



## **Alexandra Primary School**

### **Complaints Procedure**

Governor Responsible	Management Committee
Status	Statutory
Last reviewed	October 2020

## Framework of Principles

This Complaints Procedure is intended to:

- Encourage resolution of problems by informal means wherever possible;
- Be easily accessible and publicised;
- Be simple to understand and use;
- Be impartial;
- Be non-adversarial;
- Allow swift handling with established time-limits for action and keeping people informed of the progress;
- Ensure a full and fair investigation by an independent person or panel where necessary;
- Respect people's desire for confidentiality;
- Address all the points at issue and provide an effective response and appropriate redress where necessary;
- Provide information to the school's senior management team so that services can be improved.

## 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.

## Introduction

It is in everyone's interest that complaints are resolved at the earliest possible stage with the shared understanding that the ongoing well-being and education of children is at the centre of everything we do.

We aim to deal with any issues or complaints in a professional, sensitive and fair manner and work in partnership with parents and carers to the benefit of our learning community. The vast majority of complaints and concerns can be resolved informally. However, Governing bodies are required by law to have a procedure in place to deal with complaints relating to aspects of the school or the provision of facilities or certain services at the school.

## The difference between a concern and a complaint

A 'concern' may be defined as '*an expression of worry or doubt over an issue considered to be important for which reassurances are sought*'. A complaint may be generally defined as '*an expression of dissatisfaction however made, about actions taken or a lack of action*'. It is in everyone's interest that complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to invoke formal procedures. We take informal concerns seriously and make every effort to resolve the matter as quickly as possible.

There are occasions when complainants would like to raise their concerns formally. In those cases, a formal procedure will be invoked through the stages outlined within this policy.

## Who can make a complaint?

Any person, including members of the general public, may make a complaint about any provision of facilities or services that a school provides, unless separate statutory procedures apply (such as exclusions or admissions). The procedure refers to this person as a complainant.

The complainant must feel able to raise concerns and complaints with members of staff without formality, either in person, by telephone or in writing (including via email – [admin@alexprimary.haringey.sch.uk](mailto:admin@alexprimary.haringey.sch.uk))

At first it may be unclear whether a complainant is asking a question or expressing an opinion rather than making an education complaint. A complainant may want a preliminary discussion about an issue to help decide whether he or she wishes to take it further. The complainant will typically be asked at the earliest stage what they think might resolve the issue.

A concern or unresolved problem becomes a complaint only when the complainant asserts that a school has acted wrongly in some significant decision, action or failure to take action. Even when a complaint has been made it can be resolved or withdrawn at any stage. Schools may nominate a member of staff with responsibility for the operation and management of the school complaints procedure. This member of staff, however, may not necessarily be the Headteacher.

Parents/carers can raise concerns and complaints with members of staff either in person, by telephone or in writing (see the flow chart on page 7). You will be given an opportunity for discussion of your concerns informally with the appropriate member of staff. If your concern is over your child or another child in the school the first step will be to approach your child's class teacher. **Parents are actively discouraged from approaching other children and / or their parents/carers in an attempt to resolve issues as this often creates further dispute.**

If you wish to make a complaint about a particular teacher, or another member of staff, you will initially make your complaint to the Assistant Headteachers, Deputy Headteacher and then to the Headteacher of the school. An appointment may need to be made to discuss these concerns further and these members of staff may not be available immediately. They will however seek to respond to requests for a discussion within 5 working days.

If your complaint regards the Headteacher then the complaint will be made to the Chair of Governors via the school office. The name of the Chair of Governors is available on the school website.

If the complaint regards the Chair of Governors or a member of the Governing body then the complaint should be made in writing to the Clerk of the Governing Body via the school office. All complaints are dealt with via the school and the Local Authority has no formal responsibility for resolving complaints. However, officers in the Education team can provide advice and guidance to schools and parents on the procedures.

### **Special Circumstances**

Any complaint or other notice that suggests that a child has been at risk of significant harm through violence, emotional abuse, sexual interference or neglect may be referred without further notice to Children's Social Care and/or to the social services authority for the area in which the child lives. If a social services authority decides to investigate a situation this may postpone or supersede investigation by the head teacher or governing body.

Conflict between estranged parents/carers over the application of parental responsibility is a common cause of complaints made to schools. *'Understanding and Dealing with Issues Relating to Parental Responsibility'* contains specific advice about how to properly approach issues concerning parental responsibility.

### **Expectations of the Process**

Our complaints policy sets out the expectation that there is a full and fair investigation by an independent person where necessary; that the process respects people's desire for confidentiality; addresses all the points at issue and provides an effective response and appropriate redress, where necessary and provides information to the school's senior management team so that services can be improved.

The school expects complaints to be made as soon as possible after an incident arises (although three months is generally considered to be an acceptable time frame in which to lodge a complaint); however, the school will consider exceptions to this.

## **The meeting arranged to discuss your concerns informally**

### *The Informal Stage: Complaint heard by class teacher or adult concerned*

- Initial concerns will be expressed to the class teacher or adult concerned in the first instance. This meeting will be recorded on a 'Yellow Form'. Most complaints will be resolved at this informal stage.
- You can bring a friend to any discussion.
- The member of staff dealing with the concern will make sure that you are clear as to what action (if any) or monitoring of the situation has been agreed.
- This stage will be completed speedily and concluded in writing with appropriate detail on a yellow record form.
- Where no satisfactory solution has been found, you will be informed that you can consider making a formal complaint in writing (on the form annexed to this policy ) to the Headteacher/Deputy Headteacher **then the Headteacher will take matters to stage 1 on the complaints procedure. If you need assistance in completing the form you can contact the school office.**

### Formal Stage 1

#### **– Complaint to the Headteacher/Deputy Headteacher for investigation**

1.1 The Headteacher/Deputy Headteacher will acknowledge your complaint in writing. In some cases they will have already been involved in looking at the matter; in others it will be his/her first involvement.

1.2 The Headteacher/Deputy Headteacher will consider providing an opportunity to meet with you to supplement any information previously provided. You can bring someone else with you to this meeting but you should inform the school of the identity of your companion in advance. In certain circumstances, the school may need to refuse a request for a particular individual to attend any such meeting – for example, if there is a conflict of interest. If this is the case, the school will notify you as soon as they are aware, so that you have the opportunity to arrange an alternative. If the complaint is against a member of staff the Headteacher/Deputy Headteacher will talk to the staff member against whom the complaint has been made.

1.4 If necessary, the Headteacher/Deputy Headteacher will interview witnesses and take statements from those involved.

1.5 The Headteacher/Deputy Headteacher will keep reasonable written records of meetings, telephone conversations and other documentation.

1.6 Once all the relevant facts have been established, the Headteacher/Deputy Headteacher will produce a written response to the complainant. They may wish to meet with the complainant to discuss/resolve the matter before confirming the outcome in writing.

1.7 The written response will include a full explanation of the decision and the reasons for it. Where appropriate, it will include what action the school will take to resolve the complaint.

1.8 Stage 1 will usually be completed in 15 school days. However, it is recognised that this timetable is likely to prove impossible for complaints which are complex. In such cases, the Headteacher/Deputy Headteacher will write to you giving a revised target date.

1.9 Schools will not pay financial compensation as a response to complaints, though may spend money on a relevant educational purpose (e.g. paying a fee for a repeat examination).

1.10 You will also be advised that if you are not satisfied with the response and wish to take the matter further, you can do so, by writing to the Chair of the Governing Body within 15 days of receiving the outcome letter. This can be done by addressing an envelope to the Chair of Governors and presenting or posting it to the school office.

1.11 **Complaints against the Headteacher or Governors** , - If the complaint is wholly or mainly about the Headteacher or Governors the Governing Body will consider the complaint in accordance

with Stage 2 of the procedure described below. However, before stage 2 is instigated the Chair of the Governing Body will invite the Headteacher or the Governor(s) who are the subject of the complaint to respond to the complaint in writing within ten school days. The Chair will send a copy of the Headteacher's or governor(s) response to the complainant and the complainant will be asked to indicate within five school days of receipt of the response whether s/he is satisfied with the response. If the complaint is not satisfied with the response stage 2 will commence as described in paragraph 2.1 below. If the complaint is against the Chair of Governors then the Vice Chair will carry out the functions of the Chair set out in this clause 1.11

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 clause 1.11. They will be appointed by the governing board and will write a formal response at the end of their investigation.

### **Formal Stage 2 – Consideration by the Governing Body**

2.1 If the complainant decides to take the matter further, the Chair of the Governing Body will write to the parent/carer to acknowledge the complaint within five school days of receipt of the complaint. A copy of the acknowledgement and the complaints form will be sent to the Headteacher and the Clerk to the Governing Body. (A standard letter is attached to this document which the Chair may wish to use).

2.2 Investigating the complaint – If the complaint has been investigated at Stage 1 the result of the investigation must be made available to the Clerk/Chair by the Headteacher. However, where the complaint is against the Headteacher and the complaint is referred to Stage 2, the Chair of the Governing Body must decide, in consultation with the Chair of the Complaints Committee (see 2.3 below) whether and how the complaint will be investigated. Where the facts of the complaint are clearly established, it is unlikely for the Chair of the Governing Body to order an investigation. The matter may instead be escalated directly to the Complaints Appeal Committee

2.3 Governing bodies are advised to establish a Complaints Appeal Panel (CAP) drawing on three governors **with no prior, direct involvement** with the complaint. In deciding the make-up of the CAP, where possible the governing body will try and ensure that it is a cross-section of the categories of governor and sensitive to the issues of race, gender and religious affiliation. Parent governors should be avoided.

2.4 The Headteacher will not serve on the CAP. If the Chair of the governing body has had any prior involvement in the complaint then the Chair **must not** sit on the CAP.

2.5 The CAP will consider the complaint on the basis of the written evidence and set up a hearing to hear both parties. The CAP will reconsider the issues raised in the original complaint and not confine themselves to consideration of procedural issues.

2.6 The Chair of the CAP will take a decision at the beginning of Stage 2 on whether to seek the services of a Clerk to:

- Deal with the administration of the procedure;
- Provide independent advice on procedure and evidence;
- Ensure that the relevant facts are established;
- Minute the meeting; and
- Draft the decision letter.

2.7 The Clerk/Chair of the CAP will write to the complainant to explain how the review will be conducted. The letter will be copied to the Headteacher.

2.8 The Clerk/Chair of the CAP will confirm the date of the meeting with the other governors sitting on the CAP

2.9 The complainant and Headteacher will be invited to attend the meeting. The date and time of the meeting will be convenient to the complainant and Headteacher, within reason. The notification will inform the complainant of his/her right to be accompanied to the meeting by a friend/representative. It

will also explain how the meeting will be conducted and of the complainant's right to submit further written evidence to the committee.

2.10 The Headteacher will also be invited to prepare a written report for the CAP in response to the complaint.

2.11 All relevant correspondence regarding the complaint will be circulated to the CAP; the complainant and the Headteacher in advance of the meeting.

2.12 If the Headteacher and/or the complainant wish to call witnesses, the agreement of the Chair of the CAP will be obtained in advance of the meeting.

2.13 It is the responsibility of the Chair of the CAP to ensure that the meeting is properly conducted. However, the proceedings will be as informal as possible.

2.14 The aim of the meeting will be to resolve the complaint and achieve reconciliation between the school and the complainant. However, at the end of the meeting the CAP will need to issue a finding in writing either upholding or not upholding the complaint or upholding some parts and not others.

2.15 If either party wishes to introduce previously undisclosed evidence or witnesses, it is in the interest of natural justice to adjourn the meeting so that the other side has time to respond to the new evidence. Late evidence of witnesses will not be accepted unless there is a good reason for the lateness.

2.16 The meeting will allow for:

- the complainant to explain his or her complaint and the Headteacher to explain the reasons for his or her decision;
- the Headteacher to question the complainant about the complaint and the complainant to question the Headteacher;
- The CAP to have an opportunity to question both the complainant and the Headteacher;
- Any party to have the right to bring witnesses (subject to the approval of the Chair of CAP) and all parties having the right to question all the witnesses.
- A final statement by the Headteacher and complainant

2.17 The Chair of the CAP will explain to the complainant and the Headteacher that the CAP will consider its decision, and a written response will be sent to both parties as soon as possible. The complainant, Headteacher and any witnesses will then leave.

2.18 The CAP will consider the complaint and all the evidence presented and reach an unanimous, or at least a majority, decision on the complaint.

The CAP can:

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

If the complaint is upheld, the committee will:

- Decide the appropriate action to resolve the complaint

Where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future

2.19 As in Section 1.9 above, the CAP will not pay financial compensation as a response to a complaint, though may spend money on an appropriate educational purpose.

2.20 The Clerk/Chair of CAP will send a written statement outlining the decision with reasons to both the complainant and the Headteacher.

2.21 Stage 2 will be completed in 21 school days. However, it is recognised that this timetable is likely to prove impossible for complaints which are complex. In such cases the Chair of the Complaints Committee will write to all parties giving a revised target date.

2.22 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 or the local authority and will carry out the steps at Formal Stage 2 (set out in section 2 above).

### **Vexatious Complaints or Unreasonable Complainants**

There will be occasions when despite all stages of the procedure having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the Chair of the Governing Body can inform the complainant in writing that the procedure has been exhausted and that the matter is now closed.

We are committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. We will not normally limit the contact complainants have with the school. 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.

We define unreasonable complainants as *'those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people's complaints'*.

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 including referral to the Department for Education;
- 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;
- using 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 before applying an 'unreasonable' marking.

If the behaviour continues the (executive) headteacher will write to the complainant explaining that their behaviour is unreasonable and asking them to change it. For complainants who excessively contact our causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will usually be reviewed after 6 months.

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 banning an individual from our school.

### **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.

### **Barring from the School Premises**

Although fulfilling a public function, schools are private places. The public has no automatic right of entry. Schools will therefore act to ensure they remain a safe place for pupils, staff and other members of their community.

If a parent/carer's behaviour is a cause for concern, we will ask him/her to leave school premises. In serious cases, we will notify them in writing that their implied licence to be on school premises has been temporarily revoked subject to any representations that the parent/carer may wish to make. Anyone wishing to complain about being barred can do so, by letter or email, to the headteacher or Chair of Governors. However, complaints about barring cannot be escalated to the Department for

Education. Once the school's own complaints procedure has been completed, the only remaining avenue of appeal is through the Courts; independent legal advice must therefore be sought.

### Complaints not in scope of the procedure

#### Exceptions

- Admissions to schools
- Statutory assessments of Special Educational Needs (SEN) see note below\*\*
- School re-organisation proposals
- Matters likely to require a Child Protection Investigation

#### Who to contact

Concerns should be raised direct with local authorities (LA).  
Complaints about admission appeals for maintained schools are dealt with by the Local Government Ombudsman.

Exclusion of children from school

Further information about raising concerns about exclusion can be found at: [www.gov.uk/school-discipline-exclusions/exclusions](http://www.gov.uk/school-discipline-exclusions/exclusions).

Whistleblowing

Schools have an internal whistleblowing procedure for their employees and voluntary staff. Other concerns can be raised direct with Ofsted by telephone on: 0300 123 3155, via email at: [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) or by writing to: WBHL, Ofsted Piccadilly Gate Store Street Manchester M1 2WD. The Department for Education is also a prescribed body for whistleblowing in education.

Staff grievances and disciplinary procedures

These matters will invoke the school's internal grievance procedures. Complainants will not be informed of the outcome of any investigation.

Complaints about services provided by other providers who may use school premises or facilities

Providers should have their own complaints procedure to deal with complaints about service. They should be contacted direct.

\*\*Whilst complaints relating to Statutory assessments of SEN fall outside the scope of this policy handling complaints from parents of children with special educational needs (SEN) about the school's support are within the scope of this policy. Such complaints should first be made to the class teacher. They will then be referred to this complaints policy. Our SEN policy and information report includes

information about the rights of parents of pupils with disabilities who believe that our school has discriminated against their child.

### **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 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](mailto: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.

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### **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.

### **Record keeping**

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

This material will be treated as confidential and held 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, and privacy notices

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.

### **Learning lessons**

The governing board will review any underlying issues raised by complaints with the 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.

### **Monitoring arrangements**

The governing board will monitor the effectiveness of the complaints procedure in ensuring that complaints are handled properly. The governing board will track the number and nature of complaints, and review underlying issues as stated above

The complaints records are logged and managed by the School Business Manager

## Complaints Procedure Flow Chart

### ***The Informal Stage: Complaint heard by class teacher or adult concerned***

Initial concerns should be expressed to the class teacher or adult concerned in the first instance. This meeting will be recorded on a 'Yellow Form'.  
Most complaints will be resolved at this informal stage.



### ***Formal Stage 1***

#### ***Complaint to the Headteacher/Deputy Headteacher/ for investigation***

Where no satisfactory solution has been found, you should be informed that you can consider making a formal complaint in writing to the Headteacher/Deputy Headteacher which will take matters to stage 1 on the complaints procedure.



### ***Formal Stage 2***

#### ***Consideration by the Governing Body***

If the complainant remains unsatisfied and decides to take the matter further by writing to the Chair of the Governing Body, the Chair should write to the parent to acknowledge the complaint within five school days of receipt of the complaint. The Chair (alongside the Chair of the complaints committee) will decide whether and how the complaint will be investigated further/a resolution sought

### ***Vexatious Complaints***

There will be occasions when despite all stages of the procedure having been followed, the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the Chair of the Governing Body can inform the complainant in writing that the procedure has been exhausted and that the matter is now closed.

### ***The School Complaints Unit***

If the complainant is unhappy with the way in which a school has dealt with the complaint following the completion of all local procedures, they may be able to approach the Secretary of State, Department for Education to intervene. For the Secretary of State to intervene following a complaint, he needs to be sure that either

- The school has acted or is proposing to act unreasonably in the exercise or performance of its functions imposed by or under the Education Act 1996; or
- The school has failed to discharge any duty imposed by or for the purposes of the Education Act 1996.

**Alexandra Primary School Complaint Form (for Formal Stage 1 complaints)**

If you have tried unsuccessfully to resolve your concern with the school and wish to take the matter further, please complete this form and send it to the Headteacher. (If your complaint is against the Headteacher you will need to send the form to the Chair of the Governing Body)

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Tel no (Home) \_\_\_\_\_

(Day) \_\_\_\_\_

Name of Child \_\_\_\_\_

Date of Birth of Child \_\_\_\_\_

What is your complaint about and what would you like the Headteacher to do?

continue on a separate sheet, if necessary

When did you discuss your concern/complaint with the appropriate member of staff?

(continue on a separate sheet, if necessary).

What was the result of the discussion?

(continue on a separate sheet, if necessary).

Signed \_\_\_\_\_ Date \_\_\_\_\_