



COMPLAINTS POLICY AND PROCEDURE

Ratified by Full Governing Body 24 March 2021
Review due March 2022

Mission Statement

With Christ as our guide; Learning together
Loving God and each other; Becoming the best we can be.

Commitment to equality

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Capability Policy and Procedure has been approved and adopted by the Full Governing Body of St Peter's Catholic Voluntary Academy Trust on 24 March 2021 and will be reviewed in March 2024.

Signed by Director of the Academy Trust Company:

Signed by Headteacher:

Contents

1. Context	3
2. Aims	3
3. Legislation and guidance	3
4. Definitions and scope	4
5. Roles and responsibilities	4
6. Principles for investigation	5
7. Stages of complaint (not complaints against the headteacher or governors).....	5
8. Complaints against the headteacher, a governor or the governing board.....	6
9. Referring complaints on completion of the school's procedure	6
10. Persistent complaints	7
11. Record keeping	8
12. Learning lessons.....	8
13. Monitoring arrangements	8
14. Links with other policies	8

1. Context

St Peter's holds Voluntary Academy rather than Community School Status. As such, the Governing body of St Peter's School has jurisdiction over complaints and related issues rather than the Local Authority.

2. Aims

The Governors are committed to ensuring that the highest standards are maintained at the School both in the provision of education to Students and in every other aspect of the running of the School. A complaint procedure is an important part of the management of a well-run school allowing Parents/Carers the opportunity to voice any concerns they may have through appropriate channels. This policy and procedure is based upon The Key model policy and has been adopted by the Governing body to ensure a systematic and fair approach to the resolution of such concerns.

This procedure is designed to allow Parents/Carers of registered Students at the School a means of making complaints which they can be confident will be addressed properly.

A complaint may result in disciplinary action by the School against a member of staff, which would be confidential between that member of staff and the School. Parents/Carers will otherwise be kept fully informed of the handling of any complaint. Any complaint will be kept confidential, unless it is necessary to involve other parties, and will be dealt with as quickly as possible.

In general, a complaint should be addressed in writing to the Headteacher although it is expected that attempts will be made to resolve difficulties informally with the Class Teacher, Head of Year or Tutor before being referred to the Headteacher. The informal stage of the procedure should be exhausted before the matter is referred to the formal stage. If any substantial complaint is received by a member of staff it should be referred to his/her Line Manager or the Headteacher as appropriate if it cannot immediately be resolved by the member of staff to the satisfaction of the Parent/Carer.

Our school aims to meet its statutory obligations when responding to complaints from parents and carers of students at the school.

This Complaints Policy aims to be effective by:

- encouraging resolution of problems by informal means wherever possible;
- being easily accessible and publicised;
- being simple to understand and use;

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect complainants' desire for confidentiality
- Treat complainants with respect and courtesy
- Ensure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law
- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into school improvement evaluation processes

We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed.

The school will aim to give the complainant the opportunity to complete the complaints procedure in full. To support this, we will ensure we publicise the existence of this policy and make it available on the school website. Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals.

3. Legislation and guidance

This document meets the requirements set out in part 7 of the schedule to [the Education \(Independent School Standards\) Regulations 2014](#), which states that we must have and make available a written procedure to deal with complaints from parents of pupils at the school.

It is also based on guidance published by the Education and Skills Funding Agency (ESFA) on creating a complaints procedure that complies with the above regulations, and refers to good practice guidance on setting up complaints procedures from the Department for Education (DfE).

This policy complies with our funding agreement and articles of association. 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.

4. Definitions and scope

4.1 Definitions

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”
- A **complaint** is defined as “an expression of dissatisfaction however made, about actions taken or a lack of action”

4.2 Scope

Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints. These key messages deal with complaints but the underlying principle is that concerns ought to be handled, if at all possible, without the need for formal procedures.

The requirement to have a complaints procedure need not in any way undermine efforts to resolve the concern informally. In most cases the Teacher/Tutor or the individual delivering the service in the case of extended provision, will receive the first approach. Staff will do their best to resolve issues on the spot, including apologising, where necessary.

Formal procedures will need to be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

The Headteacher will be the person responsible in the first instance for dealing with complaints.

This policy does **not** cover complaints procedures relating to:

- Admissions
- Statutory assessments of special educational needs (SEN)
- Safeguarding matters
- Exclusion
- Whistle-blowing
- Staff grievances
- Staff discipline

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

Arrangements for 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 special educational needs co-ordinator (SENCO); 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 services provided by other providers who use school premises or facilities should be directed to the provider concerned.

5. Roles and responsibilities

5.1 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

5.2 The investigator

An individual will be appointed to look into 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 headteacher or complaints committee which includes the facts and potential solutions

5.3 Clerk to the governing board

The clerk 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

5.4 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

6. Principles for investigation

- When investigating a complaint, we will try to clarify:
- What has happened
- Who was involved
- The nature of the complaint and what remains unresolved;
- What the Complainant feels would put things right (if necessary);

6.1 Time scales

The complainant must raise the complaint within 3 months of the incident. If the complaint is about a series of related incidents, they must raise the complaint within 3 months of the last incident. We will consider exceptions to this time frame 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. When complaints are made out of term time, we will consider them to have been received on the first school day after the holiday period. If at any point we cannot meet the time scales we have set out in this policy, we will:

- Set new time limits with the complainant
- Send the complainant details of the new deadline and explain the delay

6.2 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 (see section 10) 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 4666, or by emailing 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.

7. Stages of complaint (not complaints against the Headteacher or Governors)

7.1 Making an Informal Complaint

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.

At each stage in the procedure the School wants to keep in mind ways in which a complaint can be resolved. It might be sufficient to acknowledge that the complaint is valid in whole or in part. In addition, it may be appropriate to offer one or more of the following:

- an apology, an explanation or an admission that the situation could have been handled differently or better; (this is not the same as an admission of negligence).
- 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 policies in light of the complaint.

This procedure aims to identify areas of agreement between the parties. It is also of equal importance to clarify any misunderstandings that might have occurred as this can create a positive atmosphere in which to discuss any outstanding issues. The complainant should raise the complaint as soon as possible with the relevant member of staff or the headteacher, either in person or by letter, telephone or email. If the complainant is unclear who to contact or how to contact them, they should contact the school office by telephone on 01202 421141 or by email: info@st-peters,bournemouth.sch.uk. The school will acknowledge informal complaints within 3 school days, and investigate and provide a response as soon as is practicable. The informal stage will involve a telephone call or meeting between the complainant and the relevant member of staff. If the complaint is not resolved informally, it will be escalated to a formal complaint.

7.2 Making a Formal Complaint

The formal stage involves the complainant putting the complaint to the headteacher and/or the subject of the complaint:

- In a letter or email (see Annex C for the School's complaint form)
- Over the phone
- In person
- Through a third party acting on their behalf

This complaints procedure has well-defined stages. A flow chart of the stages can be found in Annex B. At each stage the School will clarify exactly who will be involved, what will happen, and estimate how long it will take. There may, on occasion, be the need for some flexibility; for example, the possibility of further meetings between the Complainant and the member of staff directly involved and further investigations may be required by the Headteacher after a meeting with the Complainant.

The three stages are as follows:

- Stage one: complaint heard by Headteacher or a designated member of the Senior Leadership Team;
- Stage two: complaint heard by Chair of the Governing Body;
- Stage three: complaint heard by Governors' Complaints Appeal Panel;

The complaints procedure is located in Annex A.

8. Complaints against the headteacher, a governor or the governing board

8.1 Stage 1: informal

Complaints made against the headteacher or any member of the governing board should be directed to the clerk to the governing board in the first instance. If the complaint is about the headteacher or one member of the governing board (including the chair or vice-chair), a suitably skilled and impartial governor will carry out the steps at stage 1 (see Annex A).

8.2 Stage 2: formal

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 stage 2 (set out in section 7 above). They will be appointed by the governing board or diocese and will write a formal response at the end of their investigation.

8.3 Stage 3: review panel

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, the local authority or diocese and will carry out the steps at stage 3 (set out in section 7 above).

9. 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 ESFA. The ESFA will check whether the complaint has been dealt with properly by the school. The ESFA will not overturn a school's decision about a complaint. However, it will look into:

- Whether there was undue delay, or the school did not comply with its own complaints procedure
- Whether the school was in breach of its funding agreement with the secretary of state
- Whether the school has failed to comply with any other legal obligation

If the school did not deal with the complaint properly, it will be asked to re-investigate the complaint. If the school's complaints procedure is found to not meet regulations, the school will be asked to correct its procedure accordingly. For more information or to refer a complaint, see the following webpage: www.gov.uk/complain-about-school

10. Persistent complaints

10.1 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's 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 complaints procedure
- Pursues a valid complaint, but in an unreasonable manner e.g. refuses to articulate the complaint, refuses to co-operate with this complaints 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 school site.

10.2 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.

10.3 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.

11. 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 GDPR retention times. 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.

12. Learning lessons

The Governing Body will review any underlying issues raised by complaints with the headteacher, 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.

13. Monitoring arrangements

The Governing Body will monitor the effectiveness of the complaints procedure in ensuring that complaints are handled properly. The Governing Body will track the number and nature of complaints, and review underlying issues as stated in section 12. This policy will be reviewed by Finance, Resources and Premises Committee every at least once every 2 years. At each review, the policy will be approved by the full governing body.

14. Links with other policies

Policies dealing with other forms of complaints include:

- Child protection and safeguarding policy and procedures
- Admissions policy
- Exclusions policy
- Staff grievance procedures
- Staff disciplinary procedures
- SEN policy and information report
- Privacy notices

Annex A

The Formal Complaints Procedure

Stage One: Complaint heard by Headteacher

The Headteacher will shape the way complaints are handled in the School. It is recognised that the Complainant may be dissatisfied with the way the complaint was handled at Stage One as well as pursuing their initial complaint. The Headteacher may delegate the task of collating the information to another staff member but not the decision on the action to be taken.

The complainant should provide details such as relevant dates, times and the names of witnesses of events, alongside copies of any relevant documents. The complainant should also state what they feel would resolve the complaint. If complainants need assistance raising a formal complaint, they can contact the school office on 01202 421141 or by email: info@st-peters.bournemouth.sch.uk. The Headteacher (or other person appointed by the Headteacher for this purpose) will then conduct their own investigation and then provide a response to the complainant. If the complainant is not satisfied with the response and wishes to proceed to the next stage of this procedure, they should inform the clerk to the governing body in writing within 5 school days.

Stage Two: Complaint Heard by Chair of Governing Body

If dissatisfied with the outcome of Stage One, the Complainant must write to the Chair of the Governing Body giving details of the complaint. At this point, it is recognised the Complainant may be dissatisfied with the way the complaint was handled at Stage One as well as pursuing their initial complaint. If necessary, the Chair of the Governing Body will investigate and address both matters.

Stage Three: Complaint Heard by Governing Body's Complaints Appeal Panel

The Complainant must write to the Clerk of the Governing Body giving details of the grounds of the complaint. The Clerk will convene a Governing Body Complaints Appeal Panel of three. None of whose members will have been directly involved in previous consideration of the complaint, and one of whose members will be independent of the management and running of the School. The panel will have access to the existing record of the complaint's progress (see section 11). This is the last School-based stage of the complaints process.

Individual complaints will not be heard by the whole Governing Body at any stage, as this would compromise impartiality and confidentiality.

Timeframe

Investigations by the Headteacher and Chair of the Governing Body (or other nominated persons undertaking either Stage One or Two of the Complaints Procedure) will be completed expeditiously and normally within a period of 20 school days of the complaint being submitted.

If it becomes necessary for the School's Complaints Appeal Panel to meet, this will be arranged by the Clerk to the Governing Body normally within 20 school days of the complaint being submitted to the Clerk to the Governing Body or other nominated person. Where this period falls within School vacations the meeting will be arranged as soon as possible and the Complainant will be notified of the reason for the delay.

The Remit of The Complaints Appeal Panel

The Panel can:

- 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 School's systems or procedures to ensure that problems of a similar nature do not recur.

Panel Members sitting on a Complaints Panel will recognise that:

- a. It is important that the Appeal Hearing is independent and impartial and that it is seen to be so. No Governor will sit on the Panel if they have had a prior involvement in the complaint or in the circumstances surrounding it. In deciding the make-up of the Panel, Governors will try to ensure that it is a cross-section of the categories of Governor and sensitive to the issues of race, gender and religious affiliation.
- b. The aim of the Appeal Hearing, which will be held in private, will always be to resolve the complaint and achieve reconciliation between the School and the Complainant. However, it is recognised the Complainant might not be satisfied with the outcome if the Appeal 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 Appeal Panel will acknowledge that many Complainants feel nervous and inhibited in a formal setting. Parents/Carers often feel emotional when discussing an issue that affects their child. The Panel Chair will ensure that the proceedings are as welcoming as possible. The layout of the room will set the tone and care will be taken as far as reasonably possible to ensure the setting is informal and not adversarial.
- d. Extra care needs to be taken when the Complainant is a young person. Careful consideration of the atmosphere and proceedings will ensure that the young person does not feel intimidated. The Panel will take care to be aware of the views of the young person and give them equal consideration to those of adults. Where the young person's Parent/Carer is the Complainant, the Parent/Carer will be given the opportunity to say which parts of the Hearing, if any, the young person needs to attend.

They need to be fully conversant of the complaints procedure.

Roles and Responsibilities

The Role of the Clerk

The Complaints Panel Hearing will be clerked. The Clerk will be the contact point for the Complainant and the Clerk will:

- set the date, time and venue of the Appeal Hearing. The complainant must have reasonable notice of the date of the review panel; however, the review panel reserves the right to convene at their convenience rather than that of the complainant.
- ensure that the venue and proceedings are accessible;
- collate any written material and provide 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 Appeal Panel's decision.

The Role of the Chair of the Governing Body or the Nominated Governor

The nominated Governor will:

- check that the correct procedure has been followed;
- notify the Clerk, if an Appeal Hearing is appropriate, to arrange the Panel;

The Role of the Chair of the Panel

The Chair of the Panel will ensure 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/Carers 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 as possible with each party treating the other with respect and courtesy;
- the Panel is open minded and acting independently;
- no member of the Panel has a vested interest in the outcome of the proceedings or 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. If a new issue arises all parties will be given the opportunity to consider and comment on it.

Notification of the Panel's Decision

The Chair of the Panel will ensure that the Complainant is notified of the Panel's decision, in writing, with the Panel's response as soon as possible. An initial verbal notification will be provided within 24 hours of the Hearing and the letter will follow as soon as practicable. The letter will explain if there are any further rights of appeal and, if there are, to whom they need to be addressed.

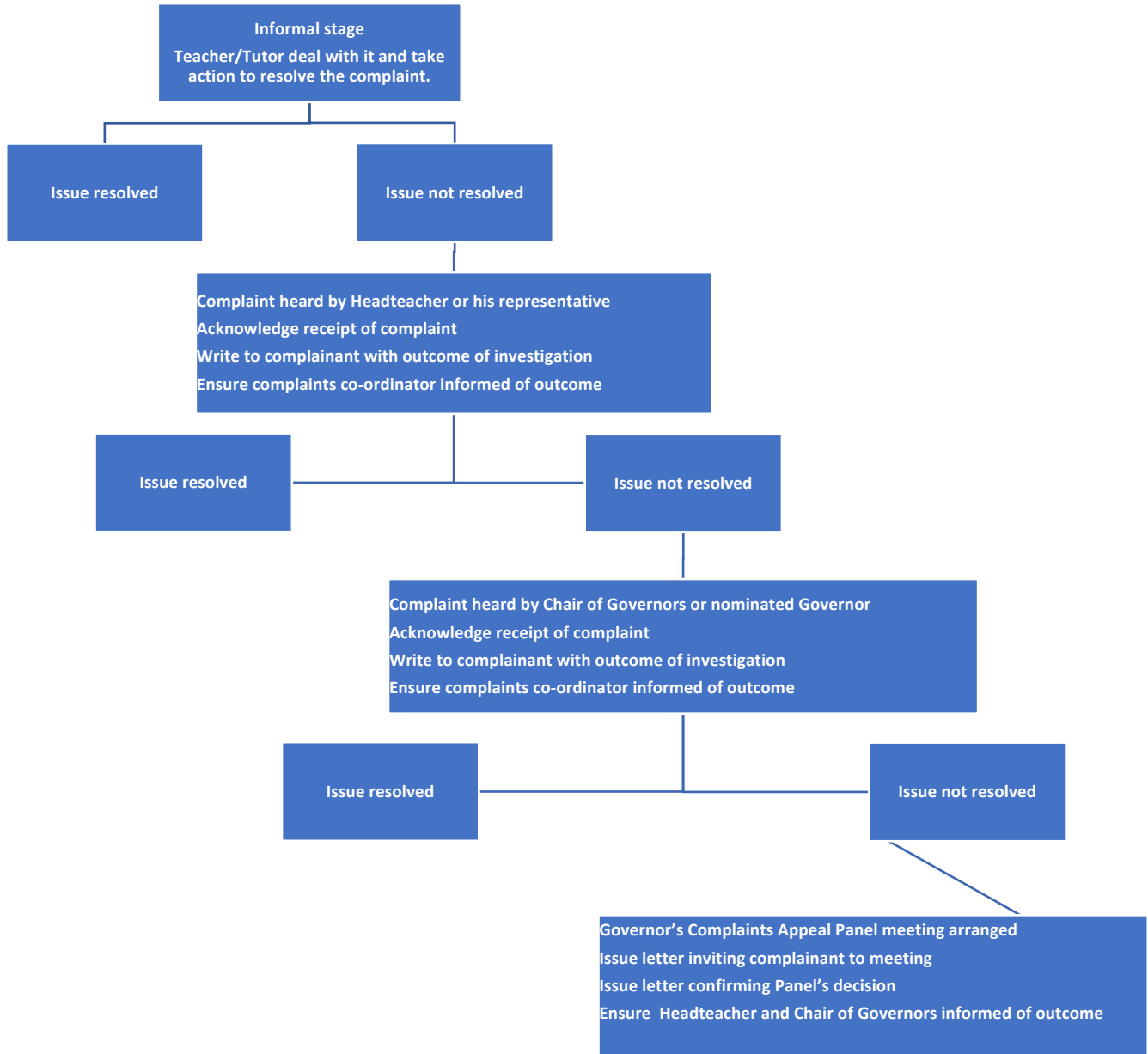
Checklist for a Panel Hearing

The Panel will take the following points into account:

- To make the Hearing as informal as possible.
- Witnesses will only be required to attend for the part of the Hearing in which they give their evidence.
- After introductions, the Complainant will be invited to explain their complaint, and be followed by their witnesses.
- The Headteacher (or nominated representative) may question either the Complainant or the witnesses after each has spoken.
- The Headteacher (or nominated representative) will then be invited to explain the School's actions and be followed by the School's witnesses.
- The Complainant may question either the Headteacher (or nominated representative) or the witnesses after each has spoken.
- The Panel may ask questions at any point.
- The Complainant will then be invited to sum up their complaint.
- The Chair will advise that both parties will hear from the Panel within the time scale prescribed within this Policy.
- Both Parties leave together while the Panel decides on the issues. The Clerk will remain.

Annex B Flowchart

Summary of Dealing with Complaints



Annex C

St Peter's School Complaints Form

Please complete and return to the Headteacher who will acknowledge its receipt and explain what action will be taken in an initial letter of response.

Your name:

Student's name:

Your relationship to the Student:

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)?

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

Are you attaching any paperwork? If so, please give details.

Signature:

Date:

Official use

Date acknowledgement sent:

By who:

Complaint referred to:

Date:

Annex D

Appealing beyond the School

You may also appeal beyond the School to:

1. The ESFA

The ESFA will check whether the complaint has been dealt with properly by the school. The ESFA will not overturn a school's decision about a complaint. However, it will look into:

- Whether there was undue delay, or the school did not comply with its own complaints procedure
- Whether the school was in breach of its funding agreement with the secretary of state
- Whether the school has failed to comply with any other legal obligation

If the school did not deal with the complaint properly, it will be asked to re-investigate the complaint. If the school's complaints procedure is found to not meet regulations, the school will be asked to correct its procedure accordingly.

For more information or to refer a complaint, see the following webpage: www.gov.uk/complain-about-school

2. Department for Education

You can complain to the Department for Education (DfE) directly if:

- A child is at risk
- A child is missing school
- The school is stopping you from following its complaints procedure
- You think your complaint was not dealt with correctly **and** you've followed all the steps in the school's complaints procedure.

https://form.education.gov.uk/service/Contact_the_Department_for_Education

3. Ofsted

Ofsted has powers to investigate complaints such as:

- The School is not providing a good enough education;
- The Students are not achieving as much as they should, or their needs are not being met;
- The School is not well led and managed or is not using its resources Efficiently;
- The Students' personal development and well-being are being neglected.

Ofsted will not usually consider a complaint if a Complainant has not first followed the School's complaints procedure and will not normally investigate matters to do with individual Students.

Enquiries, National Business Unit

Ofsted

Royal Exchange Buildings

St Ann's Square, Manchester

M2 7LA.

08456 404045

www.ofsted.gov.uk