



JUNIOR SCHOOL
Together we make a difference

School's Complaints Policy

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1. Aims

Our school aims to meet its statutory obligations when responding to complaints from parents of pupils at the school, and others.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect complainants' desire for confidentiality
- Treat complainants with respect and courtesy
- Ensure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law
- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into school improvement evaluation processes

We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed.

The school will aim to give the complainant the opportunity to complete the complaints procedure in full.

To support this, we will ensure we publicise the existence of this policy and make it available on the school website.

Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals.

2. Legislation and guidance

This document meets the requirements of section 29 of the [Education Act 2002](#), which states that schools must have and make available a procedure to deal with all complaints relating to their school and to any community facilities or services that the school provides.

It is also based on [guidance for schools on complaints procedures](#) from the Department for Education (DfE), including the model procedure, and model procedure for dealing with unreasonable complaints.

3. Definitions and scope

3.1 Definitions

The DfE guidance explains the difference between a concern and a complaint:

A **concern** is defined as “an expression of worry or doubt over an issue considered to be important for which reassurances are sought”. The school will resolve concerns through day-to-day communication as far as possible

A **complaint** is defined as “an expression of dissatisfaction however made, about actions taken or a lack of action”

3.2 Scope

The school intends to resolve complaints informally where possible, at the earliest possible stage.

There may be occasions when complainants would like to raise their concerns formally. This policy outlines the procedure relating to handling such complaints. Please note that the procedure is slightly different if you wish to make a complaint about the school or a complaint about the Head Teacher/member of the Governing Board.

This policy does **not** cover complaints procedures relating to:

- Admissions
- Statutory assessments of special educational needs (SEN)
- Safeguarding matters
- Exclusion
- Whistle-blowing
- Staff grievances

- Staff discipline

Please see our separate policies for procedures relating to these types of complaint.

Arrangements for handling complaints from parents of children with special educational needs (SEND) about the school's support are within the scope of this policy. Such complaints should first be made to the class teacher or special educational needs co-ordinator (SENDCO) they will then be referred to this complaints policy.

Complaints about services provided by other providers who use school premises or facilities should be directed to the provider concerned. Examples include DASH and Sheffield Music HUB.

Anonymous complaints made under this policy will be assessed on a case by case basis and will only be investigated if the school considers it appropriate. By their nature they will not typically be responded to.

4. Roles and responsibilities

4.1 The complainant

The complainant will get a more effective and timely response to their complaint if they:

- Follow these procedures
- Co-operate with the school throughout the process, and respond to deadlines and communication promptly
- Treat all those involved with respect and courtesy, reflecting the school values
- Not publish details about the complaint on social media
- Respecting confidentiality

4.2 The investigator

An individual will be appointed by the Head Teacher to look into the complaint, and establish the facts. They will:

- Interview all relevant parties, keeping notes
- Consider records and any written evidence and keep these securely
- Prepare a comprehensive report to the head teacher or complaints committee which includes the facts and potential solutions
- Respect confidentiality

4.3 Clerk to the governing board

Where a complaint proceeds to stage 3 the relevant panel may appoint a clerk. The clerk will:

- Be the contact point for the complainant and the complaints committee, including circulating the relevant papers and evidence before complaints committee meetings
- Arrange the complaints hearing
- Record and circulate the minutes and outcome of the hearing

4.4 Committee chair

The committee chair will:

- Chair the meeting, ensuring that everyone is treated with respect throughout
- Make sure all parties see the relevant information, understand the purpose of the committee, and are allowed to present their case

5. Principles for investigation

When investigating a complaint, we will try to clarify:

- What has happened

- Who was involved
- What the complainant feels would put things right

5.1 Time scales

The complainant must raise the complaint within 3 months of the incident. If the complaint is about a series of related incidents, they must raise the complaint within 3 months of the last incident.

We will consider exceptions to this time frame in circumstances where there were valid reasons for not making a complaint at that time and the complaint can still be investigated in a fair manner for all involved.

When complaints are made out of term time, we will consider them to have been received on the next school day.

If at any point we cannot meet the time scales we have set out in this policy, we will:

- Set new time limits with the complainant
- Send the complainant details of the new deadline and explain the delay

6. Stages of complaint (*NOT about the head teacher or member of the governing board*)

Complaints are considered using a staged approach as follows:

1. Raising a concern
2. Raising a formal complaint
3. Submitting a formal complaint for review

6.1 Raising a Concern (stage 1)

The school will take concerns seriously and make every effort to resolve the matter quickly. It may be the case that the provision or clarification of information will resolve the issue.

The complainant should raise concerns as soon as possible with the relevant member of staff or the head teacher (*Nicola Sexton: headteacher@dobcroft-jun.sheffield.sch.uk*) as appropriate, either in person or by letter, telephone or email. If the complainant is unclear who to contact or how to contact them, they should contact the school office via telephone 0114 236 8075 or email enquiries@dobcroft-jun.sheffield.sch.uk . **Please refer to appendix A for further clarification**

The school will acknowledge, investigate and provide a response to concerns raised within 5 school days.

This informal stage will involve a meeting or discussion between the complainant and the relevant member of staff as appropriate.

If the concern is not resolved informally, it will be escalated to a formal complaint.

6.2 Raising a Formal Complaint (stage 2)

Formal complaints can be raised:

- By letter or email
- By a third party acting on behalf of the complainant

Formal complaints should be raised with the head teacher (*Nicola Sexton headteacher@dobcroft-jun.sheffield.sch.uk*)

The complainant **should complete appendix B** and provide details such as relevant dates, times, and the names of witnesses of events, alongside copies of any relevant documents, and what they feel would resolve the complaint.

If complainants need assistance raising a formal complaint, for example completing the form, they can contact the school office via telephone 0114 236 8075 or email enquiries@dobcroft-jun.sheffield.sch.uk.

The head teacher (or designated member of the senior leadership team) will call a meeting to clarify complaints and seek a resolution. The complainant may be accompanied to this meeting, and should inform the school of the

identity of their companion in advance. The role of the companion is to offer moral support to the complainant and not advocate on their behalf.

In certain circumstances, the school may need to refuse a request for a particular individual to attend any such meeting – for example, if there is a conflict of interest. If this is the case, the school will notify the complainant as soon as they are aware, so that the complainant has the opportunity to arrange alternative accompaniment.

The head teacher (or other person appointed by the head teacher for this purpose) will then conduct their own investigation. The written conclusion of this investigation will be sent to the complainant within 10 school days.

If the complainant wishes to proceed to the next stage of the procedure, they should inform the Chair of the school's governing body within 10 school days of being notified of the outcome otherwise the school will consider the response accepted by the complainant.

6.3 Submitting a formal complaint to the Governor Review Panel (stage 3)

Convening the panel

The review panel consists of 3 members of the governing board who don't have direct knowledge of the complaint. These individuals will have access to the existing record of the complaint's progress (see section 10) including appendix B. The governors will select a panel chair from amongst themselves.

We will make sure the governors we source are suitably skilled and can demonstrate that they are independent and impartial. Where it is considered necessary the review panel will be supported by appropriate external professional advice. Where this is necessary we will advise the complainant of this.

The complainant must have reasonable notice of the date of the review panel; however, to ensure a timely resolution to the complaint, the review panel reserves the right to convene at their convenience rather than that of the complainant. We will aim to find a date to convene within 5 school days of the request, where possible.

If the complainant rejects the offer of 3 proposed dates without good reason, we will set a date. The hearing will go ahead using written submissions from both parties.

Any written material will be circulated to all parties at least 5 school days before the date of the meeting.

At the meeting

At the review panel meeting, the complainant and representatives from the school, as appropriate, will be present subject to availability as set out in the convening the panel section. Each will have an opportunity to set out written or oral submissions prior to the meeting.

The complainant must be allowed to attend the panel hearing and be accompanied by a suitable companion if they wish. We don't encourage either party to bring legal representation, but will consider it on a case-by-case basis. For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by their union.

At the meeting, each individual will have the opportunity to give statements and present their evidence, and witnesses may be called as appropriate to present their evidence.

The panel, the complainant and the school representative will be given the chance to ask and reply to questions. Once the complainant and school representatives have completed presenting their cases, they will be asked to leave and evidence will then be considered.

The panel will then put together its findings and recommendations from the case. The panel will also provide copies of the minutes of the hearing and the findings and recommendations to the complainant and, where relevant, the subject of the complaint, and make a copy of the findings and recommendations available for inspection by the head teacher.

The outcome

The committee can:

- Uphold the complaint, in whole or in part
- Dismiss the complaint, in whole or in part

If the complaint is upheld, the committee will:

- Decide the appropriate action to resolve the complaint
- Where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future

The school will inform those involved of the decision in writing within 10 school days.

7. Stages of Complaint *(About the head teacher, a governor or the governing board)*

7.1 Raising a Concern (stage 1)

Concerns made about the head teacher or any member of the governing board should be directed to the chair of the governing board in the first instance.

If the concern is about the head teacher or one member of the governing board (including the chair or vice-chair), a suitably-skilled and impartial governor will carry out the steps at stage 1 (set out in section 6 above).

7.2 Raising a Formal Complaint (stage 2)

If the complaint is jointly about the chair and vice-chair, the entire governing board or the majority of the governing board, an independent investigator will carry out the steps in stage 2 (set out in section 6 above). They will be appointed by the governing board, and will write a formal response at the end of their investigation. Complainants should complete **appendix B**.

7.3 Submitting a formal complaint to the Governor Review Panel (stage 3)

If the complaint is jointly about the chair and vice-chair, the entire governing board or the majority of the governing board, a committee of independent governors will hear the complaint. They will be sourced from local schools, the local authority and will carry out the steps at stage 3 (set out in section 6 above).

8. Referring complaints on completion of the school's procedure

If the complainant is unsatisfied with the outcome of the school's complaints procedure, they can refer their complaint to the School Complaints Unit (SCU), which investigates complaints relating to maintained schools on behalf of the secretary of state.

The SCU will not re-investigate the matter of the complaint. It will look at whether the school's complaints policy and any other relevant statutory policies that the school holds were adhered to. The SCU also looks at whether the school's statutory policies adhere to education legislation. It may direct the school to re-investigate the complaint where it is clear the school has acted unlawfully or unreasonably.

For more information or to refer a complaint, see the following webpage:

<https://www.gov.uk/complain-about-school>

We will include this information in the outcome letter to complainants.

9. Unreasonable complaints

9.1 Unreasonable complaints

Most complaints raised will be valid, and therefore we will treat them seriously. However, a complaint may become unreasonable if the person:

- Has made the same complaint before, and it's already been resolved by following the school's complaints procedure
- Makes a complaint that is obsessive, persistent, harassing, prolific, defamatory or repetitive

- Knowingly provides false information
- Insists on pursuing a complaint that is unfounded, or out of scope of the complaints procedure
- Pursues a valid complaint, but in an unreasonable manner e.g. refuses to articulate the complaint, refused to co-operate with this complaints procedure, or insists that the complaint is dealt with in ways that are incompatible with this procedure and the time frames it sets out
- Changes the basis of the complaint as the investigation goes on
- Makes a complaint designed to cause disruption, annoyance or excessive demands on school time
- Seeks unrealistic outcomes, or a solution that lacks any serious purpose or value

Steps we will take

We will take every reasonable step to address the complainant's concerns, and give them a clear statement of our position and their options. We will maintain our role as an objective arbiter throughout the process, including when we meet with individuals. We will follow our complaints procedure as normal (as outlined above) wherever possible.

If the complainant continues to contact the school in a disruptive way, we may put communications strategies in place. We may:

- Give the complainant a single point of contact via an email address
- Ask the complainant to engage a third party to act on their behalf, such as [Citizens Advice](#)
- Put any other strategy in place as necessary

Stopping responding

We may stop responding to the complainant when all of these factors are met:

- We believe we have taken all reasonable steps to help address their concerns
- We have provided a clear statement of our position and their options
- The complainant contacts us repeatedly, and we believe their intention is to cause disruption or inconvenience

Where we stop responding, we will inform the individual that we intend to do so. We will also explain that we will still consider any new complaints they make.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from our school site.

9.2 Duplicate complaints

If we have resolved a complaint under this procedure and receive a duplicate complaint on the same subject from a partner, family member or other individual, we will assess whether there are aspects that we hadn't previously considered, or any new information we need to take into account.

If we are satisfied that there are no new aspects, we will:

- Tell the new complainant that we have already investigated and responded to this issue, and the local process is complete
- Direct them to the DfE if they are dissatisfied with our original handling of the complaint

If there are new aspects, we will follow this procedure again.

9.3 Complaint campaigns

Where the school receives a large volume of complaints about the same topic or subject, especially if these come from complainants unconnected with the school, the school may respond to these complaints by:

- Publishing a single response on the school website
- Sending a template response to all of the complainants

If complainants are not satisfied with the school's response, or wish to pursue the complaint further, the normal procedures will apply.

10. Record keeping

The school will record the progress of all complaints, including information about actions taken at all stages, the stage at which the complaint was resolved, and the final outcome. The records will also include copies of letters and emails, and notes relating to meetings and phone calls.

This material will be treated as confidential and held securely.. Material will only be disclosed in accordance with any legal obligation to do so.

Records of complaints will be retained only for as long as necessary and in line with data protection law, our privacy notices and GDPR policy

The details of the complaint, including the names of individuals involved, will not be shared with the whole governing board in case a review panel needs to be organised at a later point.

Where the governing board is aware of the substance of the complaint before the review panel stage, the school will (where reasonably practicable) arrange for an independent panel to hear the complaint.

Complainants also have the right to request an independent panel if they believe there is likely to be bias in the proceedings. The decision to approve this request is made by the governing board, who will not unreasonably withhold consent.

11. Learning lessons

The governing body will review any underlying issues raised by complaints with the Head Teacher, where appropriate, and respecting confidentiality, to determine whether there are any improvements that the school can make to its procedures or practice to help prevent similar events in the future.

12. Monitoring arrangements

The Governing Board will monitor the effectiveness of the complaints procedure in ensuring that complaints are handled properly. The governing body will track the number and nature of complaints, and review underlying issues as stated in section 11.

The complaints records are logged and managed by Head Teacher.

This policy will be reviewed by the Head Teacher every 3 years.

At each review, the policy will be approved by the policy committee.

13. Links with other policies

- Child protection and safeguarding policy and procedures
- Admissions policy
- Anti-bullying & behaviour policy
- Staff grievance procedures
- Staff disciplinary procedures
- SEN policy and information report
- GDPR policy

14. Appendices

- Appendix A- raising a concern
- Appendix B- making a formal complaint

- Appendix C- Complaints process (not about the head teacher or the governing board)
- Appendix D -Complaints process (about the head teacher or the governing board)

Appendix
A

Raising Concerns Prior to a Formal Complaint (informal stage 1)

In order to resolve concerns as effectively as possible we advise parents and carers to approach the following members of staff prior to a formal complaint.

Your Child’s Class teacher

- Teaching & Learning
- Behaviour incidents
- Pastoral support



The Relevant member of Senior Leadership Team or SENDCo

Phase leader Y3 & 4 Mrs Kirk

Phase leader Y5 & 6 Mr Harrison

SENDCo- Mrs Little

- Incidents already raised with the class teacher which you feel are unresolved
- Wider year group issues that relate to your child
- Issues relating to your child if they have SEND and you feel they have been unresolved by the class teacher



Head teacher or Deputy Head Teacher

- Safeguarding concerns
- Wider whole school issues
- Serious behaviour incidents
- Any issues previously raised which are unresolved

Appendix

B

This form should be completed to:

1. *Raise a formal complaint for review to the governing board*

Name:

Date:

Child's name & class:

Contact details: telephone _____ **email** _____

What has happened? (please include who, where, date, time)

What steps have been taken so far by the school to address your concerns?

What do you feel should happen to put things right?

The head teacher or the chair of governors will fully investigate your concerns and will respond in writing within 10 school days

Raising a Formal Complaint at Dobcroft Junior School

(NOT a complaint about the Head teacher or Governing Board)

Stage 1-Raising Concerns

Raise your concern with the head teacher (*Nicola Sexton headteacher@dobcroft-jun.sheffield.sch.uk*). Please see appendix A regarding relevant staff to approach with regards to concerns.



Stage 2 –Submitting a Formal Complaint

Submit a formal complaint to the Head Teacher who will conduct a full investigation. (*Nicola Sexton headteacher@dobcroft-jun.sheffield.sch.uk*). **Complete appendix B**



Stage 3 –Submitting a Formal Complaint to the Governor review Panel

Submit the complaint to the governing board - *Ian Besford* chair@dobcroft-jun.sheffield.sch.uk - who will ensure a full investigation.

Raising a Complaint at Dobcroft Junior School

(About the Head teacher or member of the Governing Board)

Stage 1- Informal Concern

Raise your concern with the chair of governors
(Paul Shawley: chair@dobcroft-jun.sheffield.sch.uk)



Stage 2- Submitting a Formal Complaint

A formal investigation will take place. This will be conducted by the chair of governors or an independent panel if the complaint relates to the wider governing board. **Complete appendix B.**



Stage 3- Submitting a Formal Complaint to the Governor review Panel

A committee of governors will conduct a review. If the complaint relates to the vice or chair of governors this will be conducted by an independent governor committee.