

School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

Agreement Links

This policy should be read in conjunction with the following school policies

- Home school agreement
- School Brochure

Supporting Material

- Governors Guide to the law
- WSCC Model complaints policy



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1. What is a concern or a Complaint?

Concern: When someone experiences worry, anxiety or unease regarding an issue of importance to them. The act of sharing that concern with a member of staff at Chesswood should be regarded as an informal complaint that will lead to action, unless it is clear that the parent is sharing information and does not expect any action by the school. Even then, the school maintains the right to take action should it believe it is necessary.

Complaint: A complaint against a school, as defined by section 206 of the Apprenticeships, Skills, Children and Learning Act 2009, is a complaint that the pupil or parent of the pupil has sustained injustice in consequence of an act or omission of the Governing Body of the school or the exercise of, or failure to exercise, a prescribed function of the Headteacher of the school. A complaint against a school does not include a decision about admissions to the school or any other matter the complainant has, or had a prescribed right of appeal.

2. How does the Staged Approach Work?

The staged approach is designed to ensure that every effort is made to deal with complaints informally at school level in partnership with the complainant. The formal stages should only be triggered in exceptional circumstances:

Stage 1 is the informal stage. In the case of a complaint by a parent, the class teacher will receive the first approach and the majority of issues should be resolved at this stage. In the case of a complaint by a member of the public, the school office should be the first point of contact. A decision will then be made as to which member of staff is best placed to deal with the complaint.

Complainants are advised to make contact with the initial contacts detailed below – where there is any discomfort, feel free to contact the line manager informally:



Area of Concern	Initial contact	Line Managed By	Response
Learning & Teaching	Child's Class Teacher	Deputy Head Teachers	Initial Response: within two working days – same day where possible. Seek resolution within five working days
Behaviour Management	Child's Class Teacher		
Health & Safety Premises	Site Manager	Head Teacher	
Administration <ul style="list-style-type: none"> • Letters • Finance • Reception 	Office manager	Head Teacher	
Not sure?	Receptionist – call or pop in and the school receptionist will ensure you are put in contact with the correct member of staff, ensuring your concern is dealt with promptly and efficiently.		Referral to member of staff same day

Stages 2 and 3 are formal stages involving the head teacher and governing body.

The policy is designed to manage all complaints but complaints vary in their nature and complexity. Therefore, the school will need to consider at which stage a complaint should be dealt with when it is initially raised and which member of staff is best placed to deal with it. Any person feeling aggrieved at the conclusion of each Stage will be advised of the next Stage of the procedure and their right to invoke it.



3. Overview

Stage One - Informal Stage

Parents invited to share concerns informally at this stage with class teachers, SENCO or Office Manager.

Staff and parents need to be clear regarding expected action – is the parent sharing information 'to let the school know' or are they expecting a 'complaint to be addressed'

Parents should expect most concerns to be resolved satisfactorily at this stage.

Pop in to school office or Call school office – 01903 204141

Email: concern@chesswood.w-sussex.sch.uk

An initial response from the school should be no longer than two working days. We will seek a resolution within five working days.

Stage Two – formal complaint

Raise, wherever possible, in writing, the original complaint providing as much detail in order of chronology as possible.

Parents should expect the head teacher, when appropriate, or deputy head teacher to investigate the matter thoroughly and report back the school's position clearly verbally and in writing.

concern@chesswood.w-sussex.sch.uk

An initial response from a senior leader should be no longer than two working days – normally the same day. We will seek a resolution within five working days, where appropriate.

Stage Three

When both stage one and two have failed to bring about a satisfactory conclusion in the parents view - Make a formal complaint in writing to the Chair of Governors or a nominated governor who will then convene a Complaints Panel.

cog@chesswood.w-sussex.sch.uk

Once the Governing Body concludes Stage 3, the complaints process within the school is concluded.



4. Aim

Our principle aim is to deal with complaints:

- Openly
- Fairly
- Promptly
- Without prejudice

5. Principles

Our procedures for dealing with complaints will:

- Be managed consistently by every member of the Chesswood School community
- Be welcoming and understanding
- Not trivialise or dismiss a complaint without giving it full consideration
- Be simple to understand and follow
- Be evidenced based and focused on outcomes
- Adhere to specific time limits for action
- Keep people informed at all stages
- Where necessary, respect people's desire for confidentiality
- Be carefully quality assured
- Provide information to the school's senior leadership team so that the school's procedures can be improved



Guidance Section

1. Roles & Responsibilities

1.1. ***Governors***

Receive termly leadership report to governors. Maintain a conscious overview of the reported complaints involving senior members of staff or those which are likely to escalate.

The governing body should monitor the level and nature of complaints in order to ensure the effectiveness of school policies and procedures and make changes where necessary. Individuals will not be named in these reports.

1.2. ***Head teacher***

- The school's Complaints Co-ordinator is the head teacher.
- The head teacher is responsible for the operation and management of the school complaints procedure. This includes the application of it by all members of staff at Chesswood.
- The head teacher will report to governors termly on all complaints involving senior leaders time or those where the complaint is likely to escalate.

1.3. ***Deputy Head Teachers***

- Lead stage 2 of the complaints process as detailed within this policy.
- Oversee the proper and consistent application of this policy within respective phases and areas of leadership.
- Provide support, direction and guidance for employees, when managing a concern or complaint at stage one.
- Take the lead in managing 'stage one' complaint resolutions where, in their professional opinion, it would be more efficient and effective to do so.

Reporting to the head teacher any complaints received at stage one



1.4. ***Class teachers***

Be conscious of

- the stages detailed within this guidance.
- guidance linked to stage 1 of this policy.
- and consistently apply practical suggestions for managing any complaints detailed within this policy.

Ensure deputy head is aware, ***immediately***, of any significant concern or complaint raised verbally or in writing – email is the favoured method of notification to deputy head teachers.

1.5. ***Office Staff***

As the public face of Chesswood Junior School it is critical that parents build and sustain great confidence in efficiency, effectiveness and confidentiality of office employee actions and behaviour.

1.6. ***Local Authority***

There is no provision for the complainant to refer the matter to the Local Authority (West Sussex County Council), however the Apprenticeships, Skills, Children and Learning Act 2009 provides for a complaint made under Part 10 Chapter 2 to be referred for investigation to a Local Commissioner by either the complainant or with the complainant's consent, by the Governing Body or Headteacher.

1.7. ***Ofsted***

Ofsted has powers to investigate certain complaints by parents about their child's school (contact details for both the Local Commissioner and Ofsted are at the end of this guidance).

2. The Procedure

There are three stages to this complaints procedure.

Stage 1 is informal; **Stages 2 and 3** are formal.

Any person feeling aggrieved at the conclusion of each Stage should be advised



of the next Stage of the procedure and their right to invoke it.

2.1. **Stage One**

Complainants are advised to make contact with the initial contacts detailed below – where there is any discomfort, feel free to contact the line manager informally:

Area of Concern	Initial contact	Line Managed By	Response
Learning & Teaching	Child's Class Teacher	Deputy Head Teacher Academic – Jez Himsworth	Initial Response: within two working days – same day where possible. Seek resolution within five working days
SEN	Child's Class Teacher	SENCO – Ness Radcliffe	
Behaviour Management	Child's Class Teacher	Deputy Head Teacher Pastoral – Ian Smith	
Health & Safety Premises	Site Manager – Maurice Link	Head Teacher – Andrew Jolley	
Administration <ul style="list-style-type: none"> • Letters • Finance • Reception 	Office manager – Diane Lycett	Head Teacher – Andrew Jolley	
Not sure?	Receptionist Sophie Taylor – call or pop in and the school receptionist will ensure you a put in contact with the correct member of staff, ensuring you concern is dealt with promptly and efficiently.		

It is always helpful for the complainant to have formal acknowledgement that their concern has been received, especially when it has been received in writing – Appendix 2a Confirmation of Receipt; gives a guide to a response – any positive response along similar lines would be acceptable.



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Experience has shown that most concerns can be resolved at this informal stage. It is also helpful when the complainant places their concerns, views and chronology of incidents down in writing ensuring members of staff at the school can address key concerns point by point.

If the complainant indicates that he/she would have difficulty in discussing a complaint with a particular member of staff, the complainant may be referred to another member of staff with the same authority. Where this is not possible a member of staff with higher authority will lead the complaints process.

The member of staff who is dealing with the complaint should ensure that the complainant is reassured that the matter will be investigated and is clear what action has been agreed.

All staff must keep a brief record of contact (telephone calls, meetings), key issues and agreed actions. Members of staff are expected to complete write and email summarising the key issues and how the employee/ school have agreed to address them. This will then be sent to the relevant deputy head keeping them informed. This will ensure leaders and colleagues are able to review and potentially continue the complaints process in the absence of the member of staff. The notes are for management purposes only and are therefore not intended for use by the complainant. Should the complainant request a copy the detail would be summarised in a letter for the complainant. Staff should always be aware of the need for confidentiality.

Complaints communication process

Step 1: Whilst in the complaint meeting summarise the key information and confirm with parents that you have accurately understood their issues.

Step 2: Within 48 hours send email to appropriate Deputy Head Teacher and to teachers support assistant currently Linda Ingham. The TSA will file the email in the child's electronic file for future reference. It is essential that the subject line is completed and is easily understood e.g. Smith complaint 14/02/13 Bullying.



2.2. **Stage Two**

Complaints which remain unresolved at the end of Stage 1, or complaints that have been initiated at Stage 2 because of their nature or complexity, should be referred to the relevant deputy head teacher for investigation – where appropriate this may involve the head teacher.

- A review of case notes will be undertaken first. Where the parent has not provided a written account to support their complaint they will be asked to do so. Appendix 2b Letter requesting further parental information.
- The 'Parent Concern Matrix' must be used at this stage and the parents strongly encouraged to place their complaint in writing – appendix 2c Request for written information
- Any meetings held with the complainant in relation to the complaint should be arranged within 10 school days.
- More complex complaints may require an extension to this time limit and agreement should be sought from the complainant. The complainant should be kept informed of progress at all times.
- A record of all dialogue (written or oral) relating to the complaint should be retained by following the email protocol described in the stage 1 section above.
- The Headteacher or senior staff member will communicate the outcome of Stage 2 to the complainant in writing appendix 2d, together with any agreed actions (If a flow of communication has started with email then it may be appropriate to continue using this method through to the resolution of the issue). In addition, and prior to communicating outcomes in writing, senior staff should consider meeting with complainants to explain, face to face, the outcomes and schools action.

If, following the investigation, issues arise relating to staff discipline or capability, details should remain confidential to the Headteacher. However, the complainant should be informed that the school has taken appropriate follow-up action.



2.3. **Stage Three**

Make a formal complaint in writing to the Chair of Governors (or a nominated governor) who will then convene a Complaints Panel.

Governors should only proceed with Stage 3 of the Complaints Procedure if they have received a complaint in writing addressed to the Chair of Governors, and all previous Stages have been exhausted (unless the nature of the complaint is such that it is appropriate to initiate the complaint at Stage 3).

The Clerk to the Governing Body will send acknowledgement of the written complaint within 5 school days.

Details of the complaint should not be disclosed to the full Governing Body at this stage.

Any Governor can sit on the Complaint Panel which is usually convened with 3 or 5 Governors supported by a Clerk. All must have had no prior involvement or knowledge of the matter under consideration, subject of the complaint.

There are times when the complaint is about the actions of the Governing Body itself, or Governors feel that because they have close associations with the school or the complainant, they cannot be objective and consequently disqualify themselves, making it difficult to appoint a Complaints Panel. Advice from the Department for Education is that in these instances, Governors with the least impartiality proceed to hear the complaint. West Sussex County Council departs from this advice and recommends that in the interests of natural justice, Governors from another school should be invited to make up the Complaints Panel – Chesswood governors have adopted the Local Authority view on this. The clerk will contact the Leadership and Governance Team at West Sussex County Council should it be necessary to resort to this course of action.

It is for the Governing Body to agree on procedures to be followed at the Complaint Panel, which should meet within 15 school days of the Clerk to the Governing Body receiving the complaint.

The Chair of the Complaint Panel should notify the complainant and Headteacher as to whether their attendance is required at the meeting Appendix 2e & f. Neither party will attend in the absence of the other. Alternatively, the Panel may decide to consider



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written material only.

If the complaint relates to a staff disciplinary or capability issues about which the Headteacher has already taken action, the Panel should focus on how the original complaint was dealt with to avoid prejudicing any ongoing disciplinary or capability procedures.

The complainant and Headteacher should be informed of the Panel's decision in writing within 10 school days – appendix 2g Model letter. This concludes the school's Complaints Procedure.

2.4. ***Beyond Stage 3***

If the complainant remains dissatisfied and both the complaint and complainant fall within the definitions stated in Chapter 2 of Part 10 of the Apprenticeships, Skills, Children and Learning Act 2009, the complainant can refer the complaint to the Local Ombudsman.

2.4.1. Contact Details:

The Local Government Ombudsman

Address: PO Box 4771

Coventry

CV4 0EL

Telephone: 0300 061 0614 or 0845 602 1983

Email: advice@lgo.org.uk

Ofsted

Address: Royal Exchange Buildings

St Ann's Square

Manchester

M2 7LA

Telephone: 0845 640 4045

Email: enquiries@ofsted.gov.uk

Department for Education

Address: Secretary of State

Department for Education



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Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Telephone: 0870 000 2288

3. Good Practice Guidance

3.1. *Handling a complaint*

- A complaint is an expression of dissatisfaction, whether made orally or in writing. It is important to distinguish between differences of opinion (e.g. about policies and procedures in school), the very natural concern of parents and carers for their children and real complaints. The procedure makes it clear that those in school are usually best placed to help resolve concerns and complaints.
- The manner in which complaints are handled is crucial to achieving a successful resolution. Recognition, by all school staff, of parents' sensitivity, and sometimes over-sensitivity, about their child(ren) is very important. At the same time it is essential that all staff are protected from the over-reaction and abusive attitude adopted by a minority of parents when they have grievances. It is, therefore, essential that all staff are aware of the internal procedure for dealing with complaints and that all health and safety considerations are met (e.g. not meeting with parents whilst alone in the building).
- Sometimes complaints involve the reporting of racist incidents. It is important that these are addressed promptly and sensitively. Chesswood has separate guidance on the recording and reporting of racist incidents.
- Complaints concerning Child Protection issues should be managed according to the advice given in Chesswood's Child Protection Policy.
- Chesswood ensures that any third party providers offering community facilities or services through the school or on the school premises are aware of the school complaints policy and their need to manage stage one of the procedures. If the complaint escalates senior leaders will take responsibility for investigating and



determining outcomes as detailed in stage 2 of this policy.

- Finally, there are no time limits for making a complaint against a school. However, if Chesswood receives a complaint several years after a pupil has left, it is important to contact Legal Services for advice before responding.

3.2. *Why do Parents Complain?*

Parents and carers may make complaints for a number of reasons, some of which may seem trivial but are important to the complainant. **NEVER** trivialise a complaint for a complainant. These reasons include:

- Greater government and media emphasis on education causing parents to be more questioning and schools and the LEA to be more accountable.
- A litigation conscious society in which there is an expectation that people will fight for their rights, as they perceive them.
- Misunderstandings by stressed and anxious parents.
- Ongoing personal feuds between children and families which can lead to vexatious and frivolous complaints.

3.3. *Practical Suggestions*

At Chesswood, we make it very clear to parents that it is vital to talk about any issues which arise, as and when they happen, rather than store them up until they reach a flashpoint. Parents need to be reminded that their concerns are taken seriously and that staff will always respond by investigating and/or explaining.

It is very natural to feel defensive and dismayed whenever someone announces that they want to make a complaint, but it's important to remember that if there is a genuine issue, it is better to resolve it immediately rather than allow it to gain momentum.

Opinions about the school are spread by word of mouth and it is important to be seen to be responsive, making it clear that issues are not 'swept under the carpet'. This can have a huge effect on individual complaints and on the parent's future attitude towards the school.



At Chesswood, we will deal with complaints as quickly as possible. Grievances can fester if left too long without response or explanation.

Policies and procedures are readily available for parents to read, if required.

At each stage of the procedure, the person investigating the complaint should make sure they establish what has happened so far, who has been involved, clarify the nature of the complaint and what aspects of the complaint remain unresolved. It is also helpful to clarify what the complainant feels would put things right.

Keep a log of everything (i.e. copies of letters, dates of incidents, notes of telephone calls etc.) and keep parents informed of progress in investigating their complaint. A follow-up call or informal meeting to confirm that the issue has been resolved satisfactorily is usually worthwhile.

Whatever the nature of the complaint, in most cases parents will be anxious and a sympathetic hearing can make all the difference, even if the complaint is felt to be unfounded.

It is possible to let someone know how sorry you are that they are distressed about an issue without admitting any fault, so “I’m sorry you are upset about this” is preferable to “I’m sorry this has happened” until an investigation has taken place.

If an obvious mistake has been made, a genuine apology, given as soon as possible, will often defuse any anger quickly and effectively. It is important that staff do not see the giving of an apology as a weakness, but rather as an honest response in the belief that we all get things wrong sometimes.

However time consuming a complaint may be, it usually saves time in the long run to invest time at the beginning. Making sure that the complainant has time to express his/her anxieties, preferably in a quiet place where they can sit down and feel that their complaint is being given full attention, is very important.

Some complaints are, by their very nature, impossible to resolve. Alternatively, some parents may find it difficult to accept the outcome of the school’s investigation. In such cases, it is crucial that the complaints procedure has been followed carefully so this cannot be open to question.



If the school receives a complaint which may lead to media interest, contact the County Public Relations Manager for advice.

4. Governors Good Practice Guidance

4.1. *Introduction*

- Section 29 of the Education Act 2002 requires governing bodies to establish and publicise procedures for dealing with all complaints against the school.
- Statutory procedures are already in place for managing complaints about the curriculum, collective worship and provision for pupils with special education needs.
- Whilst anxious to ensure that all complainants have a full and fair opportunity to express their concern, governors should be mindful of the fact that all too often parents, carers and members of the public 'leapfrog' the system and take matters to the LA which should be dealt with at school level.

4.2. *The Background*

Relevant Extracts from 'A Guide to the Law for School Governors':

- In dealing with complaints and in making provision for complaints procedures, the governing body should ensure that the person complaining is given fair treatment and in particular, a chance to state their case. Decisions and reasons for them should be given in writing and the person complaining should be informed at the same time of any rights of appeal they may have if they wish to take the matter further. Timescales should also be set for completing actions so that complaints do not take too long.
- Anyone can complain to the Secretary of State if he or she believes that a governing body is acting 'unreasonably' or is failing to carry out its statutory duties properly. If the Secretary of State considers that the complaint is justified, he can direct the governing body to act appropriately.



4.3. ***A Suggested Procedure***

- The LA recommends that a complaints panel should be clerked, with the clerk acting as the point of contact for the complainant. The clerk to the governing body would normally send acknowledgement of a written complaint within five days. The clerk would then arrange for the Governors Complaints Panel to be convened on a date which is convenient to all parties.
- The clerk should ensure that all members of the panel, the headteacher and the complainant receive copies of all relevant paperwork and the chair may arrange for a summary to be provided if the issue is complex. The chair of the panel should notify the complainant and the headteacher of whether or not they will be invited to attend the complaint panel in person. Alternatively, the panel may decide to consider written statements only. In this case, any member of staff whose actions are implicated in the letter of complaint should be invited to submit a written statement to the Complaints Panel although they are not obliged to do so. The headteacher should also submit a written record of any action he/she has taken in relation to the complaint. Ideally, the clerk should collate all the written material and circulate it as advised above at least three days before the panel meets. This will enable governors to prepare questions and discussion points.
- If the complainant is invited to present his/her case in person, notification of the date, time and place of the meeting should be sent not less than five working days in advance, with an explanation of how the meeting will be conducted. The clerk should also notify the complainant that they have the right to be accompanied to the meeting by a friend.
- The Chair should ensure that the meeting is minuted. A decision will need to be made about the confidentiality of these minutes.
- The meeting should clearly demonstrate that the complaint has been taken seriously and an attempt made to resolve the issues though, of course, this may not be possible.



- The complainant and the headteacher should be informed that the panel will consider its decision and communicate this in writing within 10 working days.
- The Panel should consider the evidence and as a result:
 - Reach a decision, if necessary by a majority vote, and give reasons for it. This panel may decide to dismiss or uphold the complaint either in whole or in part.
 - Decide on any further appropriate action to resolve the complaint;
 - Recommend, if appropriate, changes to school procedures which will ensure that similar problems do not occur in the future;
 - The clerk should write to the complainant giving a full explanation of the decision and the reason for it, indicating any further action to be taken or proposed.

Suggested Procedure for a Complaints Panel Meeting where the Complainant and Headteacher are not Invited to Attend

- Confirm Chair and the procedure.
- Chair outlines the complaint and sums up the main issues.
- Taking each point raised by the complainant in turn, the panel should consider the school's response to the complaint. They should discuss any written reports submitted to the panel.
- Once all written statements have been considered, the governors should discuss the complaint and reach their conclusions.
- The panel should record their decision and their reasons for this.
- The chair / clerk should write to the complainant and headteacher within 10 working days giving a full explanation of their decision and the reasons for this. If appropriate, the letter may also outline any changes to school procedures and policies as a result of the complaint.



Suggested Procedure for a Complaints Panel Meeting where the Complainant and Headteacher are Invited to Attend

- The panel meeting should be as informal as possible. It is important that all parties have an opportunity to hear what is being said. It is imperative that both the complainant and the headteacher remain in the room at the same time. If one party leaves, the other should also be asked to do the same.
- Confirm chairman and the procedure. Introductions.
- Complainant presents case, offering comments in support of their written grounds for complaint.
- Governors may ask questions of the complainant.
- Headteacher responds to the complainant's case, offering comment in support of his or her written report. Usually, the headteacher should attend the panel meeting on behalf of members of staff. However, other members of staff may be invited to attend the meeting to present their case and answer questions.
- Governors may ask questions of the headteacher.
- Headteacher gives final summary.
- Complainant gives final summary.
- Members of the panel, the clerk and, where appropriate, the Schools Support Officer, remain while all others withdraw to leave the panel to discuss the matter and to reach their conclusions.
- The meeting reconvenes for the Chairman to announce:
 - The decision and the reasons for it or
 - That it has not been possible to come to a decision at this stage, but the outcome of the complaint will be communicated in writing within ten school days.

The decision of the governing body's complaints panel is final.



5. Appendix

Appendix 2a Confirmation of Complaint Raised

Dear

Thank you for coming to see me/ sending me an email about XXXXXX

I can assure you that the matter you have raised will be fully looked into within the school. As you know, we always try to deal with any parental concerns as quickly and thoroughly as possible and I will contact you again by XXXXX to let you know the outcome.

Thank you again for bringing this matter to my attention.

Yours sincerely,

Or by Email



Appendix 2b Letter requesting further parental information

Dear XXXXX,

I am writing to inform you that I am now responsible for investigating the complaint you have raised recently. As such, we are now entering the formal stage of the school complaints process. To help me address the complaints effectively, I am requesting that you place your complaint in writing for my attention. It would be helpful to have the following information prior to reviewing the complaint and taking any action to resolve it:

A chronology of events leading to the complaint: Basically the broad times and days when the aspects leading to the complaint happened. If it has been multiple incidents over a longer period of time please provide the months when they occurred.

When setting out each event please include, as far as possible

- Names of perpetrators, witnesses and/ or staff
- Specific details of what happened – words used etc
- How that affected your child and/ or yourself
- Any involvement by the school to help resolve the matter

If you could undertake this as soon as possible I will then begin the process of resolving the complaint. If you have difficulty writing and are unable to find someone to help you write this down, I will make arrangements for one of the school office team to draft your version of events.

Please be assured that I will manage this openly, fairly and promptly. On that basis, once I receive your complaint in writing I will endeavour to contact you within five working days and no longer than 10. If the investigation begins to take longer than expected, I will keep you informed of any changes. It is highly likely that we will need to meet to discuss the issues and or the outcomes face to face – I will contact you to agree the most appropriate timing for that meeting to take place.

Please do not hesitate to contact me if I can be of any further assistance.

Yours sincerely,

Paste handwritten name here

Appendix 2c Parent Concern Matrix

Parents		Child	
School Staff			

Issues raised by parents	Current practice & guidelines	School Response	Next Steps	Parental agreement

Appendix 2ci Example in response to parental concern

<p>X has been supported throughout Year Z all one-to-one support – outside the classroom – from special need teachers and teaching assistants. This has been withdrawn without explanation</p>	<p>Children with special needs should be offered a full access to a broad and balanced curriculum. Changes in provision should be communicated to parents.</p>	<p>X has been receiving a 30 minutes weekly handwriting lesson in the classroom from Y. ABC is a programme of lessons which came to a natural conclusion rather than being withdrawn however this should have been communicated home.</p>	<p>Where possible children <u>will not be removed but supported within the classroom.</u> Planned communication of 'next steps in SEN' is being sent to parents. Steps to improve IEP writing are being taken with improved guidance for teachers and both child and parent involvement. If after reviewing the current provision for children on the CoP Y is unable to secure good or better progress provision will be reviewed</p>	<p>We discussed the maths 1 to 1 intervention and X had concerns about withdrawing Y for this intervention. We agreed that the X report needs to be shared with the class teacher and actioned.</p>
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Appendix 2d Stage 2 Communication of Outcomes

Dear

Further to our meeting on I have now had an opportunity to look into your concerns. The results of my investigations are:

XXXXXXXXXX

I hope you are satisfied that the matter has now been dealt with appropriately and an acceptable resolution found. It would be greatly appreciated if you could let me know whether you believe an acceptable resolution has indeed been found. If, however, you feel that your concerns have not been fully addressed, you may wish to proceed to the next stage of the School Complaints Policy by writing to the Chair of Governors to ask for the matter to be considered by the Governors' Complaints Panel. You can contact governors immediately, however, prior to undertaking this action, it would be helpful for you to detail the aspects of my conclusions that you believe have not led to acceptable resolution – in doing so, I can double check there have been no misunderstandings in communicating the outcomes of this complaint to you.

If you do wish to proceed to the next stage, you will need to contact the Chair of Governors within 10 school days of the date of this letter.

Yours sincerely,



Appendix 2e Complainant and Headteacher are not Invited in Person:

Dear

Thank you for your letter dated indicating that you wish to make a formal complaint about School.

I am now writing to advise you that a panel of governors of the school will be meeting to discuss your complaint in order to reach a decision which produces a fair and reasonable outcome in the circumstances. The panel will consist of three governors who have had no prior involvement with the complaint. The governors are (names).

The panel will be discussing in full all the points made in your formal letter of complaint. They will not be able to consider any new issues which have not been made available to the panel prior to the meeting. Please ensure, therefore, that any additional papers that you would like considered at the meeting are sent to me by

May I take this opportunity to assure you that the panel will pay careful attention to both your views and those of the school, and will make every effort to find a mutually acceptable solution to the situation which has led to your complaint.

Yours sincerely,



Appendix 2f Complainant and Headteacher are Invited in Person:

Dear

Thank you for your letter dated indicating that you wish to make a formal complaint about School.

I am now writing to invite you to a meeting with a panel of governors of the school to discuss your complaint and to reach a decision which produces a fair and reasonable outcome in the circumstances. The panel will consist of three governors who have had no prior involvement with the complaint. The three governors are . . . (names). You may wish to bring a friend or relation to the meeting.

The meeting will be held on ...(date)... at ...(time)... at ...(location) *. We shall be discussing in full all the points made in your formal letter of complaint. We will not be able to consider any new issues which have not been made available to all the participants prior to the meeting. Please ensure, therefore, that any additional papers that you would like considered at the meeting are sent to me by You will receive copies of all the papers being considered by the Complaints Panel in due course.

May I take this opportunity to assure you that the panel will pay careful attention to both your views and those of the school, and will make every effort to find a mutually acceptable solution to the situation which has led to your complaint.

Yours sincerely,

* NB Date should be agreed in advance to ensure it is convenient to all parties



Chesswood Junior School
Complaints Policy and Guidance



Appendix 2g Model Letter of Notification of Decision from Panel Meeting

Dear

Following receipt of your formal letter of complaint concerning I am writing to inform you that the Governors' Complaint Panel met on (date) to consider your complaint. Having considered all the information available, the panel has concluded that

I hope that we can now put this matter behind us and work for the benefit of your child's progress.

Yours sincerely