# Land of Learning Nursery and Primary School Complaints & Concerns Policy

| Date | Review Date | Coordinator | Nominated Committee Member |
|---|---|---|---|
| January 2020 | Annual | S Vania | ALL |

We believe this policy relates to the following legislation:

- Local Government Act 1974
- Local Government Act 1988
- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education Act 2005
- Education and Skills Act 2008
- Apprenticeship, Skills, Children and Learning Act 2009
- Children, Schools and Families Act 2010
- Education (Admissions Appeals Arrangements) (England) (Amendment) Regulations 2008
- Education (Independent Schools Standards) Regulations 2010
- Education (non-maintained Special Schools) Regulations 2011
- School Admissions ( Appeals Arrangements) (England) Regulations 2012

The following documentation is also related to this policy:

- Complaints About Ofsted: Raising Concerns and Making a Complaint about Ofsted (Ofsted)
- School Admission Appeals Code ( DfE)

We believe that Land of Learning Nursery and Primary school provides an excellent education and that the Head Teacher and school personnel work very hard to build positive relationships and have in place clear lines of communication with all parents and others. In so doing complaints are kept to a minimum.

However, we are aware that under section 29 of the Education Act 2002 we must have in place clear procedures to deal with any complaint made against the school or individuals connected with it. We take any complaint seriously and we deal with them professionally following set procedures.

We have a duty to publish the complaints policy on the school website with hard copies available from the school office.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## Aims

- To deal with any complaint against the school or any individual connected with it by following the correct procedures.
- To deal with all complaints thoroughly and by being open, honest and fair when dealing with the complainant.

## Responsibility for the Policy and Procedure

## Role of the School Committee

The School Committee has:

- a duty to have in place a complaints procedure;
- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility of annually discussing the complaints log with the Head Teacher;
- in place a self-evaluation process to monitor the way complaints are dealt with;
- responsibility of taking into account any local or national decisions that affect the complaints process, and will make any modifications necessary to this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- make effective use of relevant research and information to improve this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy

## Role of the Head Teacher

The Head Teacher will:

- log all complaints received by the school and records how they were resolved;
- discuss the complaints log every year with the School Committee;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the School Committee and Deputy Head;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy;
- annually report to the School Committee on the success and development of this policy

## Complaint Procedures

### Stage 1 (Informal Stage)

- Complainant has an informal discussion with the person closely involved with the complainants cause for concern or with the Head Teacher direct.
- If after the discussion the matter is not resolved or if the complainant is not happy with the way that it has been handled then the process moves to the next stage.
- However, every effort should be made to resolve the matter at this stage.

### Stage 2 (Formal Stage)

- Once a formal written complaint is received from the complainant then the Head Teacher will undertake an investigation and reply in writing to the complainant within 15 days.
- However, if the complainant is not satisfied with the outcome then the complainant should move to the next stage.
- If a formal written complaint is received about the Head Teacher from the complainant then the complaint must be sent to the clerk to the School Committee complaints appeal panel with a written reply being sent to the complainant within 15 days.
- If the complainant is not satisfied with the outcome then the complainant should move to the next stage.

### Stage 3 (Formal Stage)

- The complainant writes formally to the School Committee complaints appeal panel outlining the reasons why he/she is not happy with the outcomes of the Head Teacher's investigation.
- Parents are allowed to be accompanied to the Panel hearing by one member of the community if they wish.
- The complainant requests that an appeals panel which consists of at least three people not directly involved in the matters detailed in the complaint.. One member of the panel will be independent of the school.
- An appeals panel meets within 12 to 20 days after receipt of the complainant's letter.

All Complaints remain confidential (regardless of what stage the issue was resolved) Written records of complaints will be kept by the school. The written records will also indicate at which stage the complaint was resolved (including those complaints that reached the panel hearing stage).

The Panel will make findings and recommendations and ensure all parties concerned will be given a copy of any findings and recommendations within 2 weeks of the hearing. The copy will be sent by electronic mail or otherwise given to the complainant and, where relevant, the person complained about. It will also be available for inspection on the school premises by the School Committee and the Head teacher.

## Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website

- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- Head Teacher reports to the School Committee
- information displays in the main school entrance

## Training

All school personnel will:

- have equal chances of training, career development and promotion
- receive training on this policy on induction
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Deputy Head, the Head Teacher and the nominated School Committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the School Committee for further discussion and endorsement. (See Policy Evaluation)

## Linked Policies

| | |
|---|---|
| ▪ School Website | ▪ School Prospectus |
| | ▪ Home-School Agreement |

| | | | |
|---|---|---|---|
| **Head Teacher:** | Mrs S Vania | **Date:** | January 2020 |
| **Chair of School Committee:** | M Master | **Date:** | January 2020 |

**Appendix 1:** Complaints/Concerns Form

## Concerns/Complaints form

Please complete and return to the Head Teacher who will acknowledge receipt and explain what action will be taken.

| | | | |
|---|---|---|---|
| Your Name | | | |
| Pupil's Name | | | |
| Your Relationship to the Pupil | | | |
| Address | | | |
| Post Code | | | |
| Daytime Telephone Number | | | |
| Evening Telephone Number | | | |
| Please give details of your concern/complaint | | | |
| What action, if any, have you already taken to try and resolve your complaint/concern? (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 | |

| *For Office Use:* | | | |
|---|---|---|---|
| Date acknowledgement was | | By whom | |
| Complaint referred to | | Date | |

# Initial Equality Impact Assessment

**Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.**

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|---|---|---|---|---|
| | | | ✓ | |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | School Committee | School Volunteers | School Visitors | Wider School Community |
|---|---|---|---|---|---|---|---|
| | | | | | | | |

| Question | Equality Groups | | | | | | | | | | | | | | | | | | | | | | | | Conclusion | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Does or could this policy have a negative impact on any of the following?** | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'yes' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ |
| **Does or could this policy help promote equality for any of the following?** | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |
| **Does data collected from the equality groups have a positive impact on this policy?** | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Yes | No |
| | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | ✓ |

| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. |
|---|---|

| Preliminary EIA completed by | Date | Preliminary EIA approved by | Date |
|---|---|---|---|
| | | | |

| Policy Evaluation | | | | |
|---|---|---|---|---|
| **Points to be considered** | **Yes** | **No** | **N/A** | **Please supply evidence** |
| • Policy annually reviewed | | | | |
| • Policy in line with current legislation | | | | |
| • Coordinator in place | | | | |
| • Nominated School Committee in place | | | | |
| • Coordinator carries out role effectively | | | | |
| • Head Teacher, Deputy Head and nominated School Committee work closely | | | | |
| • Policy endorsed by School Committee | | | | |
| • Policy regularly discussed at meetings of the School Committee | | | | |
| • School personnel aware of this policy | | | | |
| • School personnel comply with this policy | | | | |
| • Pupils aware of this policy | | | | |
| • Parents aware of this policy | | | | |
| • Visitors aware of this policy | | | | |
| • Local community aware of this policy | | | | |
| • Funding in place | | | | |
| • Policy complies with the Equality Act | | | | |
| • Equality Impact Assessment undertaken | | | | |
| • Policy referred to the School Handbook | | | | |
| • Policy available from the school office | | | | |
| • Policy available from the school website | | | | |
| • School Council involved with policy development | | | | |
| • All stakeholders take part in questionnaires and surveys | | | | |
| • All associated training in place | | | | |
| • All outlined procedures complied with | | | | |
| • Linked policies in place and up to date | | | | |
| • Associated policies in place and up to date | | | | |
| **A statement outlining the overall effectiveness of this policy** | | | | |
| | | | | |

# Policy Approval Form

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Policy Title:** | | | | | | **Date when written:** | | |
| **Policy written by:** | | | | | **New Policy** (✓or x) | ☐ | **Revised Policy** (✓or x) | ☐ |
| **Stakeholders consulted in policy production:** (✓or x) | **School Committee** | **Senior Leadership Team** | **Teaching Personnel** | **Support Personnel** | **Administrative Personnel** | **Parents** | **Pupils** | **Local Community** |
| | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| **Date when approved by School Committee:** | | | **Date when presented to stakeholders:** | | | **Date when implemented:** | | |
| **Published on:** (✓or x) | **School Website** | | **School Prospectus** | | | **Staff Handbook** | | |
| | ☐ | | ☐ | | | ☐ | | |

**Land of Learning Nursery and Primary School**