



Complaints Policy

St. Mary's R.C. Primary School
Eccles
Manchester
M30 0FJ

Our Mission Statement

*On our journey of faith with Jesus as our guide,
we share friendship, value learning and show respect for
ourselves and others
as we live, learn, play, work and pray together
in our community.*

"We Share, We Value, We Respect"

Review Date: September 2019

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Next Review: October 2020



Complaints Policy and Procedures

If you have a concern or complaint

We would like you to tell us about it. We welcome suggestions for improving our work in the school. Be assured that no matter what you are wanting to tell us, our support and respect for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to investigate properly an incident or problem which has happened some time ago.

What to do first

Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher. If you have a complaint which you feel should be looked at by the Head teacher in the first instance you can contact him/her straight away if you prefer. It is usually best to discuss the problem face to face. You may need an appointment to do this, and can make one by ringing or calling in to the school office. You can take a friend or relation to the appointment with you if you would like to.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their own actions to you. They will ask what you would like school to do to put things right. Of course, this does not mean that in every case they will come round to your point of view but it will help both you and the school to understand both sides of the question. It may also help to prevent a similar problem arising again.

What to do next

If you are dissatisfied with the teacher's response (or with the Head teacher's initial reaction if he/she has already been involved) you can make a complaint to the Head teacher. This should be made in writing.

If your complaint is about an action of the Head teacher personally, then you should refer it to the Chair of Governors now. You can contact him/her by letter which can be left in the school office.

The Head teacher will ask to meet you for a discussion of the problem. Again you may take a friend or someone else with you if you wish. The Head teacher will conduct a full investigation of the complaint and may interview any members of staff or pupils involved.

SEND Complaints

If you want to complain about our school's SEND support, you should do so whilst your child is registered with us. This includes complaints that school has not provided support required by your child's Education Health and Care Plan.

Please talk to our special educational needs leaders Mrs. Fawcett about your complaint. If you do not feel your complaint has been resolved, you should follow our school's complaints procedure.

The problem will normally be solved by this stage. However, if you are still not satisfied you may wish to contact the Chair of Governors to ask for referral of your complaint to the Governing Board.



Stage 1 of a complaint: discussion with the class teacher

1.1 Parents have an opportunity for discussion of their concern with the appropriate member of staff who clarifies with the parent the nature of the concern, and reassures them that the school wants to hear about it. The member of staff may explain to the parent how the situation happened. It can be helpful to identify at this point what sort of outcome the parent is looking for.

1.2 If the member of staff first contacted cannot immediately deal with the matter, s/he makes a clear note of the date, name, contact address or phone number.

1.3 Any member of staff will know how to refer, if necessary, to the person with responsibility, for the particular issue raised by the parent. S/he will check later to make sure the referral has been successful.

1.4 The Head teacher may decide to deal with concerns directly at this stage.

1.5 If the concern relates to the Head teacher, the parent is advised to contact the Chair of Governors in writing.

1.6 The staff member dealing with the concern makes sure that the parent is clear what action (if any) or monitoring of the situation has been agreed, putting this in writing only if this seems the best way of making things clear.

1.7 Where no satisfactory solution has been found within ten days, parents are asked if they wish their concern to be considered further. If they do they are to follow the next stage in the complaints policy.

Stage 2 of a complaint: referral to the Head teacher

2.1 If you are dissatisfied with the teacher's response you can make a complaint to the Head teacher. This should be made in writing. The Head teacher (or designate) acknowledges the complaint orally or in writing within 3 working days of receiving the complaint. The acknowledgement gives a brief explanation of the school's complaint procedure and a target date for providing a response to the complainant. This should normally be within 10 working school days; if this proves impossible, a letter is sent explaining the reason for the delay and giving a revised target date.

2.2 The Head teacher (or designate) provides an opportunity for the complainant to meet him/her to supplement any information provided previously. It is made clear to the complainant that if s/he wishes, s/he may be accompanied to any meeting by a friend, relative, representative, or advocate who can speak on his or her behalf; and that interpreting facilities are available if needed.

2.3 If, necessary, the Head teacher (or designate) should interview witnesses and take statements from those involved. If the complaint centres around a pupil, the pupil should also be interviewed.

2.4 The Head teacher (or designate) keeps written records of meetings, telephone conversations, and other documentation.

2.5 Once all the relevant facts have been established, the Head teacher (or designate) should then produce a written response to the complainant, or may wish to meet the complainant to discuss/resolve the matter directly.

2.6 A written response includes a full explanation of the decision and the reasons for it. Where appropriate, this includes what action the school will take to resolve the complaint. The complainant is advised that should s/he wish to take the complaint further, s/he should notify the Chair of Governors within five weeks of receiving the outcome letter.

2.7 If a complaint is against the action of a Head teacher, or if the Head teacher has been closely involved at Stage 1, the Chair of Governors should carry out all the Stage 2 procedures.

Stage 3 of a complaint: Referral to the Governing Board

3.1 Upon receipt of a written request by the complainant for the complaint to proceed to Stage 3, the procedures outlined below should be followed.

3.2 The Chair of Governors should write to the complainant to acknowledge receipt of the written request. The acknowledgment should inform the complainant that the complaint is to be heard by three members of the school's Governing Body within 20 working days of receiving the complaint. The letter should 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.

3.3 The Chair of Governors should arrange to convene a Governors' Complaints Panel elected from members of the Governing Board. It may be necessary for the Governing Body to appoint reserves to this Panel to ensure that three governors are available to carry out their task in the set time.

3.4 The Panel members should be governors who have had no prior involvement with the complaint. If s/he has not previously been involved, the Chair of Governors should chair the Panel; otherwise the Vice-Chair should do it. Generally it is not appropriate for the Head teacher to have a place on the Panel. Governors will want to bear in mind the advantages of having a parent (who is also a governor) on the Panel. Governors will also want to be sensitive to issues of race, gender and religious affiliation.

3.5 The Chair/Vice-Chair will ensure that the complaint is heard by the Panel within 20 days of receiving the letter in 3.5. All relevant correspondence regarding the complaint should be given to each Panel member as soon as the composition of the Panel is confirmed. If the correspondence is extensive, the Chair of the Panel should prepare a thorough summary for sending to Panel members.

3.6 The Chair/Vice-Chair will write and inform the complainant, Head teacher, any relevant witnesses, and members of the Panel at least 5 working days in advance, of the date, time and place of the meeting. The notification to the complainant should also inform him/her of the right to be accompanied to the meeting by a friend/advocate/interpreter. The letter will also explain how the meeting will be conducted and the complainant's right to submit further written evidence to the Panel.

3.7 The Chair/Vice-Chair of the Governing Board should invite the Head teacher to attend the Panel meeting and prepare a written report for the Panel in response to the complaint. The Head teacher may also invite members of staff directly involved in matters raised by the complainant to respond in writing or in person to the complaint. Any relevant documents including the Head teacher's report should be received by all concerned – including the complainant - at least 5 working days prior to the meeting.

3.8 The involvement of staff other than the Head teacher is subject to the discretion of the Chair of the Panel.

3.9 It is the responsibility of the Chair of the Panel to ensure that the meeting is properly minuted.

3.10 The aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant. However, it has to be recognized that sometimes it may only be possible to establish facts and make recommendations which will satisfy the complainant that his or her complaint has at least been taken seriously.

3.11 The Panel should remember that many parents are unused to dealing with groups of people in formal situations and may feel inhibited when speaking to the Panel. It is therefore recommended that the Chair of the Panel ensures that the proceedings are as informal as possible.

3.12 If either party wishes to introduce previously undisclosed evidence or witnesses, it is in the interests of natural justice to adjourn the meeting so that the proceedings are as informal as possible.

3.13 The meeting should allow for:

- the complainant to explain their complaint and the Head teacher to explain the school's response.

- the Head teacher to question the complainant about the complaint and the complainant to question the Head teacher and/or other members of staff about the school's response.

- Panel members to have an opportunity to question both the complainant and the Head teacher.

- any party to have the right to call witnesses (subject to the approval of the Chair) and all parties having the right to question all the witnesses.

- Final statements by both the complainant and the Head teacher.

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

3.15 The Panel will then consider the complaint and all evidence presented and (a) reach a unanimous, or at least a majority, decision on the complaint and (b) decide upon the appropriate action to be taken to resolve the complaint and (c) where appropriate, suggest recommended changes to the school's system or procedures to ensure that problems of a similar nature do not happen again.

3.16 A written statement outlining the decision of the Panel must be sent to the complainant and Head teacher. The letter to the complainant should explain whether a further appeal can be made, and if so, to whom.

3.17 The school should ensure that a copy of all correspondence and notes are kept on file in the school's records. These records should be kept separately from the pupil's personal records.

3.18 If either party wishes to introduce previously undisclosed evidence or witnesses, it is in the interests of natural justice to adjourn the meeting so that the other side has time to consider and respond to the new evidence.

Stage 4 of a complaint: review by the Local Authority (LA)

4.1 Some LA's are willing to investigate complaints brought by parents of children at county schools through either independent panels or mediation services.

4.2 In the former case, if a complainant wishes to go beyond the governors' complaint panel, the LA will set up an independent arbitration panel none of whom would have had a connection with the school or a complainant. The members of the arbitration panel would be advised by a senior officer and would all have received training in or have previous experience of the working of appeals committees. Both parties would be encouraged to agree ahead of time to abide by its findings; if not, the arbitration panel can only express a view about the complaint and the means of resolving it. The arbitration panel has no legal basis for imposing its will.

4.3 Where mediation services are available, the statement sent to the complainant must explain that the decision of the Governing Board Panel is final but that there is

an LA team of officers who offer consultation, investigation and mediation services at the request of either party.

4.4 For voluntary-aided schools Diocesan Boards (C of E) and Diocesan Schools Commissions (RC) give advice on general complaints procedures to their schools but the Boards have no powers to receive appeals from complainants. A voluntary-aided school could involve LA officers in its general school complaints procedure as recommended in Working Together: Guidance relating to General Parental Complaints, published by the London Diocesan Board for Schools.

Beyond the LA

5.1 The Secretary of State: Complaints can be taken to the Secretary of State for Education and Employment under section 496 of Education Act 1996, on the grounds that a Governing Board or LA is acting or proposing to act unreasonably, or under Section 497 of the same Act. The Secretary of State may contact the Governing Board or the LA for more information in order to consider the complaint. These powers relate to County Schools and Voluntary Schools and Grants Maintained Schools and City Technical Colleges.

5.2 The Local Government Ombudsman: Complaints about the maladministration of Local Authority services including the way it operates any general school complaints procedure could be made to the Ombudsman. However the Ombudsman does not look at internal school management matters and usually expects that thorough attention has been given to a complaint locally before investigation by the Ombudsman.

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