

Archdiocese of Brentwood



Complaints Policy

Date: November 2017

To be reviewed annually

Review date: Autumn 2018

Introduction

No-one likes criticism but an open organisation will always be willing to listen to concerns and anxieties and be ready to learn from them if appropriate. In our school, most concerns are likely to be expressed by the parents or carers of its pupils, though some may come from pupils themselves, parishioners, or from other interested parties such as neighbours or users of the premises.

In our Catholic school, parental/carers' concerns are of particular importance. As the first educators of their children, parents/carers have a duty to take an active interest in their school. "Since parents have given children their life, they are bound by the most serious obligation to educate their offspring." (*Gravissimum Educationis*). To this end, "there must be the closest co-operation between parents and the teachers to whom they entrust their children to be educated. In fulfilling their task, teachers are to collaborate closely with the parents and willingly listen to them." (Can.796) In our Catholic School, therefore, dealing with parental/carers' concerns is an intrinsic part of the school's ethos and mission

Nearly all concerns or questions can be resolved very quickly and informally if parents/carers feel able to voice them as soon as they arise. Feedback is always welcome and parents/carers are warmly encouraged to voice any concerns straightaway, preferably to the person concerned. In most cases, discussion, explanation, further information – or an apology, if appropriate – will resolve the issue. **Every effort will be made to allay concerns at this level and with the least possible formality. The ideal is that no concern should ever become a formal complaint.**

THE FORMAL PROCEDURE

Principles

At every stage of the formal procedure, the handling of the complaint will be:

- non-adversarial
- swift (using agreed time limits)
- fair (using independent investigation where necessary)
- confidential

Throughout the process, we, at St Edward's Catholic Primary School, will be willing:

- to listen
- to learn
- to admit mistakes
- to apologise if appropriate
- to address any issues raised
- to change school practice if appropriate

In using this procedure:

- staff are asked to be aware that complainants may feel intimidated by the school as an institution and unsure whether they will be treated fairly
- complainants are asked to be aware that those complained about, especially individual members of staff, may feel very vulnerable during this process

Throughout the procedure, therefore, the aim of all parties should be not only to resolve the complaint but also to develop and sustain good relationships between all members of our school community. However formal or serious the complaint, or however dissatisfied the complainant, the aim will always be reconciliation between all parties and a renewed commitment to work together amicably. The gospel values of justice and forgiveness will always underpin the entire process.

This Complaints Procedure does not apply to:

- members of staff (who should use their own Grievance Procedure)
- procedures with their own appeal structure e.g. admissions and exclusions
- concerns about the delivery of the National Curriculum
- complaints about collective worship

It is also totally separate from any Disciplinary or Capability Procedures. If the investigation of any complaint were to lead to concerns on the part of the headteacher or governors about the capability or conduct of a member of staff, these would not be discussed or dealt with within this procedure.

Outline of the Procedure

There are three stages to the formal procedure:

Stage 1

Complaint heard by a member of staff (not the subject of the complaint).

In St Edward's Catholic Primary School, the complaint will be heard by the phase leader.

The Phase leader will either hear a complaint personally or, where appropriate, refer the matter to another member of slt staff. The phase leader will also keep records of each complaint and of action taken in regard to it (using the agreed proforma, Appendix A) so that the governors of the school can be kept informed of all issues that arise and as a result can change or develop school practices where necessary or appropriate. Thus complaints about our school can be used positively as a self-evaluation tool.

Stage 2

If unsatisfied with stage one the complainant will take the complaint to the next stage, which is the head teacher. The head teacher will decide whether the complainant should be heard once again by themselves or referred on to stage three the governing body.

Stage 3

Following Christ we reach our goals

Complaint heard by Governing Body's Complaints Appeal Panel.

If unsatisfied at Stage 1 and 2 the complainant can take the complaint to the next stage.

THE FORMAL COMPLAINTS PROCEDURE IN DETAIL

Stage 1 – Complaint Heard by the Phase Leader (The Complaints Co-ordinator)

NB The aim is to resolve the complaint at this level.

- 1.1** The complaint should be addressed in the first instance to the Phase leader. This may be done in person, by telephone or in writing.
- 1.2** The Phase leader will log the complaint (Appendix A) and either investigate the complaint personally or refer it to an appropriate member of staff. In making this decision, the phase leader will be sensitive to any indication that the complainant would have difficulty discussing the complaint with a particular member of staff.
- 1.3** If the complaint concerns the phase leader, it will be referred to the head teacher. If the complaint concerns the head teacher, the co-ordinator should refer it to the chair of governors.
- 1.4** Whoever investigates the complaint will:
 - establish what has happened so far, and who has been involved;
 - clarify the nature of the complaint and what remains unresolved;
 - meet with the complainant or contact them (if unsure or further information is necessary);
 - clarify what the complainant feels would put things right, clearing up any areas of misunderstanding, identifying areas of agreement and discussing what might be possible;
 - interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish (- this should include adults and pupils as appropriate, whether main players or witnesses-);
 - conduct each interview with an open mind and be prepared to persist in the questioning;
 - keep notes of each interview.
- 1.5 Timescales.** Within ten school days of receiving the complaint, the investigator contacts the complainant to arrange a meeting and will complete the investigation as quickly as reasonably possible. (See 1.6). At any point in the process, the phase leader may decide or agree to commission a further investigation, whether by a member of staff or a governor or an independent person (eg from the diocese or the Local Authority or another appropriate agency depending on the nature of the complaint). If this occurs, the timescale may be extended and the complainant must be informed of the extension and the reason for it.

1.6 When the investigation is complete, the phase leader will consider the evidence and, whether or not he or she investigated the matter personally, will meet the complainant (with or without the person who conducted the investigation if different) to try to resolve the complaint. **Every effort should be made to resolve the complaint at this meeting.** Any of the following may be appropriate at this point:

- an acknowledgement that the complaint is valid in whole or in part;
- an apology;
- an explanation;
- a clarification of misunderstandings;
- 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.

Some of the above may require that the investigator seek authority from the head teacher. Naturally, nothing should be offered or promised that cannot be justified or fulfilled.

1.7 If the complaint cannot be resolved, the complainant may refer it to Stage 2.

Stage 2

Complaint heard by Head teacher

2.1 If unsatisfied with the decision the complainant may refer it to the head teacher. The head teacher will review all the information recorded by the phase leader and decide whether it is necessary to re-interview those involved.

2.3 The head teacher will invite the complainant in within 10 school days for a meeting. **Every effort should be made to resolve the complaint at this meeting.**

2.4 If the complaint cannot be resolved, the complainant may refer it to Stage 3.

Stage 3

Complaint Heard by Governing Body's Complaints Appeal Panel

3.1 A Complaints Appeal Panel, consisting of three governors, should be appointed annually by the governing body. This panel will have delegated power to hear and finally determine complaints. Ideally, the make-up of the panel should reflect the make-up of the governing body and/or the profile of the pupils in the school. Any governor who has prior involvement in or detailed knowledge of a particular complaint or its investigation may not sit on the panel hearing that complaint. It would be advisable, therefore, for the governing body to agree alternative panel members in case of such a circumstance. In the event that there are insufficient numbers of governors available to participate in a Panel, the Chair of governors or

Vice-Chair of Governors as appropriate may appoint associate members, on the recommendation of the Diocese, to participate solely in the relevant complaints panel.

3.2 To trigger Stage 2, the complainant will have been dissatisfied with the school's approach to the complaint in the first stage and must now put the complaint in writing to the Chair of governors. The Chair will check what has happened so far and, if the procedure has been properly followed and it is appropriate to move to Stage 2, he or she, or a nominated other governor, will - via the clerk - convene a Governing Body's Complaints Appeal Panel. If the original complaint concerned the chair of governors and was referred to the vice-chair at Stage 1, the vice-chair will tell the complainant the name of the nominated governor for a referral to Stage 2. (see section 2.1)

3.3 This is the final stage of the procedure. There is no further redress or appeal. It is, therefore, vital that, in the spirit of the procedure, the Appeal Panel should:

- be prepared to hear complaints without preconceptions;
- examine and discuss the matter fully so that they ensure that they have every piece of information or evidence that they require;
- be prepared to commission, organise or conduct further investigations if necessary;
- give the complainant the opportunity to express their dissatisfaction and worries and to suggest what might put things right;
- be prepared to take whatever action is required.

3.4 Timescales. The date of the Appeal Panel Meeting should be agreed by all parties within five school days of the receipt of the written referral of the complaint. The meeting itself should be held within fifteen school days of the receipt of the referral. If the complainant or the headteacher wishes to submit information in writing to the panel, they should send it to the clerk to the governors at least five school days before the meeting. As far as possible, the meeting should not be delayed if the referral comes at the end of a term, especially at the end of the summer term. Since the aim of the procedure is to resolve the issue and effect reconciliation if necessary, it will be best if the matter can come to the panel as quickly as possible, especially as the complainant will already have been engaged over a protracted period in attempts to put things right.

The Meeting of the Governing Body's Complaints Appeal Panel

3.5 Before the meeting: Members of the panel should consider carefully any documentation from the headteacher or the complainant but **should not discuss the matter with anyone, including the other members of the panel, before the meeting.** This is in the interest of fairness and natural justice. The appeal panel must operate scrupulously as an independent arbiter of the complaint.

3.6 Conduct of the meeting – to be borne in mind:

- One of the panel must act as Chair and there should be a clerk for the meeting.

- A member of the Diocesan Education Service may be invited to advise and support the panel.
- The meeting room should be private and as informally laid out as possible in order to encourage a spirit of partnership. It is very important that there should be nothing adversarial about the proceedings. The tone of the whole meeting will be set by the atmosphere of the room in which it is set and by the way people are greeted. Panel members should be sensitive to the vulnerabilities and sensitivities of all concerned. Parents/Carers may be emotional when talking about their child; the headteacher and others involved in the earlier investigations may fear that their professionalism could be under attack. Everyone needs to remember that the aim and purpose of the meeting is to resolve the complaint and find ways of going forward together. It is possible that the complainant may not be satisfied with the outcome if the panel does not find in their favour, but the conduct of the meeting can go a long way towards smoothing such dissatisfaction. At the very least, every complainant should feel at the end that their complaint has been taken seriously and examined impartially.
- If the complaint is about the Headteacher or Chair of governors and has been investigated by the Chair of governors or another governor at Stage 1 then that governor may present the case for the school.
- Very special care should be taken if the complainant is a child or if there are child witnesses. Children's views should be given equal consideration to those of adults. If a parent/carer has complained on behalf of a child, the parent/carer should be given the opportunity to say which parts of the meeting the child needs to attend.
- The parent/carer must be told that they are permitted to bring a friend or representative to the meeting.

3.7 Role of the Clerk The clerk will:

- confirm to all parties in writing the date, time and venue of the hearing;
- receive and distribute any documentation to be read before the hearing;
- meet and welcome all parties as they arrive at the hearing;
- record the proceedings;
- notify all parties of the panel's decision within 3 school days (or as decided by panel). The wording of any letters will be agreed with the chair of the panel.

3.8 Role of the Chair of the Panel The Chair will ensure:

- that the procedure is properly followed (with the support of the Diocesan Education Service if requested);
- that the procedure for the hearing of the complaint is explained to all parties and that all parties have the opportunity to put their case without undue interruption;
- that the issues are addressed;
- that all parties are put at their ease, especially any who may not be accustomed to speaking at such a hearing;
- that the proceedings are kept as informal as possible and that everyone treats each other with respect and courtesy;
- that the panel operates in an open-minded and independent way; □ that time is given for all parties to consider any 'new' evidence.

Role of the Diocesan and Local Authority Representatives

- To advise the panel on procedure. The Diocesan and local authority officers are there in an advisory capacity only. They do not have a vote and do not participate in the panel's decision-making process.

3.9 Order of Proceedings for the Hearing of the Complaint

- Welcome, introductions and explanations of the proceedings by the Chair.
- The complainant is invited to explain the complaint.
- The headteacher may question the complainant.
- The panel may ask questions at any time.
- If there are any witnesses for the complainant, each one is invited into the hearing in turn and in each case the witness is invited to speak, then the headteacher may question them. In each case, the witness will leave after their 'evidence'.
- The headteacher is invited to explain the school's actions.
- The complainant may question the Headteacher.
- If there are any witnesses for the school, they are treated in exactly the same way as the witnesses for the complainant.
- When the Chair is sure that all parties have asked all that they need to, the complainant is 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 three school days following the day of the hearing.
- Both parties leave together while the panel decides on the issues (advised by the Diocesan Department of Schools member if there).

3.10 Options Open to the Panel The panel may:

- dismiss the complaint in whole or in part;
- uphold the complaint in whole or in part;
- decide on the appropriate action to be taken to resolve the complaint;
- recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

3.11 After the Hearing The following actions need to be taken.

- The Chair of the panel agrees with the clerk the wording of the letter to be sent to both parties. The clerk then ensures that the letter is sent out in accordance with the agreed timescale.
- The clerk writes up the notes of the meeting and gives a copy to the chair of the panel.
- The clerk ensures that any recommendation to change school procedures is put on the agenda for the next governing body meeting.

3.12 Vexatious Complaints: If properly followed, a good complaints procedure will limit the number of complaints that become protracted. However, there will be occasions when, despite all stages of the procedure having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the chair of governors is able to inform them in writing that the procedure has been exhausted and that the matter is now closed.

Confidentiality

All records of complaints must be kept strictly confidential, except where a legitimate subject access request is made under The Data Protection Act 1998.

Complaints Made Other Than in Accordance with the Procedure

Sometimes a complainant may be unfamiliar with, or unaware of, the complaints procedure; sometimes they may choose to take their complaint straight to governors or to other parties, such as the diocese or the Local Authority. In every such case, the procedure must be strictly adhered to, and the complaint redirected to its proper stage in the procedure. It is, therefore, important that all members of staff and all governors are fully aware of the procedure and that it is publicly available. It is particularly important that governors know that they must not attempt to deal with complaints themselves, but should tell complainants to take their complaint to the school's complaints co-ordinator.

Complaints Made to the Department for Education

In unusual cases the Secretary of State may have the power to intervene if the governing body of the school has acted as no reasonable governing body would act. This is very unlikely to be the case unless the whole of the school's own complaints procedure has been exhausted. In the case of Academies the complaint would be directed to the Education Funding Agency.

Complaints to Ofsted

The Education and Inspections Act 2006 at s.160 provides a procedure for Ofsted to investigate parents' complaints about a school. A complaint cannot be investigated unless the school's complaints procedure has been exhausted, subject to the Chief Inspector's discretion to waive this requirement.

Policy for unreasonable complaints

St Edward's is committed to dealing with complaints fairly and impartially. And to providing a high quality service to those who complain.

We therefore 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.

St Edward's defines unreasonable complaints as "those who, because of their frequency or nature of their contacts with the school, hinder our consideration of their or other people's complaints.

It may also be considered unreasonable if the complainants does so face to face, by telephone in writing:

- *Maliciously*
- *Aggressively*
- *Using threats, intimidation or violence*
- *Using abusive language*
- *Knowing it to be false*
- *Using falsified information*
- *Publishing falsified information on social media*

Whenever possible the head teacher or chair of governors will speak to the complainant and explain why it is considered unacceptable.

If necessary the complainant will be asked to limit the number of contacts in a communication plan.

In response to any serious incidents of aggression the police will be informed and this may involve banning individuals from the school premises.

Barring from Premises.

Although fulfilling a public service schools are private places. The public has no automatic right of entry. Therefore the school must act to protect the safety of the children and staff within the community.

APPENDIX A A COMPLAINT RECORD FORM

PART A RECORD OF COMPLAINT

Complainant's Name:

Address:

Telephone:

Details of the Complaint:

Date Complaint Made:

Action Already Taken to Resolve the Matter:

Complainant's View of what might resolve the issue:

PART B ACTION TAKEN IN ACCORDANCE WITH THE COMPLAINTS PROCEDURE

Complaint Investigated By:

Action (with dates):

Date of formal meeting with complainant:

Outcome of the Meeting: