



# **St Peter's Church of England Middle School**

## **Complaints Procedure**

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**This policy is approved by Local Governing Body**

**The policy is to be reviewed in May 2019**

**Headteacher: Andy Snipp**

**Chair of Local Governing Body: Rebecca Scott Saunders**

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## **Schools Complaints Procedure**

### **Introduction**

It is in everyone's interest that complaints about your school 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, the school must be clear about the procedures they will apply when they receive a complaint.

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 will receive the first approach. It is helpful when staff are able to resolve issues on the spot. This may include offering a clear explanation; in some cases accepting that a situation could have been handled better; in other cases an apology may be appropriate

### **The Responsibility of the School**

1. Under the Education (Independent Schools Standards) (England) Regulations 2010 academies are required 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.
2. The governing body has delegated responsibility on behalf of the Trustees of ODST for the school and for ensuring that all students receive an appropriate and high standard of education. The Headteacher is responsible for making decisions on a daily basis about the school's internal management and organisation. The school should make it clear that parents and others should direct complaints to the school in most circumstances.
3. This model procedure (see Appendix 1) is a good practice guide, which will apply to most general complaints received by schools. It is not intended to cover those matters for which there is a specific statutory process to object, complain or appeal.
4. Concerns about allegations of child abuse and staff discipline must be dealt with through the separate agreed procedures that have been adopted for these purposes. Similarly separate procedures will apply in relation to appeals relating to admissions, special needs assessment and exclusions.
5. Schools should make all parents aware of the existence of their complaints procedure. The school website would be a suitable mechanism for doing so.

## **The Responsibility of ODST and the LA**

6. For most complaints, parents cannot take their appeal further than the local governing body. Neither ODST nor the LA will investigate school matters on a parent's behalf nor would they review how the school has dealt with a complaint. If a parent feels that the school has acted unreasonably or not followed the correct procedures, they can write to the Secretary of State for Education and Skills, Department for Education and Skills, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

## **Using the Complaints Procedure**

7. The resolution of a complaint can be an opportunity for the school to improve its practice and develop further a strong partnership with parents.
8. The complaints procedure should be easily accessible and well publicised, so that parents know how to raise concerns.
9. It is desirable for any complaint to be addressed by a member of staff/governor at a level closest to the cause of concern.
10. Procedures should be as speedy as possible and ensure fairness to all involved. Suggested time-scales are provided in the model for schools to adopt or adapt to suit their circumstances (Appendix 1).
11. Confidentiality is important in securing the confidence of all concerned. Conversations and correspondence must be treated with discretion. Parents need to feel confident that a complaint will not disadvantage their child. However, the parties to a complaint should realise that some information may have to be shared in order to carry out a thorough investigation.
12. If the investigation of a complaint shows that it is justified, then the school should consider how to respond to it in an appropriate way.
13. All complaints should be recorded and monitored to identify issues and allow any lessons to be learned by the school.
14. Staff and governors in schools should have the opportunity to take part in training or briefing to raise their awareness of the procedures and develop their skills in dealing with people who wish to complain.

## **Dealing with Complaints – Formal procedures**

15. 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.
16. A complaint is distinct from any formal disciplinary procedure. Staff who may be questioned as part of a complaints procedure must be treated fairly and have an opportunity to put their case. They should be offered support before responding to any investigation into a complaint.
17. If it becomes apparent that the complaint has the potential to be a disciplinary issue or if the complaint is against any member of staff, it is for the Headteacher or designated senior member of staff or, in the case of the Headteacher, the Chair of Governors or designated governor, to determine if it is a disciplinary or capability matter. If this is the case, the matter will be dealt with by following the appropriate (disciplinary or capability) procedure and the complainant will be notified that this is the outcome of their complaint, i.e. “The matter has been referred to the appropriate procedure”.

## **Vexatious Complainants**

18. There may be occasions, when, despite all stages of procedures having been followed, the complainant remains dissatisfied. If the complainant tries to re-open the same issue, the Chair of Governors should inform them in writing that the procedure has been exhausted and that the matter is now closed.

## **Third party providers**

19. Where a complaint is about something for which the school is not responsible, the complaint should be redirected and the complainant informed without delay.

## **St Peter's Church of England Middle School Complaints Procedure**

### **Introduction**

The Local Governing Body of St Peter's Church of England Middle School (under delegated authority from Oxford Diocesan Schools Trust ("ODST")) have adopted the following procedure to deal with formal complaints, whether received from members of the school community or otherwise.

### **Dealing with concerns at the earliest opportunity**

1. If parents, students or members of the public have concerns they should:
  - (a) Discuss their concerns with the member of staff most directly involved and, if not satisfied;
  - (b) Discuss their concerns with a senior member of staff and, if not satisfied;
  - (c) Discuss their concerns with the Headteacher.
2. At each stage in the procedure, schools will want to 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.
3. Complainants should be 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.
4. Equally, an effective procedure will identify areas of agreement between the parties. It is also of importance to clarify any misunderstandings that might have occurred as this can create a positive atmosphere in which to discuss any outstanding issues.
5. Only where all these avenues have been tried and found unsatisfactory should the complainant take a complaint to the Chair of Governors or Clerk to the Local Governing Body.
6. If the Headteacher considers s/he can do no more to resolve the complaint it should be stated explicitly that the complainant can write to the Chair of Governors if not satisfied.

### **Principles informing our complaints procedure**

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7 This procedure is designed to:

- be well publicised and easily accessible;
- be simple to understand and use;
- be impartial;
- be non-adversarial;
- allow swift handling with established time limits for action and keeping people informed of the progress;
- allow a mediation process if agreed by the complainant;
- allow for a hearing of a panel of Governors, where appropriate;
- respect people's desire for confidentiality, wherever possible;
- address all points of issue, provide an effective response and appropriate redress where necessary;
- provide information to the school's Senior Management Team so that services can be improved.

### **Making a Complaint to the Local Governing body**

8. Where informal attempts have been unsuccessful in resolving a complaint, the complainant should write to the Chair of Governors or Clerk to the Local Governing body at the school address. The envelope should be marked 'FOR IMMEDIATE ACTION' and staff in the school office must ensure that the letter is forwarded without delay.
9. The complainant will be asked to complete a complaint form (Annex 1) if they have not already done so. The Chair of Governors or Clerk will check if the individual requires help to complete the form, and will arrange this if appropriate. On receipt of the complaint form the Chair of Governors (or other governor) will:
  - 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.
10. At this point the chair of governors will decide whether the complaint should go straight to the governors' complaints panel or whether a mediation stage should be offered. Mediation can only proceed if the complainant and the Headteacher are willing for it to be tried. If mediation is not successful, the complaint will be considered by the governors' complaints panel.

### **Mediation**

11. Mediation can be a good 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;

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- 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 governors' 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.

### **Governors' Complaints Panel**

12. Where the complainant is still not satisfied that their complaint has been dealt with fully and properly, they may choose to take it to a panel of Governors.

13. Establishing a complaints panel:

- The governing body should agree the composition of the complaints appeals panel at the first meeting of the local governing body each year;
- As governors may not be available at all times local governing bodies are advised to agree the names of 4 or 5 possible governors from whom a panel may be drawn;
- The decision about the membership of a particular panel will depend on factors such as availability and will be made by the chair of governors;
- The panel will comprise of at least 3 members, at least 2 members of which are Governors, and none of whom will have had any previous direct involvement in the matter detailed in the complaint;
- At least one member of the panel will be independent of the management and running of the school and will typically be a governor at another ODST school;
- When the clerk of governors receives a copy of the complaint form he/she will inform the governing body 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 governors.

14. There are several points which any governor sitting on a complaints panel needs to remember:

- It is important that the appeal hearing is independent and impartial and that it is seen to be so. No governor may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it;

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- 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;
- 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;
- Governors sitting on the panel need to be aware of the complaints procedure and any other procedures relating to the complaint e.g. Antibullying policy.

15. The Chair of the Panel will be nominated by the Chair of Governors and is responsible for ensuring that both complainant and Headteacher are given a fair hearing and that the panel arrives at its judgment without fear or favour.

### **Remit of the panel**

16. The complaints 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 problems of a similar nature do not recur.

It may:

- Consider and, if appropriate, criticise the way in which an operational decision was communicated – but cannot overturn the decision itself;
- Consider the thoroughness with which the Headteacher/ Local Governing body 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/ Local Governing body to have changed the decision;
- 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 governing body to ensure that problems of a similar nature do not recur, and individual panel members can subsequently play their part in improving the policy);
- Consider whether it should recommend that the Headteacher/ Local Governing body offer appropriate redress.

### **Format of a Panel Hearing**

17. The format for a panel hearing is as follows:

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- Complainant and Headteacher will enter the room where the hearing is taking place together;
- The chair will introduce the panel members and the clerk and outline the process;
- The complainant is invited to explain the complaint;
- The Headteacher may question the complainant;
- The panel will question the complainant;
- The Headteacher is then invited to explain the school's actions;
- The complainant may question the Headteacher;
- The panel will question the Headteacher;
- 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;
- The chair explains that both parties will hear from the panel within five working days;
- Both parties leave together while the panel decides on the issues;
- The clerk will remain with the panel to clarify.

### **General Principles**

18. Certain principles underpin the format of a complaints hearing:

- The hearing should be made as unthreatening as possible to all parties;
- The panel may ask questions at any point. Panel members must find ways to ask probing questions while maintaining an air of impartiality;
- The Headteacher must have no contact with members of the governors' complaints panel except when the complainant is present to preserve the principle of neutrality. This means that Headteacher and complainant enter and leave the room where the hearing is held together;
- The chair of the panel should normally refuse to accept fresh documentary evidence at the hearing unless there are exceptional reasons why accepting this would make the process fairer— there should be every encouragement to produce the evidence in advance so that all those involved have time to study it;
- However, if new and relevant evidence is accepted by the chair, the chair will adjourn the hearing for a few minutes to allow everyone to read the document;
- Both parties must leave the hearing room during the adjournment.

### **Exceptional circumstances**

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

- The chair of governors may not be able to find two governors who have no prior knowledge of the case: If a case has become a major talking point around the community, the chair can nominate two or more governors with minimal prior knowledge. If there are still insufficient governors able to sit on a panel, the

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governing body in consultation with ODST will put in place an alternative fair process;

- The complaint may not be against the Headteacher: A complaint to the governors' 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 chair of governors – e.g. for wilfully refusing to deal with a complaint. In those circumstances the procedure above would be adapted and every reference to 'Headteacher' would be read as 'chair of governors';
- 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. 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 student at the school: Good schools encourage students to raise concerns and would expect to resolve them before it becomes a formal complaint to the governing body. If it is not resolved it would be very unusual if parents have not by now picked it up and made it a parental complaint. However, if a student 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**

20. The clerk should 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 should be sent to the complainant with a copy to the Headteacher.

- The letter should clearly express how seriously the panel considered the complaint;
- The clerk should be careful that the letter sticks to the facts and gives no hint of partiality;
- The clerk should ensure that the letter reaches the complainant and the Headteacher by the deadline stated in your policy and/or in a statement by the chair at the end of the hearing – usually five working days.

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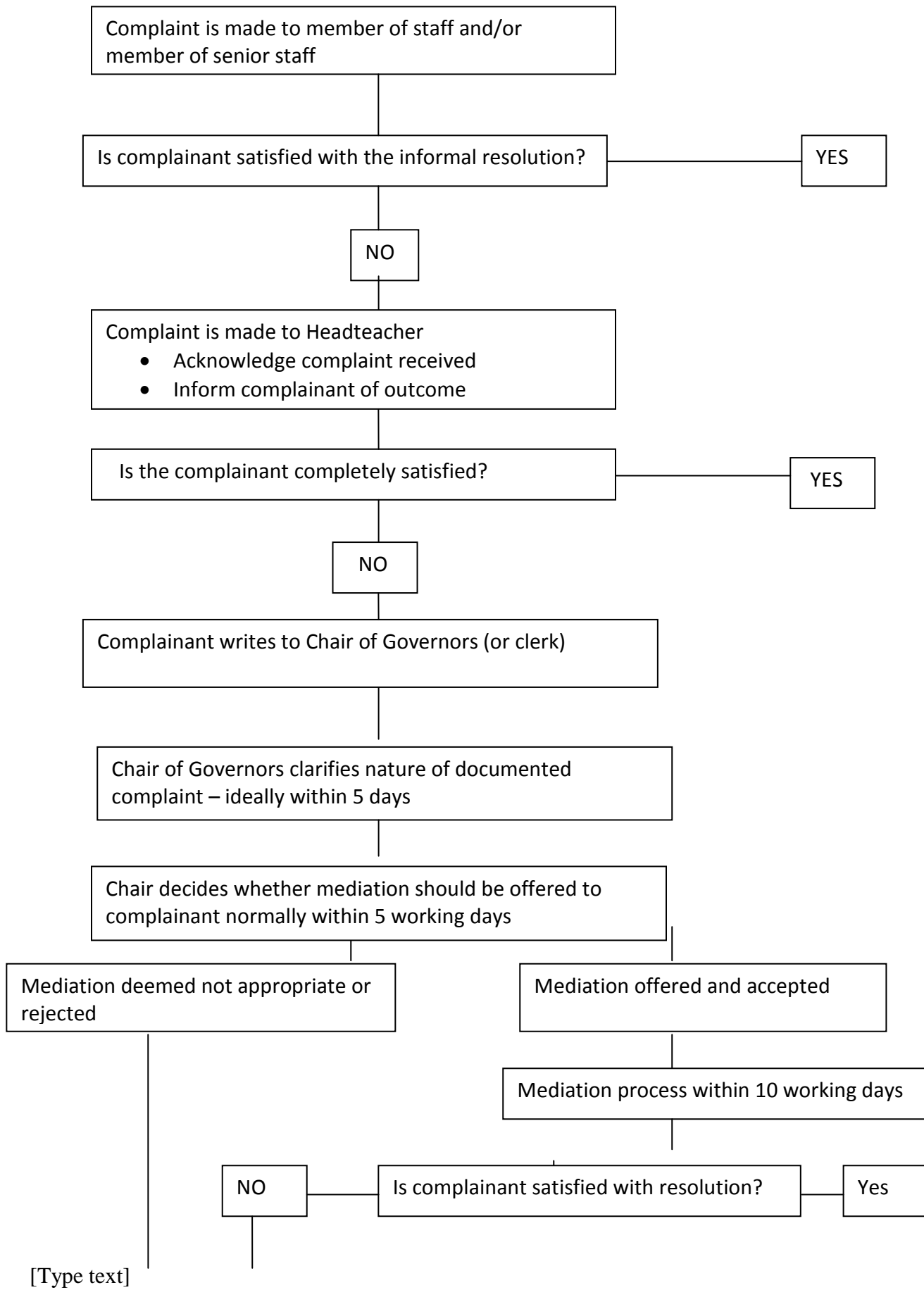
## **Timescale**

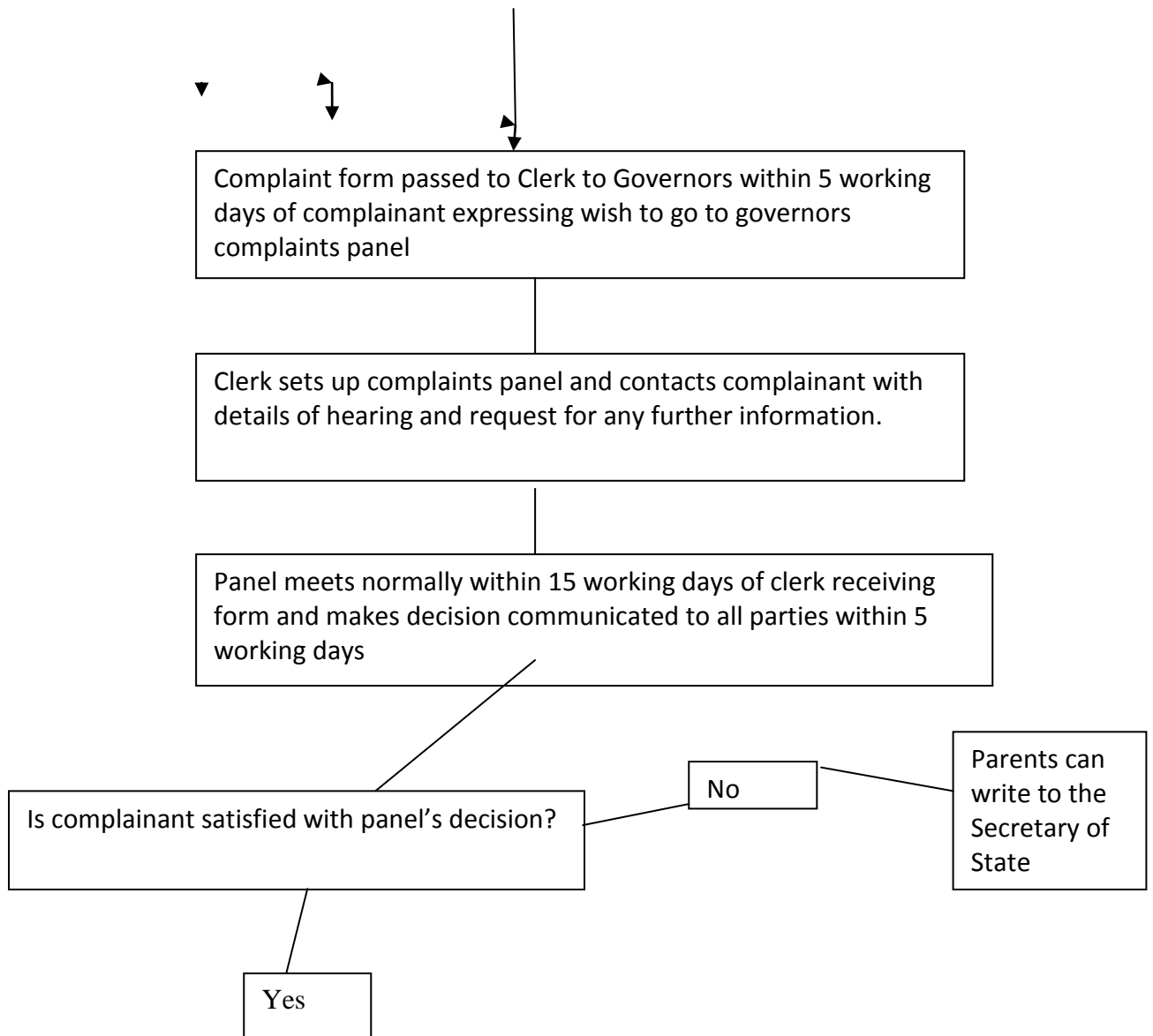
21. It is in everyone's interest that any complaints are resolved as quickly as possible. Certain timescales are suggested in this procedure to help achieve this. However, it is not always possible to keep to this timetable, for example in school holidays, when it may take longer to look into the facts surrounding a complaint, or witnesses may not be available. Where there is likely to be a material deviation from the suggested timetable it is helpful if those dealing with the complaint make this clear to everyone involved.

## **Monitoring Complaints**

22. As well as addressing an individual's complaint, the process of listening to and resolving complaints would contribute to school improvements. When individual complaints are heard, schools may identify issues that need to be addressed. The monitoring and review of complaints by the school and Governing body can be useful to evaluating the school's performance. Any discussion of complaints by the Governing body or others in the school community should not name or be able to identify individuals.

The flowchart overleaf summarises the complaints process.





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## **Annex 1- 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 students/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 it is appropriate that it should be dealt with by a Governor, it should be returned to the Clerk to the Governors at the school.

**Model complaint form**

.....School

Please complete and return to ..... 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?

[Type text]

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

Signature:

Date:

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*Official Use:*

*Date of acknowledgement sent:* .....

*By Whom:* .....

*Complaint referred to:* .....

*Date:* .....

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## Annex 2

### Sharing your concerns about your child's education A Parents' Guide

At St Peter's Church of England Middle School we value every child, and we want to support and nurture all students so that each is enabled to fulfil his or her potential. The Christian Values to which we seek to live are: fellowship, integrity, compassion, wisdom and trust. However, we recognise that at times things can go wrong. This guidance will help you understand how to resolve concerns you may have about your child's education.

The school has procedures for dealing with concerns or complaints and we value any feedback about our services, including compliments and suggestions. If you are concerned about any aspect of your child's education, please raise this as soon as possible with your contact at the school (see below). It is better to raise a problem that seems small or trivial than to wait until this has become a major issue.

St Peter's is a Church of England academy within the Oxford Diocesan Schools Trust. ODST has legal responsibility for the school and they delegate to the school's local governing body the responsibility for ensuring the well-being of students and that all students receive an appropriate and high standard of education. The local governing body has put in procedures (including this guide) to help them do this.

The Headteacher is responsible for making decisions on a daily basis about the school's internal management and organisation. So you should contact the school if you are concerned about an issue such as:

- your child's academic progress  
special education needs provision
- your child's welfare
- bullying
- something that has happened in school;

How do I contact the school if I have a question or complaint?

We know that parents don't always find it easy to know who to speak to. The transition from first school, when parents were often used to delivering their child to class and seeing their child's class teacher every day, can be particularly difficult for parents. While your child is at St Peter's we seek to encourage him or her to develop the responsibility and independence that will be valuable to them when they leave us for other schools. For this reason you will not normally come into school to drop-off or collect your child, and so it is not so easy to have an informal conversation with your child's teacher.

Instead, we encourage you to email the relevant teacher where this is possible. Email addresses are on the school website, and mean that your message goes directly to the person it is for. Teachers will normally check their emails and reply when they are free. This is an effective way to ask questions, get clarification and raise concerns. You can also use this route to let your teacher know information about your child that may help them to meet your child's needs better or to set up a telephone call or meeting with a teacher at a time convenient to both of you. Please bear in mind that some teachers

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are part-time, and some run clubs at lunchtime or after school, so it may take a couple of days before you get a reply to or acknowledgement of your message.

If you are not able to use email, or if the message is urgent, or if you need to contact a member of staff who does not have an email address, please telephone the school office who will help to get your message to the relevant person. It is helpful if you can avoid calling at the beginning and end of the school day, as these are busy times in the school office.

### **Who should I contact?**

**If your child is in Year 5 or Year 6**, s/he will have a class teacher with whom s/he has most of his/her lessons. This will normally be the best person for you to contact. If you are not sure who this is, the school office can easily confirm this to you. If your child's class teacher cannot deal with your concern, please contact the assistant head teacher with responsibility for this part of the school. If your concern relates to your child's special educational need(s), you may prefer to contact the SENCO.

**If your child is in Year 7 or Year 8**, s/he will follow a more secondary timetable with specialist teachers for each subject. Please contact the relevant teacher for subject-specific queries. If you are not sure who this is, the school office can easily confirm this to you. If the teacher cannot deal with your concern, or if it is not subject-specific, please contact our Assistant Headteacher responsible for KS3, who is the assistant head teacher with responsibility for this part of the school. If your concern relates to your child's special educational need(s), you may prefer to contact the SENCO.

We also have a pastoral leader, Mrs Hardy, whom you may wish to contact about pastoral concerns.

Whoever you contact, if you feel that your concern has not been resolved, then it is important to speak to or write to the Headteacher who will look into your concern. Again, email is a convenient way to contact the Headteacher, but you can also telephone the school office to make an appointment, or come to the drop-in session held on Thursday afternoons at 3.15pm.

If you are unhappy with the Headteacher's response you should raise a formal complaint by writing, explaining your complaint, to the Chair of Governors/Clerk to the Governing body at the school address. Mark your envelope 'FOR IMMEDIATE ATTENTION'.

### **This is how a formal complaint will be handled**

Within 5 working days\* the chair of governors will clarify the nature of your complaint by asking you to complete a complaint form (if you have not already done this). If you need help to complete the form, this is available.

Within 5 working days\* of receiving the form the Chair will decide whether mediation should be offered to help you and the Headteacher explore possible resolution.

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If mediation is agreed, the chair of governors will endeavour to set up the meeting within 10 working days\*. If that timescale is not possible you will be told the reason.

If mediation is not deemed appropriate or if it is not successful, the Chair of Governors or Clerk will set up a panel of governors to meet within 15 working days\* to consider your complaint. The clerk will provide details of the hearing and will request any further information or supporting evidence or paperwork you may wish to provide.

The complaints panel will consist of at least 3 members, usually at least two governors but also including one member independent of the management and running of the school, all of whom (as far as possible) will have no prior knowledge of the events being complained of. The panel will be supported by a clerk who will take notes during the hearing and will stay with the panel while they make their decision in case governors need to be reminded about responses to a particular question. The panel will hear the complaint impartially and make their decision without fear or favour.

Five working days before the hearing the clerk will send to you, the complainant, the Headteacher and the three panel members, copies of all papers submitted by both sides so that there is sufficient time to read the evidence before the hearing. Because it is important that everyone has time to read the papers, it is not normally possible to consider papers submitted after this date. If some important piece of evidence will not be available in time, please contact the clerk to discuss this.

#### **At the hearing,**

1. You and the Headteacher will be invited into the room where the panel is being held at the same time.
2. After introductions, you, the complainant, will be invited to explain your complaint,
3. The Headteacher may question you
4. The panel will question you
5. The Headteacher will be invited to explain the school's actions
6. You, the complainant may question the Headteacher
7. The panel will question the Headteacher
8. The panel may also ask questions of anyone at any point.
9. You, the complainant will then be invited to sum up your complaint.
10. The Headteacher will then be invited to sum up the school's actions and response to the complaint.
11. The chair will explain that you and the Headteacher will hear from the panel within five working days.
12. Both you and the Headteacher will leave together while the panel decides on the issues.
13. The clerk will remain with the panel.

#### **Can I take my complaint further?**

For most complaints, you cannot take your complaint to ODST. ODST has delegated this matter to the Local Governing Body and cannot investigate school matters on a parent's behalf nor can it review how the school has dealt with your complaint.

However, if you feel that the school has acted unreasonably or not followed the correct procedures, you can write to the Secretary of State for Education <http://www.education.gov.uk/help/contactus/dfe>

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\* We want to resolve any problems as quickly as possible, so we will try to keep to these timings. However this is not always possible, especially in school holidays when staff members may be unavailable. If we need to set a new timetable, we will tell you as soon as possible.

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