

St James' CE (Aided) Primary School



Complaints Policy

January 2024

To be reviewed next: January 2025

1 General Principles and scope of policy

1.1 Since 1 September 2003 governing bodies of all maintained schools in England have been required, under Section 29 of the Education Act 2002, to have in place a procedure to deal with all complaints relating to their school and to any community facilities or services that the school provides. This does not limit complainants to parents or carers of pupils registered at a school. A complainant could be a member of the wider community or representing an ex-pupil. The law also requires the procedure to be publicised.

1.2 St James' Primary School aims to be an open, responsive school. We have adopted procedures aimed at dealing with complaints from parents, carers and members of the public regarding the policies and operation of the school. These include pupil progress, discipline, organisational matters and premises related issues. These procedures have been drawn up in the light of guidance from the DfE (Best practice guidance for school complaints procedures 2020) and Local Authority advice.

1.3 There are some matters that are not within the remit of this policy, either because a more specific complaint process exists or because the matter is not within the control of the school or it's Governing Body. Such matters include

- Complaints about Admissions or Exclusions for which separate appeal processes exist
- Staff complaints relating to grievances about their employment which should be dealt with under the Staff Grievance Policy
- Complaints about the actions of another parent or member of the public which are not within the school's control
- Concerns that a child is being abused or is at risk of abuse which should be referred to the Designated Safeguarding Lead, under the Child Protection Policy
- Complaints about the services provided by a person or organisation using St James' Primary School premises which should be dealt with by that person or organisation under their own complaints policy (users of our facilities are required to have their own complaints procedures as part of initial letting arrangements)
- Complaints regarding the procedure adopted by the school relating to a delay in or failure to issue a Statement of Special Educational Need or, from September 2014, an Education Health and Care Plan, to implement the Statement/EHCP or conduct an annual review, which should be referred to the Local Government Ombudsman
- Complaints regarding the delay or failure to issue or the content of an Education Health and Care Plan, to implement the EHCP or conduct an annual review (where there is a right of appeal granted in law) which should be referred to the First Tier Tribunal (Special Educational Needs and Disability)(SEND).
- Complaints about changes to the school under the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 or (Establishment and Discontinuance of Schools) Regulations 2013 which are subject to public consultation and review by the Schools Adjudicator

1.4 It is important that complaints are raised as quickly as possible after an incident occurs or comes to light. If not, it may mean that the school is not able to investigate the complaint adequately. Young pupils especially may not be reliable witnesses if not questioned soon after the event. In general, any matter raised more than 1 month after the event being complained of will not be considered. However, in exceptional circumstances where a good reason can be provided, e.g. an incident only came to light after this period, consideration may still be given. It should be noted that if a complaint is raised after a child

leaves St James' Primary School, the school will have no written records to refer to because a pupil's educational file is transferred to their new school. This may mean that there is no possibility of resolving the complaint.

1.5 We will endeavour to consider and resolve complaints as quickly and efficiently as possible and this policy explains the timeframes that we will work towards. However, where further investigations are necessary e.g. for a criminal or disciplinary investigation, delays may be unavoidable and new time limits can be set. The complainant will be sent details of the new deadlines and an explanation for the delay.

1.6 We recognise that both raising and responding to concerns and complaints can be stressful. We will therefore allow complainants to be accompanied by a relative or friend at all stages of the process. Staff may be accompanied by a colleague or a union representative.

1.7 The school takes a staged response to concerns and complaints. These stages are:

Informal review of concern

Formal Stage 1: School review of complaint

Formal Stage 2: Governor review of complaint

Formal Stage 3: External review of complaint

2 Informal review of concern

2.1 Despite the school's best intentions, there may be occasions when problems arise or further clarification is required. In most cases these concerns can quickly be resolved by discussing the issue with the relevant class teacher, either in person, by telephone or in writing. A parent may also wish to discuss a concern informally first, to help them decide whether to take the matter further. Members of staff are expected to respond to concerns promptly, usually within 3 school working days, and they should advise the parent if it is not possible to respond within 5 school working days.

2.2 Members of staff are not expected to keep written records of the many questions and concerns raised by parents, however, if it becomes clear that a parent wishes to proceed with a formal complaint it is recommended that they do so, perhaps using the Note of Concern form at Appendix C.

2.3 On occasion parents may want to raise their concerns with someone other than the class teacher. This could be because the concern is about the teacher; it could be because the problem has wider implications than can be managed by a class teacher; or it could be because the teacher has not been able to sort out the problem previously. If this is the case then parents can raise their concerns with members of the school management. Details of who to approach and how can be found in the chart at Appendix A. While still considered part of the informal stage, it would be expected that Key stage leaders, SENCO or Deputy would record details of the concern, the result of any investigation they undertake and any action agreed in order to resolve the problem using the Note of Concern form (Appendix C).

2.4 If the member of staff first contacted feels they cannot deal with the matter, s/he should make a clear note of the date, name and contact address or phone number and refer it to the person with responsibility for the particular issue raised by the parent.

2.5 The member of staff dealing with the concern should make sure that they understand the concern and they may then be able to resolve the matter by explaining the situation or providing reassurance. They should explain what action (if any) or monitoring of the situation has been agreed, putting it in writing if appropriate.

2.6 Members of the public who wish to raise a concern should contact the headteacher by writing to the school, emailing office@st-james.kent.sch.uk marking it for the attention of the headteacher or by telephoning the school office to make an appointment to see the headteacher.

2.7 Concerns about the actions of the headteacher personally may be discussed informally with the chair of governors, who may be contacted in writing via the school office or by emailing office@st-james.kent.sch.uk

2.8 Most issues are sorted out informally and we would recommend that you try this approach first. However, if you feel that there is nothing to be gained and you wish to make a formal complaint you have the right to go straight to stage 1 of the formal complaints procedure.

2.9 On occasion a parent may behave in such a way as to give members of staff cause for concern. In the event that the school considers the behaviour of a parent in relation to the school or its staff to be unreasonable, the Governing Body may seek to mediate by meeting with the parents before the matter is escalated as outlined in Section 6 - Vexatious, abusive and unreasonably persistent complaints.

3. Stage 1: Formal complaint review by the school

3.1 If it has not been possible to arrive at an informal resolution to the concern or if the complainant has chosen to raise their complaint formally in the first instance, a formal complaint should be submitted to the headteacher using the complaint format Appendix B. You should include details which may assist in the investigation on the complaint form, such as names of potential witnesses, dates and times of events and copies of relevant documents. If you require help to complete the complaint form, please contact the school office.

3.2 Completion of the complaint form allows those considering the complaint to understand the nature of the complaint fully and also what response is wanted by the complainant. This might be

- an apology
- an explanation
- an admission that the situation could have been handled differently or better
- an assurance that the event complained of will not recur
- an account of the steps that have been taken to mitigate against it happening again
- an undertaking to review school policies in light of the complaint.

3.3 If the formal complaint is about the conduct of the headteacher, the procedures set down in this stage will be followed by the Chair of Governors. Advice will be sought from the Local Authority and an investigation officer may be appointed.

3.4 The Chair of Governors will also take responsibility for reviewing any formal complaints received in respect of individual governors.

3.5 If the formal complaint is about the Chair of Governors or the conduct of the Governing Body it should be addressed to the Clerk to the Governing Body via the school office. The Clerk will take advice from the Local Authority as to an appropriate person to review the complaint.

3.6 If a parent feels that independent mediation might be helpful in resolving their complaint, the school will make every effort to arrange this and to cooperate with this process.

3.7 The headteacher (or designated person) should acknowledge the complaint in writing within three school working days of receiving the written complaint. The acknowledgement will give a brief explanation of the school's complaints procedure and a target date for providing a response to the complaint. This should normally be within ten school working days. If this proves impossible, a letter should be sent explaining the reason for the delay and giving a revised target date. This should be within a maximum of 20 school working days unless it is a particularly complex issue.

3.8 The headteacher may provide an opportunity for the complainant to meet them to supplement any information provided previously or to investigate the complaint further. It should be made clear to the complainant that they may be accompanied to any meeting by a friend, relative, representative or advocate who can speak on their behalf or to provide support.

3.9 If necessary the headteacher will interview other parties and take statements from those involved. If the complaint centres on a pupil, the pupil should also be interviewed unless this is judged not to be in the interests of the pupil's welfare. Pupils should normally be interviewed with parents/guardians present, but if this would seriously delay the investigation of a serious/urgent complaint or if the pupil has specifically

said that s/he would prefer that parents/guardians were not involved, another member of staff with whom the pupil feels comfortable should be present. If a member of staff is complained against, they must have the opportunity to present their case.

3.10 The headteacher will keep written records of meetings, telephone conversations and other documentation.

3.11 Once all the relevant facts have been established as far as possible, the headteacher will then produce a written response to the complainant, including a full explanation of the decision and the reasons for it. Where appropriate, this will include what action the school will take to resolve the complaint. The complainant will be advised that if they wish to take the complaint further they must notify the Chair of Governors within 20 school working days of receiving the letter using the Complaint Review Request Form (Appendix D).

4. Stage 2: Formal complaint review by the Governing Body

4.1 In the rare case where an issue is still unresolved, complaints may be reviewed again by a Complaints Panel of 3 governors. The Complaint Review Request Form (see Appendix D) should be completed and returned to the Chair of Governors c/o the school office or by email to office@st-james.kent.sch.uk. A complaints Panel, including the Panel chair, will be established at the first full governors' meeting each year, together with a pool of reserves. To ensure the independence of the review by the Panel, it is important that governors with prior knowledge of the issue(s) complained about are excluded from it. Reserve governors from the pool will be called on to replace governors on the Panel who have any such prior knowledge. St James' Primary School has agreed that if there are insufficient governors available on the Panel or from the reserve pool to enable the hearing to take place within a reasonable time, any governor serving on the governing body of a school in the Local Collaborative Trust may be asked to join the Panel.

4.2 A stage 2 review will not be started until the stage 1 review has been completed.

4.3 The Chair of the Governing Body will write to the complainant to acknowledge receipt of the written request for the governing body to review the complaint. The acknowledgement will inform the complainant that three members of the school's governing body will hear the complaint within 20 school working days of receiving the complaint. The letter will also explain that the complainant has the right to submit any further documents relevant to the complaint. These must be received in time for the documents to be sent to the three members.

4.4 A meeting of the Governors' Complaints Panel will be convened. The headteacher will not sit on the Panel. An experienced governor will chair the Panel meeting. The chair of the Panel will ensure the Panel hears the complaint within twenty school working days of receiving the Complaint Review Form. All relevant correspondence relating to the complaint will be given to each Panel member as soon as possible. If the correspondence is extensive, the chair may prepare a thorough summary for sending to Panel members.

4.5 The chair or clerk will write and inform the complainant, headteacher, any relevant witnesses and members of the Panel at least five school working days in advance of the date, time and place of the meeting. The notification will also inform the complainant of their right to be accompanied to the meeting by a friend/advocate/interpreter and explain how the meeting will be conducted.

4.6 The headteacher will be invited to attend the Panel meeting and will be asked to prepare a written report for the Panel in response to the complaint. All attendees including the complainant should receive a set of the relevant documents including the headteacher's report and the agenda, at least five school working days prior to the meeting.

4.7 Submission of additional documents or requests for additional attendees made after this time (i.e. within 5 school working days of the Panel meeting) will be at the discretion of the Chair of the Panel.

4.8 Every attempt will be made to keep the Panel hearing as informal as possible. Witnesses will only attend for the part of the hearing in which they give evidence. At the Panel hearing:

- The Chair of the Panel will ensure that everyone present is introduced.
- The complainant will have the opportunity to present their complaint, including calling their witnesses.
- The headteacher may question both the complainant and their witnesses after each has spoken.
- The headteacher will explain the school's position and call any witnesses for the school.
- The complainant will have the opportunity to ask questions of the headteacher and witnesses.
- Panel members may ask questions of the complainant, the headteacher and the witnesses at any time.
- A short recess may be given at this point so that the complainant and headteacher may gather their thoughts.
- The headteacher will be given the opportunity to make a final statement to the Panel.
- The complainant will be given the opportunity to make a final statement to the Panel.
- The chair will ask the complainant if he or she feels they have had a fair hearing.

The Chair of the Panel has responsibility to ensure that the meeting is properly minuted.

4.9 The Chair of the Panel will explain to the complainant and headteacher that the Panel will consider its decision and that a written decision will be sent to both parties within 15 school working days. The complainant, headteacher, other members of staff and witnesses will then leave.

4.10 The Panel will then consider the complaint and all the evidence presented and

- Agree a decision on the complaint;
- Decide upon the appropriate action to be taken to resolve the complaint; and
- Where appropriate, suggest recommended changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

4.11 A written statement clearly setting out the decision of the Panel must be sent to the complainant and headteacher. The letter to the complainant should also advise how to take the complaint further.

4.12 All complaints will be kept confidential wherever possible. All record of the Governing Body Panel hearing will be held securely by the Clerk to the Governing Body. These records are not included in any pupil's Educational File and will be retained by the Governing Body for a reasonable time to enable the decision to be audited and reviewed and then destroyed.

4.13 All complaints that reach this stage will be logged and reviewed annually by the Governing Body. Any relevant information arising from the review will be shared with the school Senior Leadership Team with a view to improving policies and procedures.

4.14 Appendix F has a summary of the roles of responsibilities for all parties involved in the complaint process.

5. **Stage 3: Formal complaint external review**

5.1 The Chair of the Panel will ensure that when the complainant is notified of the Panel's decision, in writing, with the Panel's response (including the reasons for the decision) the letter also explains any further rights of appeal.

5.2 The final stage of appeal is to the Secretary of State for Education. Complainants should contact the Department for Education via their online form:

[Contact the Department for Education - Contact type - DFE Online Forms](#)

5.3 The DfE will consider whether the school complaints policy and any other relevant policies were followed in accordance with the provisions set out. The DfE also examines policies to determine if they adhere to education legislation. However, the department will not re-investigate the substance of the complaint. This remains the responsibility of the school.

5.4 If legislative or policy breaches are found, the DfE will report them to the school and the complainant and, where necessary, require remedial action to be taken. Failure to carry out remedial actions could ultimately result in a formal Direction being issued by the Secretary of State.

5.5 If the complaint relates to a 'whole school' issue it may also be possible to complain to Ofsted. Please see ***Complaints to Ofsted about schools: guidance for parents and carers***, which is available from the www.gov.uk website.

6. **Vexatious, abusive and unreasonably persistent complaints**

6.1 It is unacceptable for complainants to subject any members of staff or governors to abusive, offensive or threatening language or behaviour. St James' Primary School expects anyone who wishes to raise a concern to treat members of staff and governors with respect, and to follow the school's complaints procedure.

6.2 We define vexatious and persistent complaints as those which, because of the frequency or nature of the contacts with the school or governing body, hinder the efficient leadership and management of the school. Features of an unreasonably persistent and/or vexatious complaint are described in Appendix E, although the list is not exhaustive, nor does one single feature on its own necessarily imply that the complaint will be considered as being in this category.

6.3 In the event that the school considers the behaviour of a parent in relation to the school to be unreasonable or their complaints to be unreasonably persistent and/or vexatious, the Governing Body may seek to mediate by seeking a meeting with the parents before further steps are taken.

6.4 In cases of vexatious or unreasonably persistent complaints, the school may, after consultation with the Local Authority, decide to impose restrictions. These will be tailored to the individual complainant but may include:

- Informing the complainant that his/her behaviour is now considered to be unreasonable or unacceptable and request a changed approach.
- Requiring all meetings with a member of staff to be conducted with a second person present. In the interests of all parties notes of these meetings may be taken.
- Informing the complainant that, except in emergencies, the school will only respond to written communications and that these may be required to be channelled through the local authority.
- Banning or restricting the complainant from being on school premises

6.5 In the case of abuse or harassment including any form of verbal or physical aggression the school may call the police and take appropriate legal action.

6.6 If the complainant fails to comply with the restrictions and it is clear that the relationship with the school has irretrievably broken down, the school may, as a last resort, seek a managed move of the complainant's child(ren) to another local school.

6.7 Should the complainant raise an entirely new, separate complaint, it will be considered in line with this policy on its own merits. However, the school will consider the apparent motives for raising the complaint to establish whether the complainant is being vexatious or unreasonably persistent.

7. **Withdrawal of a Complaint**

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

Appendix A

Queries and Concerns-who do you go to?

The School Office

The school office should always be the first 'port of call' for enquiries, information and advice. They will also arrange contact with your child's teacher or other members of staff.

Class Teachers

Class teachers should be able to answer any queries or concerns you have about your child. They can be contacted by;

- A note via child or given straight to the teacher
- An email to the class email address
- A letter left at the school office
- A request, through the office, for a phone call or appointment
- A visit **AFTER** school to see if a member of staff is available

Middle Leaders

If you still have concerns and you feel that the office and/or the class teachers have not been able to resolve it, then you may wish to discuss the matter with the appropriate key stage leader.

EYFS (Reception): Miss Lucy Coward
Key Stage 1: Mrs Jo Mill
Lower key Stage 2: Mrs Kate Jones
Upper key Stage 2: Mrs Anna Holland

Deputy Headteachers and SENCO

If your concern relates to a whole school matter, e.g. school procedures or policies, please speak to a member of the senior leadership team.

Lucy Hayward Deputy headteacher
Penny Wardell SENCO

Headteacher

Mr John Tutt
If your concern remains unresolved, or if it is about a serious matter, please speak to the HT.

Formal Complaint

If your concern continues to remain unresolved, or if it about the Headteacher, please refer to the **Complaints Policy**.

Appendix B

St James' Primary School Complaint Form

Please complete and return to the school office who will acknowledge receipt and explain what action will be taken.



Your name:

Pupil's name (if relevant):

Your relationship to the pupil:

Address:

Postcode:

Day time telephone number:

Evening telephone number:

Please give concise details of your complaint, including dates, times, 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.

What action, if any, have you already taken to try and resolve your complaint.

(Who did you speak to and what was the response)?

What actions do you feel might resolve the problem at this stage?


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

Signature:

Date:

Official use
Date acknowledgement sent:
By whom:
Complaint referred to:
Date:

Appendix C

	St James' Primary School – Note of Concern
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Teacher's name/Class:	
Parent/Carer:	
Pupil's Name:	
Date of Meeting:	
Others in attendance:	
Nature of concern	
Details of Discussion	
Next steps agreed	
Outcome (circle): Concern resolved Concern on-going Formal complaint raised	
Signed (staff member) Date	Signed (parent) Date

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What actions do you feel might resolve the problem at this stage?

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

Signature:

Date:

Official use

Date acknowledgement sent:

By whom:

Complaint referred to:

Date:

Appendix E

Examples of complaint and complainant behaviours which may be considered vexatious or unreasonably persistent

An unreasonably persistent and/or vexatious complainant may:

- have insufficient or no grounds for their complaint and be making the complaint only to annoy (or for reasons that he or she does not admit or make obvious)
- refuse to specify the grounds of a complaint despite requests to do so
- refuse to co-operate with the complaints investigation process while still wishing their complaint to be resolved
- refuse to accept that issues are not within the remit of the complaints policy and procedure despite having been provided with information about the scope of the policy and procedure
- refuse to accept that issues are not within the power of the school to investigate, change or influence (an example could be a complaint about members of the public parking near the school)
- insist on the complaint being dealt with in ways which are incompatible with the complaints procedure or with good practice (insisting, for instance, that there must not be any written record of the complaint)
- make what appear to be groundless complaints about the staff dealing with the complaints, and seek to have them dismissed or replaced
- make an unreasonable number of contacts with the school or governing body, by any means, in relation to a specific complaint or complaints
- make persistent and unreasonable demands or expectations of staff and/or the complaints process after the unreasonableness has been explained (an example of this could be a complainant who insists on immediate responses to numerous, frequent and/or complex letters, faxes, telephone calls or emails)
- harass or verbally abuse or otherwise seek to intimidate staff dealing with their complaint, by use of inappropriate, offensive or racist language
- raise subsidiary or new issues whilst a complaint is being addressed that were not part of the complaint at the start of the complaint process
- introduce trivial or irrelevant new information whilst the complaint is being investigated and expect this to be taken into account and commented on
- change the substance or basis of the complaint without reasonable justification whilst the complaint is being addressed
- deny statements he or she made at an earlier stage in the complaint process
- electronically record meetings and conversations without the prior knowledge and consent of the other person involved
- refuse to accept the outcome of the complaint process after its conclusion, repeatedly arguing the point, complaining about the outcome, and/or denying that an adequate response has been given
- make the same complaint repeatedly, perhaps with minor differences, after the complaints procedure has been concluded, and insist that the minor differences make these 'new' complaints which should be put through the full complaints procedure
- make complaints in public or via a social networking site

Appendix F

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 a 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, depending on the nature of the complaint)

The complaints co-ordinator should:

- ensure that the complainant is fully updated at each stage of the procedure
- liaise with staff members, headteacher, Chair of Governors, Clerk and LAs (if appropriate) 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.

Clerk to the Governing Body

The Clerk is the contact point for the complainant and the committee 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 2010, the Freedom of Information Act 2000, the Data Protection Act (DPA) 2018 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 1 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 Clerk) 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. This is particularly important if the complainant is a child/young person
- 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 Clerk

Committee Member

Committee members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so
- No governor 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
- We recognise 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.