

St Saviour's Catholic Primary and Nursery School



Complaints Policy and Procedures Complaints Officer: Mrs Vicky Millard 2025-2026

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Responsible Person:	Governing Body

Mission Statement

"Keeping Jesus at the heart of everything we do."

St Saviour's Catholic Primary and Nursery School

Complaints Procedure

Introduction

We believe that our school provides a good education for all our children and that the headteacher and other staff work very hard to build positive relationships with all parents. However, the school is obliged to have procedures in place in case there are complaints by parents. The following policy sets out the procedure that the school follows in such cases.

Aims

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

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Be fair, open and honest
- Facilitate a full and fair investigation carried out 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 process
- We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues
- Provide sufficient opportunity for any complaint to be fully discussed and then resolved

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

Throughout the process, the school will be willing:

- to listen
- to learn
- to admit mistakes
- to apologise if appropriate
- to address any issues raised
- to change school practice if appropriate

In using this procedure:

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

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

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.

In addition, it addresses duties set out in the [Early Years Foundation Stage statutory framework](#) with regards to dealing with complaints about the school's fulfilment of Early Years Foundation Stage requirements.

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"

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.

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
- National Curriculum - content
- Complaints about services provided by other providers who use school premises or facilities

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

If the investigation of any complaint were to lead to concerns on the part of the headteacher or governors about the capability or conduct of a member of staff, these would not be discussed or dealt with within this procedure.

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

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

Complaints about our fulfilment of early years requirements

We will investigate all written complaints relating to the school's fulfilment of the Early Years Foundation Stage requirements, and notify the complainant of the outcome within 28 days of receiving the complaint. The school will keep a record of the complaint (see section 10) and make this available to Ofsted on request.

Parents and carers can notify Ofsted if they believe that the school is not meeting Early Years Foundation Stage requirements, by calling 0300 123 4234 or 0300 123 4666, or by emailing enquiries@ofsted.gov.uk. An online contact form is also available at <https://www.gov.uk/government/organisations/ofsted#org-contacts>.

We will notify parents and carers if we become aware that the school is to be inspected by Ofsted. We will also supply a copy of the inspection report to parents and carers of children attending the setting on a regular basis.

It is very important that all governors and members of staff be familiar with the school complaints procedure and that they know who the complaints co-ordinator for the school is so that they can refer complaints to that person when approached by someone with a complaint.

In all circumstances, the published procedure must be followed closely. Should difficulties arise, advice can be sought from the Diocesan Education Service.

Outline of the Procedure

There are three stages to the procedure:

Stage 1: Informal

Schools are recommended to designate a member of staff as the Complaints Co-Ordinator, to whom all complaints will be addressed in the first instance. The name should be publicised to parent/carers with the procedure.

The member of staff designated as complaints co-ordinator will obviously need to be held in high professional esteem by staff, governors and parent/carers. Status in the school hierarchy will be less important than personal qualities and interpersonal skills. Sensitivity, assertiveness, efficiency and articulateness are likely to be particularly required.

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

NB The aim is to resolve the complaint at this level

- 1.1 The complaint should be addressed in the first instance to the designated member of staff (the complaints co-ordinator). This may be done in person, by telephone or in writing. In very small schools, the designated member of staff may have to be the headteacher, in which case the procedure will start at stage 2.
- 1.2 The complaints co-ordinator will log the complaint (see Appendix A for a sample record form) and either investigate the complaint personally or refer it to an appropriate member of staff. In making this decision, the co-ordinator will be sensitive to any indication that the complainant would have difficulty discussing the complaint with a particular member of staff.
- 1.3 If the complaint concerns the headteacher, the co-ordinator should refer it to the chair of governors and, in courtesy, inform the headteacher that this has been done. If the complaint concerns the chair of governors, the co-ordinator should refer it to the vice-chair.

- 1.4 Whoever investigates the complaint will:
- establish what has happened so far and who has been involved;
 - clarify the nature of the complaint and what remains unresolved;
 - meet with the complainant or contact them (if unsure or further information is necessary);
 - clarify what the complainant feels would put things right, clear up any areas of misunderstanding, identify areas of agreement and discuss what might be possible;
 - interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish (this should include adults and pupils as appropriate, whether main players or witnesses);
 - conduct each interview with an open mind and be prepared to persist in the questioning;
 - keep notes of each interview.
- 1.5 **Timescales** – within ten school days of receiving the complaint, the investigator will complete the investigation and contact the complainant to arrange a meeting (see 1.6). At any point in the process, the complaints co-ordinator may decide or agree to commission a further investigation, whether by a member of staff or an independent person. If this occurs, the timescale may be extended and the complainant must be informed of the extension and the reason for it. We will consider complaints made outside of term time to have been received on the first school day after the holiday period.
- 1.6 When the investigation is complete, the member of staff investigating will meet the complainant to try to resolve the complaint. **Every effort should be made to try to resolve the complaint at this meeting.** Any of the following may be appropriate at this point:
- an acknowledgement that the complaint is valid in whole or in part
 - an apology
 - an explanation
 - a clarification of misunderstandings
 - an admission that the situation could have been handled differently or better
 - an assurance that the event complained of will not recur
 - an explanation of the steps that have been taken to ensure that it will not happen again
 - an undertaking to review school policies in the light of the complaint.
- Some of the above may require that the investigator seek authority from the headteacher. Naturally, nothing should be offered or promised that cannot be justified or fulfilled.
- 1.7 If the complaint cannot be resolved, the complainant may refer it to stage 2.

Role of 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
- Not publish details about the complaint on social media

Role of the investigator

An individual will be appointed 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 headteacher or complaints committee which includes the facts and potential solutions

Stage 2: Formal

Formal complaints can be raised:

- by letter or email
- over the phone
- in person
- by a third party acting on behalf of the complainant

- 2.1 Where a complaint has not been resolved at Stage 1, it will be referred to the headteacher **unless** the original complaint concerned either the headteacher or the chair of governors in which case the complainant may refer it straight to stage 3.
- 2.2 The headteacher will either investigate the complaint personally or refer it to another senior member of staff (who has not so far been involved) or arrange for an independent investigation if appropriate. At this point it is possible that the complaint will have escalated to include a complaint concerning the manner in which the original complaint has been handled. Both parts of the complaint would in this case need to be investigated.
- 2.3 In conducting the investigation, the investigator will operate in accordance with section 1.4
- 2.4 Timescales – within ten school days of receiving the complaint, the investigator will report back to the headteacher. Within a further three school days, the headteacher will contact the complainant and arrange a meeting (see **2.5**). At any point in the process the headteacher may decide or agree to commission a further investigation, whether by another senior member of staff, a governor or an independent person (e.g. from the diocese or the Local Authority or another appropriate agency depending on the nature of the complaint). If this occurs, the timescale may be extended and the complainant must be informed of the extension and the reason for it.
- 2.5 When the investigation is complete, the headteacher will consider the evidence and, whether or not he or she investigated the matter personally, will meet the complainant (with or without the person who conducted the investigation if different) to try to resolve the complaint. Every effort should be made to resolve the complaint at this meeting. Any of the suggestions in section 1.6 may be appropriate at this point.
- 2.6 If the complaint cannot be resolved, the complainant may refer it to stage 3.

Stage 3: Complaint Heard by Governing Body's Complaints Appeal Panel

- 3.1 A complaints appeal panel, consisting of three governors, should be appointed annually by the governing body. This panel will have delegated power to hear and finally determine complaints. Ideally, the make-up of the panel should reflect the make-up of the governing body and/or the profile of the pupils in the school. Any governor who has prior involvement in or detailed knowledge of a particular complaint or its investigation may not sit on the panel hearing that complaint. It would be advisable, therefore, for the governing body to agree alternative panel members in case of such a circumstance. The complaint must not be discussed at a meeting of the full governing body as this could compromise the impartiality of the complaints panel and also any subsequent disciplinary hearing which may follow a serious complaint against a member of staff.
- 3.2 To trigger stage 3, the complainant will have been dissatisfied with the school's approach to the complaint in the first two stages and must now put the complaint in writing to the chair of governors. The chair will check what has happened so far and, if the procedure has been properly followed and it is appropriate to move to stage 3, he or she, or a nominated other governor, will – via the clerk – convene a Governing Body's Complaints Appeal Panel. If the original complaint concerned the chair of governors and was referred to the vice-chair at stage 1, the vice-chair will tell the complainant the name of the nominated governor for a referral to stage 3 (see section 3.1).
- 3.3 This is the final stage of the procedure. There is no further redress or appeal. It is, therefore, vital that, in the spirit of the procedure, the appeal panel should:
 - be prepared to hear complaints without preconceptions;
 - examine and discuss the matter fully so that they ensure that they have every piece of information or evidence that they require;
 - be prepared to commission, organise or conduct further investigations if necessary;
 - give the complainant the opportunity to express their dissatisfaction and worries and to suggest what might put things right;
 - be prepared to take whatever action is required.

- 3.4 Timescales – the date of the Appeal Panel Meeting should be agreed by all parties within five school days of the receipt of the written referral of the complaint. The meeting itself should be held within fifteen school days of the receipt of the referral. If the complainant or the headteacher wishes to submit information in writing to the panel, they should send it to the clerk to the governors at least five school days before the meeting. As far as possible, the meeting should not be delayed if the referral comes at the end of a term, especially at the end of the summer term. Since the aim of the procedure is to resolve the issue and effect reconciliation, if necessary, it will be best if the matter can come to the panel as quickly as possible, especially as the complainant will already have been engaged over a protracted period in attempts to put things right.

The Meeting of the Governing Body's Complaints Appeal Panel

- 3.5 Before the meeting – Members of the panel should consider carefully any documentation from the headteacher or the complainant but should not discuss the matter with anyone, including the other members of the panel, before the meeting. This is in the interest of fairness and natural justice. The appeal panel must operate scrupulously as an independent arbiter of the complaint.
- 3.6 Conduct of the meeting – to be borne in mind:
- one of the panel must act as chair and there should be a clerk for the meeting;
 - a member of the Diocesan Education Service may be invited to advise and support the panel;
 - the meeting room should be private and as informally laid out as possible in order to encourage a spirit of partnership. It is very important that there should be nothing adversarial about the proceedings. The tone of the whole meeting will be set by the atmosphere of the room in which it is set and by the way people are greeted. Panel members should be sensitive to the vulnerabilities and the sensitivities of all concerned. Parent/carers may be emotional when talking about their child; the headteacher and others involved in the earlier investigations may fear that their professionalism could be under attack. Everyone needs to remember that the aim and purpose of the meeting is to resolve the complaint and find ways of going forward together. It is possible that the complainant may not be satisfied with the outcome if the panel does not find in their favour, but the conduct of the meeting can go a long way towards smoothing such dissatisfaction. At the very least, every complainant should feel at the end that their complaint has been taken seriously and examined impartially;
 - very special care should be taken if the complainant is a child or if there are child witnesses. Children's views should be given equal consideration to those of adults. If a parent/carer has complained on behalf of a child, the parent/carer should be given the opportunity to say which parts of the meeting the child needs to attend.
- 3.7 **Role of the clerk** – the clerk will:
- confirm to all parties in writing the date, time and venue of the hearing;
 - receive and distribute any documentation to be read before the hearing;
 - meet and welcome all parties as they arrive at the hearing;
 - record the proceedings;
 - notify all parties of the panel's decision within 3 school days (the wording of any letters will be agreed with the chair of the panel).
- 3.8 **Role of the chair of the panel** – the chair will ensure:
- that the procedure is properly followed (with the support of the Diocesan Education Service if requested);
 - that the procedure for the hearing of the complaint is explained to all parties and that all parties have the opportunity to put their case without undue interruption;
 - Make sure all parties see the relevant information and understand the purpose of the committee
 - that the issues are addressed;
 - that all parties are put at their ease, especially any who may not be accustomed to speaking at such a hearing;
 - that the proceedings are kept as informal as possible and that everyone treats each other with respect and courtesy;

- that the panel operates in an open-minded and independent way;
- that time is given for all parties to consider any 'new' evidence.

3.9 **Role of the Diocesan and Local Authority Representatives**

- to advise the panel on procedure. The Diocesan and Local Authority officers are there in an advisory capacity only. They do not have a vote and do not participate in the panel's decision-making process.

3.10 **Order of Proceedings for the Hearing of the Complaint:**

- welcome, introductions and explanations of the proceedings by the chair;
- the complainant is invited to explain the complaint;
- the headteacher may question the complainant;
- the panel may question the complainant;
- if there are any witnesses for the complainant, each one is invited into the hearing in turn and in each case the witness is invited to speak, then the headteacher may question them, and then the panel may question them; in each case the witness may leave after their 'evidence';
- the headteacher is invited to explain the school's actions;
- if there are any witnesses for the school, they are treated in exactly the same way as the witnesses for the complainant;
- when the chair is sure that all parties have asked all that they need to, the complainant is invited to sum up their complaint;
- the headteacher is then invited to sum up the school's actions and response to the complaint;
- the chair explains that both parties will hear from the panel within three school days following the day of the hearing;
- both parties leave together while the panel decides on the issues (advised by the Diocesan Education Service member if there).

3.11 **Options Open to the Panel** – the panel may:

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

3.12 **After the Hearing** - the following actions need to be taken:

- the chair of the panel agrees with the clerk the wording of the letter to be sent to both parties; the clerk then ensures that the letter is sent out in accordance with the agreed timescale;
- the clerk writes up the notes of the meeting and gives a copy to the chair of the panel;
- the clerk ensures that any recommendation to change school procedures is put on the agenda for the next governing body meeting.

3.13 **Vexatious complaints:** if the complainant, still dissatisfied, tries to reopen the same issue, the chair of governors is able to inform them in writing that the procedure has been exhausted and that the matter is now closed.

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.

Persistent complaints

Unreasonably persistent 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 complaint's procedure
- Pursues a valid complaint, but in an unreasonable manner e.g. refuses to articulate the complaint, refused to co-operate with this complaint's 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
- Limit the number of times the complainant can make contact, such as a fixed number per term
- 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.

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.

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.

General Points

Using and Publicising the Procedure

The governing body needs to adopt the procedure formally and then to review and re-adopt it annually. They also need to ensure that staff are confident in its use and that it is appropriately publicised to all interested parties, especially parent/carers. It could be included in the school prospectus, sent out with a newsletter or placed on the school's website.

Recording and Reporting Complaints

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 centrally, and will be viewed only by those involved in investigating the complaint or on the review panel.

This is except where the secretary of state (or someone acting on their behalf) or the complainant requests access to records of a complaint through a freedom of information (FOI) request or through a subject access request under the terms of the Data Protection Act, or where the material must be made available during a school inspection.

Records of complaints will be kept securely, only for as long as necessary and in line with data protection law, our privacy notices and record retention schedule.

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.

Senior managers of the school and the governing body may reflect on issues that have arisen and on the way in which they have been handled. In addition senior leaders and the governing body may determine whether there are any improvements that the school can make to its procedures or practice to help prevent similar events in the future. The complaints co-ordinator is the most obvious person to hold records and to collate them into a report for the headteacher (if he or she is not the co-ordinator) and the governing body. Such a report could be a valuable self-evaluation tool. The governing body may also wish to consider reporting to parent/carers any changes which have been made to the school's procedures as a result of parental feedback. (It need not be specified that the feedback was in the form of a complaint).

Complaints Made Other than in Accordance with the Procedure

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

Complaints Made to the Department of Education

In unusual cases the Secretary of State may have the power to intervene if the governing body of the school has acted as no reasonable governing body would act. This is very unlikely to be the case unless the whole of the school's complaints procedure has been exhausted.

Complaints to OFSTED

The Education and Inspections Act 2006 at s.160 provides a procedure for OFSTED to investigate parents' complaints about a school. A complaint cannot be investigated unless the school's complaints procedure has been exhausted, subject to the Chief Inspector's discretion to waive this requirement.

Links with other policies

Policies dealing with other forms of complaints include:

- Child protection and safeguarding policy and procedures
- Admissions policy
- Exclusions policy
- Staff grievance procedures
- Staff disciplinary procedures
- SEN policy and information report
- Privacy notices

Complaints against the headteacher, a governor or the governing board

Stage 1: informal

Complaints made against the headteacher or any member of the governing board should be directed to the clerk to the governing board in the first instance.

If the complaint is about the headteacher 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.

Stage 2: formal

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 above). They will be appointed by the governing board or diocese, and will write a formal response at the end of their investigation.

Stage 3: review panel

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 or diocese and will carry out the steps at stage 3 (set out above).

Appendix A
Example of a Complaint Record Form
(to be used for Stage 1 or Stage 2)

PART A	RECORD OF COMPLAINT
Complainant's name:	
Address:	
Telephone:	
Details of the complaint:	
Date complaint made:	
Action already taken to resolve the matter:	
Complainant's view of what might resolve the issue:	

PART B	ACTION TAKEN IN ACCORDANCE WITH THE COMPLAINTS PROCEDURE
Complaint investigated by:	
Action (with dates):	
Date of formal meeting with complainant:	
Outcome of meeting:	