

# The Good Shepherd Trust School Complaints Procedure

## 1. Introduction

The Good Shepherd Trust (“the Trust”) holds at its heart a mission, inspired by Jesus, the Good Shepherd, to bring *‘life in all its fullness.’* This means our core purpose is to establish a transformational culture for human flourishing and for educational excellence in all of our schools.

*‘I have come that you may have **life**, and have it in all its fullness. I am the Good Shepherd.’* John 10:10-11

*Insert school name* is dedicated to providing the best possible Christian education and support for its *pupils / students*. The partnership we have with parents/carers is of paramount importance to achieving this aim. We welcome any feedback and we recognise that despite our best intentions, this may not always be positive, and that there will always be areas in respect of legitimate complaints where improvements can and must be made.

To enable this to happen we have a clear, fair and efficient procedure for dealing with any complaints to or against the school, so that any issues that arise can be dealt with as swiftly and effectively as possible.

This policy explains the steps that will be followed whenever an issue arises that causes concern. Any person, including members of the general public, may make a complaint about provision of facilities or services that our school provides, unless separate statutory procedures apply.

This procedure does not apply to complaints about:

- Admissions to school
- Statutory assessments of Special Educational Needs (SEN)
- School re-organisation proposals
- Matters likely to require a Child Protection investigation
- Exclusion of children from school
- Whistleblowing
- Staff grievance and disciplinary procedures
- Complaints about services provided by other providers who may use the school’s premises or facilities

In these cases, there are other separate or statutory procedures. [\*Insert school website link in here\*](#)

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The school will not respond to anonymous complaints under this policy, however, the *Headteacher / Principal* and / or Chair of the Local Governing Committee (“The Chair”) will consider whether the issue and fear of identification are genuine or the issue is one of child protection.

For more information on our school’s provision for protecting our *pupils / students*, please refer to our **Child Protection** policy and our **Allegations of Abuse Against Staff** policy, both of which are available *insert where copies of these policies can be found*.

Any concern or complaint should be brought to the attention of the school at the earliest opportunity; any matter raised more than three months after the event will only be considered in exceptional circumstances.

All conversations and correspondence will be treated in confidence; however, it is important that all parties involved should be aware that some information may have to be shared with others as part of the handling of the complaint in accordance with this procedure.

If we cannot meet the timescales set out in our policy, we will provide a clear explanation of the reason for this along with details of the indicative timescales.

## **2. When an issue or concern first arises**

### **The difference between a concern and a complaint**

A concern may be defined as *‘an expression of worry or doubt over an issue considered to be important for which reassurances are sought’*.

A complaint may be defined as *‘an expression of dissatisfaction however made, about actions taken or a lack of action’*.

If you have a concern that you would like to take up with the school you should initially inform a member of staff either in person, over the telephone or in writing. You may wish to approach your child’s *class teacher / form tutor* first as they will be best placed to help you directly or by letting you know which other member of staff you should be speaking to.

We encourage parents to approach staff with any concerns they may have, and aim to resolve all issues with open dialogue and mutual understanding. We will take your concerns seriously and make every effort to resolve the matter as quickly as possible.

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## 2.1 Initial informal meeting

When a concern has been received, you may receive either a telephone call from the member of staff or *Head of School/Headteacher/Principal* or you may be invited to attend a meeting with a member of staff or the *Headteacher/ Principal* to discuss your concerns.

If invited to a meeting, you are welcome to bring a friend, partner or, in the case of a *pupil/student* who has raised a concern, a parent along for support. It may be appropriate for a *pupil / student* to attend the meeting if their parent has raised a concern, depending on the nature of the issue.

Staff have a responsibility to ensure that you understand any future points of action that have been agreed and will make a record of what has been discussed, as well as any outcomes and a plan of action, if one has been agreed.

All staff will do their best to ensure your concerns are dealt with appropriately and efficiently, but if an agreement cannot be reached, or if you are dissatisfied with the outcome, you can make a formal complaint to the Headteacher. It is preferable for you to make your formal complaint in writing, but complaints can be made in person or by telephone.

There is no prescribed timescale for resolution at this stage given the importance of dialogue and informal discussion, although we expect to resolve most issues within **10 school days**.

## 3. Formal Complaints

The Chair reserves the right to refer complaints that are taken straight to them back to the appropriate member of staff if it does not warrant the Local Governing Committee's ("governing committee") involvement at that point.

If your complaint is about the *Headteacher or [Executive] Headteacher / Principal* you should contact the Chair of the Trust directly at [chair@goodshepherdtrust.org.uk](mailto:chair@goodshepherdtrust.org.uk)

If your complaint is about the Chair or a member of the Local Governing Committee you should contact the Clerk to the Local Governing Committee ("the Clerk) directly using the contact details on the school website.

If a complainant wants to withdraw their complaint, we will ask them to confirm this in writing.

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In order to ensure complaints are dealt with efficiently and effectively, *insert school name* deals with formal complaints in the following stages.

### **3.1 Stage 1 – Complaint heard by the *Headteacher / Principal***

If you feel that your concern has not been dealt with as you would like, are unhappy with the outcome of your informal meeting or feel that the issue is serious enough that it warrants it, you can make a formal complaint to the *Headteacher / Principal*. It is preferable for you to make your formal complaint in writing and we provide a proforma for you to complete which can be accessed at the back of this document *or from the school office* but complaints can be made in person or by telephone. Please mark them as Private and Confidential. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

The *Headteacher / Principal* will acknowledge your complaint in writing or offer a full response within **5 school days**. If further investigation is required, the *Headteacher / Principal* will acknowledge receipt of your complaint within 5 school days and will advise you that a full response will be provided within **20 school days**.

The *Headteacher / Principal* will ensure the complaint is investigated thoroughly and may ask a senior member of staff to conduct a fact finding investigation to inform their decision making and facilitating resolution.

The *Headteacher / Principal* or the designated senior leader may invite you to attend a meeting to discuss your complaint and possible solutions, or to explain what has happened or will happen, as a result of your complaint.

The *Headteacher / Principal* will keep a record of all interactions with you and other staff, meetings and decisions made in reference to your complaint.

The *Headteacher / Principal* will respond to you in writing within **20 school days** of receiving your complaint outlining their full response to your concern, and any action that has or will be taken. If they have decided not to take any further action, they will explain what has been decided and how they reached the decision. You will also be advised of your right to take the matter further if you are not satisfied with the response.

If your complaint is about a member of staff, the *Headteacher / Principal* will talk to that employee and invoke the relevant procedure if required. It will not be appropriate to inform you of the outcome of any investigation in relation to an individual member of staff.

If your complaint is about the *Headteacher or [Executive] Headteacher / Principal* you should contact the Chair of the Trust directly at [chair@goodshepherdtrust.org.uk](mailto:chair@goodshepherdtrust.org.uk)

If your complaint is about the Chair or a member of the Local Governing Committee you should contact the Clerk to the Local Governing Committee (“the Clerk) directly using the contact details on the school website.

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### **3.2 Stage 2 – Complaint heard by the Chair of the Local Governing Committee / or investigated by the Trust in the case of a complaint against the Headteacher / Executive Headteacher / Principal.**

If, having spoken to the *Headteacher/Principal*, you are dissatisfied with the outcome of your complaint, you should write to the Chair of the Local Governing Committee (“the Chair”) within **10 school days**<sup>1</sup>, explaining your concern and the steps that have resulted in you taking this course of action.

The Chair will acknowledge your complaint in writing or offer a full response within **5 school days**. If further investigation is required, they will acknowledge receipt of your complaint within 5 school days and will advise you that a full response will be provided within **20 school days**. In cases where the Chair decides further investigation is required they may decide to invite another member of the governing committee to independently assess whether all the correct information was taken into account during Stage 1. This may enable resolution before proceeding to the hearing.

The Chair may invite you to attend a meeting to discuss your complaint and possible solutions, or to explain what has happened or will happen as a result of your complaint.

The Chair will explain that the governing committee has a strategic role, and is responsible for the school’s strategic framework and the *Headteacher / Principal* is responsible for the internal organisation, management and control of the school and for advising on and implementing the Trust and local school policies. The *Headteacher / Principal* is solely responsible for making day to day decisions.

This stage offers an opportunity for achieving conciliation between all parties and discussions between the Chair and the *Headteacher / Principal* will be key to resolving the complaint and agreeing a way forward. The Chair will decide what powers are available to members of the governing committee in respect of the particular complaint. In reaching this decision, the Chair will determine to what extent the issues relate to responsibilities that:

- (a) are delegated to the *Headteacher/Principal* by the governing committee; or
- (b) fall within the governing committee’s remit only; or
- (c) fall within the remit of the Trust Board; or
- (d) are within the *Headteacher/Principal’s* Terms and Conditions of Employment and relate to the internal organisation, management and control of the school.

For delegated responsibilities and matters within the remit of the governing committee, the Chair may look at the whole issue afresh and commission an independent review conducted by a governing committee member who has not yet been involved in the process so far.

The Chair will keep a record of all interactions with you and any decisions made in reference to your complaint.

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<sup>1</sup> Exceptions to this time frame may be considered on a case by case basis

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If the Chair has decided not to take any further action, they will explain verbally or in writing as appropriate what they have decided and how they reached the decision. You will also be advised of your right to take the matter further if you are not satisfied with the Chair's response.

### **3.3 Stage 3 – Complaint heard by Local Governing Committee's Complaints Panel**

Complaints about the Headteacher, Executive Headteacher or Principal not resolved at Stage 2 move to management within the [Trust's Complaints Policy](#).

If you are dissatisfied with the outcome of your complaint, you should write to the Clerk within **10 school days**<sup>2</sup> of the outcome of stage 2, explaining your concern and the steps that have resulted in you taking this course of action.

The Clerk will acknowledge receipt of your request within **5 school days**.

The complaints panel will usually be convened within **20 school days** of receiving the request for your complaint to be heard by the governing committee's complaints panel. Where it is not possible to find a mutually convenient date within that timescale, all reasonable steps will be taken to agree a time and date mutually convenient to all parties.

The main function of the complaints panel will be to:

- a) Ensure the complaint has been properly handled by the [Headteacher / Principal](#) (and Chair)
- b) Ensure that a sufficient comprehensive investigation was carried out
- c) Ensure that the correct procedure / policies were followed.

The panel will also review whether the [Headteacher / Principal](#) (and Chair) acted reasonably.

The Clerk will arrange and facilitate the meeting of the complaints panel. You are entitled to an independent panel to hear your complaint and the complaints panel will consist of three members of the governing committee at a Trust school who have no former knowledge or involvement in the matter being considered. At least two members of the panel will be independent of the management and running of the school and drawn from members of another Trust school's Local Governing Committee.

The chair of the panel will be nominated from within the group of panel members. All panel members will have access to, and will be familiar with, this complaints policy. The Clerk will confirm to all parties in writing, the date, time and venue for the meeting at least **10 school days** in advance.

The Clerk will request that you supply any paperwork you feel the panel will require to consider your complaint fully. The [Headteacher / Principal](#) (and Chair) will also be requested to supply copies of their responses to the previous stages of the procedure, and any further paperwork they consider the panel will require to consider the complaint fully. Copies of all paperwork will be distributed to all parties by the Clerk at least **3 school days** in advance of the meeting.

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<sup>2</sup> Exceptions to this time frame may be considered on a case by case basis

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You are welcome to bring a friend or partner for support to the meeting and the Chair of the panel will ensure the meeting is conducted within a relaxed atmosphere whilst keeping to the formal agenda. The *Headteacher / Principal* (and chair if attending) is also invited to bring a representative or member of staff for support.

Representatives from the media are not permitted to attend.

No previously undisclosed evidence relating to the complaint should be introduced during the meeting.

The Clerk will inform you (and *the Headteacher / Principal* and / or Chair) in writing of the panel's decision within **5 school days** of the meeting. The letter will include a summary of the issues, an outline of the main points of discussion, the reasons for the decision and the proposed actions or outcome. The panel may suggest you meet with the *Headteacher/ Principal* and / or Chair again to agree a way forward.

The letter may recommend changes to the school's systems or procedures to prevent similar issues in the future.

The panel's decision is the final stage in the complaints procedure.

### **3.4 Stage 4 - Contacting the Education Skills Funding Agency**

If you feel the school has acted unreasonably or has not followed the correct procedures in relation to your complaint, you may write to *The Education Skills Funding Agency (ESFA)*

If the ESFA receives a complaint about an academy school, they will first check whether the academy has followed the complaints policy.

They will consider complaints if they relate to the following criteria:

- Undue delay or non compliance with the complaints procedure
- Failure to comply with a duty imposed under the funding agreement
- Failure to comply with a legal obligation where it is the responsibility of the school.

The ESFA will not overturn a decision about a complaint but they may ask for the complaint to be looked at again if due process has not been followed.

If the ESFA finds an academy's procedures do not meet regulation standards, it will ask the academy to put this right and they may enforce this under the terms of the funding agreement.

For further information: <https://www.gov.uk/government/publications/complain-about-an-academy>

## **4. Unreasonable Complaints**

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*Insert school name* 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. Operating from a position of mutual respect, 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.

*Insert school name* defines unreasonable complaints 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 school’s 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 comments 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 a 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/or 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



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- publishing unacceptable information in a variety of media such as in social media websites and newspapers

Complainants should 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/Principal* or Chair will discuss any concerns with the complainant informally before applying an ‘unreasonable’ marking.

If the behaviour continues the *Headteacher/Principal* will write to the complainant explaining that their behaviour is unreasonable and asking them to change it. For complainants who excessively contact *insert school name* 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 *insert school name*.

## 5. Local Governing Committee review and monitoring of complaints

The *Headteacher/Principal* will report annually to the governing committee and the Trust on the number of formal complaints received and the levels at which they have been resolved. No details identifying the complaint or any member of staff will be published.

The governing committee and the Trust will review and evaluate all complaints no matter how far they are taken or what the outcome to ensure that similar problems are avoided in the future or to see if they could have been managed any more efficiently.

## 6. Staff Complaints

Staff who have a concern about a colleague or volunteer in school should refer to the **whistleblowing** policy, which is available *insert where policy can be accessed*.

The procedure for dealing with any other staff complaint or employment grievance is set out in the school’s **staff discipline, conduct and grievance** policies which are available *insert where policy can be accessed*.

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## 7. Complaints Policy Review

The governing committee of *insert school name* will review this policy every 2 years, or sooner if there are any legislative changes or recommendations from the Trust. The governing committee of *insert school name* will also review this policy following a complaint panel meeting to ensure that it met the requirement to provide a clear, fair and efficient complaints procedure and make recommendations to the Trust for consideration in the development of this policy.

## 8. Roles and Responsibilities

See Appendix 2

**Date reviewed:** *insert date*

**Date for next review:** *insert date*

## Complaints Form

<b>Name of complainant:</b>	
<b>Contact details:</b>	<b>Address:</b>
	<b>Telephone:</b>
	<b>Email:</b>
<b>Outline of your complaint and how it has affected you (the complainant) / <i>pupil/student</i>:</b>	
<b>Have you discussed the matter already with a member of staff, if so, who? What was the outcome?</b>	
<b>What would you like to happen as a result of your complaint?</b>	
<b>Signature:</b>	
<b>Date:</b>	

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**For school use:**

<b>Date received:</b>	
<b>Date acknowledged and by whom:</b>	
<b>Summary of action taken:</b>	

## **Roles and Responsibilities**

### **Complainant**

The complainant will receive a more effective response to the complaint if they:

- explain the complaint in full as early as possible
- co-operate with the school in seeking a solution to the complaint
- respond promptly to requests for information or meetings or in agreeing the details of the complaint
- ask for assistance as needed
- treat all those involved in the complaint with respect
- refrain from publicising the details of their complaint on social media or elsewhere and respect confidentiality.

### **Investigator**

The investigator's role is to establish the facts relevant to the complaint by:

- providing a comprehensive, open, transparent and fair consideration of the complaint through:
  - sensitive and thorough interviewing of the complainant to establish what has happened and who has been involved
  - interviewing staff and children/young people and other people relevant to the complaint
  - consideration of records and other relevant information
  - analysing information
- liaising with the complainant and the complaints co-ordinator as appropriate to clarify what the complainant feels would put things right.

The investigator should:

- conduct interviews with an open mind and be prepared to persist in the questioning
- keep notes of interviews or arrange for an independent note taker to record minutes of the meeting
- ensure that any papers produced during the investigation are kept securely pending any appeal
- be mindful of the timescales to respond
- prepare a comprehensive report for the *Headteacher /Principal*, Chair or Complaints Panel that sets out the facts, identifies solutions and recommends courses of action to resolve problems.

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The *Headteacher/Principal*, Chair or complaints panel will then determine whether to uphold or dismiss the complaint and communicate that decision to the complainant, providing the appropriate escalation details.

## **Clerk to the Local Governing Committee**

The Clerk is the contact point for the complainant and the Complaints Panel and should:

- ensure that all people involved in the complaint procedure are aware of their legal rights and duties, including any under legislation relating to school complaints, education law, the Equality Act 2010, the Freedom of Information Act 2000, the Data Protection Act (DPA) 2018 and the General Data Protection Regulations (GDPR)
- set the date, time and venue of the meeting, ensuring that the dates are convenient to all parties (if they are invited to attend) and that the venue and proceedings are accessible
- collate any written material relevant to the complaint (for example; stage 1 and 2 paperwork, school and complainant submissions) and send it to the parties in advance of the meeting within timescales specified herein
- record the proceedings
- circulate the minutes of the meeting
- notify all parties of the Complaints Panel's decision.

## **Complaints Panel Chair**

The Complaints Panel chair, who is nominated in advance of the complaint meeting, should ensure that:

- both parties are asked (via the Clerk) to provide any additional information relating to the complaint by a specified date in advance of the meeting
- the meeting is conducted in an informal manner, is not adversarial, and that, if all parties are invited to attend, everyone is treated with respect and courtesy
- complainants who may not be used to speaking at such a meeting are put at ease. This is particularly important if the complainant is a child/young person
- the remit of the panel is explained to the complainant
- written material is seen by everyone in attendance, provided it does not breach confidentiality or any individual's rights to privacy under the DPA 2018 or GDPR.

If a new issue arises it would be useful to give everyone the opportunity to consider and

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comment upon it; this may require a short adjournment of the meeting

- both the complainant and the school are given the opportunity to make their case and seek clarity, either through written submissions ahead of the meeting or verbally in the meeting itself
- the issues are addressed
- key findings of fact are made
- the panel is open-minded and acts independently
- no member of the panel has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure
- the meeting is minuted
- they liaise with the Clerk (and complaints co-ordinator, if the school has one).

### **Complaints Panel Member**

Panel members should be aware that:

- the meeting must be independent and impartial, and should be seen to be so

No governing committee member may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it.

- the aim of the meeting should be to resolve the complaint and achieve reconciliation between the school and the complainant

We recognise that the complainant might not be satisfied with the outcome if the meeting does not find in their favour. It may only be possible to establish the facts and make recommendations.

- many complainants will feel nervous and inhibited in a formal setting

Parents/carers often feel emotional when discussing an issue that affects their child.

- extra care needs to be taken when the complainant is a child/young person and present during all or part of the meeting

Careful consideration of the atmosphere and proceedings should ensure that the child/young person does not feel intimidated.

The panel should respect the views of the child/young person and give them equal consideration to those of adults.

If the child/young person is the complainant, the panel should ask in advance if any support is needed to help them present their complaint. Where the child/young person's parent is the complainant, the panel should give the parent the opportunity to say which parts of the meeting, if any, the child/young person needs to attend.

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However, the parent should be advised that agreement might not always be possible if the parent wishes the child/young person to attend a part of the meeting that the panel considers is not in the child/young person's best interests.

- the welfare of the child/young person is paramount.