

Title and Description	Complaints Policy and Procedures
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Date of adoption	July 2022
Approved by	Academy Trust Board
To be reviewed by	Academy Trust Board
Responsibility	Head Teacher
Review period	Three-yearly
Date of next review	July 2025

This Policy and Procedure is based on best practice guidance for dealing with school complaints issued by the Department for Education in 2021

COMPLAINTS POLICY AND PROCEDURE

Framwellgate School Durham: Ethos and Values Statement

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

British Values

All staff are expected to uphold and promote fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1. Introduction

This Policy and the procedures for its implementation aim to clarify the way in which complaints are managed at Framwellgate School Durham. It aims to do so in a way which is clear and concise. The Policy also seeks to promote a consistent and transparent approach to dealing with complaints.

The school accepts that the actions of those individuals who work in the school will and should be open to comment, question and, on occasions, criticism. Framwellgate School Durham takes complaints seriously and strives to deal with complaints swiftly and thoroughly. In a spirit of accountability Framwellgate School Durham will attempt to resolve general school complaints through the most appropriate process and, where necessary, this may involve formal procedures.

The handling of complaints by representatives of Framwellgate School Durham will reflect other legislation and regulations, including the Equality Act 2010.

2. Principles

- This Policy is underpinned by the principles noted below:
- Complaints will be considered and resolved as quickly and as efficiently as possible.
- Complaints will be dealt with by the member of staff best suited to deal with the matter.
- If the complaint is about an individual member of staff they have a right to know the substance and source of any complaint made against them.
- Complaints will be dealt with in line with any relevant national legislation and statutory obligations.
- Complaints will be dealt with having due regard for confidentiality and the security of any records made (see Confidentiality and Information Sharing Policy – Data Protection).

3. Scope of the Policy

This complaints policy covers all complaints about any aspect of school provision, with the exceptions listed below, for which there are separate, and in some cases statutory, procedures:

- Exclusions and admission appeals
- Admissions
- Content of a statutory statement of Special Educational Needs
- The National Curriculum and related matters, including Religious Education

- Child Protection
- Allegations Management (safeguarding concerns about staff that need to be referred to the DO – Designated Officer within the local authority).
- Matters that are the responsibility of the Local Authority such as home to school transport.

In cases of allegations against the Headteacher, the matter should be raised with the Chair of the Local Governing Board or the Designated Officer of the Local Authority.

4. Implementation – (see flow-chart in Section 7)

Framwellgate School Durham has a four-stage process for dealing with complaints. The four stages are:

- Stage 1 – complaint heard by a member of staff (informal)
- Stage 2 – formal complaint heard by the Headteacher
- Stage 3 – complaint heard by the Chair of Governing Board
- Stage 4 – complaint heard by the Governing Board complaint appeal panel

Stage 1

FSD aims to resolve a complaint at the earliest possible opportunity via informal resolution by way of a discussion with the appropriate member of staff. Any records of informal discussion and the resolution will be logged in school. If the Complainant thinks that their complaint has not been resolved, then they can take their complaint to Stage 2.

Stage 2

Complaints should be submitted in writing within 10 school days of the informal meeting/discussion. During this stage the Headteacher will deal with the complaint. The Headteacher will respond to the complaint in writing via a letter or an email within 10 school days. If the Complainant is still not satisfied, or if the school fails to respond within the deadlines, the complaint will escalate to Stage 3.

Stage 3

The Complainant should then write to the Chair of Governors within 10 school days of receiving the letter/email from the Headteacher, giving full details of the complaint and the reason why they remain dissatisfied with previous attempts to resolve the complaint. The Chair of Governors, or nominated representative, will then deal with the complaint. This will involve gathering information and responding to the complainant in writing or at a meeting, within 10 school days. If the Complainant thinks that the matter is still not resolved, they can request that the complaint moves to Stage 4 of the process.

Stage 4

The Complainant should then write to the Chair of Governors within 10 school days of the date the letter was received from the Chair. The Chair will nominate a Governor to chair the Complaints Panel and the panel will consist of at least 3 people, none of whom were involved in dealing with the original complaint. They will ensure there is no conflict of interest amongst its members and the panel will sit within 15 school days of the receipt of the letter from the Complainant. The Complaints Panel will include at least one member who is independent of the management and running of the Academy and will not be made up solely of governing board members. The Chair will appoint a suitably independent individual to fulfil the role. This could be a senior member of staff or governor from another school, or a local authority representative with experience in a field relevant to the complaint.

The Governors will invite the Complainant to attend the Complaints Panel. The Complainant will be informed of the time, date and venue for the hearing and can be accompanied at the hearing should they wish. The clerk will collate and distribute any relevant information. The Chair will ensure that the Complainant is informed of the Panel's decision, in writing, within 10 school days of the Panel hearing.

The Complaints Panel will aim to reach an outcome in respect of the complaint (i.e. upheld, partially upheld, not upheld, unable to substantiate). The Panel will also decide and agree on any appropriate action to be taken as a result of the complaint and make recommendations to change processes/procedures to ensure problems of a similar nature do not recur. Any disciplinary outcome of any investigation into the conduct of a member of staff at Framwellgate School Durham is a confidential matter between the member of staff and the Senior Management/Governors of the school and will not be disclosed to the Complainant.

Complainants who are dissatisfied with the handling of a complaint

Complainants who are not satisfied with the handling of their complaint under Stage 4 can take the matter to the Education and Skills Funding Agency (ESFA) / Department for Education (DfE) via the following link: [Complaints to the Department for Education](#)

The ESFA/DfE will consider complaints about academies that fall into any of the following three areas:

- where there is undue delay or the academy did not comply with its own complaints procedure when considering a complaint
- where the academy is in breach of its funding agreement with the Secretary of State
- where an academy has failed to comply with any other legal obligation

They will not overturn an academy's decision about a complaint. However, if they find an academy did not deal with a complaint properly they will request the complaint is looked at again and procedures meet the requirements set out in the regulations. If the academy's complaints procedure does not meet the regulations, they will ask the academy to put this right.

5. Unreasonable Complaints

Framwellgate School Durham is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. However, we do not expect our staff to tolerate unacceptable behaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

A complaint may be regarded as unreasonable when the person making the complaint:

- refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance
- refuses to co-operate with the complaints investigation process while still wishing their complaint to be resolved
- refuses to accept that certain issues are not within the scope of a complaints procedure
- insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice
- introduces trivial or irrelevant information which the complainant expects to be taken into account and commented on, or raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced
- changes the basis of the complaint as the investigation proceeds
- repeatedly makes the same complaint despite previous investigations or responses concluding that the complaint is groundless or has been addressed
- refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed
- seeks an unrealistic outcome
- makes excessive demands on school time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with

A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or in writing or electronically:

- maliciously
- aggressively

- using threats, intimidation or violence or abusive, offensive or discriminatory language
- knowing it to be false
- using falsified information
- publishing unacceptable information in a variety of media such as in social media, websites and newspapers

Complainants should limit the numbers of communications with a school while a complaint is being progressed. It is not helpful if repeated correspondence is sent (either by letter, phone, email or text) as it could delay the outcome being reached. Whenever possible, the Headteacher or Chair of Governors will discuss any concerns with the Complainant informally if judging the complaint as 'unreasonable'. If the behaviour continues, the Headteacher will write to the Complainant explaining that their behaviour is unreasonable and ask them to change it. Once this process has been exhausted, we reserve the right not to respond to the Complainant about the complaint (see below).

When we will stop responding

The decision to stop responding will never be taken lightly, but will be made when all of the following are true:

- we have taken every reasonable step to address the complainant's concerns
- the Complainant has been given a clear statement of our position and their options
- the Complainant contacts us repeatedly, making substantially the same points each time

The case to stop responding is stronger when letters, emails, or telephone calls are often or always abusive or aggressive, when they make insulting personal comments about or threats towards staff, or when we have reason to believe the individual is contacting us with the intention of causing disruption or inconvenience

Persistent or Serial Complaints

We will do our best to be helpful to people who contact us with a complaint or concern or a request for information.

However, there will be occasions when, despite all stages of the complaint procedure having been followed, the Complainant remains dissatisfied. If a Complainant tries to re-open the same issue, we will inform them that the procedure has been completed and that the matter is now closed. If the Complainant contacts us again on the same issue, the correspondence may then be viewed as 'serial' or 'persistent' and we may choose not to respond.

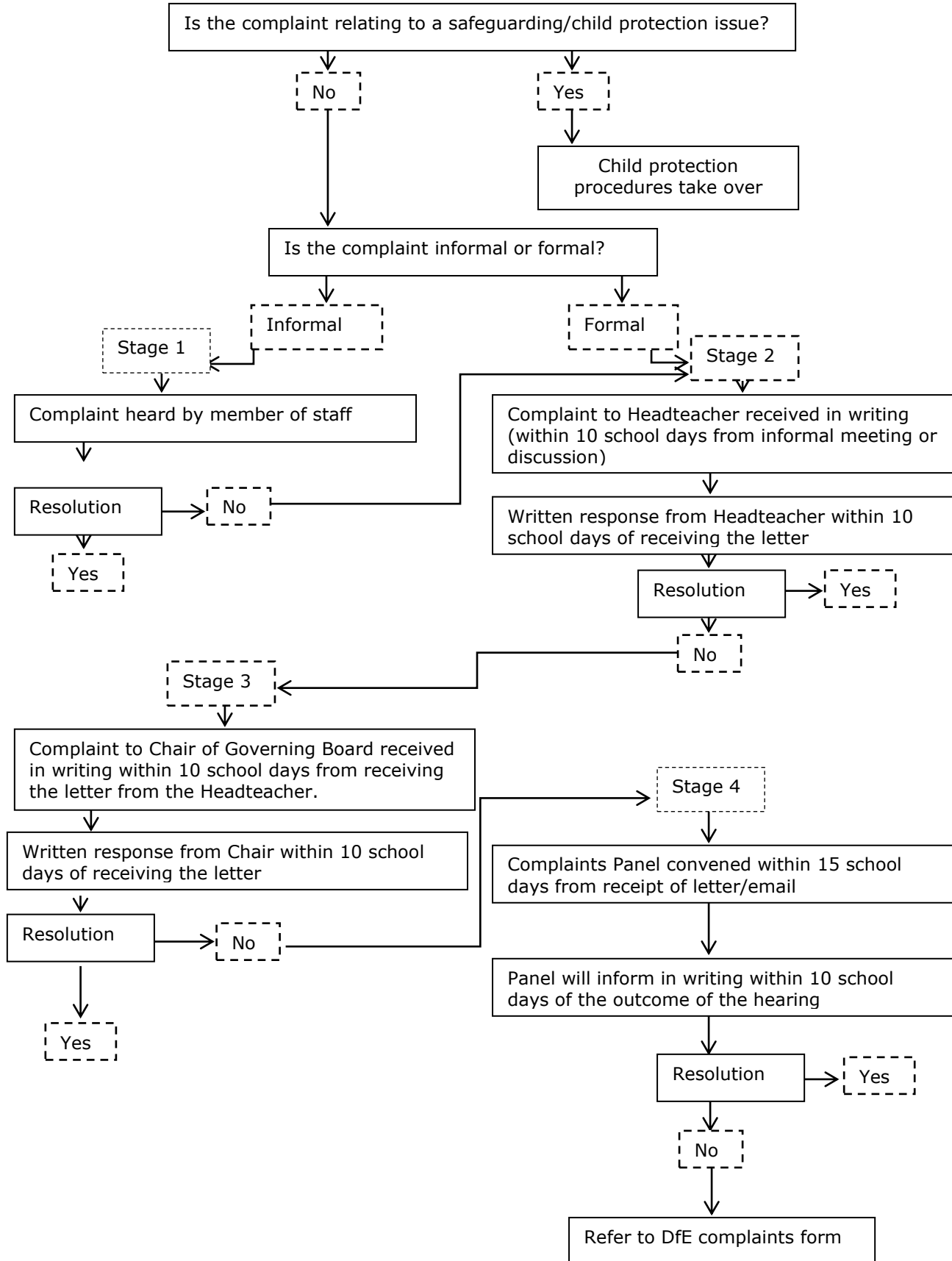
Vexatious Complaints

We may receive complaints we consider to be vexatious. The [Office of the Independent Adjudicator](#) defines the characteristics of a 'frivolous' or 'vexatious' complaint as:

- complaints which are obsessive, persistent, harassing, prolific, repetitious
- insistence upon pursuing unmeritorious complaints and/or unrealistic outcomes beyond all reason
- insistence upon pursuing meritorious complaints in an unreasonable manner
- complaints which are designed to cause disruption or annoyance
- demands for redress that lack any serious purpose or value

For Complainants who excessively contact the school causing a significant level of disruption, we may specify methods of communication and limit the number of contacts. In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include barring an individual from school premises.

6. Process



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

Are you attaching any paperwork? If yes, please give details

Signature

Date

Official Use

Date acknowledgement sent

By whom

Complaint referred to

Date