing it five days in advance of the meeting.

The complainant must have reasonable notice of the date of the review panel; however, the review panel reserves the right to convene at their convenience given their volunteer role. At the review panel, the complainant and representatives from the School, as appropriate, will be present.

The preferred option for the Trust is a review panel where the participants meet in a single, named venue, as part of a face-to-face meeting. However, it is reluctantly accepted that there could be a requirement for the panel to convene, exclusively or in part, through a virtual platform. Considerations as to how the review panel will sit and hear witnesses is a decision for the designated Chair. Their considerations will be based upon the perception of risk.

The Complaint Review Panel will invite the following parties, where applicable:

- the Complainant/s
- the Headteacher
- the investigator that dealt with the complaint at Stage 2
- relevant witnesses
- Trust HR (procedural advice)

12.7.4 Cancellation of the Panel at the Complainant's Request

If the complainant cancels the meeting at the last minute for whatever reason, then the Panel may opt to conduct the complaint review meeting in private, without either the School or the complainant being represented. The review panel considerations will be based upon the documentary evidence previously provided by both parties. This is to ensure that the matter is resolved as soon as possible in the best interests of all parties. However, in private session the Panel may request a representative to explain complicated processes or sensitive matters to ensure effective understanding. If they are the most appropriate person, this can include the Headteacher of the School.

12.7.5 Attending the Complaint Review Panel

The complainant may ask to be accompanied to the panel by a friend, relative, representative or advocate. It is inadvisable for this person to be a member of the school community, for reasons of confidentiality and to avoid conflict of interest. The complainant should advise the Clerk to the Complaint Review Panel of the name and role of this supportive companion prior to the hearing, and the Clerk will seek agreement from the Chair of the Panel. The supportive companion is not there as a witness, so does not address the Complaint Review Panel except with the prior agreement of the Chair.

If the attendance of any pupils is required at the hearing, parental permission will be sought if the pupil is under the age of 18. Extra care will be taken to consider the vulnerability of children where they are present at a review panel hearing.

Neither party is able to bring legal representation with them.

No part of the review panel process will be audio or digitally recorded. To do so is a breach of confidentiality and abuse of process and would result in the complaint being dismissed without recourse.

12.7.6 The Complaint Review Panel Meeting

At the review panel meeting, the complainant and representatives from the School, as appropriate, will be present. Each will have an opportunity to set out

written submissions prior to the meeting and the Panel will have access to the existing record of the complaint's progress. At the meeting, each party will have the opportunity to give statements and present their evidence, and witnesses will be called, as appropriate, to present their evidence.

The panel, the complainant and the school representative(s) will be given the chance to ask and reply to questions. Once the complainant and School representative(s) have presented their cases, they will be asked to leave, and evidence will then be considered by the Panel in closed session to reach their decision.

The Complaint Review Panel can make the following decisions:

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

The Complaint Review Panel will make recommendations to the Trust Board on resolution and improvements to systems or procedures to ensure that problems of a similar nature do not recur.

The clerk will record the procedures in the form of minutes and circulate these via the panel Chair at the conclusion of the meeting. The minutes are a summary of the discussion at the hearing. The minutes will include the decision of the review panel following the hearing but will not include the deliberations of the panel. The minutes are the property of the Trust.

The Review Panel decisions and recommendations will be issued in writing to the complainant and relevant Head Teacher and Governing Board **within 5 working days of the panel.**

Stage 3 completes the Trust's Complaint Procedure. If the complainant is not satisfied, then they can refer their complaint to the ESFA as outlined in section 12.8.

12.8 Referring complaints to the ESFA on completion of the Trust's procedure

If at the end of the Trust Complaint's Procedure, the complainant remains unsatisfied with the outcome, they can refer their complaint to the ESFA. The ESFA will check whether the complaint has been dealt with properly by the Trust. **The ESFA will not overturn a school's decision about a complaint.** However, it will look into:

- Whether there was undue delay or the School did not comply with its own complaints procedure
- Whether the School was in breach of its funding agreement with the secretary of state
- Whether the School has failed to comply with any other legal obligation

If the Trust did not deal with the complaint properly, it will be asked to re-investigate the complaint. If the Trust's complaints procedure is found not to meet regulations, the school will be asked to correct its procedure accordingly.

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

<https://www.gov.uk/complain-about-school>

12.9 Accelerated Procedures

In order to ensure concerns and complaints are dealt with as swiftly as possible, this procedure is designed to provide a stepped response. In the vast majority of cases, concerns and complaints will be dealt with in the order of the procedure set out in this document, and if a complainant tries to escalate an issue before having completed an earlier stage, it will be returned to that stage. However, the Trust recognises there are some situations where it may be necessary to escalate the management of a concern or complaint, and these are set out below.

12.9.1 Serious Allegations

The Trust reserves the right to deal with a concern or complaint at a higher stage of the process if the allegation is of significant seriousness. In such situations, the complainant will be advised by the Head Teacher which Stage the concern or complaint is being considered under when receipt of the complaint or concern is acknowledged.

12.9.2 Complaints against the Trust

If the complaint is made against the Chief Executive Officer, then it will be considered by the Chair of Trustees who will either investigate the complaint or will nominate another Director of the Trust to undertake this role. If a complaint is made against the Chair of Trustees, then it will be considered by a nominated Director of the Trust supported by an external provision.

If the complaint is made about a Trust wide process or policy, then the complaint should be directed in writing to the Chief Executive Officer. It is suggested that it would be helpful for the complainant to follow the guidelines within Appendix D.

The timescales and processes for complaints against the Trust, the CEO or Trustees will follow the guidelines and timescales within the three formal complaint stages as described in Section 10.

12.9.3 Complaints specifically against a Headteacher or Chair of Governors

Complaints made against the Headteacher should be directed to the Chair of Governors. The process to be followed is as per the Stage 2 process.

Complaints made against the Chair of Governors should be directed to the Chair of Trustees. The process to be followed is as per the Stage 2 process.

Appendix A - Office Contact details for Schools

School	Contact Telephone	Email for the School Office
Combe Down C of E Primary School	01225 840324	office@combedown.com
Fitzmaurice	01225 862162	admin@fitzmaurice.wilts.sch.uk
Oldfield Park Infant School	01225 422903	office@oldfieldpark-inf.bathnes.sch.uk
Oldfield Park Junior School	01225 423477	office@oldfieldparkjuniorschool.com
Academy Trust	01225 838013	y.miles@palladianacademytrust.com
Ralph Allen School (secondary school)	01225 832936	enquiries@ralphallenschool.com
St. Martins Garden Primary School	01225 832112	School@stmartinsgarden.org.uk
St. Philips C of E Primary School	01225 837946	mail@stphilips-school.org
Widcombe infant School	01225 421998	widcombeinfants@widcombeinfants.bathnes.sch.uk
Widcombe C of E Junior School	01225 310139	office@widcombejuniorschool.com
Winsley Primary School	01225 863365	admin@winsley.wilts.sch.uk

Appendix B – Stage 1 Complaint – for parents with pupils who have been or are members of the School

Name	
Name of pupil, year group and your relationship to them (where applicable)	
Address	
Telephone (Day)	
Telephone (Mobile)	
Email Address	

The nature of the complaint (date, time, incident, witnesses)

What action would you like to be taken to resolve the problem?

Signed:
Date:

Official use

Date received:	Signed:
----------------	---------

Appendix C - Formal Complaints Form (Stage 2) – for parents with pupils who have been or are members of the School

Name	
Name of pupil, year group and your relationship to them (where applicable)	
Address	
Telephone (Day)	
Telephone (Mobile)	
Email Address	

Details of the complaint
Action taken so far (including staff member who has dealt with it so far) or solutions offered
The reason that this was not a satisfactory resolution for you
What action would you like to be taken to resolve the problem?

Signed:
Date:

Official use

Date received:	Signed:
----------------	---------

Appendix D - Formal Complaints Form – Panel Review (Stage 3)

Name	
Name of pupil, year group and your relationship to them (where applicable)	
Contact Address	
Contact Telephone (Day)	
Contact Telephone (Mobile)	
Contact Email Address	

Reasons for requesting a Stage 3 Complaint Review (reasons why you feel your concerns have not been fully addressed, and any evidence that you feel has not been fully considered)
Which element(s) of your complaint remain unresolved from the previous stage?
What outcome are you seeking from the Stage 3 Complaint Review?

Signed:
Date:

Official use

Date received:	Signed:
----------------	---------

Appendix E

Complainants that are not parents of pupils at schools should first attempt to address their complaint to the School as appropriate informally. This is often achieved through telephone contact to the relevant school office. However, it is acknowledged that some would prefer to write their views in a letter / email to the Headteacher.

If the informal process of telephone conversation fails to adequately resolve the issues or incident, then the school would seek to receive a written complaint to the Headteacher.

If the complaint is about the school or its members then the Headteacher, often via the school office is the designated route.

If the complaint is about the Trust in general or specifically about a School Headteacher then the avenues for the submission of a written complaint are to the Chair of school governors, or it more appropriate to the Chief Executive or the Chair of trustees.

It would be useful to know to understand the complaint and seek some form of resolution

- Name
- Address and telephone contact details
- Date and time of incident
- Location
- Witnesses or witness opportunities
- Outcome or resolution sought from complainant.

The timescales for activity for this type of complaint are 5 working days to acknowledge the complaint with a resolution within 20 days.