

# Complaints

<b>DRAFTED BY:</b>	The Key (Forbes Solicitors)	<b>STATUS:</b>	Statutory
<b>APPROVED:</b>	04/2022	<b>GOV. PANEL:</b>	Resources
<b>ISSUE:</b>	6	<b>NEXT REVIEW:</b>	06/2025

## Contents

1. Aims.....	1
2. Legislation and Guidance .....	2
3. Definitions and Scope .....	2
4. Principles for Investigation .....	3
5. Stages of Complaint (Not Complaints against the Headteacher or Trustees) .....	3
6. Complaints Against the Headteacher, a Trustee or the Governing Board.....	5
7. Referring Complaints on Completion of the School's Procedure .....	6
8. Roles and Responsibilities .....	6
9. Unreasonable and/or Persistent Complaints.....	7
10. Record Keeping .....	8
11. Learning Lessons .....	9
12. Monitoring Arrangements.....	9
13. Links with other Policies.....	9
Appendix 1: Flowchart for the Complaints Procedure.....	10
Appendix 2: Complaints Form .....	11
Appendix 3: Checklist for a Panel Hearing .....	12

## 1. Aims

- 1.1. The trustees of the school are committed to ensuring that the highest standards are maintained at school to ensure the best possible education provision for the students. A complaints procedure is important to allow parents/carers and other members of the public, an opportunity to voice any concerns that they have through appropriate channels.
- 1.2. Our school aims to meet its statutory obligations when responding to complaints from parent/carers of students at the school, and others.
- 1.3. When responding to complaints, we aim to:
  - Encourage resolution of problems by informal means wherever possible.
  - 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.

- 
- 1.4. We try to resolve concerns or complaints by informal means wherever possible as this will reduce the number that develop into formal complaints. We aim to ensure that concerns are handled, if at all possible, without the need for formal procedures. Our formal complaints procedure is only necessary if efforts to resolve the concern informally are unsuccessful. In most cases where the complainant is a parent or carer, a class teacher or an individual delivering the service will receive the first approach. Where this is not possible, formal procedures will be followed.
  - 1.5. 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.
  - 1.6. 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

- 2.1. This document meets the requirements set out in part 7 of the schedule to the Education (Independent School Standards) Regulations 2014, which states that we must have and make available a written procedure to deal with complaints from parent/carers of students at the school.
- 2.2. It is also based on guidance published by the Education and Skills Funding Agency (ESFA) on creating a complaints procedure that complies with the above regulations and refers to good practice guidance on setting up complaints procedures from the Department for Education (DfE).

## 3. Definitions and Scope

### 3.1. DEFINITIONS

The Department for Education (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”
- A complaint is defined as “an expression of dissatisfaction however made, about actions taken or a lack of action”.

### 3.2. SCOPE

3.2.1. The school intends to resolve complaints informally where possible, at the earliest possible stage. See Appendix 1 for a flowchart explaining the scope.

3.2.2. There may be occasions when complainants would like to raise their concerns formally. This policy outlines the procedure relating to handling such complaints.

3.2.3. This policy does not cover complaints procedures relating to:

- Admissions - will be dealt with under admissions and admissions appeals procedures.
- Statutory assessments of special educational needs (SEN).
- Safeguarding matters - will be referred to the local authority.
- Student exclusions or suspensions - these will be dealt with under the school's behaviour policy / exclusions and suspensions policy.
- Whistleblowing.
- Staff grievances
- Staff discipline.
- School reorganisation.
- Services provided by third party hirers/users of the school premises.
- Discrimination and harassment based on protected characteristics as defined in the Equality Act 2010 - the general complaints procedure applies but the complainant has a further right of appeal to the SEND First Tier Tribunal.
- The content of the national curriculum - refer to the DfE.
- Complaints arising through conflict between estranged parents/carers over the application of parental responsibility - these will be dealt with having the best interests of the child in mind and with reference to DfE Guidance and with further legal advice if required.

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

- 
- 3.3. Arrangements for handling complaints from parent/carers of children with special educational needs or disability (SEND) about the school's support are within the scope of this policy. Such complaints should first be made to the special educational needs co-ordinator (SENDCo); they will then be referred to this complaints policy. Our SEND policy and information report includes information about the rights of parent/carers of students with disabilities who believe that our school has discriminated against their child.
  - 3.4. Complaints about services provided by other providers who use school premises or facilities should be directed to the provider concerned.
  - 3.5. If a complaint is investigated according to the school's policy but it is not to the satisfaction of the complainant, who then tries to reopen the same issue, the chair of the academy trust board will inform them in writing that the procedure has been exhausted and that the matter is closed. However, if the complainant raises an entirely new, separate complaint, it will be dealt with in accordance with the school's complaints procedure.
  - 3.6. Members of staff recognise that complainants may sometimes act out of character in times of stress, anxiety or distress and will make reasonable allowances for this. However, all instances of unacceptable behaviour such as harassment, aggressive verbal or physical abuse at any time will be documented and this may result in the complaint being dealt with only through written communication thereafter.

## 4. Principles for Investigation

4.1. When investigating a complaint, we will try to clarify:

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

### 4.2. TIME SCALES

- 4.2.1. 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.
- 4.2.2. 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.
- 4.2.3. When complaints are made out of term time, we will consider them to have been received on the first school day after the holiday period.
- 4.2.4. 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.

## 5. Stages of Complaint (Not Complaints against the Headteacher or Trustees)

There are three stages in the school's complaints procedure. See appendix 1 for a flow chart. At each stage in the procedure, we will remain mindful of ways in which a complaint can be resolved. It might be sufficient to acknowledge that the complaint is valid in whole or in part. In addition, it may be appropriate to offer one or more of the following:

- An apology.
- An explanation.
- 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 light of the complaint.

### 5.1. STAGE 1: INFORMAL

- 5.1.1. The school will take informal 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.

- 
- 5.1.2. The complainant should raise the complaint as soon as possible with the relevant member of staff or the Headteacher, 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 by phone (020 8568 5791) or email ([school@isleworthsyon.org](mailto:school@isleworthsyon.org)).
- 5.1.3. The school will acknowledge informal complaints within 5 school days, and investigate and aim to provide a response, normally within a further 10 school days.
- 5.1.4. The informal stage of the procedure should be exhausted before the matter is referred to the formal stage. If any substantial complaint is made to a member of staff by a complainant, it should be referred to that member of staff's line manager, or the Headteacher, as appropriate, if it cannot be resolved immediately by the member of staff to the satisfaction of the complainant.
- 5.1.5. We encourage complainants to state what actions they feel might resolve the problem at any stage. An admission that the school could have handled the situation better is not the same as an admission of negligence.
- 5.1.6. At all times, we will seek to identify areas of agreement between the parties and clarify any misunderstandings that might have occurred, because this can create a positive atmosphere in which to discuss any outstanding issues.
- 5.1.7. At each stage, the person investigating the complaint makes sure that they:
- Clarify the nature of the complaint and what remains unresolved.
  - Establish what has happened so far and who has been involved.
  - Meet or contact the complainant to seek further information if necessary.
  - Clarify what the complainant feels would put things right.
  - Interview those involved in the matter and/or those complained of.
  - Keep notes of the interview.
- 5.1.8. If the complaint is not resolved informally, it will be escalated to a formal complaint.

## 5.2. STAGE 2: FORMAL

- 5.2.1. The formal stage involves the complainant putting the complaint in writing to the Headteacher and/or the subject of the complaint. This must be in a hard copy letter (delivered to the school by post or by hand), which will include the complaints form (appendix 2) being completed in full.
- 5.2.2. The complainant should provide details such as relevant dates, times and the names of witnesses of events, alongside copies of any relevant documents. The complainant should also state what they feel would resolve the complaint.
- 5.2.3. If complainants need assistance raising a formal complaint, they can contact the school by phone (020 8568 5791) or email ([school@isleworthsyon.org](mailto:school@isleworthsyon.org)).
- 5.2.4. The Headteacher (or other person appointed by the Headteacher for this purpose) will then conduct their own investigation. If the complaint is against a member of staff, that member of staff has a right to be given details of the complaint and the opportunity to make representation about it. The person investigating the incident will take these details into account.
- 5.2.5. The Headteacher, or designated member of staff will consider the complaint, but it will be the Headteacher who will decide what action is taken and who will respond to the complainant, normally within 15 school days of receipt of the complaint. The response may be in writing or at a meeting with the complainant, followed by written confirmation of the outcome.
- 5.2.6. If the complainant is not satisfied with the response and wishes to proceed to the next stage of this procedure, they should inform the clerk to the academy trust board, in writing (hard copy letter delivered by post or by hand) within 10 school days.

## 5.3. STAGE 3: REVIEW PANEL

- 5.3.1. Complaints will be escalated to the panel hearing stage if the complainant is not satisfied with the response to the complaint at the second, formal, stage.
- 5.3.2. The panel will be appointed by or on behalf of the academy trust and must consist of at least 3 people who were not directly involved in the matters detailed in the complaint. At least 1 panel member must be independent of the

---

management and running of the school. The panel cannot be made up solely of academy trust board members, as they are not independent of the management and running of the school. We will endeavour, where possible, to ensure that the panel promotes equality of representation.

- 5.3.3. The panel will have access to the existing record of the complaint's progress (see section 10).
- 5.3.4. The complainant must have reasonable notice of the date of the review panel; however, the review panel reserves the right to convene at their convenience rather than that of the complainant. At the review panel meeting, the complainant and representatives from the school, as appropriate, will be present. Each will have an opportunity to set out written or oral submissions prior to the meeting.
- 5.3.5. The complainant must be allowed to attend the panel hearing and be accompanied by a friend, if they wish.
- 5.3.6. At the meeting, each individual will have the opportunity to give statements and present their evidence, and witnesses will be called, as appropriate, to present their evidence.
- 5.3.7. The panel, the complainant and the school representative(s) will be given the chance to ask and reply to questions. Once the complainant and school representative(s) have presented their cases, they will be asked to leave and evidence will then be considered.
- 5.3.8. The procedure at the hearing (see appendix 3) will be sensitive and appropriate for the circumstances and is at the discretion of the chair of the trustees' complaints review panel.
- 5.3.9. The panel will then put together its findings and recommendations from the case.
- 5.3.10. The panel can:
- 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 procedures to ensure that similar problems do not recur.
- 5.3.11. The review panel's decision is final.
- 5.3.12. After the hearing, the clerk will offer copies of the minutes of the meeting to all parties involved in the panel hearing and provide an opportunity for the minutes to be agreed and, if necessary, challenged within 5 school days so that no additional complaints will arise because of the record of the meeting.
- 5.3.13. The panel will provide a copy of the findings and recommendations to the complainant and, where relevant, the individual who is the subject of the complaint, and make a copy available for inspection by the academy trust and Headteacher.
- 5.3.14. The school will inform those involved of the decision in writing within 5 school days.

## **6. Complaints Against the Headteacher, a Trustee or the Governing Board**

### **6.1. STAGE 1: INFORMAL**

- 6.1.1. Complaints made against the Headteacher or any member of the academy trust board should be directed to the clerk to the Academy Trust in the first instance.
- 6.1.2. If the complaint is about the Headteacher or one member of the academy trust board (including the chair or vice-chair), a suitably skilled and impartial trustee will carry out the steps at stage 1 (set out in section 5 above).

### **6.2. STAGE 2: FORMAL**

If the complaint is jointly about the chair and vice-chair, the entire academy trust board or the majority of the academy trust board, an independent investigator will carry out the steps in stage 2 (set out in section 5 above). They will be appointed by the academy trust board and will write a formal response at the end of their investigation.

### **6.3. STAGE 3: REVIEW PANEL**

If the complaint is jointly about the chair and vice-chair, the entire academy trust board or the majority of the academy trust board, a committee of independent trustees will hear the complaint. They will be sourced from local schools or the local authority and will carry out the steps at stage 3 (set out in section 5 above).

---

## 7. Referring Complaints on Completion of the School's Procedure

- 7.1. If the complainant is unsatisfied with the outcome of the school's complaints procedure, they can refer their complaint to the ESFA. The ESFA will check whether the complaint has been dealt with properly by the school. The ESFA will not overturn a school's decision about a complaint. However, it will look into:
- Whether there was undue delay, or the school did not comply with its own complaint's procedure.
  - Whether the school was in breach of its funding agreement with the secretary of state.
  - Whether the school has failed to comply with any other legal obligation.
- 7.2. If the school did not deal with the complaint properly, it will be asked to re-investigate the complaint. If the school's complaints procedure is found to not meet regulations, the school will be asked to correct its procedure accordingly.
- 7.3. For more information or to refer a complaint, see the following webpage:  
<https://www.gov.uk/complain-about-school>
- 7.4. We will include this information in the outcome letter to complainants.

## 8. Roles and Responsibilities

### 8.1. THE HEADTEACHER OR COMPLAINTS COORDINATOR

The headteacher has overall responsibility for the operation and management of the school complaints procedure. In practical terms, the headteacher may nominate another member of staff as complaints co-ordinator to deal with matters on a day-by-day basis and hold records relating to any complaints received. Complaints from anyone who is not a parent/carer of a student currently attending the school should be addressed to the headteacher in the first instance.

The headteacher / complains coordinator will:

- Ensure that everyone involved in the complaint procedure is aware of relevant legislation, including:
  - The Equality Act 2010
  - Data Protection Act 1998 and the General Data Protection Regulations (GDPR) (May 2018 on).
  - Freedom of Information Act 2000
- Liaison with members of staff, headteacher, chair of academy trust board and clerk to ensure a smooth running of the complaint's procedure.
- Keeps the complainant fully updated at each stage of the procedure.
- Keep records.

### 8.2. THE COMPLAINANT

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

- Follow these procedures
- Fully complete the form to register their complaint (Appendix 2)
- Co-operate with the school throughout the process, and respond to deadlines and communication promptly
- Ask for assistance as needed
- Treat all those involved with respect
- Do not publish details about the complaint on social media.

### 8.3. THE INVESTIGATOR

An individual will be appointed to look into the complaint and establish the facts at stages 1 and 2 of the procedure. 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 coordinator which includes the facts and potential solutions.

### 8.4. CLERK TO THE ACADEMY TRUST

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.

### **8.5. THE REVIEW PANEL**

The aim of the review panel meeting is to review how the school has managed the complaint, not to re-investigate the complaint itself. This will include reviewing evidence and outcomes from stages 1 and 2 and evaluating whether the school has followed its policies and procedures. The panel should also consider achieving reconciliation between the school and complainant, although it has to be recognised that this is not always possible.

### **8.6. THE REVIEW PANEL CHAIR**

The panel chair will ensure that:

- S/he liaises with the clerk and complaints co-ordinator.
- No member of the panel has an external interest in the outcome of the proceedings or any involvement in an earlier stage of the procedure.
- The panel is open-minded and acts independently.
- The layout of the room is informal and not adversarial.
- Parents/carers and others who may not be used to speaking at such a hearing are put at ease (particularly important if the complainant is a youngster).
- The hearing is conducted in an informal manner with everyone treated with respect and courtesy.
- While the hearing is conducted in an informal manner, all matters brought up will be considered seriously.
- The role of the panel is explained to the complainant and both they and the school have the opportunity of putting their case without undue interruption.
- The meeting is minuted.
- The issues are addressed.
- Both the complainant and the school are given the opportunity to state their case and seek clarity where necessary.
- Key findings of fact are made.
- Written material is seen by everyone in attendance.
- If a new issue arises, a short adjournment of the hearing will take place so that everyone will have the opportunity to consider and comment upon it.

### **8.7. REVIEW PANEL MEMBERS**

Panel members become involved at stage 3 in the complaint procedure. They need to be aware that:

- The aim of the hearing, which will be held in private, is not to re-investigate the complaint but to try to resolve it and achieve reconciliation between the school and the complainant.
- The panel hearing is independent and impartial and must be seen to be so.
- Many complainants will feel nervous and inhibited in the setting.
- Extra care must be taken when the complainant is a youngster and present during all or part of the hearing and the welfare of the youngster is most important.

## **9. Unreasonable and/or Persistent Complaints**

The school is committed to dealing with complaints fairly and impartially and to providing a high-quality service to those who do complain. However, we do not expect our staff to accept unreasonable complaints.

### **9.1. UNREASONABLY PERSISTENT COMPLAINTS**

**9.1.1.** 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, refuses 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.

#### **9.1.2. 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.

#### **9.1.3. 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.

**9.1.4.** 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.

**9.1.5.** 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**

**9.2.1.** 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 had not previously considered, or any new information that we need to consider.

**9.2.2.** 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 Department for Education (DfE) if they are dissatisfied with our original handling of the complaint.

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

### **9.3. COMPLAINT CAMPAIGNS**

**9.3.1.** 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.

**9.3.2.** 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**

**10.1.** 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.

**10.2.** At the end of a communication with a complainant, the member of staff will ensure that the school and the complainant have the same understanding of what was discussed and agreed.



- 
- 10.3. 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.
  - 10.4. Records of complaints will be kept securely, only for as long as necessary and in line with data protection law, our privacy notices and our Data Retention & Destruction Policy.
  - 10.5. The details of the complaint, including the names of individuals involved, will not be shared with the whole academy trust board in case a review panel needs to be organised at a later point.
  - 10.6. Where the academy trust 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.
  - 10.7. 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 academy trust board, who will not unreasonably withhold consent.

## **11. Learning Lessons**

The trustees serving on the Resources Committee of the Academy Trust will review any underlying issues raised by complaints with the Headteacher and senior leadership team 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**

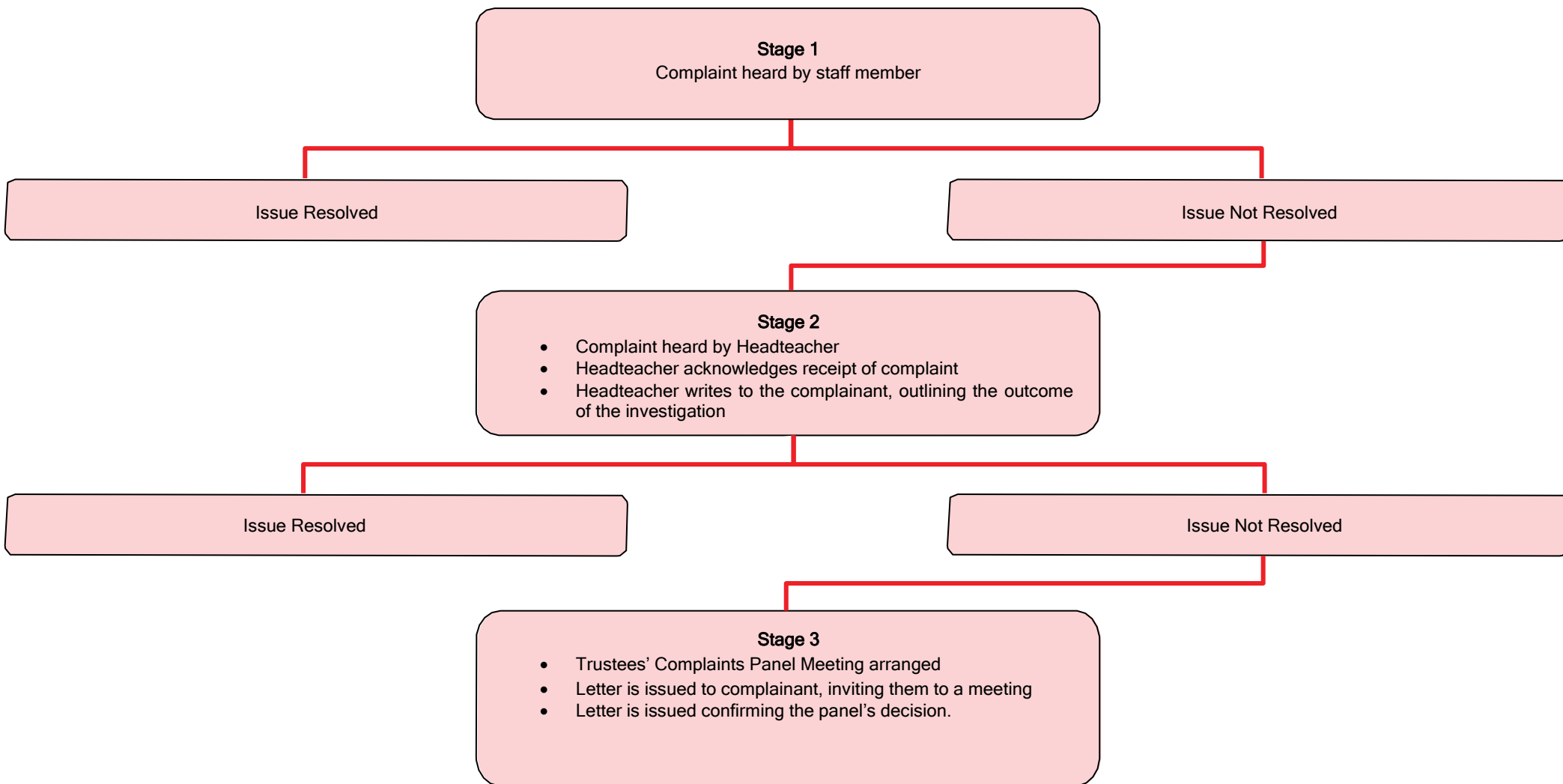
- 12.1. The Resources Committee of the Academy Trust will monitor the effectiveness of the complaints procedure in ensuring that complaints are handled properly. The Headteacher will track and report to the trustees the number and nature of complaints, and review underlying issues as stated in section 11.
- 12.2. The complaints records are logged and managed by the Headteacher, or designated Complaints Coordinator.
- 12.3. This policy will be reviewed by the Headteacher/Resources Committee of the Academy Trust every 3 years.
- 12.4. At each review, the policy will be approved by Resources Committee of the Academy Trust.

## **13. 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.

**Appendix 1: Flowchart for the Complaints Procedure**



Please complete this form and return it to \_\_\_\_\_, who will acknowledge receipt and explain what action will be taken.

## Basic Information

<b>YOUR NAME:</b>		<b>STUDENT NAME:</b>	
<b>RELATIONSHIP TO THE STUDENT:</b>			
<b>ADDRESS:</b>		<b>POSTCODE:</b>	
<b>DAYTIME TELEPHONE NUMBER:</b>		<b>EVENING TELEPHONE NUMBER:</b>	

## Complaints Details

<b>PLEASE GIVE DETAILS OF YOUR COMPLAINT:</b>
<b>WHAT ACTION, IF ANY, HAVE YOU ALREADY TAKEN TO TRY AND RESOLVE YOUR COMPLAINT? (WHO DID YOU SPEAK TO AND WHAT WAS THE RESPONSE?)</b>
<b>WHAT ACTIONS DO YOU FEEL MIGHT RESOLVE THE PROBLEM AT THIS STAGE?</b>
<b>ARE YOU ATTACHING ANY PAPERWORK? IF SO, PLEASE GIVE DETAILS.</b>

<b>SIGNATURE:</b>		<b>DATE:</b>	
-------------------	--	--------------	--

## Official Use

<b>DATE ACKNOWLEDGEMENT SENT:</b>		<b>BY WHOM:</b>	
<b>COMPLAINT REFERRED TO</b>		<b>DATE</b>	

---

## Appendix 3: Checklist for a Panel Hearing

The Trustees' Complaints Panel needs to take the following points into account:

- The hearing is as informal as possible.
- After introductions, the complainant is invited to explain their complaint.
- The Headteacher may question the complainant.
- The Headteacher is then invited to explain the school's actions.
- The complainant may question the Headteacher.
- The panel may ask questions at any point.
- The complainant is then 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 a set time scale.
- Both parties leave together while the panel decides on the issues.

In circumstances where witnesses form part of the proceedings, they are only required to attend for the part of the hearing in which they give their evidence. They may be questioned by the complainant and/or Headteacher and trustees.