

Personnel Committee

STATUTORY

Reviewed: July 2019

Next review: Summer 2020

COMPLAINTS PROCEDURE FOR ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

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 a 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.

This policy outlines the staged procedure for dealing with concerns and complaints at our school.

General Principles:

- This procedure is intended to allow you to raise a concern or complaint relating to the school, or the services that it provides.
- An anonymous concern or complaint will not be investigated under this procedure, unless there are exceptional circumstances.
- Any concern or complaint must be from an individual – the school is unable to investigate a group concern or complaint under the guidelines of the RCDO policy and procedure.
- To enable a proper investigation, concerns or complaints should be brought to the attention of the school as soon as possible. In general, any matter raised more than 3 months after the event being complained of, will not be considered.
- We will consider complaints made outside of term time to have been received on the first school day after the holiday period.

Scope of this complaints procedure

This procedure covers all complaints about any provision of community facilities or services by St Joseph's catholic Primary School, other than complaints that are dealt with under other statutory procedures, including those listed below.

Exceptions	Who to contact
<ul style="list-style-type: none">● Admissions to schools● Statutory assessments of special	Concerns about admissions, statutory

<p>educational needs</p> <ul style="list-style-type: none"> • School re-organisation proposals 	<p>assessments of special educational needs or school reorganisation proposals should be raised with Hertfordshire County Council.</p>
<ul style="list-style-type: none"> • 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). Please contact Hertfordshire County Council for contact details.</p>
<ul style="list-style-type: none"> • 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>*complaints about the application of the behaviour policy can be made through the school's complaints procedure.</p>
<ul style="list-style-type: none"> • 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 to education for whistle-blowers in education who do not want to raise matters direct with their employer. Referrals can be made at www.education.gov.uk/contactus.</p> <p>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 local authority or the DfE (see link above), depending on the substance of your complaint.</p>

<ul style="list-style-type: none"> • Staff grievances 	Complaints from staff will be dealt with under the school's internal grievance procedures.
<ul style="list-style-type: none"> • Staff conduct 	<p>Complaints about staff will be dealt with under the school's internal disciplinary procedures, if appropriate.</p> <p>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.</p>
<ul style="list-style-type: none"> • 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 direct.
<ul style="list-style-type: none"> • National curriculum - content 	Please contact the DfE at www.education.gov.uk/contactus

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'.

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

Anonymous complaints

The school will not normally investigate anonymous complaints. However, the head teacher or chair of governors, if appropriate, will determine whether the complaint warrants an investigation.

Duplicate complaints

If, after closing a complaint at the end of the complaints procedure, we receive a duplicate complaint from a spouse, a partner, a grandparent or a child not attending this school, we will remind them that we have already considered the complaint and the local process is

complete. Complainants will be advised to contact the DfE if they are dissatisfied with our handling of the complaint.

Complaint campaigns

If we receive what we consider to be a large volume of complaints, all based on the same subject and possibly from complainants not connected to the school, then we will treat these complaints as being part of a campaign and respond in one of the following two ways, depending upon the nature and scale of the complaint: send the same response to all complainants; or publish a single response on the school's website.

Informal Stage- concerns, problems and clarifications

If you have a question, need clarification or have a concern, it is normally appropriate to communicate directly with the member of staff concerned. This may be by letter, by telephone or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most concerns will be resolved by this informal stage normally **within ten school days**.

Education issues – if the matter relates to the classroom, the curriculum or special educational needs, please speak or write to the Class Teacher or SENCO, as appropriate.

Pastoral care – for concerns relating to matters inside or outside of the classroom, please speak or write to the Class teacher.

Pupil Disciplinary matters – if there is a problem relating to inside the classroom or on the playground, please speak or write to the Class Teacher. If there is a problem concerning a punishment imposed during lunchtime, please contact the Deputy Head Teacher.

Financial and administrative matters – a query relating to charges or to other administrative matters should be raised with the School Business Manager.

If your concern is about the headteacher, you should raise your concern in writing with the chair of governors.

If the concern is about the chair of governors, the co-ordinator should refer it to the vice-chair.

If you are uncertain about who to contact, please seek advice from the school office.

In most cases, discussion, explanation, further information – or an apology, if appropriate – will resolve the issue. The ideal is that no concern should ever become a formal complaint.

Occasionally, however, a concern will be too serious to be handled in this way, perhaps needing greater investigation; or the person concerned may not feel that the answers given so far have been acceptable or adequate. In such circumstances, the concern will become a complaint and the formal procedure should be rigorously followed. Even in these cases, every effort should be made to resolve the issue at the lowest possible level of the procedure. It should be very rare indeed that a complaint needs to be decided at the Appeal Stage by a Complaints Appeals Panel.

Formal Stage – Formal Written Complaint

If your concern or complaint is not resolved at the informal stage you may choose to put the complaint in writing using the school's Complaint Form. **(Appendix A)**

If you require help in completing the form, please contact the school office. You can also ask third party organisations such as 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.

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 should always underpin the entire process.

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

Possible Outcomes from a Formal Complaint:

Please be aware that any of the following will be the likely outcome from any formal complaint:

- 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 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.

Outline of the Formal Procedure

There are three stages to the formal procedure:

Formal Complaint Stage 1- Complaint heard by the Complaints Officer- Miss Cassidy-Jones, Deputy Headteacher

If the complaint is about the headteacher, the complaint will be heard by the Chair of Governors, Mrs Suzanne Fitzgerald.

If the complaint cannot be satisfied, the complainant may refer to:

Formal Complaint Stage 2- Complaint heard by the Headteacher, Mr Peter Coldwell.

If the complaint is about the headteacher, there will be no formal complaint stage 2 process.

If the complaint cannot be satisfied, the complainant may refer to:

Formal Complaint Stage 3 – Complaint heard by the Governing Body's Complaints Appeal Panel

Withdrawal of a complaint

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

THE FORMAL COMPLAINTS PROCEDURE IN DETAIL

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 the school community.

Formal Complaint Stage 1- Complaint heard by the Complaints Officer

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

1.1 The person making the complaint must complete our formal complaint form in writing (Appendix A) and address it to the school's complaints co-ordinator, Miss Cassidy-Jones, via the school office. If the complaint is concerning the headteacher, the chair of governors will act as the complaints co-ordinator.

1.2 You should include details which might assist the investigation, such as names of potential witnesses, dates and times of events, and copies of relevant documents.

1.3 It is very important that you include a clear statement of the actions that you would like the school to take to resolve your concern. Without this, it is much more difficult to proceed.

1.4 The complaints co-ordinator will investigate the complaint in order to:

- 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 will complete the investigation and contact the complainant to arrange a meeting. This meeting will be held within **five school days** of the investigation being completed.

N.B. At any point in the process, the complaints co-ordinator may decide or agree to commission a further investigation, whether by a member of staff or an independent person. 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 member of staff investigating will meet the complainant to try to resolve the complaint. Every effort should be made to try to resolve the complaint at this meeting.

1.7 If the complaint cannot be resolved, the complainant may refer it to Stage 2. This must be confirmed in writing to the headteacher.

Formal Complaint Stage 2- Complaint heard by the headteacher

2.1 Where a complaint has not been resolved at Stage 1, it will be referred to the headteacher. The person making the complaint must complete our formal complaint form in writing for this stage and address it the headteacher. (Appendix B)

2.2 The headteacher will either investigate the complaint personally or refer it to another senior member of staff (who has not so far been involved) or arrange for an independent investigation if appropriate. At this point it is possible that the complaint will have escalated to include a complaint concerning the manner in which the original complaint has been handled. Both parts of the complaint would in this case need to be investigated.

2.3 In conducting the investigation, the investigator will operate in accordance with section 1.4.

2.4 Timescales:

Within **ten school days** of receiving the complaint, the investigator will report back to the headteacher.

Within a **further three school days**, the headteacher will contact the complainant and arrange a meeting. (See 2.5) This meeting will be held **within five school days** of the headteacher contacting the complainant.

N.B. At any point in the process, the headteacher may decide or agree to commission a further investigation, whether by another senior 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.

2.5 When the investigation is complete, the headteacher 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.

2.6 If the complaint cannot be resolved, the complainant may refer it to Stage 3. This must be confirmed in writing, addressed to the chair of governors.

Formal Complaint Stage 3 – Complaint heard by the 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 3, the complainant will have been dissatisfied with the school's approach to the complaint in the first two stages and must now put the complaint in writing using our formal complaint form for this stage (Appendix B) and address it 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 3, 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 3. (see section 3.1)

3.3 This is the final stage of the school procedure. 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.

3.5 Failure to agree a date. If a party to the complaint fails to agree to attend a Complaints Panel meeting having been offered 2 or more alternative dates, within the 20 school day period, in an effort to accommodate their attendance, then the Complaints Panel may decide the meeting should take place in any event on the date last offered to the parties to the complaint. This is particularly so if otherwise the complaint will not be heard within the school term or if the event giving rise to the complaint extends back sometime before the complaint was made. The complainant will be notified in writing of the time and date the Complaints Panel has agreed to meet to consider the complaint.

3.6. Failure to Attend. If a date is agreed or if pursuant to 3.5 above, the complainant fails to agree a date and it is decided that the meeting should proceed and on the date and time notified to the parties the complainant fails to attend without reasonable excuse, notified to the Complaints Panel by the time of the meeting, then the Complaints Panel will consider whether it is appropriate either to dismiss the complaint summarily for absence of the complainant or to proceed to conduct the meeting in the absence of the complainant using such evidence as was already before it on paper and as is available orally from the other party.

The Meeting of the Governing Body's Complaints Appeal Panel

3.7 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. The panel may however, liaise before the meeting in order to decide whether or not it is appropriate to exercise the powers set out in paragraph 3.5 above.

3.8 Conduct of the meeting:

- 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 2 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.

3.9 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.

3.10 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.

3.11 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 Education Service member if there).

3.12 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.

3.13 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. This must include reasons for the decision and the fact that appeals on points of law or procedure may be referred to the Secretary of State for Education at: The School Complaints Unit, Department for Education, Piccadilly Gate, Manchester M1 2WD. (In the case of Academies any appeal would be to the Education funding Agency). 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.

3.14 Serial or Persistent 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.

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 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.

Complaints to the Secretary of State – The School Complaints Unit

If a complaint has completed the school procedures and the complainant remains dissatisfied, they have the right to refer their complaint to the Secretary of State. The Secretary of State has a duty to consider all complaints raised but will only intervene where the governing body has acted unlawfully or unreasonably and where it is expedient or practical to do so.

The School Complaints Unit (SCU) considers complaints relating to LA maintained schools in England on behalf of the Secretary of State. The SCU will look at whether the complaints policy and any other relevant statutory policies were adhered to. The SCU also looks at whether statutory policies adhere to education legislation. However, the SCU will not normally re-investigate the substance of the complaint. This remains the responsibility of schools. The SCU will not overturn a school's decision about a complaint except in exceptional circumstances where it is clear the school has acted unlawfully or unreasonably. If the SCU finds that the school has not handled a complaint in accordance with its procedure, they may request that the complaint is looked at again.

Further information can be obtained from the SCU by calling the National Helpline on 0370 000 2288 or going online at: www.education.gov.uk/help/contactus or by writing to: Department for Education School Complaints Unit 2nd Floor, Piccadilly Gate Store Street Manchester M1 2WD 15

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.

Managing serial and unreasonable complaints

St Joseph's is committed to dealing with all 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.

The school 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 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 the school 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 the school.

Appendix A Formal Complaints Form- Stage 1

St Joseph's Catholic Primary School Formal Complaint Form Stage 1

Please complete this form and return it to the school office for the attention of the School Complaints Officer who will acknowledge its receipt and inform you of the next stage in the procedure.

Your name:

Relationship with school (e.g. parent of a pupil on the school roll):

.....

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

.....

Your Address:

Telephone numbers

Daytime:

Evening:

E-mail address:

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

You may continue on separate paper, or attach additional documents, if you wish.

Number of Additional pages attached =

What action, if any, have you already taken to try to resolve your complaint? (i.e. who have you spoken with or written to and what was the outcome?)

What actions do you feel might resolve the problem at this stage? (Without this, it will be very difficult for a formal complaint to be resolved.)

Signature:

Date:

Timescales:

Formal Complaint Stage 1:- Usually fifteen school days from the School's Complaints Officer receiving the complaint to meeting with the complainant following their investigation.

School use:

Date Form received:

Received by:

Date acknowledgement sent:

Acknowledgement sent by:

Appendix B Formal Complaints Form- Stage 2 & 3

St Joseph's Catholic Primary School Formal Complaint Form

Please complete this form and return it to the school office for the attention of the Headteacher/Chair of Governors (Stage 2) or Chair of Governors (Stage 3) who will acknowledge its receipt and inform you of the next stage in the procedure.

Your name:

Relationship with school (e.g. parent of a pupil on the school roll):

.....

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

.....

Your Address:

Telephone numbers

Daytime:

Evening:

E-mail address:

Dear

I submitted a formal complaint to the school on and 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 of the response(s) from the school.

I am dissatisfied with the way in which the procedure was carried out, because:

You may continue on separate paper, or attach additional documents, if you wish.

Number of Additional pages attached =

What actions do you feel might resolve the problem at this stage? (Without this, it will be very difficult for a formal complaint to be resolved.)

Signature:

Date:

Timescales:

Formal Complaint Stage 2:- Usually eighteen school days from the complainant confirming in writing that they want to escalate the complaint from stage 1 to stage 2.

Formal Complaint Stage 3:- Usually twenty school days from the complainant confirming in writing that they want to escalate the complaint from stage 2 to stage 3.

School use:

Date Form received:

Received by:

Date acknowledgement sent:

Appendix C

Meeting of the Governing Body's Complaints Appeal Panel

ORDER OF PROCEEDINGS

- Welcome, introductions and explanation of proceedings by the Chair;
- The Complainant (or representative) is invited to explain the complaint;
- The Headteacher (or representative) may question the Complainant;
- The Panel may ask questions at any time;
- If there are any witnesses for the Complainant they are invited individually into the room to make their points, the Headteacher and the Panel may question them and then the witness is invited to leave;
- The Headteacher is invited to explain the school's actions;
- The Complainant and the Panel may ask questions;
- Any witnesses for the school are invited in and treated in the same way as the Complainant's witnesses;
- The Chair checks that all parties have asked all they need to, then the Complainant, followed by the headteacher is invited to sum up;
- The Chair explains that the decision will be issued within 3 school days and all parties leave together;
- The Panel makes its decision (advised on law and procedure by member of Diocesan Education Service, if present).