COMPLAINTS POLICY

April 2026 - 2027

Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socioeconomic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations
- on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us
- greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their
- socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices,
- whilst respecting the views and attitudes of others.

This policy was approved by the PCLC Trust Board on the 18th May 2026 and will be reviewed yearly.

Who can make a complaint?

This complaints procedure is not limited to parents or carers of children that are registered at the school. Any person, including members of the public, may make a complaint to PCLC about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as complaints about staff conduct which will be dealt with under the academy's internal disciplinary procedures if appropriate, or appeals relating to exclusions or admissions), we will use this complaints procedure.

Our Complaints Policy is in line with the DfE/Ofsted/Parentkind **Parent guide to school complaints** (published in 2026), which gives parents clear steps to share their views and resolve issues quickly and positively. This guide can be found on the school website or by clicking this link Parent Guide to School Complaints

The difference between a concern and a complaint

A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'.

A complaint may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

Parents and schools share the same goal: supporting children's education.

It is in everyone's interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaints procedure. PCLC takes concerns seriously and will make every effort to resolve the matter as quickly as possible.

If you have difficulty discussing a concern with a particular member of staff, we will respect your views. In these cases, the Headteacher will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the Headteacher will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is more important.

We understand however, that there are occasions when people would like to raise their concerns formally. In this case, PCLC will attempt to resolve the issue internally, through the stages outlined within this complaints procedure.

How to raise a concern or make a complaint

When issues come up, you need to know how to raise these with the school to get an outcome that supports you and your child. The best way to resolve concerns is through clear, respectful communication.

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher or tutor, then a senior member of staff, then the Headteacher. If the matter is brought to the attention of the Headteacher, they may decide to delegate the matter or deal with it themselves, depending on the circumstances. If the issue remains unresolved, the next step is to make a formal complaint.

The Parent guide explains the five steps to making a school complaint:

Step 1 What kind of issue is it?
Complaints come in difference shapes and sizes. The best first step is to identify what kind of issue it is (feedback, a concern or a complaint), to make sure you can get the quickest action with your school.

Step 2 Who in the school do I go to?
Often issues can be best resolved by the person closest to your child, their teacher or form tutor, before escalating it to a senior leader or the headteacher.

Complainants should not approach individual governors or trustees to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 3 of the procedure.

Step 3 How do I raise my complaint?
Concerns are best resolved in discussion with your school and when documented.

Step 4 When to expect a response?
Different schools have different policies for handling complaints – see below for timescales.

Step 5 Where to escalate a complaint?
Once you have fully followed your school's complaint procedure, you may still feel you need action from your school and there are a few ways that may apply to you. Contacting several people at once could slow things down.
Is it for your school's governing body? To be considered if you are unhappy with the school's response.
Is it for the Department for Education? To be considered if you are unhappy with the way your complaint has been handled or the school is preventing you from following the complaints process. In some circumstances, the DfE can consider if the school has followed relevant statutory guidance and education law.
Is it Ofsted? Ofsted do not resolve disputes between parents and schools. They may keep your complaint on file for their next inspection but don't always provide a response to parents.

Formal complaints against school staff (except the Headteacher) should be made in the first instance, to the Headteacher via the school office**.** Please mark them as Private and Confidential.

Complaints that involve or are about the headteacher should be addressed to the Executive Headteacher or Chair of the Local Governing Body. Please mark them as Private and Confidential and send via the school office for the attention of the PCLC Governance Lead.

Complaints about the school's Chair of the Local Governing Body, the Chair of Trustees, any individual local governor, or the whole governing body should be addressed to the PCLC Governance Lead, Please mark them as Private and Confidential and send via the school office.

Complaints about the Chief Executive Officer (CEO) or a trustee of the Trust should be addressed to the Chair of Trustees and sent c/o the Governance Lead, Mrs K Townsend at PCLC, by email to Mrs Townsend governancelead@pclc.co.uk. Please mark as Private and Confidential.

For ease of use, a complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

Anonymous complaints

We will not normally investigate anonymous complaints. However, the Headteacher, Executive Headteacher or Chair of Governors, if appropriate, will determine whether the complaint warrants an investigation. If we can find out enough information to take the complaint further, or if the complaint is serious, we will follow this policy as closely as we can. If we can't find out any other information or the complaint isn't serious, we will take no further steps, although the complaint will be logged.

Time scales

You must raise the complaint within three months of the incident or, where a series of associated incidents have occurred, within three months of the last of these incidents. We will consider complaints made outside of this time frame if exceptional circumstances apply.

Exceptions	Who to contact
• Admissions to schools • Statutory assessments of Special Educational Needs • School re-organisation proposals	Concerns about admissions, statutory assessments of Special Educational Needs, or school re-organisation proposals should be raised with Essex County Council.
• Matters likely to require a Child Protection Investigation	Complaints about child protection matters are handled under our Safeguarding and Child Protection Policy and in accordance with relevant statutory guidance. If you have serious concerns, you may wish to contact the local authority designated officer (LADO) who has local responsibility for safeguarding or the MultiAgency Safeguarding Hub (MASH. The LADO can be contacted using: 03330 139 797
• Exclusion of children from school*	Further information about raising concerns about exclusion can be found at: www.gov.uk/school-discipline-exclusions/exclusions. *complaints about the application of the behaviour policy can be made through the school's complaints procedure. Please refer to our Behaviour and Anti-Bullying Policy on the school website.
• Whistleblowing	We have an internal whistleblowing procedure for all our employees, including temporary staff and contractors. The Secretary of State for Education is the prescribed person for matters relating to education for whistleblowers in education who do not want to raise matters direct with their employer. Referrals can be made at: www.education.gov.uk/contactus. Volunteer staff who have concerns about our school should complain through the school's complaints procedure. You may also be able to complain direct to the LA or the Department for Education (see link above), depending on the substance of your complaint.
• Staff grievances	Complaints from staff will be dealt with under the school's internal grievance procedures.
• Staff conduct	Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate. Complainants will not be informed of any disciplinary action taken against a staff member as a result of a complaint. However, the complainant will be notified that the matter is being addressed.

• Complaints about services provided by other providers who may use school premises or facilities	Providers should have their own complaints procedure to deal with complaints about service. Please contact them directly.
• National Curriculum - content	Please contact the Department for Education at: www.education.gov.uk/contactus

Complaints received outside of term time

We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Confidentiality

When participating in the complaints procedure each party automatically agrees to undertake to not at any time disclose to any person (or more widely on social media) any confidential information concerning any part of the complaint's procedure, including but not limited to any personal information regarding any party to the complaint (including any personal information which may be used to identify the complainant or the person subject to the complaint), the content of the complaint, and the timeline and result of the complaint, except as permitted by the following clause:

Each party may disclose the other party's confidential information to any professional or volunteer who are required to know such information for the purposes of carrying out the complaints procedure or as may be required by law, a court of competent jurisdiction or any governmental or regulatory authority.

Scope of this Complaints Procedure

This procedure covers all complaints about any provision of community facilities or services provided by PCLC other than complaints that are dealt with under other statutory procedures, including those listed below.

If other bodies are investigating aspects of the complaint, for example the police, local authority (LA) safeguarding teams or Tribunals, this may impact on our ability to adhere to the timescales within this procedure or result in the procedure being suspended until those public bodies have completed their investigations.

If a complainant commences legal action against PCLC in relation to their complaint, we will consider whether to suspend the complaints procedure in relation to their complaint until those legal proceedings have concluded.

Resolving complaints

At each stage in the procedure, PCLC wants to resolve the complaint. If appropriate, we will acknowledge that the complaint is upheld in whole or in part. In addition, we may offer one or more of the following:

- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that we will try to ensure the event complained of will not recur
- an explanation of the steps that have been or will be taken to help ensure that it will not happen again and an indication of the timescales within which any changes will be made
- an undertaking to review school policies in light of the complaint • an apology

Practical considerations when handling complaints
While the school is committed to handling all complaints fairly, proportionately, and in accordance with this policy, certain factors may affect the way a complaint is managed. The following points clarify how the school will approach particular circumstances that could impact the process or timeframe for response.

- **Complex or Legally Referenced Complaints (including the use of AI)**
  "AI doesn't always get it right when citing laws and can make a complaint more complex than necessary." (Parent guide to school complaints)
  The school recognises that some complaints may include detailed references to legislation, policy, or guidance, including content generated using artificial intelligence (AI) tools. All complaints will be considered in accordance with this policy (or other school policies, such as staff disciplinary procedures); however, the school is not required to provide a legal interpretation or detailed response to every statutory reference included in a submission. Responses will focus on the substantive matters raised and their relevance to the school, its pupils, and staff. Where appropriate, the school may seek legal or professional advice but reserves the right to limit its response to matters within its remit and operational responsibility, and with reference to the substance of the complaint.

- **Subject Access Requests (SARs)**
  The school acknowledges the statutory right of individuals to make a Subject Access Request (SAR) under data protection legislation. Where a SAR is submitted in relation to a complaint, the school will process the request in accordance with legal requirements and within the appropriate statutory timescales, following the school's Data Protection Policies. Depending on the nature of the Subject Access Request, the scope of the search will usually be limited to information relevant to the subject matter of the complaint. If you wish the SAR to be processed prior to the hearing of your complaint, this may cause delays and extend the timeframe of the complaints process as the school may need to complete the data disclosure before progressing or finalising aspects of the investigation.

Withdrawal of a Complaint

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

Dealing with your concern or complaint
The majority of concerns from parents, carers and others are managed under the following general procedure. It's in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to follow formal procedures. We take informal concerns seriously and make every effort to resolve the matter as quickly as possible.

The procedure is divided into four stages:

Stage 1 aims to resolve the concern through informal contact at the appropriate level in school, as described above.

Stage 2 is the first formal stage, when complaints are investigated by the Headteacher or a designated investigator.

Please note that this procedure doesn't include complaints about the personal conduct of members of the school staff, teaching or non-teaching, as these are handled under confidential arrangements in line with employment law. If you're concerned about the conduct of any member of staff other than the Headteacher, you should write to the Headteacher. If your concern is about the personal conduct of the Headteacher, please write to the Executive Headteacher or Chair of Governors c/o the school.

Stage 2 –First Formal Stage

Formal complaints must be made to the Headteacher (unless they are about the Headteacher), via the school office. This can be done in person, by telephone or in writing. A complaint form is attached to this policy for you to use.

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 *three* school days.

At this point, the Headteacher will organise a face-to-face meeting where they will seek to clarify the nature of the complaint, ask what remains unresolved and what outcome the complainant would like to see.

Note: The Headteacher may delegate the investigation to another member of the school's senior leadership team (the investigator) but not the decision to be taken.

During the investigation, the Headteacher (or investigator) will:

- if necessary, interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- keep a written record of any meetings/interviews in relation to their investigation.

At the conclusion of their investigation, the Headteacher/investigator will provide a formal written response within *fifteen* school days of the date of receipt of the complaint.

If the Headteacher/investigator is unable to meet this deadline, they will provide the complainant with an update and revised response date.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions PCLC will take to resolve the complaint.

The Headteacher will advise the complainant of how to escalate their complaint should they remain dissatisfied with the outcome of Stage 2 (first formal stage).

If the complaint is about the Headteacher, or a member of the governing body (including the Chair or Vice-Chair), the Executive Headteacher or a suitably skilled governor will be appointed to complete all the actions at Stage 2.

Complaints about the Headteacher or member of the governing body must be made to the Governance Lead via the school office.

If the complaint is:

- jointly about the Chair and Vice Chair or
- the entire governing body or
- the majority of the governing body

Stage 1 will be considered by an independent investigator appointed by the governing body. At the conclusion of their investigation, the independent investigator will provide a formal written response.

Usually, concerns and complaints are resolved either at Stage 1 or Stage 2. If following these stages, the complaint is not resolved to your satisfaction, the Governors will become involved and take your complaint to Stage 3.

Stage 3 – Hearing by the Local Governing Body Chair of Governors
As soon as reasonably practical, but within fifteen school days of the Stage 2 response, the parent/carer/guardian will request an appointment to see the Chair of the Local Governing Body. Requests received outside of this timeframe will only be considered if exceptional circumstances apply.

- The Chair will contact the parent/carer/guardian as soon as possible to arrange a mutually convenient time to meet, subsequently confirming this in writing. The complainant may be accompanied by a friend or relative if they wish. The Chair may also be accompanied by a suitable person. All parties must be notified of additional persons who will be attending in advance of the meeting.
- Following discussion of the complaint at the meeting, the Chair will investigate fully and communicate findings and/or resolutions to the complainant verbally or in writing, depending on the nature of the issue.
- Stage 3 will be completed within fifteen school days. However, it is recognised that where the case is complex, it may prove difficult to meet this time constraint. In such cases, the Chair will write to the complainant giving a revised target date.
- If the parent/carer/guardian is not satisfied with the outcome at this stage, the complaint can progress to the next level for review by a complaints appeal panel**.**

Stage 4 – Complaints Review Panel
If the complainant is dissatisfied with the outcome at Stage 3 and wishes to take the matter further, they can escalate the complaint to Stage 4 – a meeting with members of the trust's complaints panel. The panel will consist of at least three members, who have had no prior connection with the complaint and at least one of these must be an independent panel member. This is to ensure that the panel has the benefit of an external source of scrutiny and challenge in its consideration of the complaint. The independent panel member will not be a member, trustee or employee of the school. This is the final stage of the complaints procedure.

A request to escalate to Stage 4 must be made to the Governance Lead, via the school office, within ten school days of receipt of the Stage 3 response. The form to complete is attached to this policy.

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

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Clerk will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within *twenty* school days of receipt of the Stage 4 request. If this is not possible, the Clerk will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of *three* proposed dates, without good reason, the Clerk will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

If the complaint is:

- jointly about the Chair and Vice Chair of the Local Governing Body or
- the entire local governing body or
- the majority of the local governing body

Stage 4 will be heard by a committee of PCLC trustees who are not also serving on the local governing body that the complaint refers to and an independent panel member.

If the complaint is:

- jointly about the Chair and Vice Chair of the Trust Board or
- the entire PCLC Trust Board or
- the majority of the PCLC Trust Board
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Stage 4 will be heard by a committee of independent governors from other schools or colleges.

The complaints committee will consist of at least three governors / trustees with no prior involvement or knowledge of the complaint, one of whom will be an independent panel member. Prior to the meeting, they will decide amongst themselves who will act as the Chair of the Complaints Committee. If there are fewer than two governors or trustees from PCLC available, the Clerk will source any additional, independent governors through another local school, in order to make up the committee. Alternatively, an entirely independent committee may be convened to hear the complaint at Stage 4.

The committee will decide whether to deal with the complaint by inviting parties to a meeting or through written representations, but in making their decision they will be sensitive to the complainant's needs.

If the complainant is invited to attend the meeting, they may bring someone along to provide support. This can be a relative or friend. Generally, we do not encourage either party to bring legal representatives to the committee meeting. However, there may be rare occasions when legal representation is appropriate.

For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by union and/or legal representation.

Note: Complaints about staff conduct will not generally be handled under this complaints procedure. Complainants will be advised that any staff conduct complaints will be considered under staff disciplinary procedures, if appropriate, but outcomes will not be shared with them.

The Complaints Review Panel meeting will proceed irrespective of whether or not the complainant attends. If the complainant fails to attend on the day, the Complaints Review Panel will still proceed in their absence and the process will continue to its conclusion.

Representatives from the media are not permitted to attend.

At least *five* school days before the meeting, the Clerk will:

- confirm and notify the complainant of the date, time and venue of the meeting, ensuring that, if the complainant is invited, the dates are convenient to all parties and that the venue and proceedings are accessible
- request copies of any further written material to be submitted to the committee at least *three* school days before the meeting.

Any written material will be circulated to all parties at least *two* school days before the date of the meeting. The committee will not normally accept, as evidence, recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The committee will also not review any new complaints at this stage or consider evidence unrelated to the initial complaint to be included. New complaints must be dealt with from Stage 1 of the procedure.

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant's own disability or special needs require it. Prior knowledge and consent of all parties attending must be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

The committee will consider the complaint and all the evidence presented. The committee can:

- uphold the complaint in whole or in part
- dismiss the complaint in whole or in part.

If the complaint is upheld in whole or in part, the committee will:

- decide on the appropriate action to be taken to resolve the complaint
- where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future.

The Chair of the Committee will provide the complainant and PCLC with a full explanation of their decision and the reason(s) for it, in writing, within ten school days.

This provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is:

- provided to the complainant and, where relevant, the person complained about
- available for inspection on the school premises by the proprietor and the head teacher

The letter to the complainant will include details of how to contact the Department for Education if they are dissatisfied with the way their complaint has been handled by PCLC.

The response will detail any actions taken to investigate the complaint and provide a full explanation of the decision made and the reason(s) for it. Where appropriate, it will include details of actions PCLC will take to resolve the complaint.

The response will also advise the complainant of how to escalate their complaint should they remain dissatisfied.

The school will provide for a written record to be kept of all complaints that are made in accordance with subparagraph (e) of the DFE Complaints Policy and paragraph (i) whether they are resolved following a formal procedure or proceed to a panel hearing.

Action taken by the school as a result of those complaints (regardless of whether they are upheld) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

Link to DFE Complaints Policy: https: https://www.gov.uk/government/publications/school-complaints-procedures

Complaints escalated to / about the Trust, CEO or Trustee

If a complaint is escalated to PCLC "the trust" or if a complainant wishes to complain directly about the trust, then the complaint should be sent to the CEO to be investigated.

The CEO will write to the complainant acknowledging the complaint within three school days of the date that the written request was received. The acknowledgement will confirm that the complaint will now be investigated under Stage 2 of this Complaints Policy and will confirm the date for providing a response to the complainant.

Following the investigation, the CEO will write to the complainant confirming the outcome within fifteen school days of the date that the letter was received. If this time limit cannot be met, the CEO will write to the Complainant within fifteen school days of the date that the letter was received, explaining the reason for the delay and providing a revised date.

If the complaint concerns the CEO or a Trustee, the complaint will be investigated by the Chair of the Trust Board. If a formal complaint form is received about the Chair, the complaint will be referred to the Vice Chair for investigation

NB. Where the Chair of the Trust Board has investigated the complaint, they will write the letter of outcome to the Complainant and provide a copy to the CEO.

If the complainant is not satisfied with the outcome of the previous stage, the complainant should write to the Governance Lead asking for the complaint to be heard before a Complaint Panel, within five school days.

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

Requests received outside of this time frame will only be considered if exceptional circumstances apply.

The Governance Lead will write to the complainant to inform them of the date of the meeting. They will aim to convene a meeting within twenty school days of receipt of the Stage 4 request. If this is not possible, the Governance Lead will provide an anticipated date and keep the complainant informed.

If the complainant rejects the offer of three proposed dates, without good reason, the Governance Lead will decide when to hold the meeting. It will then proceed in the complainant's absence on the basis of written submissions from both parties.

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The procedure will be the same as the above procedure set out for other Stage 4 complaints.

What happens if you're not happy with the outcome?
If a complaint has completed the local procedures and the person making the complaint remains dissatisfied, they have a right to refer their complaint to the Department for Education. They may only be able to help if you are unable to complain, or are not satisfied with how the academy handles your complaint, because the academy:

- does not have a complaints procedure
- did not provide a copy of its complaints procedure when requested
- does not have a procedure that complies with statutory regulations
- has not followed its published complaints procedure
- has not allowed its complaints procedure to be completed

The DfE cannot change an academy's decision about a complaint. Their role is to make sure the academy handles your complaint properly by following a published process. The DfE will not normally consider complaints received more than 12 months after a decision or the academy's last action.

The complainant can refer their complaint to the Department for Education online at: www.education.gov.uk/contactus, by telephone on: 0370 000 2288 or by writing to:

Department for Education
Piccadilly Gate
Store Street
Manchester M1
2WD.

The Local Authority (Essex County Council) has no powers to intervene in complaints against schools. You can complain to Ofsted if you think a school isn't run properly and needs inspecting. However, they won't look into problems with individual pupils, e.g. exclusions or not getting a place at the school.

Appendix 1: Complaint form:

PCLC Trust:

Please complete this form and return it the school office for the attention of the Headteacher, Chair of Governors or Clerk.

Your name:

Name of school:

Relationship with school (e.g. parent):

Pupil's name (if relevant to your complaint):

Your address:

Telephone number:

Email address:

Please give concise details of your complaint (including dates, names of witnesses, etc) to allow the matter to be fully investigated:

What action, if any, have you already taken to resolve your complaint?
What actions do you feel might resolve the complaint at this stage?

Please continue on a separate sheet or attach additional documents if you wish. Number

of additional pages attached =

Signature: Date:

Appendix 2: Complaint review request form *(must be sent within 10 school days of receiving outcome notice):*

PCLC Trust

Please complete this form and return it to the school office for the attention of the Headteacher or the clerk for the attention of Chair of Governors.

Your name:

Name of School:

Relationship with school (e.g. parent):

Pupil's name (if relevant to your complaint):

Your address:

Telephone number:

Signature:

Date:

Dear Sir/Madam, I submitted a formal complaint to the school on ……., and I am dissatisfied by the procedure that has been followed. My complaint was submitted to …… and I received a response from …… on ……. I have attached copies of my formal complaint and the response(s) from the school. I am dissatisfied with the way in which the procedure was carried out, because
What actions do you feel might resolve the complaint at this stage? You may continue on separate paper, or attach additional documents if you wish. Number of additional pages attached =

Appendix 3 Roles and Responsibilities

Complainant

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint

- respond promptly to requests for information or meetings or in agreeing the details of the complaint • ask for assistance as needed
- treat all those involved in the complaint with respect
- refrain from publicising the details of their complaint on social media and respect confidentiality.

Investigator

The investigator's role is to establish the facts relevant to the complaint by:

- providing comprehensive, open, transparent and fair consideration of the complaint through:
- sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved
- interviewing staff and children/young people and other people relevant to the complaint • consideration of records and other relevant information
- analysing information
- liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.

The investigator should:

- conduct interviews with an open mind and be prepared to persist in the questioning
- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond
- prepare a comprehensive report for the headteacher or complaints committee that sets out the facts, identifies solutions and recommends courses of action to resolve problems.

The headteacher or complaints committee will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

Complaints Co-ordinator (this could be the headteacher / designated complaints governor or other staff member providing administrative support) The complaints co-ordinator should:

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, headteacher, CEO, Chair of Governors, Chair of the Trust or the Governance Lead to ensure the smooth running of the complaints procedure
- be aware of issues regarding:
- sharing third party information
- additional support. This may be needed by complainants when making a complaint including interpretation support or where the complainant is a child or young person
- keep records.

Governance Lead / Clerk to the Local Governing Body

The Governance Lead or Clerk to the Local Governing Body is the contact point for the complainant and the complaints appeal panel members and should:

- ensure that all people involved in the complaint procedure are aware of their legal rights and duties, including any under legislation relating to school complaints, education law, the Equality Act, the Freedom of Information Act, the Data Protection Act (DPA) and the General Data Protection Regulations (GDPR)
- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible
- collate any written material relevant to the complaint (for example; stage 4 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within an agreed timescale
- record the proceedings
- circulate the minutes of the meeting
- notify all parties of the committee's decision.

Committee Chair

The committee's chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Governance Lead / Clerk to the Local Governing Body) to provide any additional information relating to the complaint by a specified date in advance of the meeting
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy
- complainants who may not be used to speaking at such a meeting are put at ease
- the remit of the committee is explained to the complainant
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR**.**

If a new issue arises it would be useful to give everyone the opportunity to consider and comment upon it; this may require a short adjournment of the meeting

- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself
- the issues are addressed
- key findings of fact are made
- the committee is open-minded and acts independently
- no member of the committee has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- the meeting is minuted
- they liaise with the Governance Lead or Clerk to the Local Governing Body (and complaints co-ordinator, if the school has one

Committee Member

Committee members should be aware that:

- the meeting must be independent and impartial and should be seen to be so
- No governor / trustee may sit on the committee if they have had a prior involvement in the complaint or in the circumstances surrounding it
- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant

PCLC recognises that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.

- many complainants will feel nervous and inhibited in a formal setting. Parents/carers often feel emotional when discussing an issue that affects their child
- extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting
- Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated
- The committee should respect the views of the child/young person and give them equal consideration to those of adults
- If the child/young person is the complainant, the committee should ask in advance if any support is needed to help them present their complaint. Where the child/young person's parent is the complainant, the committee should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend
- However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the committee considers is not in the child/young person's best interests
- the welfare of the child/young person is paramount.

Appendix 4: letter
to complainant for a stage 3 complaint

An example of a letter that the Chair of the Local Governing Body may send to the complainant, upon receipt of a complaint at Stage 3.

Dear (insert addressee's name),

Thank you for your phone call/letter dated (insert date) setting out the reasons why you are not satisfied with the Headteacher's response to your complaint about (insert details of complaint).

I am writing to confirm our meeting at [school name] will take place on [insert date and time] to discuss your complaint, in accordance with our school's complaints procedure, a copy of which is enclosed.

I look forward to meeting you.

Yours sincerely,

**Delete as appropriate*

Appendix 5: letter
to complainant for a Stage 4 complaint

An example of a letter that the Chair of Trustees/nominated local governor/trustee may send to the complainant, upon receipt of a complaint at Stage 4.

Dear (insert addressee's name),

Thank you for your letter dated (insert date) setting out the reasons why you are not satisfied with the [Chair of Governor's response to your complaint about (insert details of complaint).

I am writing to let you know that I will be arranging for a complaints appeal panel to consider your complaint, in accordance with our school's complaints procedure, a copy of which is enclosed.

As explained in the procedure, the PCLC Governance Officer will advise, in writing, how the complaints appeal panel intends to consider your complaint.

Yours sincerely,

[Chair of the Local Governing Body/ nominated governor]

Appendix 6: letter
for complaints against headteacher

Dear (insert addressee's name),

I have received your complaint against the headteacher of (insert school/academy name).

I write to let you know that I have forwarded a copy of your complaint to the [headteacher*] with a request that [he/she*] responds to the issues raised in the complaint within 10 school days.

A copy of the [headteacher's*] response will be sent to you as soon as possible.

If you are not satisfied with the [headteacher's*] response, I will arrange for a complaints appeal panel to consider your complaint in accordance with Stage 4 of the attached complaints procedure.

As explained in the procedure, the PCLC Governance Lead will advise you, in writing, how the complaint will proceed.

Yours sincerely,

Chair of the Local Governing Body

Appendix 7: letter

Appendix 8:

Acknowledgements of receipt of formal complaint and advising complainant that the matter is being dealt with under a confidential school procedure

Dear

I have received your formal complaint, dated ..... I am grateful that you have brought this to my attention. The school and governing body take any complaint most seriously. Therefore, I have initiated an immediate investigation. It is possible that the investigator will wish to meet with you to clarify the evidence that you have provided so far. If so, [he/she*] will write to you to make suitable arrangements.

As your concerns relate to the conduct/capability of a member of staff, the investigation will be carried out under the school's personnel procedures. This means that the detail of the procedure and its outcome must remain confidential to the school and the member of staff concerned. OR

As your concerns relate to the behaviour of a pupil, the investigation will be carried out under the school's pupil conduct and disciplinary procedures. This means that the detail of the procedure and its outcome must remain confidential to the school and the parents of the child concerned. In any event, I will let you know when the matter has been concluded.

If I can be of any further assistance, please do let me know.

Yours sincerely

Head Teacher or chair of the local governing body

Delete as appropriate

Appendix 9:

Notification of decision following formal complaint

Dear

Following receipt of your complaint and careful consideration of all the available relevant evidence, I/the panel have/has concluded that:

There is insufficient evidence to reach a conclusion, so the complaint cannot be upheld. If you are able to provide additional evidence forthwith I/we will reconsider this decision.

OR

The concern is not substantiated by the evidence in that .....

OR

The concern was substantiated in part/in full, as ..... The school will review its practices/procedures ..... with the intention of avoiding any reoccurrence. Parents will be informed in due course of any policy changes. OR

In order to address fully the matters investigated, the school has initiated appropriate internal procedures. Due to the nature of these procedures, their outcome must remain strictly confidential. We are confident, however, that the circumstances that gave rise to your complaint should not recur.

OR

In order to address fully the matters of concern that you identified, the panel recommended that the governing body should review its ..... policy, as a matter of urgency. We are confident that this should prevent similar concerns arising in future.

I hope that we may now put this matter behind us and work together for the benefit of your child's progress.

Yours sincerely,

Head Teacher/Chair of Local Governing Body/Chair of Panel

Appendix 10:

Response to spurious complaint

Dear

Following receipt of your communications and careful consideration of the same, I regret that I am unable to deal with this matter under the PCLC's complaints procedure as:

[Include SOME of the following statements, as appropriate:]

- You have not identified any specific actions of which you might complain.
- Your concerns are presented as conclusions rather than specific actions of which you complain.
- The concerns that you identify relate to historical actions and any evidence which might have enabled an objective investigation of your complaint is no longer available.
- The substance of your complaint has been addressed under this procedure already.
- The concerns that you raise do not fall within the scope of this procedure.
- You have not identified any potential sources of evidence which might allow the matter to be investigated.

Yours sincerely,

Head Teacher or Chair of Local Governing Body

11:

Appendix checklist for a panel hearing

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

Appendix 11: How we manage serial and unreasonable complaints

PCLC is committed to dealing with all concerns and complaints fairly and impartially, and to providing a high quality service to those who complain. We will not normally limit the contact complainants have with our school. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

PCLC defines unreasonable behaviour as that which hinders our consideration of complaints because of the frequency or nature of the complainant's contact with the school, such as, if the complainant:

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

Complainants should try to limit their communication with the school that relates to their complaint, 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.

Whenever possible, the headteacher, Executive Headteacher or Chair of Governors will discuss any concerns with the complainant informally before applying an '*unreasonable'* marking.

If the behaviour continues, the headteacher will write to the complainant explaining that their behaviour is unreasonable and ask them to change it. For complainants who excessively contact X Primary Academy

causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will be reviewed after six months.

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 X Primary Academy.