



# Brady Primary School

# Complaints Policy



'All children can learn considerably more'



## **Aims of Brady Primary School**

### **“All children can learn considerably more”**

At Brady Primary School we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions, and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children’s learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment, teaching and learning.

### **Equal opportunities and Inclusion**

At Brady Primary school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

We are committed to promoting learning and teaching environments, for all that embed the values of inclusive educational practices.

Through a child centered approach, we aim to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.



Date of Policy: Spring 2016

Date of Review: Spring 2018

## **Aims**

Our school aims to be fair, open and honest when dealing with any complaint. All complaints will be given careful consideration and will be dealt with as quickly as possible. We aim to resolve any complaint informally, through conversation and with respect and in all cases we place the interests of the child first and foremost.

## **The Complaints Procedure**

### **Stage 1- Informal (Class teacher)**

If a parent/carer has any concerns regarding their child at school, they should in the first instance, discuss the matter with their child's class teacher. This will ensure that prompt action can take place so that the child's wellbeing and education are not affected.

### **Stage 2- Informal (Deputy Headteacher)**

Where a parent/carer feels that the situation has not been resolved through contact with the class teacher they should make an appointment to discuss it with the Deputy Headteacher.

Any such complaint will be taken seriously and thoroughly investigated by the Deputy Headteacher and if required would involve the Headteacher.

### **Stage 3- Formal (Headteacher)**

If the parent/carer feels the informal complaint has not been resolved satisfactorily then a formal complaint should be made to the Headteacher.

This complaint must be made in writing, stating the nature of the complaint and action taken so far.

On receiving the written complaint, the Headteacher will investigate and if necessary will meet with the parent/carer to discuss this matter in more detail. A written response will be sent to the complainant within two school working weeks of receiving the letter.

### **Stage 4- Formal (Chair of Governors)**



If a parent/carer is not satisfied with the response from the Headteacher, or if the complaint is about the Headteacher, they should write to the Chair of Governors via the school office so that their concerns can be considered further.

In certain circumstances it may be more appropriate for the complaint to be considered by the Vice-Chair, for example if the complainant is well known to the Chair.

Following further consideration, the Chair of Governors/Vice-Chair will write to the complainant within three school working weeks of receiving the letter.

### **Stage 5-Governing Body Complaints Appeal Panel**

If the parent/carer feels that the Chair of Governors response does not address their concerns satisfactorily, they must request, in writing to the Clerk of the Governing Body via the school office, that this complaint is heard by the Governing Body Complaints Appeal Panel.

This panel is drawn from nominated members of the Governing Body and will consist of two/three Governors, not including the Chair of Governors, in order to ensure the impartiality of the panel.

Following this request a panel hearing will be arranged by the Clerk at a mutually convenient time for all parties. After the hearing, the Clark will notify all parties of the panel's decision.

### **Secretary of State for Education**

If a complaint has exhausted the procedures stated above, the final stage of appeal is to the School Complaints Unit (SCU) at the Department of Education. The SCU will examine if the complaints policy and any other relevant policies were followed in accordance with the provision set out. The SCU will also examine policies to determine if they adhered to education legislation however, the department will not investigate the substance of the complaint. This remains the responsibility of the school. If legislative or policy breaches are found, SCU will report them to the school and the complainant and where necessary, require remedial action to be taken.



**Monitoring, Evaluation and Review**

The Governors monitor the Complaints Procedure in order to ensure all complaints are handled properly and fairly. The Headteacher logs all formal complaints received by the school and records how they were resolved.

**Review**

This policy will be reviewed every two years by the Leadership and Management Committee. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Chair of Governors ..... Date .....

Headteacher ..... Date .....