

**Convent of Jesus and Mary Language College**

**Complaints Procedure**

**September  
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**With God's grace, we excel and lead'**

**(Complaints Co-ordinator: Mr. D. Haran)**

## 1. INTRODUCTION

No-one likes criticism, but an open organisation is always willing to listen to concerns and anxieties and ready to learn from them, if appropriate. In a school, most concerns are expressed by pupils' parents or carers, though some may come from pupils themselves, parishioners and other interested parties, such as neighbours or users of the premises.

For the purposes of this policy, all references to schools include academies.

In a Catholic school such as the Convent of Jesus and Mary Language College, parental/carers concerns are of particular importance. As the first educators of their children, parents/carers have a duty to take an active interest in their school. "Since parents have given children their life, they are bound by the most serious obligation to educate their offspring." (*Gravissimum Educationis*). To this end, "there must be the closest co-operation between parents/carers and the teachers to whom they entrust their children to be educated. In fulfilling their task, teachers are to collaborate closely with the parents and willingly listen to them." (Can.796). Dealing with parental/carer concerns is an intrinsic part of the school's ethos and mission.

Nearly all concerns or questions can be resolved very quickly and informally, if parents/carers feel able to voice them as soon as they arise. Obviously, the more information the school provides to parents/carers, the less scope there is for misunderstanding.

Parents /carers should be told that feedback is always welcome and that they are warmly encouraged to voice any concerns as they arise, preferably to the person concerned. In most cases, discussion, explanation, further information – and an apology, if appropriate – will resolve the issue. There is no need for concerns raised informally to be in writing – they can be made in person or over the telephone.

**Every effort should be made to allay concerns at this level and with the least possible formality. The ideal is that no concern should ever become a formal complaint.**

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

It is very important that all Governors and members of staff be familiar with the school's Complaints Procedure and that they know who the Complaints Co-ordinator for the school is, so that they can refer complaints to that person when approached by someone with a complaint.

In all circumstances, the school's published Complaints Procedure must be followed closely. Should difficulties arise, advice can be sought from the Diocesan Education Service. The school's Complaints Procedure is modeled on the Diocese of Westminster School Complaints guidelines.

## 2. THE FORMAL PROCEDURE

### 2.1 Principles

At every stage of the formal procedure, the handling of the complaint will be:

- Non-adversarial
- swift (using agreed time limits);
- fair (using independent investigation where necessary);
- confidential;

Throughout the process, the school will be willing to:

- listen;
- learn;
- admit mistakes;
- apologise, if appropriate;
- address any issues raised;
- change school practice, if appropriate.

In using this procedure:

- staff are asked to be aware that complainants will often feel intimidated by the school as an institution and unsure whether they will be treated fairly;
- complainants are asked to be aware that those complained about, especially individual members of staff, will often feel very vulnerable during this process.

Throughout the process, the aim of all parties should be not only to resolve the complaint, but also to develop and sustain good relationships between all members of the school community. However formal or serious the complaint, or however dissatisfied the complainant, the aim will always be reconciliation between all parties and a renewed commitment to work together amicably. The gospel values of justice and forgiveness should always underpin the entire process.

### 2.2 This Complaints Procedure does not apply to:

- members of staff (who should use their own Grievance Procedure);
- procedures with their own appeal structure e.g. admissions and exclusions;
- concerns about the delivery of the National Curriculum and collective worship will be dealt with by the school in the first instance (stages 1 and 2) and if there is no satisfactory resolution, can be referred to the Secretary of State.

It is also totally separate from any Disciplinary or Capability Procedures. If the investigation of any complaint were to lead to concerns on the part of the Headteacher or Governors about the capability or conduct of a member of staff, these would not be discussed or managed within this procedure.

## **2.3 Outline of the Procedure**

There are three stages to the formal procedure:

### **Stage 1**

#### **Complaint Heard by a Member of Staff (Not the Subject of the Complaint).**

The school has a designated Complaints Co-ordinator, to whom all complaints will be addressed in the first instance.

The member of staff designated as Complaints Co-ordinator is someone held in high professional esteem by staff, Governors and parents. Status in the school hierarchy will be less important than personal qualities and interpersonal skills. Sensitivity, assertiveness, efficiency and articulateness are likely to be particularly required.

The Complaints Co-ordinator will either hear a complaint personally or, where appropriate, refer the matter to another member of staff. The Complaints Coordinator will also keep records of each complaint and of action taken as a result (preferably using an agreed proforma e.g. Appendix A) so that the senior managers and Governors of the school can be kept informed of all issues that arise and can change or develop school practices where necessary or appropriate. Thus, complaints about the school can be used positively as a self-evaluation tool.

### **Stage 2**

#### **Complaint heard by the Headteacher.**

### **Stage 3**

#### **Complaint heard by Governing Body's Complaint Appeal Panel.**

If the complainant remains dissatisfied after Stage 1 and/or Stage 2, the complainant can take the complaint to the next stage.

## **THE FORMAL COMPLAINTS PROCEDURE IN DETAIL**

### **Stage 1 – Complaint Heard By Staff Member**

**Remember: The aim is to resolve the complaint at this level**

- 1.1 The complaint should be addressed in the first instance to the designated Complaints Co-ordinator and may be done in person, by telephone or in writing.
- 1.2 The Complaints Co-ordinator will log the complaint and either investigate the complaint personally, or refer it to an appropriate member of staff. In making this decision, the Complaints Co-ordinator will be sensitive to any indication that the complainant would have difficulty discussing the complaint with a particular member of staff.

- 1.3 If the complaint concerns the Headteacher, the Complaints Co-ordinator will refer it to the Chair of Governors and, in courtesy, inform the Headteacher that this has been done. If the complaint concerns the Chair of Governors, the Complaints Co-ordinator will refer it to the Vice-Chair of Governors.
- 1.4 Whoever investigates the complaint will:
- consider if the consent of a pupil is required, if the complaint is made by a 'third party' or if sensitive / private issues are likely to be disclosed;
  - meet with the complainant or contact them by phone or in writing (if further information is needed);
  - establish what has happened to date, and who has been involved;
  - clarify the nature of the complaint and what remains unresolved;
  - clarify what the complainant feels would put things right; clear up any areas of misunderstanding; identify areas of agreement and discuss what might be possible;
  - interview those involved in the matter and/or those complained about, allowing them to be accompanied if they wish (this should include adults and pupils - whether main players or witnesses);
  - conduct each interview with an open mind and be prepared to persist in the questioning;
  - keep notes of each interview.
- 1.5 **Timescales:**  
Within 10 school days of receiving the complaint, the investigator will complete the investigation and contact the complainant to arrange a meeting (See 1.6). At any point in the process, the investigator may decide or agree to commission a further investigation, whether by a member of staff or an independent person. If this occurs, the timescale may be extended and the complainant must be informed of the extension and the reason for it.
- 1.6 When the investigation is complete, the investigator will meet the complainant to try to resolve the complaint. **Every effort should be made to try to resolve the complaint at this meeting.** Any of the following may be appropriate at this point:
- an acknowledgement that the complaint is valid in whole or in part or is not justified;
  - an apology;
  - an explanation;
  - a clarification of misunderstandings;
  - 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.

Some of the above may require that the investigator seek authority from the Headteacher. Nothing should be offered or promised that cannot be justified or fulfilled.

1.7 If the complaint cannot be resolved, the complainant may refer it to Stage 2.

### **Stage 2 – Complaint Heard By Headteacher**

2.1 Where a complaint has not been resolved at Stage 1, it will be referred to the Headteacher **unless** the original complaint concerned either the Headteacher or the Chair of Governors in which case the complainant may refer it straight to Stage 3.

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

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

2.4 **Timescales:**

- Within 10 school days of receiving the complaint, the investigator will report to the Headteacher;
- Within a further 3 school days, the Headteacher will contact the complainant and arrange a meeting (see 2.5);
- At any point in the process, the Headteacher may decide or agree to commission a further investigation, whether by another senior member of staff, a Governor or an independent person (for example, from the Diocese or
- another appropriate agency, depending on the nature of the complaint). If this occurs, the timescale may be extended and the complainant must be informed of the extension and the reason for it.

2.5 **When the investigation is complete**, the Headteacher will consider the evidence and, whether or not he or she investigated the matter personally, will meet the complainant (with or without the person who conducted the investigation, if different) to try to resolve the complaint. **Every effort should be made to resolve the complaint at this meeting.** Any of the suggestions in section 1.6 may be appropriate at this point.

2.6 If the complaint cannot be resolved, the complainant may refer it to Stage 3.

### **Stage 3 - Complaint Heard before a Complaint Panel Hearing**

3.1 A Complaints Appeal Panel, consisting of three Appeal Panel Members, should be appointed by the Governing Body. None of the three Complaint Panel Members shall have been involved in the events leading to the complaint, or involved in dealing with the complaint previously. One of the Appeal Panel Members must be completely independent of the management and running of the school (which means that they must not be a Governor or an employee at the school). They will be selected in line with advice from the Diocese and will serve on an ad-hoc basis only. The Appeal Panel will have delegated power to hear and determine complaints.

In order to preserve the independence of future Appeal Panel Members, the complaint must not be discussed at any meeting of the full Governing Body. In addition to preserving the independence of potential Appeal Panel Members, this will also preserve the impartiality of any subsequent disciplinary hearing which may follow a serious complaint upheld against a member of staff.

3.2 To trigger Stage 3, the complainant will have been dissatisfied with the school's approach to the complaint in the first two stages or the decision reached by the school. The complainant must then write to the Chair of Governors, via the school, requesting an Appeal Panel Hearing. The Chair of Governors will check what has happened so far and, if the procedure has been properly followed and it is appropriate to move to Stage 3, he or she, or a nominated other Governor, will - through the Clerk - convene a Governing Body's Complaints Appeal Panel. If the original complaint concerned the Chair of Governors and was referred to the Vice-Chair of Governors at Stage 1, the Vice-Chair of Governors will tell the complainant the name of the nominated Governor for a referral to Stage 3 (see section 3.1).

3.3 This is the final stage of the school's Complaints Procedure. It is therefore vital that, in the spirit of the procedure, the Appeal Panel should:

- be prepared to hear complaints without preconceptions;
- examine and discuss the matter fully so that they ensure that they have every piece of information or evidence that they require;
- be prepared to commission, organise or conduct further investigations if necessary;
- give the complainant the opportunity to express their dissatisfaction and worries and to suggest what might put things right;
- be prepared to take whatever action is required.

3.4 **Timescales.**

- The date of the Appeal Panel Hearing should be agreed by all parties within 5 school days of the receipt of the written referral of the complaint to stage 3;
- The meeting itself should be held within 15 school days of the receipt of the referral;
- If the complainant or the investigator at stage two, wish to submit information in writing to the Appeal Panel, they should send it to the Clerk to the Appeal Panel at least 5 school days before the Appeal Panel Hearing. As far as possible, the Appeal Panel Hearing should not be delayed if the referral comes at the end of a term, especially at the end of the summer term. Since the aim of the procedure is to resolve the issue and effect reconciliation if necessary, it will be best if the matter can come before the Appeal Panel as quickly as possible, especially as the complainant will already have been engaged over a protracted period in attempts to put things right.

3.5 **Failure to agree a date**

If a party to the complaint fails to agree to attend an Appeal Panel meeting having been offered 2 or more alternative dates, within the 20 school day period, in an effort to accommodate their attendance, then the Appeal Panel may decide the meeting should take place in any event on the date last offered to the parties to the complaint. This is

particularly so if otherwise the complaint will not be heard within the school term or if the event giving rise to the complaint extends back sometime before the complaint was made. The complainant will be notified in writing of the time and date the Appeal Panel has agreed to meet to consider the complaint.

3.6. **Failure to Attend**

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

**The Appeal Panel Hearing**

3.7 **Before the meeting:**

Members of the panel should consider carefully any documentation from the headteacher or the complainant but should not discuss the matter with anyone, including the other members of the panel, before the meeting. This is in the interest of fairness and natural justice. The appeal panel must operate scrupulously as an independent arbiter of the complaint. The panel may however, liaise before the meeting in order to decide whether or not it is appropriate to exercise the powers set out in paragraph 3.5 above.

3.8 **Conduct of the meeting:**

There must be a Clerk for the meeting

A member of the Diocesan Education Service may be invited to advise and support the Appeal Panel in an advisory capacity only.

The meeting room should be private and as informally laid out as possible in order to encourage a spirit of partnership. It is very important that there should be nothing adversarial about the proceedings. The tone of the whole meeting will be set by the atmosphere of the room in which it is set and by the way people are greeted. Panel Members should be sensitive to the vulnerabilities and sensitivities of all concerned. Parents may be emotional when talking about their child; the Headteacher or others involved in the earlier investigations may fear that their professionalism could be under attack. Everyone needs to remember that the aim and purpose of the meeting is to resolve the complaint and find ways of going appropriate, private and laid out as informally as possible to encourage a spirit of partnership. Although a complainant may not be satisfied with the outcome, if the Appeal Panel does not find in their favour, the conduct of the meeting can go a long way towards smoothing such dissatisfaction. At the very least, every complainant should feel that their complaint has been taken seriously and examined impartially.

- If the complaint is about the Headteacher or Chair of governors and has been investigated by the Chair of governors or another governor at Stage 2 then that governor may present the case for the school
- Very special care should be taken if the complainant is a child or if there are child witnesses. Children's views should be given equal consideration to those of adults. If a parent/carer has complained on behalf of a child, the parent/carer should be given the opportunity to say which parts of the meeting the child needs to attend.
- The parent/carer must be told that they are permitted to bring a friend or representative to the meeting.

### 3.9 **Role of the Clerk**

The clerk will:

- confirm to all parties in writing the date, time and venue of the hearing;
- receive and distribute any documentation to be read before the hearing;
- meet and welcome all parties as they arrive at the hearing;
- record the proceedings;
- notify all parties of the Appeal Panel's findings and recommendations within 3 school days (or as decided by panel). The wording of any letters will be agreed with the Chair of the Appeal Panel;
- Make available for inspection a record of the findings and recommendations of the Appeal Panel by the Headteacher;

### 3.10 **Role of the Chair of the Appeal Panel**

The Chair of the Appeal Panel will ensure:

- that the procedure is properly followed (with the support of the Diocesan Education Service, if requested);
- that the procedure for the hearing of the complaint is explained to all parties and that all parties have the opportunity to put their case without undue interruption;
- that the issues are addressed;
- that all parties are put at their ease, especially any who may not be accustomed to speaking at such a hearing;
- that the proceedings are kept as informal as possible and that everyone treats each other with respect and courtesy;
- that the panel operates in an open-minded and independent way;
- that time is given for all parties to consider any 'new' evidence.

### 3.11 **Role of the Diocesan Representatives**

- To advise the panel on procedure. The Diocesan representatives are there in an advisory capacity only. They do not have a vote and do not participate in the Appeal Panel's decision-making process.

### 3.12 **Order of Proceedings for the Hearing of the Complaint**

- Welcome, introductions and explanations of the proceedings by the Chair of the Complaint Panel;
- The complainant is invited to explain the complaint;
- The Headteacher (or Chair of Governors if the complaint was about the Headteacher, or Vice-Chair of Governors if the complaint was about the Chair of Governors) may question the complainant;
- The Complaint Panel may question the complainant at any time in the proceedings;
- If there are any witnesses for the complainant, each one is invited into the Complaint Panel Hearing in turn and, in each case, the witness is invited to speak, then the Headteacher/Chair of Governors/Vice-Chair of Governors may question them, and then the Complaint Panel may question them. In each case, the witness may leave after their 'evidence';
- The Headteacher/Chair of Governors/Vice-Chair of Governors is invited to
- explain the school's actions;
- The complainant may question the Headteacher/Chair of Governors/Vice-Chair of Governors;

#### **If there are any witnesses for the school they are treated in exactly the same way as the witnesses for the complainant;**

- When the Chair of the Complaint Panel is sure that all parties have asked all that they need to, the complainant is invited to sum up their complaint;
- The Headteacher/Chair of Governors/Vice-Chair of Governors is then invited to sum up the school's actions and response to the complaint;
- The Chair of the Complaint Panel explains that both parties will hear from the panel within 3 school days following the day of the Complaint Panel Hearing;
- Both parties leave at the same time while the Complaint Panel decides on the issues advised by the Diocesan Representative, if in attendance).

### 3.13 **Options open to the Panel**

The Complaint Panel may:

- dismiss the complaint in whole or in part;
- uphold the complaint in whole or in part;
- decide on the appropriate action to be taken to resolve the complaint;
- recommend changes to the school's systems or procedures to ensure that problems of a similar nature do not recur.

### 3.14 **After the Hearing**

The following actions need to be taken.

- The Chair of the Appeal Panel agrees with the Clerk the wording of the letter to be sent to both parties. ***This must include reasons for the decision and the fact that appeals on points of law or procedure may be referred to the Secretary of State for Education at: The School Complaints Unit, Department for Education, Piccadilly Gate, Manchester M1 2WD. (In the case of Academies any appeal would be to the Education Funding Agency). The clerk then ensures that the letter is sent out in accordance with the agreed timescale.***
- The Clerk writes up the notes of the meeting and gives a copy to the Chair of the

Appeal Panel.

- The Clerk ensures that any recommendation to change school procedures is put on the agenda for the next Governing Body meeting.

### 3.15

#### **GENERAL POINTS**

**Serial or Persistent Complaints:** If properly followed, a good complaints procedure will limit the number of complaints that become protracted. However, there will be occasions when, despite all stages of the procedure having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the chair of governors is able to inform them in writing that the procedure has been exhausted and that the matter is now closed.

#### **Using and Publicising the Procedure**

The Governing Body needs to adopt the written Complaints Procedure formally on behalf of the school, and then review and re-adopt it annually. They also need to ensure that staff are confident in its use and that it is appropriately publicised to all interested parties, especially parents. It could be included in the school prospectus, sent out with a newsletter or placed on the school's website. It will also be available on the Diocesan website.

#### **Recording and Reporting Complaints**

In order to turn complaints to positive effect, it is important that records are kept so that at regular intervals (perhaps termly) both the senior managers of the school and the Governing Body can reflect on issues that have arisen and on the way in which they have been handled. The Complaints Co-ordinator is the most obvious person to hold these records and to collate them into a report for the Headteacher (if he or she is not the Complaints Co-ordinator) and the Governing Body. Such a report could be a valuable self-evaluation tool. The Governing Body may also wish to consider reporting to parents any changes which have been made to the school's procedures as a result of parental feedback (it need not be specified that the feedback was in the form of a complaint).

#### **Confidentiality**

All records of complaints must be kept strictly confidential, except where a legitimate subject access request is made under The Data Protection Act 1998.

#### **Complaints Made Other Than In Accordance with the Procedure**

Sometimes a complainant may be unfamiliar with, or unaware of, the school's Complaints Procedure; sometimes they may choose to take their complaint straight to the Governors or to other parties, such as the Diocese. In every such case, the procedure must be strictly adhered to, and the complaint redirected to its proper stage in the procedure. It is therefore important that all members of staff and all Governors are fully aware of the Complaints Procedure and that it is publicly available. It is particularly important that Governors know that they must not attempt to deal with complaints themselves, but should tell complainants to refer their complaint to the school's Complaints Co-ordinator.

#### **Complaints to Ofsted**

The Education and Inspections Act 2006 at s.160 provides a procedure for Ofsted to investigate

parents' complaints about the running of a school. A complaint cannot be investigated unless the school's Complaints Procedure has been exhausted, subject to the Chief Inspector's discretion to waive this requirement.

### **Complaints to the Secretary of State – The School Complaints Unit and the ESFA**

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

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

Further information can be obtained from the SCU by calling the National Helpline on 0370 000 2288 or going online at: [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus) or by writing to:  
Department for Education School Complaints Unit 2nd Floor, Piccadilly Gate Store Street Manchester M1 2WD15.

The Education and Skills Funding Agency (ESFA) operates a similar service for academies. This can be reached through the link :  
<https://www.gov.uk/government/organisations/education-funding-agency/about/complaints-procedure>.

**APPENDIX A**

**EXAMPLE OF A COMPLAINT RECORD FORM**

**(could be used for Stage 1 and Stage 2) PART A:**

**RECORD OF COMPLAINT**

**Complainant's Name:**

**Address:**

**Telephone:**

**Details of the Complaint:**

**Date Complaint Made:**

**Action Already Taken to Resolve the Matter:**

**Complainant's View of what might resolve the issue:**

**PART B ACTION TAKEN IN ACCORDANCE WITH THE COMPLAINTS PROCEDURE**

**Complaint Investigated By:**

**Action (with dates):**

**Date of formal meeting with complainant:**

**Outcome of the Meeting:**