



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

Complaints Procedure

St Richard Reynolds Catholic College

Policy: Complaints Procedure

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The Complaints Procedure in summary

Complaints should be addressed in the first instance to the Complaints Co-ordinator

Stage 1

**Complaint heard by a member of staff
(not the subject of the complaint)**



Stage 2

Complaint heard by the Principal



Stage 3

Complaint heard by Governing Body's Complaints Appeal Panel

If unresolved at Stage 1 the complainant can take the complaint to stage 2

If unresolved at Stage 2 the complainant can take the complaint to stage 3

The detail of the procedure is set out later in this document and it is advised that all complainants read the detailed procedure prior to submitting a complaint.

Introduction

An open organisation should be willing always to listen to concerns and anxieties and be ready to learn from them if appropriate. In a school, most concerns are likely to be expressed by parents of its pupils, though some may come from pupils themselves, parishioners, or from other interested parties such as neighbours or users of the premises.

At St Richard Reynolds Catholic Collge (the '**College**'), parental concerns are of particular importance. As the first educators of their children, parents have a duty to take an active interest in their schooling. "Since parents have given children their life, they are bound by the most serious obligation to educate their offspring." (*Gravissimum Educationis*). To this end, "there must be the closest co-operation between parents and the teachers to whom they entrust their children to be educated. In fulfilling their task, teachers are to collaborate closely with parents and willingly listen to them." (Can.796) In a Catholic School, therefore, dealing with parental concerns will be an intrinsic part of the school's ethos and mission. In addition, terms of reference for governing bodies include the legal obligation to "be open about the decisions they make and the actions they take and in particular to explain their decisions and actions to interested parties". (The Education (School Government) (Terms of Reference) (England) Regulations 2000). Thus a climate of openness and partnership is essential.

Nearly all concerns or questions can be resolved very quickly and informally if parents feel able to voice them as soon as they arise. Obviously, the more information the College gives to the parents the less scope there is for misunderstanding. As part of this information, parents should be told that feedback is always welcome and that, therefore, they are warmly encouraged to voice any concerns straightaway, preferably to the person concerned. In most cases, discussion, explanation, further information – or an apology if appropriate – will resolve the issue. **Every effort should be made to allay concerns at this level and with the least possible formality. The ideal is that no concern should ever become a formal complaint.**

Occasionally, however, a concern will be too serious to be handled in this way, perhaps needing greater investigation; or the person concerned may not feel that the answers given so far have been acceptable or adequate. In such circumstances, the concern will become a **complaint** and the formal procedure should be rigorously followed. Even in these cases, every effort should be made to resolve the issue at the lowest possible level of the procedure. It should be very rare indeed that a complaint needs to be decided at the Appeal Stage by a Governors' Committee.

All governors and members of staff are familiar with the College complaints procedure and they know who the complaints co-ordinator, Mrs Wilson, for the College is so that they can refer complaints to that person when approached by someone with a complaint.

THE FORMAL PROCEDURE

Principles

At every stage of the formal procedure, the handling of the complaint will be:

- non-adversarial
- swift (using agreed time limits)
- fair (using independent investigation where necessary)
- confidential

Throughout the process, the College will be willing:

- to listen
- to learn
- to admit mistakes
- to apologise if appropriate
- to address any issues raised
- to change College practice if appropriate

In using this procedure:

- staff are asked to be aware that complainants may feel intimidated by the College as an institution and unsure whether they will be treated fairly
- complainants are asked to be aware that those complained about, especially individual members of staff, may feel very vulnerable during this process

Throughout the procedure, therefore, the aim of all parties should be not only to resolve the complaint but also to develop and sustain good relationships between all members of the College community. However formal or serious the complaint, or however dissatisfied the complainant, the aim will always be reconciliation between all parties and a renewed commitment to work together amicably. The gospel values of justice and forgiveness will always underpin the entire process.

This Complaints Procedure does not apply to:

- a) complaints made by members of staff (who should use their own grievance procedure)
- b) procedures with their own appeal structure e.g. admissions and exclusions
- c) concerns about the delivery of the National Curriculum.

It is also totally separate from any Disciplinary or Capability Procedures which apply to members of staff. If the investigation of any complaint were to lead to concerns on the part of the principal or governors about the capability or conduct of a member of staff, these would not be discussed or dealt with within this procedure.

THE FORMAL COMPLAINTS PROCEDURE IN DETAIL

Stage 1 – Complaint heard by staff member / complaints co-ordinator

NB The aim is to resolve the complaint at this level.

- 1.1 The complaint should be addressed in the first instance to the complaints co-ordinator). This may be done in person, by telephone or in writing.
- 1.2 The complaints co-ordinator will log the complaint and will either investigate the complaint personally or refer it to an appropriate member of staff (who is not involved in the complaint). The co-ordinator will be sensitive to any indication that the complainant would have difficulty discussing the complaint with a particular member of staff.
- 1.3 If the complaint concerns the Principal, the co-ordinator will refer it to the chair of governors and inform the Principal that this has been done. If the complaint concerns the chair of governors, the co-ordinator should refer it to the vice-chair.
- 1.4 Whoever investigates the complaint will:
 - establish what has happened so far, and who has been involved;
 - clarify the nature of the complaint and what remains unresolved;
 - clarify what the complainant feels would put things right, clearing up any areas of misunderstanding, identifying areas of agreement and discussing what might be possible;
 - interview those involved in the matter and/or those complained of, allowing them to be accompanied if they wish;
 - conduct each interview with an open mind and be prepared to persist in the questioning;
 - keep notes of each interview.
- 1.5 **Timescales.** Within ten school days of receiving the complaint, the investigator will complete the investigation and contact the complainant to arrange a meeting. (See 1.6). At any point in the process, the complaints co-ordinator may decide or agree to commission a further investigation, whether by a member of staff or an independent person. If this occurs, the timescale may be extended and the complainant will be informed of the extension and the reason for it.
- 1.6 When the investigation is complete, the investigator will meet the complainant to try to resolve the complaint. **Every effort should be made to try to resolve the complaint at this meeting.** Any of the following may be appropriate at this point:
 - an acknowledgement that the complaint is valid in whole or in part;
 - an apology;
 - an explanation;
 - a clarification of misunderstandings;
 - 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 College policies in light of the complaint.

Some of the above may require the investigator to seek authority from the Principal. Naturally, nothing should be offered or promised that cannot be justified or fulfilled.

- 1.7 If the complaint is not resolved to the satisfaction of the complainant, the complainant may refer it to Stage 2. This must be done within 10 school days of the outcome of stage 1.

Stage 2 – Complaint Heard by Principal

- 2.1 Where a complaint has not been resolved at Stage 1, it will be referred to the Principal **unless** the original complaint concerned either the Principal or the chair of governors in which case the complainant may refer it straight to Stage 3.
- 2.2 The Principal will either investigate the complaint personally or refer it to another senior member of staff (who has not so far been involved) or arrange for an independent investigation if appropriate. At this point it is possible that the complaint will have escalated to include a complaint concerning the manner in which the original complaint has been handled. Both parts of the complaint would in this case need to be investigated.
- 2.3 In conducting the investigation, the investigator will operate in accordance with section 1.4.
- 2.4 **Timescales:** Within ten school days of receiving the complaint, the investigator will report back to the Principal. Within a further three school days, the Principal will contact the complainant and arrange a meeting. (See 2.5) At any point in the process, the Principal may decide or agree to commission a further investigation, whether by another senior member of staff or a governor or an independent person (eg from the diocese or Local Authority or another appropriate agency depending on the nature of the complaint). If this occurs, the timescale may be extended and the complainant must be informed of the extension and the reason for it.
- 2.5 **When the investigation is complete**, the Principal will consider the evidence and, whether or not he investigated the matter personally, will meet the complainant (with or without the person who conducted the investigation if different) to try to resolve the complaint. **Every effort should be made to resolve the complaint at this meeting.** Any of the suggestions in section 1.6 may be appropriate at this point.
- 2.6 If the complaint is not resolved to the satisfaction of the complainant, the complainant may refer it to Stage 3. This must be done within 10 school days of the outcome of stage 1.

Stage 3 - Complaint Heard by Governing Body's Complaints Appeal Panel

- 3.1 A Complaints Appeal Panel, consisting of three governors, will be appointed by the chair of the governing body (or where the chair is the subject of the complaint the vice-chair). This panel will have delegated power to hear and finally determine complaints. Any governor who has prior involvement in or detailed knowledge of a particular complaint or its investigation may not sit on the panel hearing that complaint. The complaint must not be discussed at a meeting of the full governing body as this could compromise the impartiality of the complaints panel and also any subsequent disciplinary hearing which may follow a serious complaint against a member of staff.

- 3.2** To trigger Stage 3, the complainant will have been dissatisfied with the College's approach to the complaint in the first two stages and must now put the complaint in writing to the chair of governors or where the chair is the subject of the complaint the vice-chair). The chair (or vice-chair) will check what has happened so far and, if the procedure has been properly followed and it is appropriate to move to Stage 3, he or she, or a nominated other governor, will - via the clerk - convene a Governing Body's Complaints Appeal Panel. If the original complaint concerned the chair of governors and was referred to the vice-chair at Stage 1, the vice-chair will tell the complainant the name of the nominated governor for a referral to Stage 3.
- 3.3** This is the final stage of the procedure. There is no further redress or appeal. It is, therefore, vital that, in the spirit of the procedure, the Appeal Panel should:
- be prepared to hear complaints without preconceptions;
 - examine and discuss the matter fully so that they ensure that they have every piece of information or evidence that they require;
 - be prepared to commission, organise or conduct further investigations if necessary;
 - give the complainant the opportunity to express their dissatisfaction and worries and to suggest what might put things right;
 - be prepared to take whatever action is required.
- 3.4 Timescales.** The date of the Appeal Panel Meeting should be agreed by all parties within five school days of the receipt of the written referral of the complaint. The meeting should be held within fifteen school days of the receipt of the referral. If the complainant or the Principal wishes to submit information in writing to the panel, they should send it to the clerk to the governors at least five school days before the meeting. As far as possible, the meeting should not be delayed if the referral comes at the end of a term, especially at the end of the summer term. Since the aim of the procedure is to resolve the issue and effect reconciliation if necessary, it will be best if the matter can come to the panel as quickly as possible, especially as the complainant will already have been engaged over a protracted period in attempts to put things right.

The Meeting of the Governing Body's Complaints Appeal Panel

- 3.5 Before the meeting:** Members of the panel should consider carefully any documentation from the Principal or the complainant but **should not discuss the matter with anyone**, including the other members of the panel, before the meeting. This is in the interest of fairness and natural justice. The appeal panel must operate scrupulously as an independent arbiter of the complaint.
- 3.6 Conduct of the meeting – to be borne in mind:**
- One of the panel must act as chair and there should be a clerk for the meeting.
 - A member of the Diocesan Education Service may be invited to advise and support the panel.

The meeting room should be private and as informally laid out as possible in order to encourage a spirit of partnership. It is very important that there should be nothing adversarial about the proceedings. The tone of the whole meeting will be set by the

atmosphere of the room in which it is set and by the way people are greeted. Panel members should be sensitive to the vulnerabilities and sensitivities of all concerned. Parents may be emotional when talking about their child; the Principal and others involved in the earlier investigations may fear that their professionalism could be under attack. Everyone needs to remember that the aim and purpose of the meeting is to resolve the complaint and find ways of going forward together. It is possible that the complainant may not be satisfied with the outcome if the panel does not find in their favour, but the conduct of the meeting can go a long way towards smoothing such dissatisfaction. At the very least, every complainant should feel at the end that their complaint has been taken seriously and examined impartially.

NB Very special care should be taken if the complainant is a child or if there are child witnesses. Children's views should be given equal consideration to those of adults. If a parent has complained on behalf of a child, the parent should be given the opportunity to say which parts of the meeting the child needs to attend.

3.7 Role of the Clerk The clerk will:

- confirm to all parties in writing the date, time and venue of the hearing;
- receive and distribute any documentation to be read before the hearing;
- meet and welcome all parties as they arrive at the hearing;
- record the proceedings;
- notify all parties of the panel's decision within 3 school days (or as decided by panel). The wording of any letters will be agreed with the chair of the panel.

3.8 Role of the Chair of the Panel

The chair will ensure :

- that the procedure is properly followed (with the support of the Diocesan Education Service if requested);
- that the procedure for the hearing of the complaint is explained to all parties and that all parties have the opportunity to put their case without undue interruption;
- that the issues are addressed;
- that all parties are put at their ease, especially any who may not be accustomed to speaking at such a hearing;
- that the proceedings are kept as informal as possible and that everyone treats each other with respect and courtesy;
- that the panel operates in an open-minded and independent way; that time is given for all parties to consider any 'new' evidence.

3.9 Role of the Diocesan and Local Authority Representatives

To advise the panel on procedure. The Diocesan and local authority officers are there in an advisory capacity only. They do not have a vote and do not participate in the panel's decision-making process.

3.10 Order of Proceedings for the Hearing of the Complaint

Welcome, introductions and explanations of the proceedings by the chair.

- The complainant is invited to explain the complaint.
- The Principal may question the complainant.
- The panel may question the complainant.
- If there are any witnesses for the complainant, each one is invited into the hearing in turn and in each case the witness is invited to speak, then the

Principal may question them, and then the panel may question them. In each case, the witness may leave after their 'evidence'.

- The Principal is invited to explain the College's actions.
- If there are any witnesses for the College, they are treated in exactly the same way as the witnesses for the complainant.
- When the chair is sure that all parties have asked all that they need to, the complainant is invited to sum up their complaint.
- The Principal is then invited to sum up the College's actions and response to the complaint.
- The chair explains that both parties will hear from the panel within three school days following the day of the hearing.
- Both parties leave together while the panel decides on the issues (advised by the Diocese if there).

3.11 Options Open to the Panel The panel may:

- dismiss the complaint in whole or in part;
- uphold the complaint in whole or in part;
- decide on the appropriate action to be taken to resolve the complaint;
- recommend changes to the College's systems or procedures to ensure that problems of a similar nature do not recur.

3.10 After the Hearing The following actions need to be taken.

- The chair of the panel agrees with the clerk the wording of the letter to be sent to both parties. The clerk then ensures that the letter is sent out in accordance with the agreed timescale.
- The clerk writes up the notes of the meeting and gives a copy to the chair of the panel.
- The clerk ensures that any recommendation to change College procedures is put on the agenda for the next governing body meeting.

3.11 Vexatious Complaints: If the complainant remains dissatisfied and tries to reopen the same issue, the chair of governors is able to inform them in writing that the procedure has been exhausted and that the matter is now closed.

4 General Points

4.1 Confidentiality

All records of complaints are maintained strictly confidential, except where a legitimate subject access request is made under The Data Protection Act 1998.

4.2 Complaints to Ofsted

The Education and Inspections Act 2006 at s.160 provides a procedure for Ofsted to investigate parents' complaints about a school. A complaint cannot be investigated unless the school's complaints procedure has been exhausted, subject to the Chief Inspector's discretion to waive this requirement.

4.3 Complaints to the Secretary of State – The School Complaints Unit

If a complaint has been dealt with in accordance with the College's procedures and the complainant remains dissatisfied, they have the right to refer their complaint to

the Secretary of State. The Secretary of State has a duty to consider all complaints raised but will only intervene where the governing body has acted unlawfully or unreasonably and where it is expedient or practical to do so.

The School Complaints Unit (SCU) considers complaints relating to LA maintained schools in England on behalf of the Secretary of State. The SCU will look at whether the complaints policy and any other relevant statutory policies were adhered to. The SCU also looks at whether statutory policies adhere to education legislation. However, the SCU will not normally re-investigate the substance of the complaint. This remains the responsibility of schools. The SCU will not overturn a school's decision about a complaint except in exceptional circumstances where it is clear the school has acted unlawfully or unreasonably. If the SCU finds that the school has not handled a complaint in accordance with its procedure, they may request that the complaint is looked at again.

Further information can be obtained from the SCU by calling the National Helpline on 0370 000 2288 or going online at: www.education.gov.uk/help/contactus or by writing to: Department for Education School Complaints Unit 2nd Floor, Piccadilly Gate Store Street Manchester M1 2WD 15

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