



Complaints Policy



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1. Aims

At White Woods Primary Academy Trust, we are committed to building strong partnerships with our pupils, parents/carers, and all our stakeholders. We believe that clear communication and collaboration form the foundation for mutual understanding, which helps us work together to resolve any concerns that may arise.

If you do have a concern or complaint about any aspect of the Trust or one of its schools, this guidance is here to help us address it in an efficient and timely manner.

Our Trust and schools are committed to meeting our obligations when responding to complaints from parents, carers, and the wider community. While this procedure is primarily for parents and carers of children registered at our schools, we welcome feedback or concerns from anyone, including members of the public, regarding the services or facilities we provide.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect person raising the complaints' desire for confidentiality
- Treat person raising the complaints with respect and courtesy
- Make sure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law
- Keep person raising the complaints informed of the progress of the complaints process
- Consider how the complaint can feed into school improvement evaluation processes

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

The school will aim to give the person raising the complaint the opportunity to complete the complaints procedure in full.

To support this, we will make sure we publicise the existence of this policy and make it available on the school websites.

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

We strive to resolve complaints informally whenever possible, as this helps to maintain positive relationships and a spirit of partnership. In most cases, concerns are resolved at this early stage, and **it is rare that our formal complaints policy needs to be used.** However, if an issue cannot be resolved informally, we will follow our formal procedures.

Our aim is to ensure that everyone has the opportunity to fully engage with the complaints process. To support this, we will make sure the policy is easily accessible and available on our school websites.

Throughout the process, we are committed to being mindful of the needs of all involved, and we will make reasonable adjustments as needed to ensure everyone feels supported.

2. Legislation and guidance

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

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

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

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

3. Scope

This policy does **not** cover complaints procedures relating to:

- Admissions
- Statutory assessments of special educational needs (SEN)
- Safeguarding matters
- Suspension and permanent exclusion
- Whistle-blowing
- Staff grievances
- Staff discipline

Please see our separate policies for procedures relating to these types of complaints. The outcomes of investigation into such matters will not be shared with the person raising the complaint.

Anonymous concerns or complaints will not normally be investigated under this procedure. The Headteacher or an Executive Lead, if appropriate, will determine whether there are exceptional circumstances to justify investigating the issues raised.

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

Exceptions	Who to contact
Admissions to schools	Concerns about admissions should be handled through a separate process – either through the appeals process or via the local authority.
Statutory assessments of special educational needs	<p>Parents should contact a mediator as detailed on the decision letter from the LA in the first instance. If this does not resolve the issue parents can appeal to the SEND tribunal.</p> <p>Parents can appeal to the Tribunal if they do not agree with the decision that the Local Authority has made, if they:</p> <ul style="list-style-type: none"> • refuse to carry out an EHC assessment or reassessment; • refuse to issue an EHC Plan after carrying out an assessment or reassessment • refuse to amend the wording of the sections of an existing EHC Plan which are about education (Section B – description of special educational needs, Section F – special educational provision and Section I – educational placement) • decide the child no longer needs an EHC Plan.
Matters likely to require a Child Protection Investigation	<p>Complaints about child protection matters are handled under our child protection and safeguarding policy and in accordance with relevant statutory guidance.</p> <p>If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding or the Multi-Agency Safeguarding Hub (MASH). RMBC LADO RMBC MASH team</p>
Exclusion of children from school*	<p>Further information about raising concerns about exclusion can be found at: www.gov.uk/school-discipline-exclusions/exclusions.</p> <p><i>*complaints about the application of the behaviour policy can be made through the school's complaints procedure. See school website for a link to the behaviour policy</i></p>
Whistleblowing	<p>We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors.</p> <p>The Secretary of State for Education is the prescribed person for matters relating</p>

	<p>to education for whistle-blowers in education who do not want to raise matters direct with their employer. Referrals can be made at:</p> <p>www.education.gov.uk/contactus.</p> <p>Volunteer staff who have concerns about the school should complain through the school's complaints procedure. You may also be able to complain directly to the LA or the Department for Education (see link above), depending on the substance of your complaint.</p>
Staff grievances	Complaints from staff will be dealt with under the school's internal grievance procedures.
Staff conduct	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p> <p>person raising the complaints will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the person raising the complaint will be notified that the matter is being addressed.</p>
Fulfilment of Early Years requirements	<p>We will investigate all written complaints relating to the Academy's fulfilment of the Early Years Foundation Stage requirements, and notify the person raising the complaint of the outcome within 28 School Days of receiving the complaint. The Academy will keep a record of the complaint (see below) and make this available to Ofsted on request. Parents and carers can notify Ofsted if they believe that the Academy is not meeting Early Years Foundation Stage requirements, by calling 0300 123 1231, or by emailing enquiries@ofsted.gov.uk.</p>

4. Roles and responsibilities

4.1 The person raising the complaint

To ensure we can address your concerns effectively and in a timely manner, we ask that you:

- Follow the outlined procedures
- Work with the school throughout the process, responding to communications and deadlines as promptly as possible
- Reach out for assistance if you need support at any stage
- Treat everyone involved with kindness and respect
- Refrain from discussing the complaint with individual governors or other parents
- Avoid sharing details about the complaint on social media

4.2 The investigator

An individual will be appointed to look into the complaint and establish the facts. They will:

- Interview all relevant parties, keeping notes
- Consider records and any written evidence and keep these securely
- Prepare a comprehensive report, which includes the facts and potential solutions

4.3 The complaints co-ordinator

The complaints co-ordinator can be:

- The headteacher
- Any other staff member providing administrative support

The complaints co-ordinator will:

- Record the complaint when received
- Keep the person raising the complaint up to date at each stage in the procedure
- Make sure the process runs smoothly by liaising with staff members, the headteacher, and the Trust executive team where necessary.
- Be aware of issues relating to:
 - Sharing third-party information
 - Additional support needed by person raising the complaints; for example, interpretation support or where the person raising the complaint is a child or young person
- Keep accurate records

4.4 Clerk

The clerk will:

- Be the contact point for the person raising the complaint and the complaints panel at stage 4, including circulating the relevant papers and evidence before complaints panel meetings
- Arrange the complaints hearing
- Record and circulate the minutes and outcome of the hearing

4.5 Panel chair

The panel chair will:

- Chair the meeting, ensuring that everyone is treated with respect throughout
- Make sure all parties see the relevant information, understand the purpose of the committee, and are allowed to present their case

4.6 All staff

All staff will be made aware of this complaints procedure and are expected to read this policy regularly and ensure they understand it in order that they are familiar with our process of dealing with complaints and can be of assistance when an issue is brought to their attention.

5. Principles for investigation

When investigating a complaint, we will try to clarify:

- What has happened
- Who was involved
- What the person raising the complaint feels would put things right

When investigating a complaint, we will seek to gather a full understanding of the situation by clarifying:

- What has happened, from all relevant perspectives
- Who was involved
- What the person raising the complaint feels would help resolve the issue

We recognise that different parties may have differing viewpoints, and we will ensure that all sides are heard and considered during the investigation.

5.1 Timescales

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

We will consider exceptions to this timeframe in circumstances where there were valid reasons for not making a complaint at that time and the complaint can still be investigated in a fair manner for all involved.

When complaints are made out of term time, we will consider them to have been received on the first school day after the holiday period.

If at any point we cannot meet the timescales we have set out in this policy, we will:

- Set new time limits with the person raising the complaint
- Send the person raising the complaint details of the new deadline and explain the delay

5.2 Complaints about our fulfilment of early years requirements

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

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

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

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

6. Stages of complaint

We have adopted a 4 stage process for dealing with complaints:

- Stage 1 – informal resolution
- Stage 2 & 3 – formal investigation
- Stage 4 – review panel

6.1 Stage 1: informal

At our schools/Trust, we are committed to resolving concerns and informal complaints swiftly, with an emphasis on building and maintaining positive relationships. We believe that many concerns can be best addressed through personal, face-to-face conversations, as this allows for clearer communication and mutual understanding.

Where possible, we encourage parents or carers to first speak directly with their child's class teacher in person. A face-to-face meeting often provides the best opportunity to address concerns thoroughly and collaboratively. However, if meeting in person is not feasible, we are happy to arrange a phone call or email communication as needed.

If the matter requires further attention, the headteacher is also available for in-person meetings. We believe that by addressing concerns in this way helps strengthen the partnership between home and school.

Should the person raising the complaint feel uncomfortable speaking with a particular staff member, the headteacher will refer them to another appropriate member of staff. Similarly, if the staff member feels too involved in the situation, the headteacher may reassign the concern to another staff member.

We will acknowledge concerns within 3 school days and confirm the next steps, including an expected timeline. Most concerns are resolved through informal conversations, but if necessary, we will provide a brief written summary within 5 school days following any meetings.

If the complaint is not resolved informally, it will be escalated to a formal complaint.

6.2 Stage 2: formal

The formal stage involves the person raising the complaint to the headteacher:

- In writing using this form. [Link](#) (this is preferred to ensure we have all the information required)
- Over the phone
- In person
- Through a third party acting on their behalf

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

If the person raising the complaints needs assistance raising a formal complaint, they can contact the school office in person, by phone or email as per the details on the school website.

The headteacher will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within 3 school days.

The headteacher (or other person appointed by the headteacher for this purpose) will then conduct their own investigation, which will include inviting the person raising the complaint in to discuss the facts and explore possible resolutions. The written conclusion of this investigation will be sent to the person raising the complaint within 10 school days of the receipt of the complaint.

6.3 Stage 3: Executive/non executive review

Complaints will be escalated to stage 3 where:

- the person raising the complaint is not happy with the resolution by the head teacher and wishes to proceed to the next stage of the procedure,
- the complaint is about the headteacher and has not been resolved under stages 1 or 2,
- The complaint is about a member of the Trust central team or executive
- The complaint is about a trustee

The person raising the complaint should utilise this form [Link](#) or email the Trust admin@wwpat.org with full details of the complaint and what they feel would resolve it. Requests received outside of the timeframes stated above will be considered in exceptional circumstances.

Should the person raising the complaint need support in emailing the Trust they can seek support from the school:

- By letter or email
- Over the phone
- In person
- Through a third party acting on behalf of the person raising the complaint or by telephoning The Trust offices on 01709 267019.

On receipt of the complaint the Trust central team will refer the complaint to the appropriate person to investigate and resolve.

- Complaints escalated following stages 1 & 2 - refer to executive lead to investigate
- Complaints about a member of the Trust central team - refer to executive lead to investigate
- Complaints about an executive lead - refer to CEO to investigate
- Complaints about the CEO - refer to Chair of Trust Board to investigate
- Complaints about a Trustee - Refer to a trustee who has had no involvement/knowledge of the complaint to date

The Trust central team will record the date the complaint is received and will acknowledge receipt of the complaint in writing by letter or email within 3 school days confirming who will be dealing with the complaint.

The Trust will need the details of the complaint as set out In annex 2, including details from the person raising the complaint on how they feel the previous stage of the procedure has not addressed their complaint sufficiently, and what they feel would resolve the complaint.

The executive lead will then conduct their own investigation, which may include discussion with the person raising the complaint in person or over the telephone to review the facts and explore possible resolutions, interviewing other members of staff involved and taking statements. The written conclusion of this investigation will be sent to the person raising the complaint within 10 school days of the receipt of the complaint.

6.3 Stage 4: review panel

Complaints will be escalated to the panel hearing stage if the person raising the complaint is not satisfied with the response to the complaint at the third formal stage. The person raising the complaint should contact the Trust Central Team via admin@wwpat.org to advise they wish their complaint to be escalated to stage 4.

The administration for Stage 4 Complaint Panel Hearings will be handled by a senior member of the Trust Central Team, hereinafter referred to as "Clerk". The Clerk will acknowledge receipt of a request to escalate to Stage 4 within 10 School Days

Convening the panel

The panel will be appointed on behalf of the Trust Board and must consist of at least 3 people who were not directly involved in the matters detailed in the complaint. At least 1 panel member must be independent of the management and running of the school concerned. The panel cannot be made up solely of governing board members, as they are not independent of the management and running of the school.

The panel will have access to the existing record of the complaint's progress (see section 10).

The person raising the complaint must have reasonable notice of the date of the review panel. The clerk will aim to find a date within 30 school days of the request, where possible.

If the person raising the complaint rejects the offer of 3 proposed dates without good reason, the clerk will set a date. The hearing will go ahead using written submissions from both parties.

Information

Any written material will be circulated to all parties at least 5 school days before the date of the meeting.

The Clerk will forward a copy of all paperwork relating to the complaint (consisting of the record of stage 1 informal attempts at resolution), the original letter of complaint or Complaint Form, any documentation provided by the person raising the complaint with their complaint, all investigation records with the letter of outcome under Stages 1 and 2 or 3 with the person raising the complaint's letter requesting a Complaint Panel hearing and accompanying documents) to the person raising the complaint, the Academy representative and the three Complaint Panel members.

The person raising the complaint and the School will each have an opportunity to set out written submissions prior to the Complaint Panel hearing. If the person raising the complaint wishes the Panel to consider any additional information, they should forward this documentation to the Clerk to arrive at least 5 School Days before the Complaint Panel Hearing, to enable the Clerk to forward it to the Academy's representative and the Complaint Panel members.

The board will ensure that the hearing is properly minuted.

Attendees

At the review panel meeting, the person raising the complaint and a representative from the School (who will usually be the person who dealt with the complaint under Stage 2 , (but may be an alternative School representative as appropriate), will be present.

The person raising the complaint must be allowed to attend the panel hearing and be accompanied if they wish. For the avoidance of doubt, the person raising the complaint's supporter will be present for moral support only and will not play any part in the proceedings, unless invited to do so by the Chair of the Complaint Panel, entirely at his/her own discretion. It is not appropriate for either the person raising the complaint or the School to be legally represented.

Members of staff will not usually be required to attend the Complaint Panel Hearing to give a verbal statement unless their conduct is relevant or their account is contentious and the rules of natural justice dictate that the person raising the complaint should be allowed to ask that member of staff questions. If the person raising the complaint wishes to rely on the account of a witness, they should ask the witness to write down, sign and date their account and forward it to the Clerk at least 5 School Days before the Complaint Panel Hearing, to enable the Clerk to forward it to the Academy representative and the Complaint Panel members.

Members of staff called as witnesses may be supported by a union representative. Representatives from the media are not permitted.

At the meeting

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless required as part of reasonable adjustments. Prior knowledge and consent of all parties attending will be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

At the review panel meeting, the person raising the complaint and representatives from the school, as appropriate, will be present. Each will have an opportunity to set out written or oral submissions prior to the meeting.

At the meeting, each individual will have the opportunity to give statements and present their evidence, and witnesses will be called, if permitted by the chair, to present their evidence.

The panel, the person raising the complaint and the school representative(s) will be given the chance to ask and reply to questions. Once the person raising the complaint and school representative(s) have presented their cases, they will be asked to leave and evidence will then be considered.

The panel will then put together its findings and recommendations from the case. It will decide which facts are established to be true, on a balance of probabilities. If a fact is not deemed relevant, the Panel will not consider it further. Recommendations may be aimed at achieving reconciliation between the parties (for example, a written apology), improving procedures or preventing a recurrence in the future.

The Complaint Panel will keep a written record of their recommendations, with reasons. The panel will also provide copies of the minutes of the hearing and the findings and recommendations to the person raising the complaint and, where relevant, the individual who is the subject of the complaint, and make a copy available for inspection by the Trust Board and headteacher.

The outcome

The committee can:

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

If the complaint is upheld, the committee will:

- Decide the appropriate action to resolve the complaint
- Where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future

The clerk will inform those involved of the decision in writing within 7 school days of the panel hearing.

7. Referring complaints on completion of the school's procedure

If the person raising the complaint is unsatisfied with the outcome of the Trust's complaints procedure, they can refer their complaint to the Education and Skills Funding Agency (ESFA). The ESFA will check whether the complaint has been dealt with properly by the school. The ESFA will not overturn a school's decision about a complaint, but will intervene if a school has:

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

If the Trust's complaints procedure is found to not meet regulations, the school will be asked to correct its procedure accordingly.

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

www.gov.uk/complain-about-school

We will include this information in the outcome letter to the person raising the complaints.

The DfE will consider reports of a major failure to meet the standards. Where appropriate, it can arrange an emergency inspection to look at pupil welfare and health and safety, and make sure that the school deals with serious failings.

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

www.gov.uk/complain-about-school

8. Unreasonable and persistent complaints

8.1 Unreasonable complaints

Most complaints raised will be valid, and therefore we will treat them seriously. However, a complaint may become unreasonable if the person:

- Refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- Refuses to cooperate with the complaints investigation process
- Refuses to accept that certain issues are not within the scope of the complaints procedure
- Insists on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice
- Introduces trivial or irrelevant information which they expect to be taken into account and commented on
- Raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
- Makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- Changes the basis of the complaint as the investigation proceeds
- Repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed)
- Refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed, including referral to the ESFA
- Seeks an unrealistic outcome

- Makes excessive demands on school time by frequent, lengthy and complicated contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with
- Uses threats to intimidate
- Uses abusive, offensive or discriminatory language or violence
- Knowingly provides falsified information
- Publishes unacceptable information on social media or other public forums

Please note: the above list is not intended to be exhaustive and is for guidance purposes only. It is at the discretion of the school what is deemed to be unreasonable.

person raising the complaints should try to limit their communication with the school while the complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text), as it could delay the outcome being reached.

Steps we will take

We will take every reasonable step to address the person raising the complaint's comments, and give them a clear statement of our position and their options. We will maintain our role as an objective arbiter throughout the process, including when we meet with individuals. We will follow our complaints procedure as normal (as outlined above) wherever possible.

Whenever possible, the headteacher or executive lead will discuss any concerns with the person raising the complaint informally before applying an 'unreasonable' marking. If the behaviour continues, the headteacher will write to the person raising the complaint explaining that their behaviour is unreasonable, refer them to this policy and remind them to act in accordance with it. For person raising the complaints who excessively contact the school causing a significant level of disruption, we may:

- Give the person raising the complaint a single point of contact via an email address
- Limit the number of times the person raising the complaint can make contact, such as a fixed number per term
- Ask the person raising the complaint to engage a third party to act on their behalf, such as Citizens Advice
- Put any other strategy in place as necessary

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from school premises and ensuring appropriate measures of support are provided to staff where they are the subject of aggression and/or violence.

8.2 Serial/persistent complaints

If the person raising the complaint contacts the school again on the same issue, the correspondence may then be viewed as 'serial' or 'persistent'. We may stop responding to the person raising the complaint when the following conditions are met:

- We have taken every reasonable step to address the person raising the complaint's concerns

- The person raising the complaint has been given a clear statement of our position and their options
- The person raising the complaint contacts the school repeatedly, making substantially the same points each time

The case to stop responding is stronger if:

- The person raising the complaint's communications are often or always abusive or aggressive
- The person raising the complaint makes insulting personal comments about or threats towards staff
- We have reason to believe the individual is contacting the school with the intention of causing disruption or inconvenience

Where we decide to stop responding, we will inform the individual that we intend to do so. We will also explain that we will consider any new complaints they make provided the concerns raised are materially different to those raised previously and/or are unconnected to the previous concern

8.3 Duplicate complaints

If we have resolved a complaint under this procedure and receive a duplicate complaint on the same subject from a partner, family member or other individual, we will assess whether there are aspects that we hadn't previously considered, or any new information we need to take into account.

If we are satisfied that there are no new aspects, we will:

- Tell the new person raising the complaint that we have already investigated and responded to this issue, and that the local process is complete
- Direct them to the ESFA if they are dissatisfied with our original handling of the complaint

If a duplicate complaint is raised which in the view of the school warrants further consideration, the procedure outlined in section 6 or 7 (as appropriate) will be repeated.

8.4 Complaint campaigns

Where the school receives a large volume of complaints about the same topic or subject, especially if these come from person raising the complaints unconnected with the school, the school may respond to these complaints by:

- Publishing a single response on the school website
- Sending a template response to all of the person raising the complaints

If person raising the complaints are not satisfied with the school's response, or wish to pursue the complaint further, the normal procedures will apply.

9. Record keeping and confidentiality

The school will record the progress of all complaints, including information about actions taken at all stages, the stage at which the complaint was resolved, and the final outcome. The records will also include copies of letters and emails, and notes relating to meetings and phone calls.

This material will be treated as confidential and stored securely, and will be viewed only by those involved in investigating the complaint or on the review panel.

This is except where the secretary of state (or someone acting on their behalf) or the person raising the complaint requests access to records of a complaint through a freedom of information (FOI) request or through a subject access request under the terms of the Data Protection Act, or where the material must be made available during a school inspection.

Records of complaints will be kept securely, only for as long as necessary and in line with data protection law, our privacy notices and records management policy/record retention schedule.

The details of the complaint, including the names of individuals involved, will not be shared with the whole governing board in case a review panel needs to be organised at a later point.

Where the governing board is aware of the substance of the complaint before the review panel stage, the school will (where reasonably practicable) arrange for an independent panel to hear the complaint.

The person raising the complaint also has the right to request an independent panel if they believe there is likely to be bias in the proceedings. The decision to approve this request is made by the Trust board, who will not unreasonably withhold consent.

10. Learning lessons

The Executive Lead will review any underlying issues raised by complaints with the Headteacher, 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.

11. Monitoring arrangements

The Governance and Policy Lead will monitor the effectiveness of the complaints procedure in making sure that complaints are handled properly. The Executive team will track the number and nature of complaints, and review underlying issues as stated in section 11.

The complaints records are logged and managed by School administrators .

This policy will be reviewed by The executive team every 2 years.

At each review, the policy will be approved by the full Trust Board.

12. Links with other policies

Policies dealing with other forms of complaints include:

- Child protection and safeguarding policy and procedures

- Admissions policy
- Suspension and permanent exclusion policy
- Staff grievance procedures
- Staff disciplinary procedures
- Special educational needs policy and information report
- Privacy notices
- Whistleblowing

Appendix 1.

Please use the attached google form to raise a complaint if you feel your concerns have not been addressed through informal means.

Should you be unable to access the form please contact the school office for support.

[Complaints form](#)