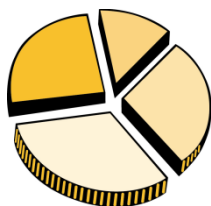


Complaints Procedure 2009

**The Chafford School**  
**A Specialist Business and Enterprise College**



**Complaints Procedure**  
**(Curriculum and Religious Worship)**



**Business &  
Enterprise**

Date approved: December 2009

Date to be reviewed: January 2011

**THE CHAFFORD SCHOOL**  
**COMPLAINTS PROCEDURE**  
**(Curriculum and Religious Worship)**

PURPOSE/PRINCIPLES

It is a requirement of Section 23 of the education Reform Act that each school has in place a formal complaints procedure to cover complaints made by parents and others concerning the curriculum and religious worship in schools.

The Chafford School therefore endorses the LA Havering Complaints procedure detailed in **(Appendix A)**

OVERVIEW/GUIDELINES

If a parent or any other member of the local community has a complaint regarding any aspect of the school or any community facility that The Chafford provides, it should be brought to the Headteacher's attention as soon as possible. If a parent or any other member of the local community brings a complaint to a Governor, he or she will, in the first instance, refer this matter to the Headteacher.

The Headteacher will investigate the complaint and will contact the complainant within 10 working days.

If the matter has not been resolved to the satisfaction of the complainant then it can be brought to the attention of the Chair of Governors.

Unresolved complaints about the special educational provision The Chafford makes for a student will be referred to a Governing Body Special Needs Committee who will consider the complaint at their next meeting. The committee will contact the complainant within ten working days following the date of that meeting.

Procedure

**With regards the procedure related to complaints, The Chafford School accepts the recommendation in the DCFS guidance (Appendix B-D)**

## **Appendix A - LA Havering Complaints procedure**

### **Complaints procedure - something that has happened at school**

All the schools in Havering want their children to do well and be happy. They recognise that you as a parent/guardian play an important part in making this happen.

#### **Complaints about a school**

Therefore, schools aim to provide as many opportunities to keep you informed and involved in your child's progress as they possibly can. Regular reports, open days and visits all helping the process. Questions and concerns are usually dealt with quickly and helpfully.

However, we recognise there are time when things go wrong, when concerns continue and differences of opinion develop. These can usually be resolved by speaking to the right person. Most concerns can be settled without too much trouble, but whatever the issue, even where you are seriously concerned about your child's future at the school, it's always important to try to find an answer. Disruption to a child's education would be the most damaging result of all.

#### **What to do first**

Take a few minutes to read this page. Then think the complaint through.

#### **What actually happened?**

Remember there is often more than one view about an incident or situation. For example, your child may well be telling the truth but it may not be the whole story.

#### **What do you want to complain about?**

What do you hope will happen as a result of your complaint? It might help to talk this through with a friend or relative.

When you make a complaint, remember that although you want to change a situation, you want it to end on a positive note with no bad feelings. In order to do this you should try to follow the procedures carefully and always try not to put yourself or anyone else into a corner.

#### **What to do next**

When you are clear in your own mind as to what you believe has happened, you then need to speak to someone at the school. Contact the Head teacher to arrange such a meeting.

Although some schools, particularly for younger children, can arrange to see parents who just 'pop in', this is not generally possible. It is always best to try to make an appointment where you can sit and talk things through calmly and without interruption. Investigating complaints does take time and the answers aren't always readily available, but you will at least be able to decide whether the action taken (or not taken) was reasonable and whether any further steps taken by the teacher would solve the problem.

### **If you are still unhappy**

In most cases, the problem will have been solved by this stage. However, if you are still unhappy, then you should contact the Chair of Governors. The school will tell you how to make contact with this person who may help to resolve the problem informally, possibly by arranging a meeting between those involved.

Once again you'll have the opportunity to talk through your concerns with an independent party who is there to listen and to discuss what is being said. If, after this, you are still not satisfied with the answer, then you should ask to make a formal complaint to the Governing Body.

### **Complaints to the Governing Body**

As this is a serious step to take, it is important that you have thought things through carefully and that every possible attempt has been made to solve your concerns by other means.

Normally, a panel of governors will be called to hear your case and all sides will be asked to submit a written statement. You will also be invited to attend any hearing that is held, to present your side of the story.

The decision of the governors' panel will then be sent in writing to all parties.

### **If you are still unhappy...**

If after the Governors have dealt with your complaints, you are still unhappy with the decision that was taken, you can contact us for advice on what to do next. For example, if you feel that the Governing Body has acted unreasonably, you can consider complaining to the Secretary of State for Education.

Taken from LA Havering website <http://www.havering.gov.uk/index.aspx?articleid=689>

# School Complaints Procedure

**School Complaints Procedure – Key Messages**  
**School Complaints Procedure Index**

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## School Complaints Procedure – Key Messages

### Overview

1. Since 1 September 2003 Governing Bodies (GBs) of all maintained schools and maintained nursery schools in England were required, under Section 29 of the Education Act 2002, summarised in Annex A, to have in place a procedure to deal with complaints relating to the school and to any community facilities or services that the school provides. The law also requires the procedure to be publicised.
2. The majority of schools already had a complaints procedure in place, generally based on Local Education Authority (LEA) or Diocesan Board models. This document is intended to help schools draw up a complaints procedure if they have not already done so, or to review their existing procedure if they wish. A framework of principles can be found at paragraph 8. LEAs are already required to set up a procedure for dealing with certain types of complaints, for example, complaints about the curriculum or collective worship in a school. The GB's complaints procedure does not replace the arrangements made for those types of complaint. In addition, there are certain complaints which fall outside the remit of the GB's complaints procedure, for example, staff grievances or disciplinary procedures. It is recommended that the governing body ensures that any third party providers offering community facilities or services through the school premises, or using school facilities [even if it's hiring it out for a wedding reception!], have their own complaints procedure in place.
3. When schools draw up their procedure it is recommended that local teacher associations and LEAs be involved. An example of a procedure, which schools might find helpful, is at Annex B.

This note does not represent Statutory Guidance issued by the Secretary of State.

Further information can be obtained from :

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School Government Team  
Mowden Hall  
Staindrop Road  
Darlington  
DL3 9BG  
Tel: 01325 391102  
E-mail: [gov.recruit@dfes.gsi.gov.uk](mailto:gov.recruit@dfes.gsi.gov.uk)

Web link to Act – [://www.legislation.hmsso.gov.uk/acts/acts2002/20032--f.htm#](http://www.legislation.hmsso.gov.uk/acts/acts2002/20032--f.htm#)

\*The Department wishes to acknowledge the contribution of The Advisory Centre for Education and also Hampshire, Surrey and West Sussex Local Education Authorities in the production of this document. Some of the material is reproduced, by kind permission, from their Complaints Procedures.

# School Complaints Procedure – Key Messages

## Part 1: General Principles of complaints

### Dealing with Complaints – Initial concerns

4. Schools need to be clear about the difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints.
5. These key messages deal with complaints but the underlying principle is that concerns ought to be handled, if at all possible, without the need for formal procedures. The requirement to have a complaints procedure need not in any way undermine efforts to resolve the concern informally. In most cases the class teacher or the individual delivering the service in the case of extended school provision, will receive the first approach. It would be helpful if staff were able to resolve issues on the spot, including apologising where necessary.

### Dealing with Complaints – Formal procedures

6. The formal procedures will need to be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.
7. Schools might wish to nominate a member of staff to have responsibility for the operation and management of the school complaints procedure. They could be termed the school's 'complaints co-ordinator'. In smaller schools this may often be the headteacher.

### Framework of Principles

8. An effective Complaints Procedure will:
  - encourage resolution of problems by **informal** means wherever possible;
  - be easily **accessible** and **publicised**;
  - be **simple** to understand and use;
  - be **impartial**;
  - be **non-adversarial**;
  - allow **swift** handling with established **time-limits** for action and keeping people informed of the progress;
  - ensure a full and **fair** investigation by an independent person where necessary;
  - respect people's desire for **confidentiality**;
  - address all the points at issue and provide an **effective** response and **appropriate** redress, where necessary;
  - provide **information** to the school's senior management team so that services can be improved.

## School Complaints Procedure – Key Messages

### Investigating Complaints

9. It is suggested that at each stage, the person investigating the complaint (the complaints co-ordinator), makes sure that they:

- 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;
- interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish;
- conduct the interview with an open mind and be prepared to persist in the questioning;
- keep notes of the interview.

### Resolving Complaints

10. At each stage in the procedure schools will want to keep in mind ways in which a complaint can be resolved. It might be sufficient to acknowledge that the complaint is valid in whole or in part. In addition, it may be appropriate to offer one or more of the following:

- 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 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.

11. It would be useful if complainants were encouraged to state what actions they feel might resolve the problem at any stage. An admission that the school could have handled the situation better is not the same as an admission of negligence.

12. An effective procedure will identify areas of agreement between the parties. It is also of equal importance to clarify any misunderstandings that might have occurred as this can create a positive atmosphere in which to discuss any outstanding issues.

### Vexatious Complaints

13. If properly followed, a good complaints procedure will limit the number of complaints that become protracted. However, there will be occasions when, despite

## **School Complaints Procedure – Key Messages**

all stages of the procedures having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the chair of the GB is able to inform them in writing that the procedure has been exhausted and that the matter is now closed.

### **Time-Limits**

14. Complaints need to be considered, and resolved, as quickly and efficiently as possible. An effective complaints procedure will have realistic time limits for each action within each stage. However, where further investigations are necessary, new time limits can be set and the complainant sent details of the new deadline and an explanation for the delay.

## **School Complaints Procedure – Key Messages**

### **Part 2: The Formal Complaints Procedure**

#### **The Stages of Complaints**

**15. An efficient school complaints procedures will have well-defined stages. A flow chart of suggested stages can be found in Annex C. At each stage it would be helpful to clarify exactly who will be involved, what will happen, and how long it will take. There may, on occasion, be the need for some flexibility; for example, the possibility of further meetings between the complainant and the member of staff directly involved and further investigations may be required by the headteacher after a meeting with the complainant. Both of these examples could be included.**

**16. Three school-based stages are likely to be sufficient for most schools:**

- Stage one: complaint heard by staff member (though not the subject of the complaint);
- Stage two: complaint heard by headteacher;
- Stage three: complaint heard by GB's complaints appeal panel;

In very small schools it may be necessary to go straight to stage 2.

17. Regardless of how many stages the school chooses, an unsatisfied complainant can always take a complaint to the next stage. Some procedures may allow for an additional stage if the LEA, Diocese Body (DB) or other external agency provides an independent appeal or review.

18. An effective procedure will specify how a complaint will be dealt with if it concerns the conduct of the headteacher or a governor or where a headteacher or governor has been involved in the issue previously.

19. An example of a complaints procedure can be found in Annex B.

## **School Complaints Procedure – Key Messages**

### **Part 3 – Managing and Recording Complaints**

#### **Recording Complaints**

20. It would be useful for schools to record the progress of the complaint and the final outcome. A complaint may be made in person, by telephone, or in writing. An example of a complaint form can be found in Annex D. At the end of a meeting or telephone call, it would be helpful if the member of staff ensured that the complainant and the school have the same understanding of what was discussed and agreed. A brief note of meetings and telephone calls can be kept and a copy of any written response added to the record.

21. The complaints co-ordinator could be responsible for the records and hold them centrally.

#### **Governing Body Review**

22. The GB can monitor the level and nature of complaints and review the outcomes on a regular basis to ensure the effectiveness of the procedure and make changes where necessary. Preferably, complaints information shared with the whole GB will not name individuals.

23. As well as addressing an individual's complaints, the process of listening to, and resolving complaints will contribute to school improvement. When individual complaints are heard, schools may identify underlying issues that need to be addressed. The monitoring and review of complaints by the school and the GB can be a useful tool in evaluating a school's performance.

#### **Publicising the Procedure**

24. There is a legal requirement for the Complaints Procedures to be publicised. It is up to the GB to decide how to fulfil this requirement but details of the Complaints Procedures could be included in:

- the school prospectus;
- any report/communication from the governors to parents;
- the information given to new parents when their children join the school;
- the information given to the children themselves;
- the home-school agreement;
- home school bulletins or newsletters;
- documents supplied to community users including course information or letting agreements;
- a specific complaints leaflet which includes a form on which a complaint can be made;
- posters displayed in areas of the school that will be used by the public, such as reception or the main entrance;
- the school website.

# School Complaints Procedure

## Annex A

Section 29 of the Education Act 2002 requires that:

- (1) The governing body of a maintained school (including a maintained nursery school) shall –
  - (a) establish procedures for dealing with all complaints relating to the school or to the provision of facilities or services under section 27, other than complaints falling to be dealt with in accordance with any procedures required to be established in relation to the school by virtue of a statutory provision other than this section, and
  - (b) publicise the procedures so established.
- (2) In establishing or publicising procedures under subsection (1), the governing body shall have regard to any guidance given from time to time (in relation to England) by the Secretary of State.

Section 39 of the Education Act 2002 provides the following:

“maintained school” means a community, foundation or voluntary school, a community or foundation special school or a maintained nursery school;

“maintained nursery school” means a nursery school which is maintained by a local education authority and is not a special school;

# School Complaints Procedure

Annex B

## An example of a Complaints Procedure

### **Stage One: Complaint Heard by Staff Member**

It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the school can be crucial in determining whether the complaint will escalate. To that end, if staff are made aware of the procedures, they know what to do when they receive a complaint.

It would assist the procedure if the school respected the views of a complainant who indicates that he/she would have difficulty discussing a complaint with a particular member of staff. In these cases, the complaints co-ordinator can refer the complainant to another staff member. Where the complaint concerns the headteacher, the complaints co-ordinator can refer the complainant to the chair of governors.

Similarly, if the member of staff directly involved feels too compromised to deal with a complaint, the complaints co-ordinator may consider referring the complainant to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the complaint objectively and impartially is crucial.

Where the first approach is made to a governor, the next step would be to refer the complainant to the appropriate person and advise them about the procedure. It would be useful if governors did not act unilaterally on an individual complaint outside the formal procedure or be involved at the early stages in case they are needed to sit on a panel at a later stage of the procedure.

### **Stage Two: Complaint Heard by Headteacher**

The headteacher's influence will already have shaped the way complaints are handled in the school. At this point, the complainant may be dissatisfied with the way the complaint was handled at stage one as well as pursuing their initial complaint. The head may delegate the task of collating the information to another staff member but not the decision on the action to be taken.

### **Stage Three: Complaint Heard by Governing Bodies Complaints Appeal Panel**

The complainant needs to write to the Chair of Governors giving details of the complaint. The Chair, or a nominated governor, will convene a GB complaints panel.

The governors' appeal hearing is the last school-based stage of the complaints process, and is not convened to merely rubber-stamp previous decisions.

Individual complaints would not be heard by the whole GB at any stage, as this could compromise the impartiality of any panel set up for a disciplinary hearing against a member of staff following a serious complaint.

## **School Complaints Procedure**

The governing body may nominate a number of members with delegated powers to hear complaints at that stage, and set out its terms of reference. These can include:

- drawing up its procedures;
- hearing individual appeals;
- making recommendations on policy as a result of complaints.

The procedure adopted by the panel for hearing appeals would normally be part of the school's complaints procedure. The panel can be drawn from the nominated members and may consist of three or five people. The panel may choose their own chair.

### **The Remit of The Complaints Appeal Panel**

The panel can:

- 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.

There are several points which any governor sitting on a complaints panel needs to remember:

- a. It is important that the appeal hearing is independent and impartial and that it is seen to be so. No governor may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it. In deciding the make-up of the panel, governors need to try and ensure that it is a cross-section of the categories of governor and sensitive to the issues of race, gender and religious affiliation.
- b. The aim of the hearing, which needs to be held in private, will always be to resolve the complaint and achieve reconciliation between the school and the complainant. However, it has to be recognised the complainant might not be satisfied with the outcome if the hearing does not find in their favour. It may only be possible to establish the facts and make recommendations which will satisfy the complainant that his or her complaint has been taken seriously.
- c. An effective panel will acknowledge that many complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. The panel chair will ensure that the proceedings are as welcoming as possible. The layout of the room will set the tone and care is needed to ensure the setting is informal and not adversarial.

## **School Complaints Procedure**

- d. Extra care needs to be taken when the complainant is a child. Careful consideration of the atmosphere and proceedings will ensure that the child does not feel intimidated. The panel needs to be aware of the views of the child and give them equal consideration to those of adults. Where the child's parent is the complainant, it would be helpful to give the parent the opportunity to say which parts of the hearing, if any, the child needs to attend.
- e. The governors sitting on the panel need to be aware of the complaints procedure.

### **Roles and Responsibilities**

#### **The Role of the Clerk**

The Department strongly recommends that any panel or group of governors considering complaints be clerked. The clerk would be the contact point for the complainant and be required to:

- set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible;
- collate any written material and send it to the parties in advance of the hearing;
- meet and welcome the parties as they arrive at the hearing;
- record the proceedings;
- notify all parties of the panel's decision.

#### **The Role of the Chair of the Governing Body or the Nominated Governor**

The nominated governor role:

- check that the correct procedure has been followed;
- if a hearing is appropriate, notify the clerk to arrange the panel;

#### **The Role of the Chair of the Panel**

The Chair of the Panel has a key role, ensuring that:

- the remit of the panel is explained to the parties and each party has the opportunity of putting their case without undue interruption;
- the issues are addressed;
- key findings of fact are made;
- parents and others who may not be used to speaking at such a hearing are put at ease;
- the hearing is conducted in an informal manner with each party treating the other with respect and courtesy;
- the panel is open minded and acting independently;
- no member of the panel has a vested interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure;

## School Complaints Procedure

- each side is given the opportunity to state their case and ask questions;
- written material is seen by all parties. If a new issue arises it would be useful to give all parties the opportunity to consider and comment on it.

### **Notification of the Panel's Decision**

The chair of the panel needs to ensure that the complainant is notified of the panel's decision, in writing, with the panel's response; this is usually within a set deadline which is publicised in the procedure. The letter needs to explain if there are any further rights of appeal and, if so, to whom they need to be addressed.

## **School Complaints Procedure**

### ***Checklist for a Panel Hearing***

The panel needs to take the following points into account:

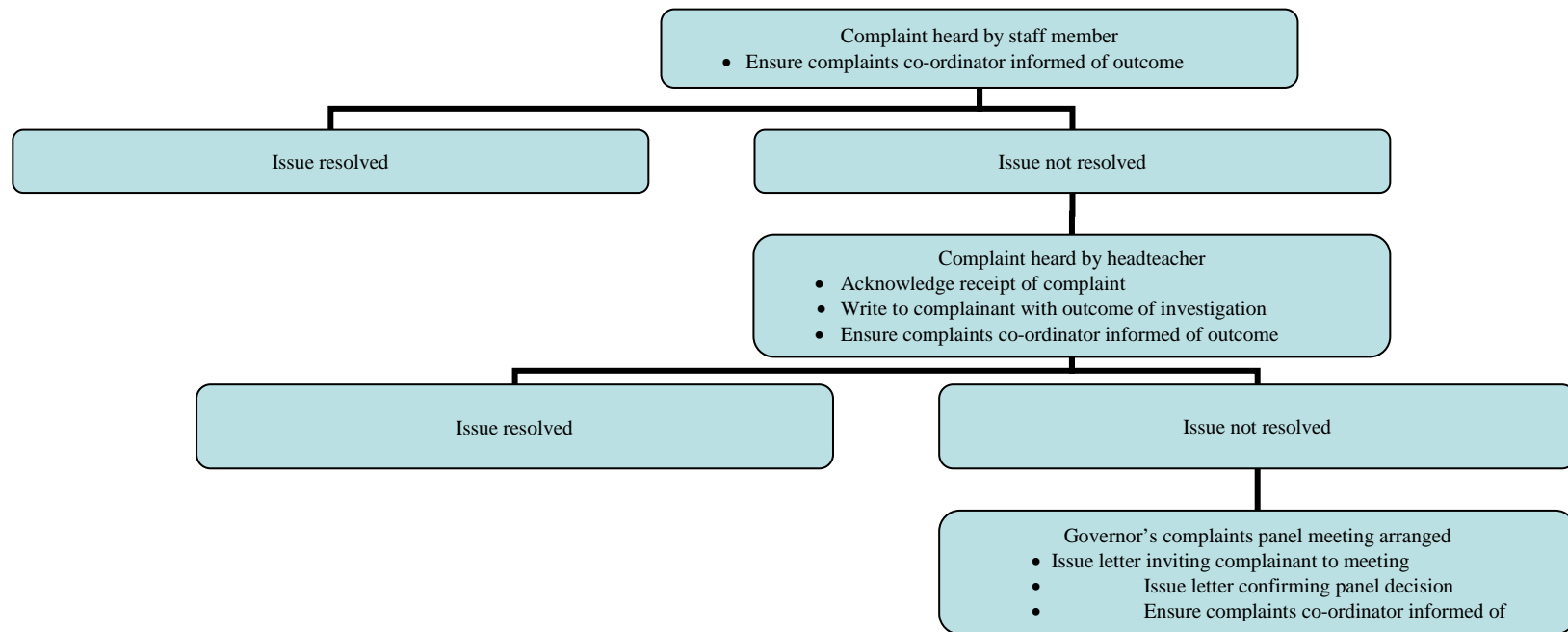
- The hearing is as informal as possible.
- Witnesses are only required to attend for the part of the hearing in which they give their evidence.
- After introductions, the complainant is invited to explain their complaint, and be followed by their witnesses.
- The headteacher may question both the complainant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

# School Complaints Procedure

Annex C

## Flowchart

### Summary of Dealing with Complaints



**Example of a complaint form**

**Please complete and return to .....(complaints co-ordinator)  
who will acknowledge receipt and explain what action will be taken.**

<p><b>Your name:</b></p> <p><b>Pupil's name:</b></p> <p><b>Your relationship to the pupil:</b></p> <p><b>Address:</b></p> <p><b>Postcode:</b></p> <p><b>Day time telephone number:</b></p> <p><b>Evening telephone number:</b></p> <p><b>Please give details of your complaint.</b></p> <p><b>What action, if any, have you already taken to try and resolve your complaint. (Who did you speak to and what was the response)?</b></p>
<p><b>What actions do you feel might resolve the problem at this stage?</b></p> <p><b>Are you attaching any paperwork? If so, please give details.</b></p> <p><b>Signature:</b></p> <p><b>Date:</b></p> <p><b>Official use</b></p> <p><b>Date acknowledgement sent:</b></p> <p><b>By who:</b></p> <p><b>Complaint referred to:</b></p> <p><b>Date:</b></p>