



Compliments and Complaints Policy

This policy was adopted on: September 2016

Policy reviewed on: September 2018

The policy will next be reviewed on: September 2019.

Durrington Infant and Junior Federated Schools

Compliments and Complaints Policy

Statement of disability awareness

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, medical condition, attainment and background. The school will ensure that all children have access to a balanced and broadly based curriculum, which is flexible enough to ensure that every child's needs are met, so that they can be fully included in all aspects of school life.

We will strive to eliminate prejudice and discrimination, and to develop an environment where all members of the school community can flourish and feel safe.

Values

Together we...

Love learning

Have fun

Care and respect

Never give up

Succeed

Vision

Working together to succeed.

Mission Statement

At Durrington Infant and Junior School we promise to create a happy, secure and stimulating learning environment in which all members of the school are encouraged and supported to succeed.

We will develop a love of learning in children and adults which is inspired by a creative curriculum and quality teaching.

We will work together to challenge, inspire and motivate all children to become independent, confident and caring citizens.

Introduction

At Durrington Infant and Junior Federated Schools we want your child to do well and be happy. We recognise that you as a parent or carer play an important part in making this happen. Therefore we will aim to provide as many opportunities to keep you informed and involved in your child's progress as we can. This means that we can deal with questions and concerns quickly and helpfully.

We do however recognise that there are times when things go wrong, when concerns and differences of opinion can develop. These can usually be resolved by speaking to the right person.

This policy statement sets out our approach to dealing with concerns and complaints.

1. We value good home/school relations and will, therefore, do everything we can to establish and maintain them. This includes seeking to resolve any concerns or complaints promptly, and to the satisfaction of all concerned.

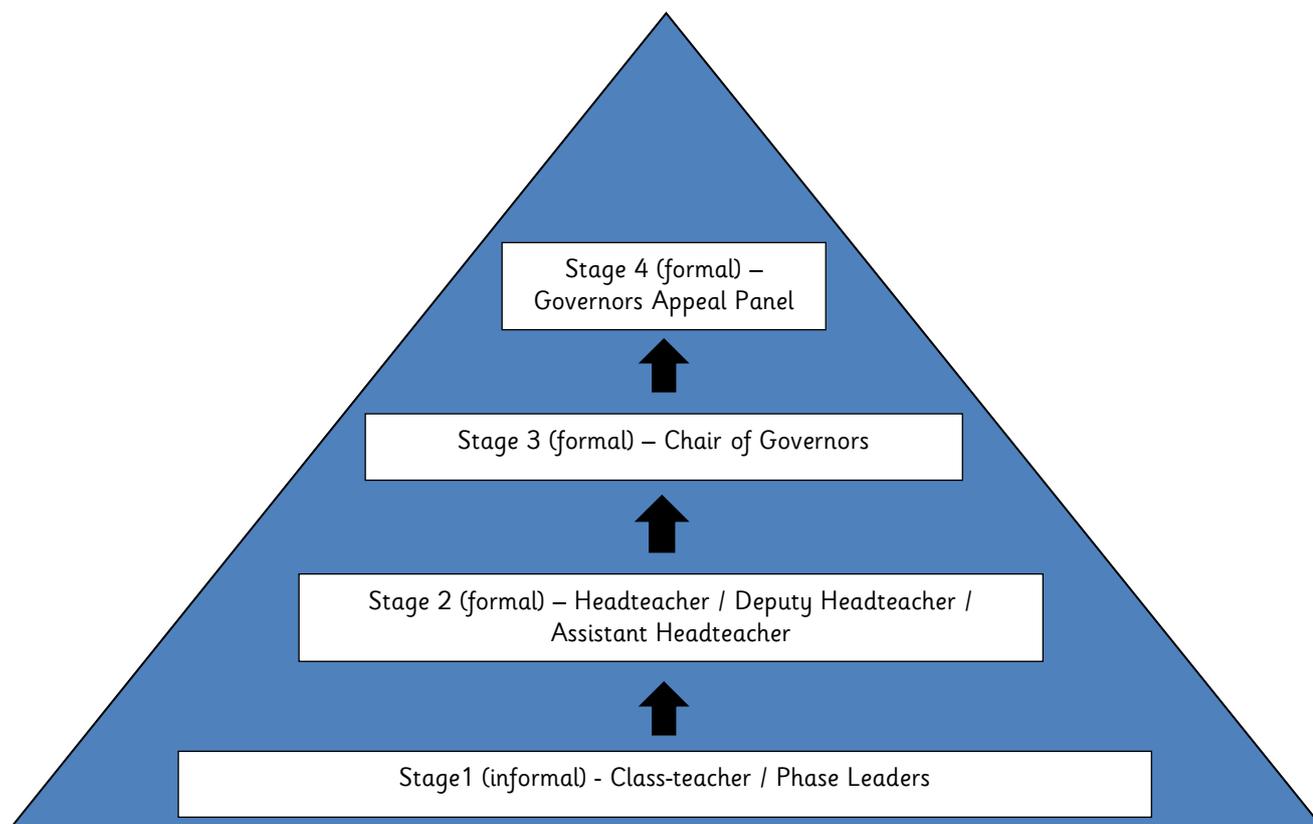
2. We welcome feedback on what parents feel we do well (see appendix D), or not so well, as a school. We will consider carefully all feedback, whether positive or negative, and will review our policies and practices accordingly.
3. We will treat all concerns and complaints seriously and courteously and will advise parents/carers and others of the school's procedures for dealing with their concerns. In return, we expect parents/carers and other complainants to behave respectfully towards all members of the school community. In particular, any disagreement with the school should not be expressed inappropriately or in front of pupils.
4. All school staff and members of the governing body will receive a copy of this policy statement and will be familiar with the school's procedures for dealing with parental concerns and complaints, to which they will have access as required. The policy is available on our school's website and also on request.
5. The school's procedures will be reviewed regularly and updated as necessary.
6. Whilst we will seek to resolve concerns and complaints to the satisfaction of all parties, it may not be possible to achieve this in every case. We will, therefore, use our option to close a complaint before all the stages of the school's procedures have been exhausted, if this appears to be appropriate.

Complaints Procedure

Developing a Staged and Consistent Response to Complaints:

A clear and consistent approach to the implementation of the Compliments and Complaints Policy will ensure clarity for parents/carers and staff:

The approach to dealing with concerns and complaints is explained below:



Stage 1 (informal) – your initial contact with school - Complaint heard by a class-teacher or Phase Leader.

- 1.1 In the first instance the complainant should make an appointment to discuss their concern with the class-teacher or Phase Leader.
- 1.2 The complainant can bring a companion with them to any proposed meeting.
- 1.3 A written record will be made of the meeting and all parties will have access to the record.
- 1.4 The person facilitating the meeting will ensure all parties are clear about any actions that have been agreed as a result.
- 1.5 This stage will be dealt with as speedily as possible and concluded in writing, as appropriate.
- 1.6 If no satisfactory resolution is reached the complainant can refer the complaint to the Headteacher (if the Headteacher was not the member of staff the concern was initially discussed with at point 1.1).
- 1.7 If the member of staff directly involved feels too compromised to deal with a complaint, it may be appropriate to consider referring the complaint to another member of staff. The member of staff may be more senior but this is not a requirement. The ability to consider the complaint objectively and impartially is crucial.
- 1.8 Where the first approach is made to a governor, the complainant will be referred to the appropriate person and advise them about the procedure. Governors will 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 2 (formal) – Consideration of complaint by Headteacher / Deputy Headteacher / Assistant Headteacher

- 2.1 Once the complaint has been referred, the Headteacher / Deputy Headteacher / Assistant Headteacher will gain clarity over the complaint and gain any supplementary information which may lead to resolution at this stage.
- 2.2 The Headteacher / Deputy Headteacher / Assistant Headteacher will meet with the complainant and/or subject of the complaint, if appropriate.
- 2.3 The Headteacher / Deputy Headteacher / Assistant Headteacher will meet, as appropriate, with any witnesses and take statements from those involved.
- 2.4 Notes will be kept of all meetings, conversations and of the receipt of any documentation.
- 2.5 After establishing all the relevant facts, a written response will be recorded and sent to the complainant. The Headteacher / Deputy Headteacher / Assistant Headteacher may meet with the complainant to discuss their findings as he/she decides is appropriate.
- 2.6 The written record and response will include a full explanation of the decision reached and the reasons for this. If any action is to be taken at the school, this will also be identified.
- 2.7 The Stage 2 processes will take place within 10 school days, however, every complaint is different and this may not always be possible. The Headteacher / Deputy Headteacher / Assistant Headteacher will keep the complainant informed in writing of the on-going time scale.
- 2.8 If the complainant is not satisfied with the outcome of the Stage 2 investigation, or the complaint is about the Headteacher / Deputy Headteacher / Assistant Headteacher, the complainant should write to the Chair of Governors, to request that their complaint is considered further.

Stage 3 (formal) – Consideration of complaint by the Chair of Governors or another nominated governor.

- 3.1 If the complainant is not satisfied with the response of the Headteacher / Deputy Headteacher / Assistant Headteacher or the complaint is about the Headteacher / Deputy Headteacher / Assistant

Headteacher, the complainant should write to the Chair of Governors to request that their complaint is considered at Stage 3.

- 3.2 Once the complaint has been received, the Chair of Governors (or another governor nominated by the Chair of Governors) will gain clarity over the complaint and gain any supplementary information which may lead to resolution at this stage.
- 3.3 The Chair of Governors (or nominated governor) will meet with the complainant and/or subject of the complaint, if appropriate.
- 3.4 The Chair of Governors (or nominated governor) will meet, as appropriate, with any witnesses and take statements from those involved.
- 3.5 Notes will be kept of all meetings, conversations and of the receipt of any documentation.
- 3.6 After establishing all the relevant facts, a written response will be recorded and sent to the complainant. The Chair of Governors (or nominated governor) may meet with the complainant to discuss their findings as he/she decides is appropriate.
- 3.7 The written record and response will include a full explanation of the decision reached and the reasons for this.
- 3.8 The Stage 3 processes will take place within 10 school days, however, every complaint is different and this may not always be possible. The Chair of Governors (or nominated governor) will keep the complainant informed in writing of the on-going time scale.
- 3.9 If the complainant is not satisfied with the outcome of the Stage 3 investigation the complainant should write to the Clerk to the Governing Body c/o the School Office and marked 'Private and Confidential', to request that their complaint is considered by a Complaints Appeal Panel. The complaints appeal panel will be formed of governors from the school's governing body.

Stage 4 (formal) – Complaint heard by Governing Bodies Complaints Appeal Panel.

- 4.1 The complainant should write to the Clerk to the Governing Body c/o the School Office and marked 'Private and Confidential' giving full details of the complaint and requesting the Complaints Appeal Panel consider the matter. The Clerk to the Governors will acknowledge receipt within five school days.
- 4.2 The Chair of Governors, or if the Chair has been involved at any previous stage in the process, another nominated governor, will convene a Governing Body Complaints Appeal Panel. Individual complaints will 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.
- 4.3 In line with good practice a Clerk will be appointed to the Governing Body Complaints Appeal Panel at the start of Stage 4, to support the process and be the point of contact for the complainant. (The Headteacher will be notified of the complaint at this stage, if they have not previously been involved in the process.)
- 4.4 The Clerk to the Governing Body Complaints Appeal Panel will:
 - Set a convenient date, time and venue for the complaint to be heard;
 - Deal with all administration of the procedure;
 - Take notes at any meetings;
 - Be a single point of contact to facilitate communication between all parties;
 - Draft and despatch letters as required;
 - Liaise with the LA and other agencies for support/advice as requested.

- 4.5 The Complaints Appeal Panel will be established by drawing on governors with no prior or direct involvement with the complaint. It will also aim to provide a cross section of governors. If the whole governing body is aware of the substance of a complaint before the final stage has been completed, the school will arrange for an independent panel to hear the complaint. The school may approach a different school to ask for help or the local Governor Services team at the LA.
- 4.6 The Headteacher will not serve on the Complaints Appeal Panel. The Chair of Governors will not serve on the Complaints Appeal Panel if s/he has had any prior involvement with the complaint.
- 4.7 Complainants have the right to request an independent panel if they believe there is likely to be bias in the proceedings. Schools should consider the request but ultimately, the decision is made by the governors.
- 4.8 The Complaints Appeal Panel will be provided with any collated written material, reports, and relevant information and will consider the complaint on the basis of the written evidence available. The Complaints Appeal Panel may decide to request further clarification from the complainant and Headteacher before writing and notifying them of the arrangements for the formal panel meeting. Any additional information received by the Complaints Appeal Panel must be shared with all parties prior to the meeting.
- 4.9 The Panel members will decide how the meeting will be conducted and who is present. The panel should decide whether to meet each party individually or invite all to attend at the same time.
- 4.10 The Clerk will write to all relevant parties informing them of the date and time of the meeting, whether the Panel will consider written evidence only or will be inviting them to attend and give an outline of how the meeting will be conducted. The Clerk will include a copy of all relevant documents, policies or procedures that will be considered by the Panel at the meeting. Notification of the Panel meeting will be sent not less than five school days before the meeting. All parties should acknowledge receipt of the meeting notification and all related documentation itemised in the accompanying letter.
- 4.11 Within reason, the Clerk will arrange a date and time for the Panel meeting that is convenient to the complainant and other relevant parties if they are attending in person.
- 4.12 The complainant has a right to be accompanied to the meeting by a friend/representative.

The friend/representative may:

- Confer with the complainant during the meeting;
- Ask questions of witnesses;
- Sum up the complainants complaint if requested by them.

The friend or representative may not:

- Answer questions on the complainants behalf;
- Address the Panel if the complainant does not wish it;
- Prevent the complainant from summarising the complaint.

- 4.13 All written evidence will be submitted prior to the meeting wherever possible, so that it can be considered by all parties.
- 4.14 If necessary the Panel meeting will be adjourned if there is insufficient time to consider extra evidence received at the start of the meeting to enable it to be circulated and considered by all parties.
- 4.15 The Panel may wish to call witnesses to the meeting.
- 4.16 The complainant, and other parties previously involved in the complaint if invited, can expect the following process to be followed:
- The hearing will proceed in an informal, but appropriate manner;
 - Witnesses shall be present only for the part of the hearing relevant to their involvement and

may not remain for the entire hearing (at the discretion of the Chair of the Panel);

- Introductions shall be made by all parties present;
- The complainant will be invited to explain the complaint;
- The Headteacher will be invited to explain the reasons for decisions reached up to this point;
- If all parties are in attendance together, the complainant may then question the Headteacher;
- If all parties are in attendance together, the Headteacher may then question the complainant;
- The Panel may ask questions of any party at any time;
- Witnesses, subject to prior approval by the chair of the complaints appeal panel, to be called;
- All parties to have the right to question all witnesses;
- The complainant will be invited to sum up their complaint, and then the Headteacher will be invited to sum up the school's position and response to the complaint.

4.17 At the conclusion of the Complaints Appeal Panel hearing the Chair of the Panel will inform the complainant and the Headteacher that the Panel will consider its decision in private and will send a written response within 10 school days. At this point all parties other than Panel Members and the clerk must vacate the room.

4.18 The Panel will consider the original written complaint, along with all subsequent evidence that has been presented both orally, and in writing. The remit of the Panel is to:

- (a) Dismiss the complaint in whole or in part;
- (b) Uphold the complaint in whole or in part;
- (c) Decide what, if any, action should be taken to resolve the complaint;
- (d) Recommend any changes, if appropriate, to the school's processes or systems to ensure similar complaints do not arise again in the future.

The Panel will present their findings in writing.

4.19 The Clerk or Chair of the Panel will ensure the written findings outlining the Panel's decision is sent to both the complainant and the Headteacher.

4.20 Stage 4 will be completed in 25 school days. However, this may not always be possible, especially if a complaint is complex, and where that is the case, the Clerk will ensure both parties are written to and advised of the revised target date.

4.21 There is no right of appeal against the Governing Body Complaints Appeal Panel decision. If the complainant remains dissatisfied and believes the Panel has acted unreasonably in response to the complaint, the complainant will be advised to write to The School Complaints Unit (SCU) at: Department for Education, 2nd Floor, Piccadilly Gate, Manchester, M1 2WD or in some circumstances, Ofsted if the complaint is likely to lead to a determination there is a need to inspect. Ofsted cannot seek to resolve any individual complaint.

Role of The Secretary of State, Department for Education, School Complaints Unit

For The School Complaints Unit to become involved, they would need to be sure that:

The school has acted or is proposing to act unreasonably in the exercise of performance of its functions imposed by or under the Education Act 1996.

Or

The school has failed to discharge any duty imposed by or for the purposes of the Education Act 1996.

If the complainant believes that this is the case they should refer to the Department for Education website where guidance can be found to support the next part of the process. The relevant guidance can be found at

<https://www.gov.uk/complain-about-school>

The complainant may find the following useful:

- Further information can be obtained from the SCU by calling the National Helpline on 0370 000 2288 or by going online at: www.education.gov.uk/help/contactus;
- The complainant must complete a complaints form and return it online or by post to the Department for Education, School Complaints Unit, Second Floor, Piccadilly Gate, Store Street, Manchester, M1 2WD;
- Copies of relevant documentation relating to the complaint may be sent with the form;
- The DfE will inform the complainant who will be handling the case and a timescale for the process when they have received the form;
- The DfE aim to initially respond within fifteen working days but update the complainant if the timescale is longer.

If the complainant remains unhappy with the service given by the DfE in processing the complaint they would need to contact the DfE complaints department and follow the DfE complaints procedure.

Role of Ofsted

It will not investigate cases to do with individual pupils.

A complainant can complain to Ofsted about any state school if there is a problem that affects the whole school. This includes problems with the quality of education or poor management.

Ofsted have an on line form and aim to respond within 30 working days. Their initial response will tell you if Ofsted will investigate or not, and why.

<https://www.gov.uk/complain-about-school>

Serial and Persistent Complaints

There will be occasions when, despite all stages of the school's complaints procedure having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the process by writing to the Chair of Governors, or any member of the school staff, with the same complaint, the Chair of Governors may respond to them in writing that all stages of the school's complaints procedure have been exhausted and that the matter is now closed.

Unreasonable Complainants

- Durrington Infant and Junior School 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 the 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.
- Durrington Infant and Junior School defines unreasonable complainants as 'those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people's complaints'.

A complaint may be regarded as unreasonable when the person making the complaint:-

- 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 while still wishing their complaint to be resolved;
- refuses to accept that certain issues are not within the scope of a complaints procedure;
- insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice;
- introduces trivial or irrelevant information which the complainant expects to be taken into account and commented on, or 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, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with.

A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or in writing or electronically:-

- maliciously;
- aggressively;
- using threats, intimidation or violence;
- using abusive, offensive or discriminatory language;
- knowing it to be false;
- using falsified information;
- publishing unacceptable information in a variety of media such as in social media websites and newspapers.

Complainants should try to limit the numbers of communications with a school while a 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 asking them to change it. For complainants who excessively contact Durrington Infant and Junior 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 usually be reviewed after 6 months.

In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include banning an individual from Durrington Infant and Junior School

Complaints on Religious Education and Collective Worship

Background

A complaints procedure was set up in 1990 for religious education and collective worship that set up arrangements for consideration and disposal of any complaint which is to the effect that the authority or the governing body of any community school:

- has acted or are proposing to act unreasonably with respect to the exercise of any power in relation to:
 - o any provision of religious education or collective worship
 - o any enactment relating to religious education in the curriculum or religious worship in maintained schools.
- or have failed to discharge any such duty.

Categories of Complaints

- (i) the provision of religious education and worship which meets the general requirements set out in acts of parliament.
- (ii) The establishment of a Standing Advisory Council on Religious Education (SACRE) and the review of the agreed syllabus.

Stages of Complaint

Informal Stages

Concerns expressed by parents and others should be dealt with, as far as possible by informal discussions with teachers and the Headteacher. At this stage the LA could be involved in trying to resolve the issue informally. It is not the intention that expressions of concern should be considered as complaints.

Formal Stages

1. If the concern is not resolved at the informal stage then it becomes a complaint and is considered by the governing body of the school or a panel thereof.
2. If the concern is not resolved by the governing body then the complaint is considered by a panel of the Standing Advisory Council on Religious Education or the relevant Church.

Complaints heard by SACRE

Any panel of SACRE set up to hear a complaint shall consist of the chairman or vice-chairman of SACRE together with two other members at least one of whom shall be a member of the county council.

Appendix A

Complaints not in scope of the procedure

A complaints procedure should cover all complaints about any provision of facilities or services that a school provides with the **exceptions** listed below, for which there are separate (statutory) procedures.

Exceptions	Who to contact
<ul style="list-style-type: none"> • Admissions to schools • Statutory assessments of Special Educational Needs (SEN) • School re-organisation proposals • Matters likely to require a Child Protection Investigation 	<p>Concerns should be raised direct with local authorities (LA). For school admissions, it will depend on who is the admission authority (either the school or the LA). Complaints about admission appeals for maintained schools are dealt with by the Local Government Ombudsman.</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>
<ul style="list-style-type: none"> • Whistleblowing 	<p>Schools have an internal whistleblowing procedure for their employees and voluntary staff. Other concerns can be raised direct with Ofsted by telephone on: 0300 123 3155, via email at: whistleblowing@ofsted.gov.uk or by writing to: Whistleblowing Hotline (WBHL), Ofsted Piccadilly Gate Store Street Manchester M1 2WD. The Department for Education is also a prescribed body for whistleblowing in education.</p>
<ul style="list-style-type: none"> • Staff grievances and disciplinary procedures 	<p>These matters will invoke the school's internal grievance procedures. Complainants will not be informed of the outcome of any investigation.</p>
<ul style="list-style-type: none"> • Complaints about services provided by other providers who may use school premises or facilities. 	<p>Providers should have their own complaints procedure to deal with complaints about service. They should be contacted direct.</p>

Appendix B

DURRINGTON INFANT AND JUNIOR FEDERTATED SCHOOLS

Compliments Feedback Form

Personal Details

Name

Address

.....

.....

Postcode

Home Telephone

Mobile Telephone

If applicable, name of child (ren) and year/class in school:-

.....

Your relationship to the school e.g. parent, carer, neighbour, member of the public:

.....

Please give details of your compliment:-

DURRINGTON INFANT AND JUNIOR FEDERTATED SCHOOLS

Formal Complaint Form

Please complete and return to the school office marked Private & Confidential to the Headteacher or Chair of Governors who will acknowledge receipt and explain what action will be taken.

Your name:

Pupil's name:

Your relationship to the pupil:

Address:

Postcode:

Day time telephone number:

Evening telephone number:

Please give details of your complaint.

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 only

Date acknowledgement sent:

By whom:

Complaint referred to:

Date: