

# Luddenden CE School

## Complaints Policy



**LUDDENDEN**  
**CE SCHOOL**

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## **1. Introduction**

- 1.1 This school strives to provide an excellent education for all our children. The headteacher, governors and staff work diligently to build positive relationships with parents, carers and all stakeholders.
- 1.2 However, if parents, carers or other stakeholders\* have a concern this policy sets out the procedure to be followed in such cases.
- \*although, technically, any person, including members of the general public, may make a complaint about any aspect of a school's facilities or services (unless, as specified below, separate statutory procedures apply) it is normally the case that concerns and complaints will only be submitted by those who have a personal reason for involvement, and in practice this will include not only parents and carers but may also extend to, for example, those resident in the immediate vicinity of the school or other members of the local community.*
- 1.3 The school is committed to developing a robust, transparent and reflective approach to remedy any identified concerns or complaints. There is a similar commitment to ensuring that the school is an exemplar of the very highest of standards.
- 1.4 Most issues raised are concerns rather than complaints. 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', in contrast, may be defined as 'an expression of dissatisfaction, however made, about actions taken or about a lack of appropriate action'.
- 1.5 Both concerns and complaints (whether or not accorded formal status) will be dealt with by the school in a sensitive, impartial and confidential manner. It is recognised that a concern may turn into a complaint if it is not addressed seriously or sensitively.
- 1.6 It is in the interest of all parties that both concerns and complaints are resolved at the earliest possible stage, and many issues are capable of informal resolution, without the need to resort to formal procedures.
- 1.7 The school is committed to taking all concerns seriously as soon as they become aware of the problem and will endeavour to resolve such issues without necessarily instigating formal procedures. However, depending on the nature of the concern or complaint and the outcome of informal process, the complainant may wish to follow (or may be asked to follow) the school's formal complaints procedure and such action will be entirely at the discretion of the complainant.

## **2. Purpose and scope**

- 2.1 The primary aim of this policy is to resolve any concerns or complaints received from parents or other stakeholders as fairly and speedily, and as near to the point of origin, as possible.
- 2.2 It should be noted at the outset that any concerns or complaints submitted by members of staff should be dealt with under the school's grievance procedure. The remit of this policy is therefore limited to concerns or complaints emanating from an external source in relation to facilities or services provided by the school.
- 2.3 Complaints may be received by the school relating to services provided by third parties in the form of external providers who use school premises or facilities. In such an event the school should direct the complainant to follow the external provider's own complaints procedure (and the school should ensure, at the time of making any arrangement for a third

party to use their premises or facilities to offer services to the community, that such providers have their own complaints procedures in place).

- 2.4 Occasionally, schools may become the focus of a campaign and receive large volumes of complaints which are either all related to the same subject or which emanate from complainants with no direct connection to the school. In such circumstances the school reserves the right to respond by providing all complainants with a template response and/or by publishing a single response on the school's website.
- 2.5 For the school to be able to investigate a complaint, it must be brought to the attention of the school within three months of the incident occurring or (should this be later) coming to light. If a complaint is not made within 3 months of the relevant incident occurring or coming to light it is unlikely to be investigated unless the circumstances are exceptional.
- 2.6 Similarly, escalation (to the next stage) of a concern or complaint is dependent upon the submission (within ten working days of receipt of a response from the school (whether verbal or in writing) to the informal (Stage 1) process or (in writing) to the formal (Stage 2) process) of written notification\* from the complainant of his or her continuing dissatisfaction. **If no such notification is received within this timescale the complaint shall be deemed to have lapsed and will not be investigated further.**
- \*if the complainant has a relevant disability the requirement for such notification to be in writing should be waived (and see also clause 9.8)*
- 2.7 All complainants should be made aware that publicising their complaint through social media or any other means of communication will be likely to prejudice any investigation and may make it impossible to explore their complaint further.

### **3. Legal considerations**

- 3.1 All schools are required to have a procedure for dealing with complaints relating to the school (or to any community facilities or services that the school may offer) and also to ensure that this procedure is compliant with the guidance contained in 'Best Practice Advice for School Complaints Procedures 2019' (departmental advice for maintained schools, maintained nursery schools and local authorities).
- 3.2 This policy complies fully with the above guidance whilst also taking into consideration the content of the Education (Independent School Standards) Regulations 2014 (and in particular Part 7 thereof).
- 3.3 For complaints from parents or carers of pupils (other than those relating to admissions, exclusions, statutory assessments of Special Educational Needs (SEN), allegations of child protection, or breach of trust or misconduct – for all of which specific protocols are in place) the appropriate procedure should comply with recommendations from the Department for Education (DfE) and government legislation (Section 29 of the Education Act 2002) in offering (at least) three stages, which should include:
- an opportunity to resolve the complaint with the school on an informal basis (for example through discussion with the class teacher in the first instance)
  - a formal complaint stage (should the complainant be dissatisfied with the response at the informal stage)
  - a formal appeal hearing (should the complainant be dissatisfied with the response at the formal stage) with a panel set up by the school, comprising at least three persons (normally governors\*), none of whom has been directly involved in the matters detailed in the complaint

*\*although not a statutory requirement for maintained schools (unlike academies where this is specified clearly within the regulations) the inclusion of an independent voice (such as a governor of a neighbouring school) on the appeal panel is an initiative which may help to convince the complainant that the issue has been addressed seriously and without bias. Accordingly, schools may wish to give due consideration to this possibility (unless there are circumstances that could render this impractical) and clause 11.3, and appendix 3, have been worded to enable this.*

- 3.4 The school will always be mindful of the requirement to make special provision where the complainant may have particular needs or requirements due to disability or to limited facility in use of the English language. *Further information in relation to this may be available on the school website.*

#### **4. Parental responsibility**

- 4.1 Not infrequently, complaints may be received by schools which relate to a background of conflict between estranged parents. Schools are required by law to engage with the parents of pupils but in certain circumstances it may prove difficult to establish which parties in fact legally hold parental responsibility, as a number of adults may make such a claim in respect of a particular child.
- 4.2 Schools are also expected to navigate complex living arrangements, particularly for children who may be living in social care, where once again the issue of parental responsibility may not be entirely clear.
- 4.3 In such cases, schools may wish to seek guidance from the relevant government website which contains specific advice for schools to understand their obligations and duties in relation to the rights and responsibilities of parents, as recognised by education law. This guidance can be located at:

[www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility](http://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility)

#### **5. 'Unreasonable' (serial, persistent, vexatious or anonymous) complaints**

- 5.1 'Serial' or 'persistent' complaints are defined as those which are in pursuance of a desire to reopen a matter which has already been explored in accordance with this policy until the final stage of the process has been concluded (see section 14).
- 5.2 Such complaints need not be responded to by the school (although care must be taken that these labels are not applied to the complainant in person: **they can only be applicable to (the nature of) the complaint itself**).
- 5.3 Before making a considered decision to stop responding to a complainant the school should consider whether:
- it has taken every reasonable step to address the complainant's needs
  - the complainant has been given a clear statement of the school's position and their options (if any)
  - the complainant is contacting the school repeatedly but making substantially the same points each time.
- 5.4 In this respect the school is significantly less likely to be open to criticism (for failing to respond) if:

- there is reason to believe the complainant is deliberately causing disruption or inconvenience
- the complainant has been abusive or aggressive (whether in person or via either telephone or written communication)
- the complainant has made insulting personal comments or has threatened staff.

## 6. Stages of process

6.1 The standard procedure of this policy consists (in accordance with the format specified by the DfE) of the following three stages:

- **Stage 1 (informal)**

in which a concern (or complaint) is raised with a staff member\* (and is hopefully resolved at that initial level).

*\* ideally the matter should be raised with the individual against whom the complaint is directed although provision is made for an alternative (normally senior) member of staff to be approached should this be felt appropriate – this may (particularly in larger schools) be a nominated complaints co-ordinator*

- **Stage 2 (formal)**

in which the complainant submits an indication (normally in writing) that he or she remains dissatisfied with the outcome at the conclusion of Stage 1 at which point formal process is commenced and the complaint is reviewed by the headteacher (or by a (nominated) governor (see below) if the complaint is directed against the headteacher).

- **Stage 3 (appeal)**

in which the complainant submits an indication (normally in writing) that he or she remains dissatisfied with the outcome at the conclusion of Stage 2 after which the complaint is heard by the governing body complaints appeal panel.

## 7. Complaints against school staff

7.1 Any complaints which have progressed beyond the informal stage and which relate to the conduct of school staff will be handled in accordance with the school's internal disciplinary procedures. This means that complaints against staff members are dealt with (under Stage 2) by the headteacher (unless that individual is compromised by previous involvement in the matter, in which case the issue may be delegated to either a senior member of staff or a governor) and then, should the complaint progress to Stage 3, by an appeal panel formed in accordance with clause 3.3.

7.2 A modified procedure is applicable in instances where the complaint is directed specifically against the headteacher. In the event of such an issue arising (and progressing beyond the informal stage) the complaint is initially dealt with (under Stage 2) by a suitably skilled (and impartial) nominated member of the governing body and then, should the complaint progress to Stage 3, by the governing body complaints appeal panel. The remainder of this policy should therefore be interpreted in accordance with this principle by substituting 'nominated member of the governing body' for 'headteacher' in instances where the latter is the subject of the complaint.

7.3 Any complaints relating to the conduct of (one or more) governors require to be handled in accordance with the content of the following section of this policy.

## **8. Complaints against governors**

- 8.1 Very occasionally a complaint may be received in relation to the behaviour or actions of an individual governor or (less often) either a group of governors or the governing body as a whole.
- 8.2 Governing bodies are strongly advised to have in place an appropriate code of conduct which will ensure that all governors know how to work positively towards school improvement whilst providing assurance that governance of the school conforms to best practice. This latter element includes ensuring that any concern which may arise in relation to the conduct of governors (whether jointly or severally) is addressed at the earliest opportunity.
- 8.3 There are no nationally agreed procedures for dealing with complaints against governors (other than regulations on suspension and removal of governors) and the following guidance (intended to complement the content of this policy) is designed to advise governing bodies on what should be done in the event of such an occurrence.
- 8.4 Complaints against a governor should never be investigated by the headteacher or by any other member of the school staff.
- 8.5 In dealing with a complaint against a governor, the process should follow a three-stage process (as outlined in section 6 above) comprising informal stage, formal stage and appeal.
- 8.6 When a complaint is made against a governor (including the chair or vice chair) it should be submitted to the clerk to governors, who should then arrange for the complaint (unless it can be resolved informally at Stage 1 of the process) to be heard by a suitably skilled and impartial member of the governing body (Stage 2) and then (if required) by an appeal panel composed as defined previously (Stage 3).
- 8.7 If the complaint relates to the entire governing body, or to both the chair and vice chair, then the clerk to governors should determine the most appropriate course of action. This will depend on the precise nature of the complaint but may involve bringing the matter to the attention of the local authority (or, if relevant, the diocese) who can advise on the need to appoint an independent investigator to complete Stage 2 and/or co-opting governors from other schools to hear an appeal at Stage 3 of the process.

## **9. Stage 1 (informal) – raising a concern**

- 9.1 Concerns can be raised with the school at any time and should generate an immediate response, which will often resolve the issue. The school requests that parents make their first contact with the pupil's teacher or, where this is not possible or is deemed inappropriate, either a nominated complaints co-ordinator or the headteacher.
- 9.2 The recipient of the concern may be able to respond immediately. However, on some occasions the concern raised may require investigation, or discussion with others, in which case the school will endeavour to provide an informal response (which may be either verbal or written) within two working days. It is anticipated that most concerns will be satisfactorily dealt with in this manner.
- 9.3 However, if the complainant is not satisfied with the outcome at the completion of Stage 1, they are entitled to progress their concern to the status of an official complaint and to advance to the next stage of the process.

- 9.4 At this juncture (if not before) they should be provided with a copy of the school's complaints policy (or signposted to this via the school's website if this is acceptable to them).
- 9.5 The complainant should also be requested, at this point, to complete an official complaint form (Appendix 1) which should be returned to the headteacher within ten working days of the complainant receiving an initial response (whether verbal or written). The official complaint form should, ideally, present an opportunity to communicate the complainant's expectations as to how their complaint might best be satisfactorily resolved.
- 9.6 On receipt of the official complaint form, the complaint will be logged by the school, including the date of receipt. The school will then progress the complaint to the next (formal) stage.
- 9.7 Schools cannot insist on the complainant completing an official complaint form. If the school is in receipt of a notification (this is interpreted to include not only email but also verbal communication – see following clause) which could reasonably be regarded as constituting an official complaint it is still under an obligation to treat this seriously. The school must record the communication and respond appropriately, including escalating the matter to the formal process if it becomes clear that the complainant remains dissatisfied by informal attempts to reach a resolution.
- 9.8 Schools must ensure that they comply throughout with their obligations under the Equality Act 2010. Although it is common practice to ask for complaints to be made in writing (ideally by completion of an official complaint form) it is possible that the complainant may have different communication preferences due to disability or learning difficulties or unfamiliarity with the English language (etc) and where this is of relevance schools must allow alternative methods of contact.

## **10. Stage 2 (formal) – dealing with complaints**

- 10.1 If the matter has not been resolved at Stage 1, as evidenced by receipt of further communication from the complainant to this effect, the headteacher will review the complaint by considering all relevant written material and by discussion with the appropriate member(s) of staff and/or the complainant.
- 10.2 The aim will be to resolve the matter as quickly as possible and an appropriate response will normally be in writing, in which event it should be despatched within five working days of the written complaint having been received.
- 10.3 The school may wish to extend to the complainant an opportunity to meet with the person appointed to deal with the complaint in order to explore the matter further (unless there are circumstances where it is felt that this might place any party at risk).
- 10.4 Any such meeting will normally take place within five working days of the written complaint having been received, and an appropriate response in writing should then be provided within a further five working days, but the timescale may be extended if, as may be the case, this meeting cannot reasonably be arranged within this period.
- 10.5 However, if the complainant remains dissatisfied with the outcome at the completion of Stage 2, they are entitled to progress their complaint to the next stage and should write\* to the chair of governors within ten working days of receipt of said correspondence to confirm that the complaint has not yet been resolved to their satisfaction.

*\*if the complainant has a relevant disability the requirement for notification to be in writing should be waived (and see also clause 9.8)*

- 10.6 As previously, any such communication will be logged by the school, including the date of receipt. The school will then progress the complaint to the next (appeal) stage.

### **11. Stage 3 (appeal) – governor panel process**

- 11.1 If the matter has not been resolved at Stage 2, as evidenced by receipt of further communication from the complainant to this effect, the chair of governors will then convene a Complaints Appeal Panel.
- 11.2 The members of the Complaints Appeal Panel will consider the complaint afresh (as opposed to merely considering the handling of the complaint at earlier stages) to ensure, in accordance with DfE expectations, that there is always a mechanism in place whereby decisions are considered independently and are not taken in isolation.
- 11.3 The Complaints Appeal Panel will comprise three persons (normally governors), none of whom has been directly involved in the matters detailed in the complaint. Although not a statutory requirement for maintained schools, the inclusion of an independent voice on the appeal panel (such as a governor of a neighbouring establishment) is an initiative which may help to convince the complainant that the issue has been addressed seriously and without bias. Accordingly, schools may wish to consider this possibility (unless there are circumstances that could render this inappropriate or impractical).
- 11.4 The Complaints Appeal Panel should, whenever possible, meet within a maximum of ten working days of receipt of said communication. Both the complainant and the headteacher (representing the school) are invited to attend the appeal hearing and all parties (including the members of the panel) should be issued with relevant documentation (anything on record which it is anticipated will be referred to in the hearing) no less than five working days in advance of the hearing.
- 11.5 If the entire governing body is aware of the substance of a complaint before the final stage has been completed, schools should arrange for a wholly independent panel to hear the complaint. In such instances a different school may be approached for assistance in constituting an appeal panel.
- 11.6 Complainants have the right to request an independent panel if they believe there is likely to be bias in the proceedings. Schools should consider such requests but any decision to have recourse to an independent panel is entirely at the discretion of members of the governing body.
- 11.7 The letter of invitation to the appeal hearing should state that due consideration will be given to any relevant disabilities which might affect the complainant's ability to attend or partake in the hearing, such as communication issues or impairment of mobility.
- 11.8 The school may also, at their discretion, extend to the complainant the right to be accompanied in a panel hearing.
- 11.9 At this point the complainant may (if unwilling or unable to attend in person) elect to submit a written statement for consideration by the panel in their absence.
- 11.10 The letter of invitation should additionally make clear that if the complainant fails to respond by confirming their intention (either to attend the hearing or to elect to have the complaint heard in their absence) the complaint will not be investigated further and the process will cease at this point.

- 11.11 The appeal hearing will be held within the school (unless a suitable alternative venue is agreed by all parties) and will be minuted (normally by the clerk to governors). The panel chair should conduct the hearing in accordance with the guidance set out in Appendix 3.
- 11.12 The aim of the Complaints Appeal Panel hearing is to resolve the complaint impartially and to achieve reconciliation between the school and the complainant. All parties will be notified in writing of the panel's decision within five working days of the date of the hearing.
- 11.13 This stage is the last school-based stage of the complaints procedure and the decision of the Complaints Appeal Panel is final.

## **12. Publishing complaints procedures**

- 12.1 Under Section 29(1)(b) of the Education Act 2002, all schools must publicise their complaints procedures, and following changes, since 1 September 2016, to the School Information (England) Regulations 2008 maintained schools must (with very few specified exceptions) publish their complaints procedures on their websites.
- 12.2 Even if the school does not have its own website, the complaints procedures must still be published online, and this may be through the relevant local authority's website or another hosting platform such as a diocesan or federation website (and in the case of federation schools, the federation's governing body is responsible not only for creating a suitable complaints procedure but also for ensuring that each school in the federation publishes the procedure on their school's website – note that it is not sufficient for a federation complaint procedure to be published only on the federation's website unless member schools do not have websites of their own).

## **13. Documentation of complaints**

- 13.1 A written record will be kept of all formal complaints, and this will specify, firstly, whether they are resolved following a formal procedure (Stage 2) or proceed to an appeal panel hearing (Stage 3), and, secondly, will record any action taken by the school as a result of those complaints (regardless of whether they are upheld).
- 13.2 In the event that a Complaints Appeal Panel makes findings and recommendations a copy of those findings and recommendations will be provided to the complainant (and, where relevant, to the individual or body complained about) and will be made available for inspection on the school premises by the headteacher and the governing body.
- 13.3 All documentation (correspondence, statements and any other records, whether in electronic format or hard copy) relating to individual complaints of a formal nature will be stored in an appropriate manner and will be kept confidential, other than as specifically stated above and/or where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.

## **14. Complaints unresolved at conclusion of process**

- 14.1 There will be occasions when, despite all stages of the procedures having been followed, the complainant remains dissatisfied. If the complainant attempts to reopen the same issue following the Complaints Appeal Panel hearing, the chair of the governing body should inform them in writing that the procedure has been exhausted and that the matter is now closed.

- 14.2 Any such correspondence may wish to point out that the complainant remains at liberty to consult the Department for Education website ([www.education.gov.uk](http://www.education.gov.uk)) to assess whether their complaint might be capable of being pursued by alternative means, should they so desire.

## Appendix 1: School Complaint Form

Please complete and return to Headteacher/Chair of Governors who will acknowledge receipt and explain what action will be taken.

**Your name:**

**Pupil's name:**

**Your relationship to the pupil:**

**Address:**

**Postcode:**

**Day time telephone number:**

**Evening telephone number:**

**Please give details of your complaint:**

**What action, if any, have you already taken to try and resolve your complaint?  
(Who did you speak to and what was the response?)**

**What actions do you feel might resolve the problem at this stage?**

**Are you attaching any paperwork? If so, please give details.**

**Signature:**

**Date:**

**Official use**

**Date acknowledgement sent:**

**By whom:**

**Complaint referred to:**

**Date:**

## Appendix 2: Guidance for staff investigating a complaint

It is suggested that, at each stage, the person investigating the complaint\* makes sure that they:

- establish **what** has happened so far, and **who** has been involved
- take details of the complaint to clarify the nature of the complaint and what remains unresolved
- meet with the complainant or contact them (if unsure or if further information is necessary)
- clarify what the complainant feels would put things right
- interview all persons identified by the complainant as being relevant to the matter (and any others deemed appropriate) allowing them to be accompanied if they wish
- conduct the interview with an open mind and be prepared to persist in the questioning
- keep notes of the interview.

An appointment to discuss the issue should normally be offered as quickly as possible, as this will give both parties time to talk about it calmly and politely without being interrupted. Complaints need to be considered and resolved, as quickly and efficiently as possible, however where further investigation is necessary, new time limits can be set and the complainant sent details of the new deadline and an explanation for the delay.

At each stage in the procedure it is appropriate to consider ways in which a complaint can be resolved, and it may be instructive to encourage complainants to state what actions they feel might resolve the problem at any stage.

It may be sufficient to acknowledge that the complaint is valid in whole or in part and, in addition, it may be appropriate to offer one or more of the following:

- an explanation
- an apology
- an assurance that the event complained of will not happen again
- an explanation of the steps that have been taken<sup>†</sup> to ensure that there will be no recurrence
- an undertaking to review school policies and/or procedures in the light of the complaint and, if found appropriate, to modify practice and protocols accordingly
- an admission that the situation could (or should) have been handled differently, or better (this is not the same as an admission of negligence).

An effective complaints procedure will identify areas of agreement between the parties. It is also of equal importance to clarify any misunderstandings that might have occurred as this can create a more positive atmosphere in which to discuss any outstanding issues.

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\*All staff investigating a complaint should have received (through CPD) appropriate instruction on how to conduct an enquiry and respond to the complainant in an appropriate manner.

<sup>†</sup>If a complaint is upheld which does lead to disciplinary action being taken against a member of staff, such detailed information cannot be divulged to the complainant – the latter should merely be informed that **'appropriate management action has been taken'**.

### **Appendix 3: Guidance for Governing Body Complaints Appeal Panel Hearing**

The Complaints Appeal Panel will consist of three persons with no previous involvement in the case, at least two of whom will normally be governors but one of whom may be wholly independent of the management and running of the school (*this is obligatory for academies and independent schools but maintained schools may similarly wish to adopt this practice*). The latter may be a member of the governing body of a neighbouring establishment or a local business person of good standing. The panel will nominate a chair to lead the process.

It is important that the appeal hearing is independent and impartial. No individual may sit on the appeal panel if they have had a prior involvement in the complaint or in the circumstances surrounding it.

The aim of the hearing, which should be held in private, is to resolve the complaint and achieve reconciliation between the school and the complainant. However, it has to be recognised that the complainant may not be satisfied with the outcome if the hearing does not find in their favour. It may only be possible to establish the facts and to make recommendations which will satisfy the complainant that his or her complaint has been addressed seriously.

An effective panel will acknowledge that many complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. The parent or carer may, should they wish, be accompanied at the hearing. The panel chair will ensure that the proceedings are as welcoming as possible. The layout of the room will set the tone and care is needed to ensure the setting is informal and not adversarial.

#### **The role of the clerk to governors**

The clerk is the contact point for the complainant and is required to:

- ensure that members of the panel should have no detailed prior knowledge of the complaint (and it is, therefore, unlikely that staff governors will be members of the panel)
- set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible
- ensure that the letter inviting the parent/carers to attend should indicate that they may be accompanied by a friend
- collate any written material and send it to the parties in advance of the hearing
- meet and welcome the parties as they arrive at the hearing
- record the proceedings, listing who is present, and should make everyone aware of the confidential nature of the process
- notify all parties of the panel's decision

#### **At the meeting:**

- the panel must be made up of three members, who are accompanied by a clerk
- one member of the panel (in an academy or independent school) must be completely independent of the school (*maintained schools may similarly wish to adopt this practice*)
- although this is a formal meeting, every effort should be made to make it as informal as possible for all concerned and the parent or carer put at ease – the parent or carer may, should they wish, be accompanied at the hearing
- the chair of the panel should open the meeting, introducing panel members and stating the purpose and the format of the meeting to clarify this to all in attendance

- the chair should note that the meeting will be minuted and that its outcome will be final, whilst indicating that a written record of the complaint and its outcome will be forwarded to the complainant
- other persons present should introduce themselves stating their reason for being at the meeting
- the chair of the panel should request a verbal statement from the complainant in support of his or her written letter of complaint and why he or she feels the issue has not yet been resolved
- the panel members can ask questions to make sure they understand the issue from the complainant's point of view
- the chair of the panel should request a verbal statement from the headteacher (or his or her representative) in support of his or her written account of the complaint and the steps taken in an attempt to resolve the issue
- the panel members can ask questions to make sure they understand the issue from the headteacher's point of view
- members of the panel should make sure they fully understand the issues and ask any further questions to clarify any points that may still not be clear to them
- the chair of the panel must ask the complainant and the headteacher (or his or her representative) if they are satisfied that they have provided all the information they wanted to present or if there is something they wish to add and if they feel they have had a fair hearing
- when the panel members understand all the issues, the chair will ask all parties to leave except the panel members and the clerk

#### **After the meeting:**

- the panel members will need to consider the information presented in order to come to a decision and suggest a way to resolve the issue, taking into full account the best interests of the child or children
- the panel members will discuss the issues in private and the clerk will remain to record their decision
- the panel can:
  - dismiss the complaint in whole or in part
  - uphold the complaint in whole or in part
  - decide on any 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
- once the panel have reached a determination the clerk will inform everyone concerned in writing as soon as possible but in any event within five working days of the panel meeting
- the outcome letter will also contain advice as to what the complainant should do if they wish to take the matter further, although it should be noted that (as long as the correct procedure has been followed) the decision of the panel will be final
- a record must be kept of the outcome of the hearing
- written records of complaints will be maintained and reported annually to governors