Olive Academies – North View

Complaints Policy and Procedure for parents with pupils at OA-North View

Document control table	
Title	Complaints Policy and Procedure
Date updated	October 2026
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Date of next review	September 2027
Updates/revisions included	This policy has been aligned with the model policy provided by ISBA Removed all references to Trust or Trust Board Tightened the information about complaints in relation to SEND
To note: This is an independent school policy which should not be modified, the school should ensure they have identified and trained a complaints coordinator. Support for responding to complaints can be accessed from the school's leadership team and designated co-ordinator. Senior leaders and the complaint coordinator must note and manage the timeframes for each stage of the process.	

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Introduction

This Complaints Policy sets out how the School manages and resolves concerns raised by parents of pupils, in compliance with **Part 7 of the Education (Independent School Standards) Regulations 2014**, which requires every independent school to publish, maintain and implement a clear, fair and accessible procedure for handling complaints. The School is committed to ensuring that all complaints are handled promptly, transparently and without bias, following a structured process that incorporates **informal resolution**, **formal investigation**, and, where required, a **panel hearing that includes at least one independent member** not involved in the management or governance of the School.

This policy references relevant **Department for Education (DfE) guidance**, which clarifies how complaints procedures should be administered within the wider regulatory framework for independent education and how such procedures differ from those used in maintained schools and academy trusts. Independent schools must follow prescriptive ISSR requirements which include a duty to maintain written records of all formal complaints, details of actions taken, and the requirement to make available to inspectors the number of complaints registered during the preceding year.

This policy also recognises the unique context of independent education, where the parent–school relationship is additionally shaped by contractual obligations. As such, complaints may involve both pastoral and educational matters as well as issues connected to the School's contractual responsibilities to parents. The School acknowledges the importance of addressing concerns efficiently and constructively at the earliest possible stage, while ensuring that all complainants are treated with courtesy, respect and impartiality throughout the process.

Throughout this policy, the School aims to reassure parents that concerns and complaints will be taken seriously, handled in accordance with regulatory obligations, and used to support ongoing improvement in the quality of education and care provided. It also ensures that the procedure is properly publicised, easily understood and adhered to consistently by all staff.

General principles

At Olive Academies Independent Schools we will:

- Encourage resolution of concerns and complaints by informal means wherever possible.
- Publish the complaints policy on our website and ensure it is accessible and simple to understand and use.
- Be impartial and non-adversarial in addressing concerns and complaints.
- Handle concerns and complaints swiftly, maintaining time-limits for action and keeping people informed of the progress.
- Ensure a full and fair investigation and will use an independent person.
- Respect confidentiality.
- Address all concerns raised and provide an effective response and appropriate redress, where necessary.

The process of listening to and resolving concerns and complaints will contribute to school improvement. Monitoring and review of policy and procedures by the Olive Academies Independent Schools Board will provide opportunities to review and refine practice.

Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- Education and Skills Act 2008
- The Education (Independent School Standards) Regulations 2014
- Equality Act 2010 •
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018

- Freedom of Information Act 2000

This policy also has due regard to related guidance including, but not limited to, the following:

- DfE (2019) 'The Independent School Standards'

This policy will be implemented in accordance with the following school policies:

- Data Handling Policy
- Grievance Policy

Definitions and scope

The DfE guidance explains the difference between a concern and a complaint.

A concern is defined as "an expression of worry or doubt over an issue considered to be important for which reassurances are sought". The school will resolve concerns through day-to-day communication as far as possible.

A complaint is defined as "an expression of dissatisfaction however made, about actions taken or a lack of action". The school intends to resolve complaints informally where possible, at the earliest possible stage. There may be occasions when complainants would like to raise their concerns formally. This policy outlines the procedure relating to handling such complaints.

This policy does not cover complaints procedures relating to:

- ☐ Admissions
- ☐ Statutory assessments of special educational needs (SEN)
- ☐ Safeguarding matters
- ☐ Suspension and exclusion
- ☐ Whistleblowing
- ☐ Staff grievances
- ☐ Staff discipline
- ☐ Withdrawal from the curriculum from any aspect of religious education

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

Parents may use this complaints procedure to raise concerns about the special educational needs provision made by the School for their child.

This procedure does not apply where there is a statutory right of appeal, including decisions relating to Education, Health and Care assessments, the contents of an Education, Health and Care Plan, school placement decisions, or any matter that falls within the jurisdiction of the First-tier Tribunal (Special Educational Needs and Disability). Information about these routes of appeal can be obtained from the Local Authority.

Complaints about third party suppliers using school premises or facilities should be directed to the provider concerned.

This policy does not cover complaints made by the following:

- Parents of pupils who have left voluntarily or as a result of being excluded (except where the complaints process was started when the pupil was still being educated at the school)
- Pupils
- Prospective pupils and their parents, and the failure to admit such pupils

Roles and responsibilities

The complainant

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

- Follow these procedures
- Co-operate with the school throughout the process, and respond to deadlines and communication promptly
- Ask for assistance as needed
- Treat all those involved with respect
- Not publish details about the complaint on social media

The investigator

An individual will be appointed to investigate the complaint and establish the facts. They will:

- Interview all relevant parties, keeping notes
- Consider records and any written evidence and keep these securely
- Prepare a comprehensive report to the Head of School or complaints committee which includes the facts and potential solutions

The complaints co-ordinator

The complaints co-ordinator can be:

- The Head of School
- The Executive Headteacher
- A member of the School Leadership Team
- The Chair of OAISB or other designated administrative officer

The complaints co-ordinator will:

- Keep the complainant up to date at each stage in the procedure
- Make sure the process runs smoothly by liaising with staff members, the Head of School, Executive Headteacher, Governance Professional and members of the Proprietor Body as appropriate.
- Be aware of issues relating to:
    - Sharing third party information
    - Additional support needed by complainants, for example interpretation support or where the complainant is a child or young person
- Keep records

The Governance Professional

The Governance Professional 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

Committee chair

The committee chair will:

- Chair the meeting, ensuring that everyone is treated with respect throughout
- Make sure all parties see the relevant information, understand the purpose of the committee, and are allowed to present their case

General overview

When investigating a complaint, we will try to clarify:

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

The School will address complaints as quickly as possible. To achieve this, realistic and reasonable time limits will be set for each action within each stage. Where further investigations are necessary, new time limits will be set, and the complainant will be sent details of the new deadline with an explanation for the delay. The School expects that complaints will be made as soon as possible after an incident arises and no later than 3 months afterwards. Exceptions to this time frame may be considered 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.

Initial concerns

As highlighted above, it is important to be clear about the difference between a concern and a complaint. Taking informal concerns seriously at an early stage will reduce the numbers that develop into formal complaints. Wherever possible, OA seeks to address concerns at an early stage so that there is no need to resort to formal procedures. In most cases, the class teacher will receive the first approach and aim to resolve issues on the spot, including apologising where necessary.

Concerns should initially be raised as follows:

Type of Concern	Individual to whom concern should be raised
Educational Issue	The relevant teacher – the concern will be passed to a senior member of staff if appropriate
Pastoral care issue	The Head of School
Behavioural Issues	The staff member who imposed the sanction
Financial matters	The Head of School
Other concerns	The Head of School
Concerns regarding the Head of School	The Executive Headteacher or the Chair of OAISB

Formal procedures

If the person raising the concern remains dissatisfied and wishes to take the matter further the formal complaints procedure will be used. The stages of this procedure are outlined on page 7 of this document.

Investigating complaints

It is preferable if complainants submit their complaint in writing and using the form at the end of this document. The School will provide other arrangements for those who cannot or do not feel comfortable to submit a complaint in writing and reasonable adjustments will be made for those who have learning difficulties or disabilities.

Should it be the case that it is difficult to raise a complaint in writing other options include:

- calling the School office to schedule an appointment with the Head of School (in first instance); or
- raising the complaint through a third party on behalf of the complainant.

Anonymous complaints will not be considered under this policy. However, the Head of School and/or Executive Headteacher will consider whether the issue and fear of identification are genuine, or the issue is one of child protection and take this forward using other related procedures.

At each stage, the person investigating the complaint should make sure that they:

- establish what has happened so far, and who has been involved
- clarify the nature of the complaint and what remains unresolved
- meet with the complainant or contact them (if unsure or further information is necessary)
- clarify what the complainant feels would put things right
- interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish
- conduct the interview with an open mind and be prepared to persist in the questioning
- keep notes of the interview.

Resolving complaints

At each stage of the process, we will keep in mind ways in which a complaint can be resolved. Resolution may include the acknowledgement that the complaint is valid in whole or in part.

We recognise that 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 OA policies in light of the complaint.

It is useful if complainants state what actions they feel might resolve the problem at any stage. An admission that the School or proprietary body could have handled the situation better is not the same as an admission of negligence.

Where there is more than one complaint by a complainant, each will be dealt with separately.

Areas of agreement between the School or proprietary body and the complainant will be acknowledged and any misunderstandings clarified. Through this process, we would hope to achieve a positive atmosphere in which to discuss outstanding issues.

Parents should never feel or be made to feel that a complaint made in a reasonable and appropriate way will be taken amiss or will reflect adversely on the pupil or their opportunities at the School. The School will try to investigate and resolve every complaint in a positive manner and will treat every complaint as an opportunity to improve our service.

Time limits

Complaints need to be considered and resolved, as quickly, and efficiently as possible. To achieve this, we will have realistic time limits for each action within each stage. However, where further investigations are necessary, new time limits can be set. The complainant will be sent details of the new deadline and an explanation for the delay.

Whilst we expect parents to make a complaint as soon as possible after an incident arises, we recognise that there may be good reasons why a parent has not made a complaint earlier (e.g. they were gathering further information to support their complaint, or they were not fully aware of the implications of an incident until a later date). In line with guidance from the DfE, the School normally expects complaints to be raised within three months of the matter arising, although exceptional circumstances will be considered.

Confidentiality

The investigation of any complaint will be kept confidential at all stages and any papers provided to those

investigating or adjudicating complaints will be marked confidential and destroyed, except for the file copy, which itself, will beconfidential.

Staff training

It is in everyone's interest that complaints are resolved at the earliest possible stage. The experience of the first contact between the complainant and the School can be crucial in determining whether the complaint will escalate. To that end, staff will be periodically given training and made aware of the procedures so that they know what to do when they receive a complaint.

Stages of complaints

Stage One: informal

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.

The complainant should raise any complaint as soon as possible with the relevant member of staff or the Head of School as appropriate, either in person, by letter, telephone or email. If the complainant is unclear who to contact or how to contact them, they should contact the school office.

The School will acknowledge informal complaints within 5 days and investigate and provide a response within 10 days after the acknowledgement. The informal stage may involve a meeting between the complainant and the Head of School, as appropriate. If the complaint is not resolved informally, it will be escalated to a formal complaint.

Stage Two: formal

Formal complaints can be raised by:

- By letter or email
- Over the phone
- In person
- By a third party acting on behalf of the complainant

The complainant should provide details such as relevant dates, times, and the names of witnesses of events, alongside copies of any relevant documents, and what they feel would resolve the complaint.

If a complainant requires assistance in raising a formal complaint, they can contact the school office – the number for each school is on its website or can be obtained from the OA central office – 01708 982624.

The Head of School will record the date the complaint is received and will acknowledge receipt of the complaint in writing (either by letter or email) within five school days. The acknowledgement will give a brief explanation of the School's complaints procedure and will give a target date for providing a response to the complaint which should normally be within 10 term time days. If the target cannot be met a letter should be written within 10 term time days explaining the reason for the delay and providing a revised target date.

The Head of School (or other person appointed by the Head of School for this purpose) will then conduct their own investigation. The person dealing with the complaint will seek to meet or speak with the appropriate people to establish the facts relating to the complaint. This may include the complainant, staff and any other person.

Once all the facts have been established, the person dealing with the complaint will then produce a written response to the complainant within ten term time days or may wish to meet the complainant to discuss/resolve the matter directly.

The outcome of the complaint may be to the effect that:

- there is insufficient evidence to reach a conclusion, so the complaint cannot be upheld
- the concern was not substantiated by the evidence
- the concern was substantiated in part or in full. Some details may then be given of the action the School may be taking to review procedures etc. However, details of the investigation or of any disciplinary procedures will not be released.
- the matter has been fully investigated and that appropriate procedures are being followed which may be strictly confidential (e.g. where staff disciplinary procedures are being followed)

This letter or report must be endorsed by the Head of School. It should also inform the complainant that should they wish the complaint to progress to the second stage of this procedure then they should send a written request stating this to the Head of School within 10 term time days of receiving the response.

If no further communication is received from the complainant within 10 term time days, it is deemed that the complaint has been resolved and should end. Templates and guidance can be accessed from OA central should this be needed.

Stage Three: Complaint heard by review panel

The complainant should write to the Governance Professional requesting a review panel hearing and setting out the reasons why they remain dissatisfied with the Stage Two outcome.

The Governance Professional/ Head of Governance will write to the complainant acknowledging receipt of the written request for the complaint to be heard. This acknowledgement must be sent within 5 working days and should inform the complainant of the arrangements for hearing the complaint within 20 term time days of receiving it. The letter will explain that the complainant has the right to submit any further documents relevant to the complaint. These must be received within 5 working days of the date of the hearing to allow adequate time for the documents to be circulated.

Individual complaints would not be heard by the whole board at any stage, as this could compromise the impartiality of any hearing set up for disciplinary purposes against a member of staff following a serious complaint.

The panel must consist of at least one independent panel member who are not directly involved in the matters detailed in the complaint, and at least one member who is independent of the management and running of the school (this could be someone completely external (not an OA employee) or a member involved in governance of the OA Trust who has no connection with the school concerned). The panel members will appoint one of their number to chair the panel.

Where the complaint concerns the Head of School or the Executive Headteacher, the complainant should be referred to the chair of the Olive Academies Independent Schools Board via the Head of Governance. The Stage Two investigation will be carried out by a person appointed by the Chair of the Proprietor Body who has had no prior involvement in the complaint.

Where the complaint concerns the Chair of the OAISB, the complaint will be considered by an appropriately constituted panel comprising individuals with no prior involvement in the matter, including at least one independent panel member.

The panel's decision will be final in the context of OA dealing with the complaint. A written copy of the findings and recommendations from the panel must be provided to the complainant and, where relevant, any person complained about, and should be available on the school premises for inspection by the Head of School or OAISB members.

If the complainant remains dissatisfied with the findings, they should be referred the DfE to raise an official complaint (see below).

Referring complaints on completion of the School's complaint procedure

If, **after completing all stages of the School's complaints procedure, the complainant believes the School may not be meeting the *Independent School Standards*, they may refer their concern to the Department for Education (DfE).** The DfE does **not** investigate or overturn individual complaints or revisit the School's decisions. Instead, the DfE will only consider whether the School may be failing to comply with the legal standards required of independent schools.

Where a concern suggests that the School may not be meeting required standards—for example relating to the quality of education, pupil welfare and health and safety, premises, staff suitability, required information for parents, or pupils' spiritual, moral, social or cultural development—the DfE may:

- arrange an **emergency inspection**,
- ask the **Independent Schools Inspectorate (ISI)** or Ofsted (where applicable) to carry out an additional inspection, or
- ask the inspectorate to consider the concern at the next routine inspection

The DfE does not review whether the School followed its complaints procedure, does not require the School to re-investigate a complaint, and cannot overturn the School's decisions. Its interest is solely in whether the School continues to meet mandatory standards for registration.

Concerns about compliance with the Independent School Standards can be raised with the Department for Education via the gov.uk form

Persistent complaints

Unreasonably persistent complaints

Most complaints raised will be valid, and therefore we will treat them seriously. However, a complaint may become unreasonable if the person:

- has made the same complaint before, and it has 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 procedure
- pursues a valid complaint, but in an unreasonable manner e.g. refuses to articulate the complaint, refused to co-operate with this complaint procedure, or insists that the complaint is dealt with in ways that are incompatible with this procedure and the time frames it sets out
- changes the basis of the complaint as the investigation goes on
- makes a complaint designed to cause disruption, annoyance or excessive demands on school time
- seeks unrealistic outcomes, or a solution that lacks any serious purpose or value

Steps we will take

We will take every reasonable step to address the complainant's concerns and give them a clear statement of our position and their options. We will maintain our role as an objective arbiter throughout the process, including when we meet with individuals. We will follow our complaints procedure as normal (as outlined above) wherever possible.

If the complainant continues to contact the School in a disruptive way, we may put communications strategies in place.

We may:

- give the complainant a single point of contact via an email address
- limit the number of times the complainant can make contact, such as a fixed number per term
- ask the complainant to engage a third party to act on their behalf, such as Citizens Advice

- put any other strategy in place as necessary

Stopping responding

We may stop responding to the complainant when all of these factors are met:

- We believe we have taken all reasonable steps to help address their concerns
- We have provided a clear statement of our position and their options
- The complainant contacts us repeatedly, and we believe their intention is to cause disruption or inconvenience

Where we stop responding, we will inform the individual that we intend to do so. We will also explain that we will still consider any new complaints they make.

In response to any serious incident of aggression or violence, we will immediately inform the police and communicate our actions in writing. This may include barring an individual from our academy/school sites.

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 had not 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, they may respond to these complaints by:

- publishing a single response on the academy/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.

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, our privacy notices and our data retention policies.

Learning lessons

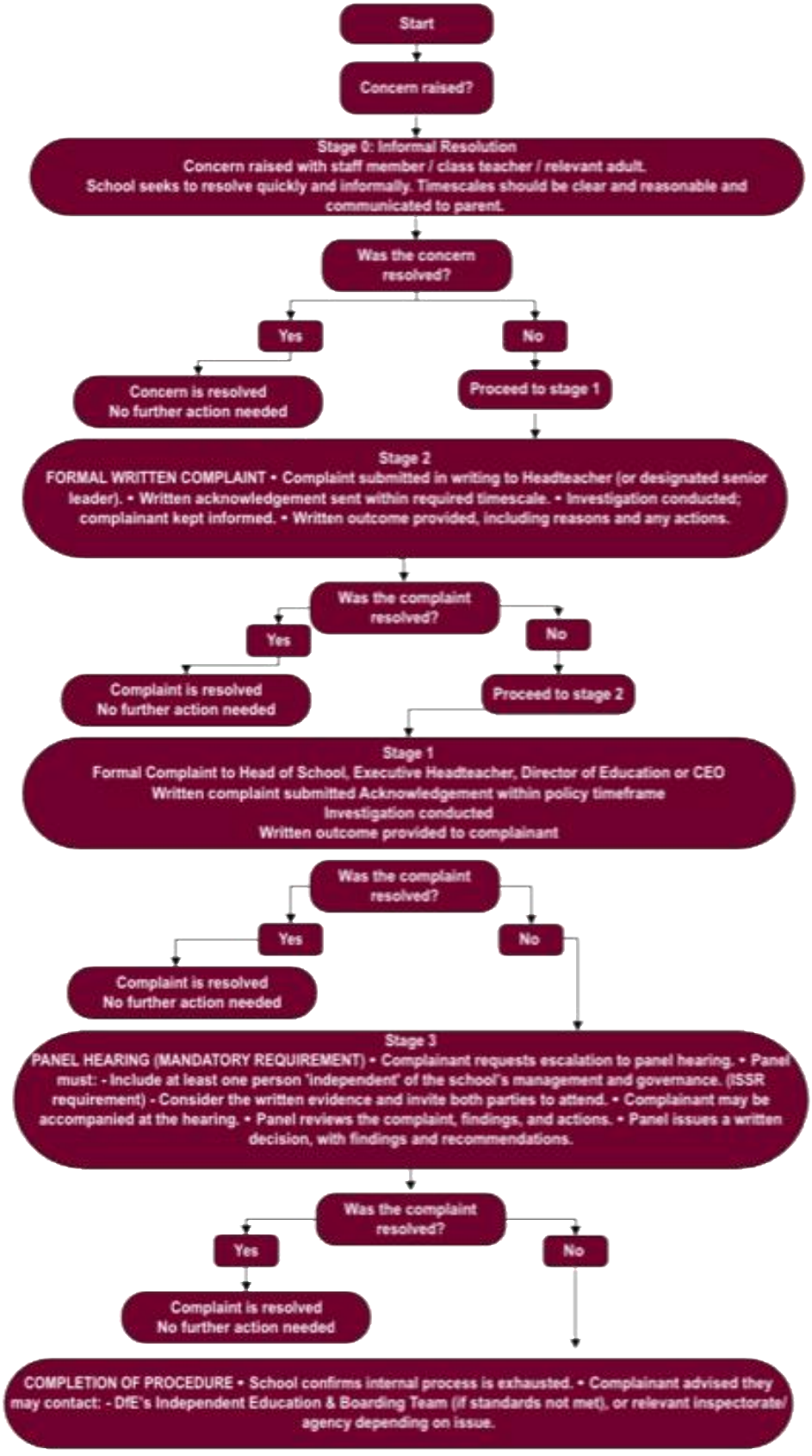
The OAIS will review any underlying issues raised by complainants with senior leaders where appropriate whilst respecting confidentiality, to determine whether there are any improvements the School can make to its procedures or practice to help prevent similar events in the future.

Review of this policy

This policy is reviewed annually by the Olive Academies Independent Schools Board (OAISB)

Number of complaints registered under the formal procedure of this policy (stage 2 and 3) during the preceding school year: 1

Appendix 1 - Complaints Flowchart (check policy for timeframes)



Appendix 2: Guidance procedures for the review panel

The remit of the complaints review panel

The panel can:

a) Dismiss the complaint in whole or in part
b) Uphold the complaint in whole or in part
c) Decide on the appropriate action to be taken to resolve the complaint
d) Recommend changes to the school or trust's systems or procedures to ensure that problems of a similar nature do not recur.

There are points which anyone sitting on a complaints panel needs to remember:

a) The appeal hearing is independent and impartial and should be seen to be so. No one may sit on the panel if they have had a prior involvement in the complaint or in the circumstances surrounding it.
b) The aim of the hearing, which needs to be held in private, will always be to resolve the complaint and achieve reconciliation between the academy and the complainant. However, it must be recognised the complainant might not be satisfied with the outcome if the hearing does not find in their favour. It may only be possible to establish the facts and make recommendations which will satisfy the complainant that his or her complaint has been taken seriously.
c) An effective panel will acknowledge that many complainants feel nervous and inhibited in a formal setting. Parents often feel emotional when discussing an issue that affects their child. The panel chair should ensure that the proceedings are as welcoming as possible.

The head of governance will write and inform the complainant and any witnesses, the panel etc. of the date and location of the meeting 5 working days in advance. The notification to the complainant should also inform him/her of the right to be accompanied to the meeting by a friend/ interpreter. The letter should explain how the meeting will be conducted and the complainant's right to submit further written evidence to the panel. The Head of Academy/school has the right to bring representation if so desired.

Intervention of parallel investigations relevant to the complaint by the Police or social services may cause variation to these time scales. Any such variation will be notified to the complainant.

Hearing the complaint at the meeting

The recommended conduct of the meeting is as follows:

a) The chair will welcome the complainant, introduce the panel members and explain the procedure.
b) The chair will invite the complainant to explain the complaint.
c) The panel members may question the complainant about the complaint and the reasons why it has been made.
d) The Head of Academy/school will be invited by the chair of the panel to question the complainant about the complaint and why it has been made.
e) The chair will invite the Head of Academy/school to make a statement in response to the complaint. At the discretion of the chair the Head of Academy/school may invite members of staff directly involved in the complaint to supplement his/her response.
f) The panel members may question the Head of Academy/school and/or members of staff about the response to the complaint.
g) The chair will allow the complainant to question the Head of Academy/school and/or members of staff about the response to the complaint.
h) Any party has the right to call witnesses, subject to the approval of the chair
i) The panel, the Head of Academy/school and the complainant have the right to question any such

witness.

j) The Head of School will be invited by the chair of the panel to make a final statement.
k) The complainant will be invited by the chair of the panel to make a final statement.
l) The chair of the panel will explain to the complainant and the Head of School that the decision of the panel will now be considered and a written decision will be sent to both parties within 15 working days. The chair will then ask all parties to leave except for members of the panel.
m) The panel will then consider the complaint and all the evidence presented and
    a. reach a decision on the complaint and the reasons for it.
    b. decide upon the appropriate action to be taken to resolve the complaint.
n) The members of the panel need to be aware of the complaints procedure before the meeting.

In the interest of natural justice, the introduction of previously undisclosed evidence or witnesses would be a reason to adjourn the meeting so that the other side has time to consider and respond to the new evidence.

The panel should ensure that a copy of the findings and recommendations are provided to the complainant and where relevant, the person complained about, and make a copy of the findings and recommendations available for inspection by the trust board, CEO and Head of Academy/school.

Roles and responsibilities

The role of the Governance Professional

The Governance Professional is the contact point for the complainant and is required to:

- Set the date, time and venue of the hearing, ensuring that the dates are convenient to all parties and that the venue and proceedings are accessible
- Collate any written material and send it to the parties in advance of the hearing
- Meet and welcome the parties as they arrive at the hearing
- Record the proceedings
- Notify all parties of the panel's decision.

The role of the panel chair

The panel chair has a key role, ensuring that:

- The remit of the panel is explained to the parties and each party has the opportunity of putting their case without undue interruption
- The issues are addressed
- Key findings of fact are made
- Parents and others who may not be used to speaking at such a hearing are put at ease
- the hearing is conducted in an informal manner with each party treating the other with respect and courtesy
- The panel is open minded and acting independently
- No member of the panel has any involvement in an earlier stage of the procedure
- Each side is given the opportunity to state their case and ask questions
- Written material is seen by all parties.

A summary of the key aspects to remember about a panel hearing is provided in Appendix 2.

Appendix 3 - Checklist for a review panel (stage 3)

The panel will take the following points into account:

- The hearing should be as informal as possible.
- Witnesses are only required to attend for the part of the hearing in which they give their evidence.
- After introductions, the complainant is invited to explain their complaint and be followed by their witnesses.
- The Head of Academy/school may question both the complainant and the witnesses after each has spoken.
- The Head of Academy/school is then invited to explain the school's actions and be followed by the academy/school's witnesses.
- The complainant may question both the Head of School and the witnesses after each has spoken.
- The panel may ask questions at any point.
- The complainant is then invited to sum up their complaint.
- The Head of Academy/school is then invited to sum up the school's actions and response to the complaint.
- Both parties leave together while the panel decides on the issues.
- The chair explains that both parties will hear from the panel within a set time scale.

Appendix 4: Complaint Form

Please complete and return to the academy/school office who will acknowledge receipt and explain what action will be taken.

Your name:
Pupil's name (if relevant):
Your relationship to the pupil (if relevant):
Address: Postcode: Day time telephone number: Evening telephone number:

Please give details of your complaint

What action, if any, have you already taken to try and resolve your complaint.
(Who did you speak to and what was the response)?

Please state the desired outcome or how you would wish this complaint to be resolved: