



Parent Code of Conduct, including Complaints Procedure

Reviewed April 2024

Introduction

At Pentyrch Primary School, we value our strong relationship with parents and carers. Together this helps us to achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community. As a partnership our parents understand the importance of a good working relationship to equip their children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school.

To truly create the best outcomes for children requires the relationship between home and school to be based on the principles of care, integrity, trust and mutual respect. The maintenance of this relationship is important to ensure a child or children are safe (please read our Safeguarding Policy) and not open to undue distress and anxiety.

Pentyrch Primary School has a duty of care to all stakeholders, including staff, parents and pupils to ensure their safety and well-being. The purpose of this policy is to provide a reminder to all parents, carers and visitors to our school about the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

Guidance

We expect parents, carers and visitors to:

- Respect the caring ethos and values of our school;
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and behaviour, both on school premises and in the immediate area;
- Understand that both teachers and parents need to work together for the benefit of their children;
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue;
- Correct own child's behaviour especially in public where it could otherwise lead to conflict, aggressive behaviour or unsafe behaviour;
- Approach the school to help resolve any issues of concern;
- Avoid using staff as threats to admonish children's behaviour.

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches;
- Using loud/or offensive language, swearing, cursing or using profane language or displaying temper;

- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or student regardless of whether or not the behaviour constitutes a criminal offence;
- Damaging or destroying school property;
- Abusive or threatening emails or texts/voicemail/phone messages or other written communication;
- Insulting a member of the school community by word or behaviour including slander;
- Making defamatory, offensive, libellous or derogatory comments regarding the school or any of the students/parent/staff, at the school on Facebook, X, Instagram or other social sites (see Appendix 1). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, member of the Senior Leadership Team (SLT) or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned (see Complaints Procedure);
- Spreading malicious rumours or gossip;
- The use of physical aggression towards another adult or child;
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences);
- Prejudiced behaviours including racist or sexist conduct;
- Incitement of others and threats or risk of injury;
- Using aggressive hand gestures/exaggerated movements towards another parent/carer, member of school staff, Governor or visitor to the school;
- Smoking or taking illegal drugs or drinking on school premises (Alcohol may only be consumed during authorised events.);
- Bringing dogs onto school premises (other than guide dogs).

Should any of the above behaviour occur, the school might feel it necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds. In these circumstances, the school is not responsible for organising arrangements for children. Some of these behaviours may result in the school contacting the Police.

This policy will also apply during social events at the school, held in the name of the school and during class/school visits or during sporting events. It is important that Health and Safety rules, appropriate circumstances and relationships and the good name of the school are all maintained.

Raising a concern or making a complaint

Pentyrch is a primary school at the heart of the local community. It strives to provide the best possible education for the children in its care. Nevertheless, as in any organisation, misunderstandings can arise from time to time, which may lead to an individual wishing to express some concern. However, it is important to differentiate between a concern and a complaint. Pentyrch Primary School has adopted the Department for Education's (2016:4) definition for clarity:

A 'concern' may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. A complaint may be generally defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'.

In this regard, Pentyrch has an 'open door' policy for resolving concerns. **However, the School reserves the right to withdraw that policy where the number of concerns raised by any one individual is disproportionate and impacts negatively on the School.** In such circumstances, the individual will be referred to the Governing Body, and, ultimately, the Local Authority. Any concern should always be raised with a member of staff or a member of the Senior Leadership Team (SLT) in the first instance and every effort will be made to resolve the issue under **Stage 1** of the process (see Complaints Procedure). When concerns are addressed and resolved, there should be no need for a formal complaint.

Should the person raising the concern not be satisfied with the outcome at **Stage 1** of the Complaints procedure, the complaint must be submitted in writing and a statement of the desired outcomes must be provided using the Complaints Form (Annex B of the Complaints Procedure) at the end of this. Once this is submitted, this will lead to **Stage 2** of the procedure.

Persistent and Vexatious Complaints (see Habitual and Vexatious Complaints Policy)

Definition of a persistent complainant.

For the purpose of this policy, a persistent complainant is a parent/carer or a member of the public who complains about issues, either formally or informally, or frequently raises issues that the complainant considers to be within the remit of the school, and whose behaviour is unreasonable. Such behaviour can be characterised by:

- a) actions which are obsessive, persistent, harassing, prolific, repetitious;
- b) prolific correspondence or excessive email or telephone contact about a concern or complaint;
- c) uses Freedom of Information requests excessively and unreasonably;
- d) an insistence upon pursuing unsubstantial complaints and/or unrealistic or unreasonable outcomes;

- e) an insistence upon pursuing complaints in an unreasonable manner;
- f) an insistence upon repeatedly pursuing a complaint when the outcome is not satisfactory to the complainant but cannot be changed, for example, if the desired outcome is beyond the remit of the school because it is unlawful.

For the purpose of this policy, harassment is the unreasonable pursuit of such actions as in a) to f) above in such a way that they:

- a) appear to be targeted over a significant period of time on one or more members of school staff and/or
- b) cause on-going stress to individual member(s) of school staff and/or
- c) have a significant adverse effect on the whole/parts of the school community and/or the recipient. This could include situations where persistent demands and criticisms, whilst not particularly taxing or serious when viewed in isolation, have a cumulative effect over time of undermining confidence, well-being and health.

Key Principles

- The education of the children of the parent involved will not be compromised in any way;
- Clear documentary evidence is kept of any correspondence, action or decisions for a period of at least 7 years;
- The school will fully investigate all valid concerns;
- Any decisions will be fully communicated to the parent;
- Any parent behaving unlawfully will be reported to the police.

Appendices

Appendix 1: Inappropriate Use of Social Networking Sites

Social media websites are being used increasingly to fuel campaigns and complaints against schools, Head Teachers, school staff and, in some cases, other parents/pupils. The Governors consider the use of social media websites being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, a member of the Senior Leadership Team (SLT) or the Chair of Governors, so that they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated in the school is found to be posting libellous or defamatory comments on Facebook, X, Instagram or other social network sites, they will be reported to the appropriate "report abuse" section of the network site. All social network sites have clear rules about content, which can be posted, on the site and they provide robust mechanisms to report content or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately.

We take very seriously the use of cyber bullying by one child or a parent/carer to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying.

The school will also consider its legal options to deal with any such misuse on social networking and other sites.



Complaints Procedure

Reviewed April 2024

Pentyrch Primary School

Complaints Procedure

Policy Statement and Definition of a Complaint

The Welsh Government defines a complaint in the context of a school as “an expression of dissatisfaction in relation to the school, a governor or a member of its staff that requires a response from the school” (Welsh Government (circular no: 011/2012)).

The School’s Complaints Procedure reflects the principles set out in the Welsh Assembly Guidance (Welsh Government circular no: 011/2012). As such, all complaints will be dealt with on the basis of relevant facts and handled with sensitivity. The School’s Complaints Procedure and the number and type of complaints will be reviewed annually by the Governing Body. Anonymous complaints will be recorded but only be considered in the light of potential criminal activity.

Aims and Purpose of the Complaints Procedure

The purpose of the procedure is to provide a formal route through which a complainant can bring a complaint to the attention of the School.

The procedure aims to:

- be accessible;
- encourage informal conciliation and resolution nearest to the source of the complaint;
- allow speedy handling, with established time-frames;
- ensure full and fair consideration of complaints;
- respect the complainants’ confidentiality as far as possible (there could be occasions when the complaint needs to be made known to others in the school so as to address the complaint appropriately);
- provide an effective and appropriate response;
- support the right of the complainant to be accompanied at any stage of the procedure (the complainant should still speak for themselves unless they are a child where it could be appropriate for a companion to speak on their behalf / advise the pupil);
- ensure that pupils under 16 who wish to raise a concern / complaint are asked for permission for school to involve parents / carers;
- ensure that parents / carers of pupils under 16 are asked to become involved and attend any discussion / interview with the pupil when they are involved in a complaint in any other way;
- contribute to the School’s performance measurement;
- identify areas of weakness in order to support the School’s development and improvement.

Scope of the Complaints procedure

There are special arrangements for dealing with the following matters which **must not** be dealt with under the Complaints Procedure. These are:

1. Complaints about what your child is taught at school (the National Curriculum), Religious Education and Collective Worship and the school's provision of information.
2. Appeals against decisions about your child's special educational needs.
3. If you are not offered a place in the school of your choice, or if your child is suspended or excluded from school.(The school will tell you how to appeal if these situations arise.).
4. If you think your child has been given an incorrect grade in a public examination.

Time Scale Staged approach including time scale (See also Annex A)

Stage	Time scale
Stage 1- Informal	<ul style="list-style-type: none">• The nature and grounds for the concern, or potential complaint, will be scrutinised and every attempt will be made to resolve it informally in order to avoid any unnecessary escalation.• It is important that concerns or complaints are submitted as soon as possible and normally within 10 days of an incident. The School will normally respond within 10 working days, but if this is not possible, the complainant will be informed of the revised timescale for dealing with the issue.
Stage 2- Formal procedure	<ul style="list-style-type: none">• If the complainant is dissatisfied with the outcome of the attempts to reach an informal resolution of the concerns, a person, designated by the School, will investigate your complaint. To initiate this process, the complainant will need to complete the Complaints Form (Annex B) including a statement on the desired outcomes within 5 working days of the outcome of Stage 1.• You will be invited to attend a meeting with the person undertaking the investigation, normally within 10 days of Annex B being received by the school.• You will receive a written outcome of the investigation when it is completed.• If you are dissatisfied with the decision, you should inform the Clerk to the Governing Body within 10 working days of receipt of that notification.

Stage 3-Review	<ul style="list-style-type: none"> • If the complaint is not resolved at Stage 2, you should write to the Clerk of Governors within 10 working days of receiving the outcome. • The Governing Body will then establish a committee to consider the complaint further, normally within 20 working days. • You will receive a written outcome of the Stage 3 Review within 10 working days following the meeting of the committee.
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In addition, there are two further stages available when a complainant is dissatisfied with the outcomes of the Governing Body review. The purpose of these stages is to review the way in which the complaint has been handled; they are not re-hearings of the substantive complaint.

Stage 4	Local Authority Review	Review of procedures
Stage 5	Welsh Government Review	Review of procedures

STAGE 1 - INFORMAL STAGE

- If you are worried about something concerning the school, you should first discuss the difficulty with a relevant member of staff or, alternatively, a member of the Senior Leadership Team (SLT). You can do this by phoning or writing a letter to make an appointment to meet. Pupils can raise their concerns directly with the above personnel or with their peers.
- If you contact a member of the Senior Leadership Team (SLT) in the first instance, it may be suggested to you that it would be more relevant for you, first, to talk with another member of staff, or one of the teachers, in which case you should do this.
- You should usually meet with the relevant member of staff to discuss your concern, and be provided with a copy of this Complaints Procedure. You will be advised of any action deemed necessary to be taken to resolve the concern and avoid its escalation to a formal complaint and this will be recorded.

STAGE 2 – INVESTIGATION (designated member of staff)

- If you are dissatisfied with the outcome of Stage 1, you should complete the Complaints form (Annex B) and submit it to the Executive Headteacher / designated member of staff. (In all cases, support can be offered from the school to help you put your complaint in writing if necessary.) This will initiate Stage 2 of the process.
- The complainant and / or any individual who meets with the Executive Headteacher / designated member of staff as part of any such investigation may be accompanied by a friend, colleague, or relative as appropriate. The Executive Headteacher / designated member of staff may, where appropriate, choose to have a colleague present at any such meeting.
- The Executive Headteacher's / designated member of staff 's decision will be conveyed to you in writing as soon as it is practical to do so. **If you are dissatisfied with the decision, you should inform the Clerk to the Governing Body.**
- **If your complaint is about the Executive Headteacher then you should refer it instead to the Chair of Governors, who will select another governor to undertake Stage 2.** Any other adaptations required to the procedure (e.g. complaints against the Chair of Governors, or Governing Body) will be in accordance with the applicable Welsh Assembly Guidance (Welsh Government (circular no: 011/2012).

STAGE 3 - CONSIDERATION BY THE GOVERNING BODY

- If you feel that stages 1 and 2 have been completed and the complaint has not been resolved, you should write to / email the Governing Body through the school's address / email address. You should set out your reasons for asking the Governing Body's complaints committee to consider your complaint. You do not have to write down details of your whole complaint again, Your letter / email will be referred directly to the Governing Body.
- The Chair of Governors will then form a committee from within the Governing Body.
- Everyone involved will see the evidence and documentation before the meeting, while ensuring that people's rights to privacy of information are protected.
- Your complaint will be heard by the committee and you will have the opportunity to fully explain your concern.
- Normally, in order to deal with a complaint as quickly as possible, the complaints committee will not reschedule the meeting more than once. If you ask to reschedule the meeting more than once, the committee may think it reasonable to make a decision on the complaint in your absence to avoid unnecessary delays.
- Once a decision has been made you will be informed in writing of the outcome. There is no internal right of appeal against this decision. The Governing Body's complaints committee is the final arbiter of complaints.

- If the matter remains unresolved, you may choose to refer the matter to the Director of Education at Stage 4 and ultimately the Welsh Government at Stage 5. as set out below.
- The Governing Body will keep records of documents used to investigate your concern or complaint for a minimum of seven years after it has been dealt with.

STAGE 4 – REFERRAL TO THE LOCAL AUTHORITY

Local Authorities do not have a statutory role in resolving complaints about schools – the statutory responsibility rests with the Governing Body. You may choose to write to the Director of Education who will undertake a review of the procedures followed to confirm whether the complaint has been fully and fairly considered. This will be a procedural review and they will not re-hear your substantive complaint. Similarly, you may approach the Welsh Government for a review of the process to be undertaken.

STAGE 5 – REFERRAL TO WELSH GOVERNMENT

If you are dissatisfied with the outcome of Stage 4, you may approach the Welsh Government for further review.

Habitual or Vexatious Complaints (see Habitual and Vexatious Complaints Policy)

If a complaint is found to be frivolous, vexatious, defamatory or motivated by malice, the School reserves the right not to proceed with the complaint and to take action against the complainant. **Should a member of the School's staff make a complaint of this nature, this may lead to disciplinary action.**

Habitual or Vexatious Complaints Policy

Introduction

This policy applies to all complainants, and identifies situations where a complainant, either individually or as part of a group, or a group of complainants, might be considered to be 'habitual or vexatious' and ways of responding to these situations.

In this policy the term habitual means 'done constantly or as a habit'. The term vexatious is recognised in law and means 'denoting an action or the bringer of an action that is brought without sufficient grounds for winning, purely to cause annoyance to the defendant'. These terms are used in this policy to clarify that we are attempting to deal with persons who seek to be disruptive or whose requests cause disproportionate and repeated efforts on behalf of the school staff and governors by pursuing an unreasonable course of conduct.

The term complainant in this policy includes requests made under the Freedom of Information Act 2000, the Data Protection Act 1998, and the Environmental Information Regulations 2004, and reference to the complaints procedure is, where relevant, to be interpreted as meaning requests under those Acts.

Habitual and/or vexatious complaints can be a problem for school staff and governors. The difficulty in handling such complaints can place a strain on already limited time and resources. Whilst the school endeavours to respond with patience, empathy and sympathy to the needs of the complainants there are times when there is truly nothing further which can reasonably be done to assist or to rectify a real or perceived problem.

Scope of the Policy

This policy should only be used in exceptional circumstances after all reasonable measures have been taken to try to resolve complaints under the school's complaints procedures. However it is not necessary for a complaint to have become a stage 3 complaint before this policy can be invoked. Judgement and discretion must be used in applying the criteria to identify potential habitual or vexatious complainants and in deciding on the appropriate action to be taken in specific cases.

The policy should only be invoked following careful consideration of all the issues by the Executive Headteacher, the Chair of Governors and one other Governor member after an attempt has been made to reason with the complainant and it has been explained to them what it will mean if the habitual and vexatious policy is invoked. Authorisation to invoke the policy must be made in consultation with and on the advice of a panel of 3 governors. In an emergency, the Chair of Governors, or, if unavailable, the Vice Chair of Governors may give authorisation pending ratification by the panel of 3 governors. The decision to invoke the policy must be reported to the full governing body.

No individual may undertake a role in authorisation in this procedure if he/she has had an involvement with the complaint.

Definition of Habitual or Vexatious Complainant

Each case will be viewed individually and decided on its merits. However, a complainant (and/or anyone acting on their behalf) may be deemed to be habitual or vexatious if previous or current contact with them shows that they may meet any or all of the following criteria, dependent upon degree.

Where complainants:

- persist in pursuing a complaint where the school's complaints procedure has been fully and properly implemented and exhausted (e.g. where several responses have been provided);
- change the substance of a complaint or continually raise new issues or seek to prolong contact by continually raising further concerns or questions upon receipt of a response. **Care must be taken not to discard new issues which are significantly different from the original complaints. These might need to be addressed as separate complaints.;**
- are unwilling to accept documented evidence of action;
- are unwilling to accept that the Governing Body has reached a final decision on a chosen course of action;
- deny receiving an adequate response in spite of correspondence specifically answering their questions;
- persist in pursuing a matter when they have already exhausted other statutory routes;
- do not clearly identify the precise issues which they wish to be investigated, despite reasonable efforts to help them specify their concerns;
- continue to seek to pursue a complaint where the concerns identified are not within the remit of the Governing Body to investigate;
- focus on a trivial matter to an extent which is out of proportion to its significance and continue to focus on this point. It is recognised that determining what is a 'trivial' matter can be subjective and careful judgements must be used in applying this criteria;
- have in the course of addressing a complaint, had an excessive number of contacts with the school placing unreasonable demands on staff time. A contact may be in person or by telephone, letter, e-mail or fax. Discretion must be used in determining the precise number of "excessive contacts" applicable under this section, using judgement based on the specific circumstances of each individual case;
- have threatened or used physical violence towards staff at any time. This will in itself cause personal contact with the complainant and / or their representatives to be discontinued and the complaint will, thereafter, only be continued through written communication. All such incidences will be documented. Any complainant who threatens or uses actual physical violence towards staff will be regarded as a vexatious complainant and will be referred to the relevant

authority. This will also inform the complainant of the action to be taken with regard to any further communication received;

- have harassed or been personally abusive or verbally aggressive on more than one occasion towards staff dealing with the complaint. Staff recognise, however, that complainants may sometimes act out of character in times of stress, anxiety or distress and will make reasonable allowances for this. They will document all instances of harassment, abusive or verbally aggressive behaviour.;
- are known to have recorded meetings or telephone conversations or circulated such records to third parties without the prior knowledge and consent of other parties involved;
- make unreasonable demands and fail to accept that these may be unreasonable, for example, insist on responses to complaints or enquiries being provided more urgently than is reasonable or within the complaints procedure or normal recognised practice.

Process for Dealing with Habitual or Vexatious Complainants.

Where complainants have been identified as habitual or vexatious under the scope of this policy, taking account of the above criteria, the Authorising Officers (Executive Headteacher and Chair of Governors or if unavailable the Vice Chair of Governors plus one other Governor member) will determine what action to take. The Officer will implement such action and will notify complainants, in writing, of the reasons why they have been classified as habitual or vexatious and what action will be taken. They will also be notified of the review procedure.

This notification may be copied for the information of others already involved in the complaint or matters closely related to it, e.g. LA officers, staff, Members of Parliament. A record must be kept, for future reference, of the reasons why a complainant has been classified as habitual or vexatious.

It may be decided to deal with complainants in one or more of the following ways:

- Withdraw contact with the complainant either in person, by telephone, by email, by letter or any combination of these, provided that at least one form of contact is maintained. If staff are to withdraw from a telephone conversation with a complainant there will be an agreed statement available for them to use at such times.
- To restrict contact to liaison through a designated member of staff.
- Notify the complainant in writing that the Governing Body has responded fully to the points raised and has tried to resolve the complaint but there is nothing more to add and continuing contact on the matter will serve no useful purpose. The complainant should be notified that any form of contact, either orally or in writing, in relation to their complaint, or any further complaints relative to the same period of time, or the same or similar issues as an earlier complaint, is at an end, and that further contact received will be acknowledged but not answered.
- Temporarily suspend, for a period to be specified to the complainant, all contact with the complainant, provided that the Governing Body shall not, without the

consent of the LA, withdraw or not provide any services which the complainant or his/her family are entitled to receive.

Review Decisions and Withdrawing 'Habitual or Vexatious' Status.

Once a complainant has been determined, as habitual or vexatious, such status needs to be regularly reviewed, and, where appropriate, withdrawn at a later date. Such action may be appropriate where a complainant subsequently demonstrates a more reasonable approach or submits a further complaint for which the normal complaints procedures would appear appropriate.

A panel of 3 governors should review their decisions to categorise a complainant as habitual or vexatious every six months.

The panel on review may either withdraw the categorisation of a person as habitual or vexatious or amend the strategy being applied to that person. If the panel considers it appropriate to withdraw the status of habitual or vexatious complainant, normal contact with the complainant and application of the school's complaints procedure will be resumed. The complainant will be given notice of this decision forthwith.

Copies of all decisions relating to the categorisation of a person as a habitual or vexatious complainant will be sent to the clerk who will hold and maintain a central register of such decisions.

Monitoring Arrangements

Statistical information will be presented annually to the Governing Body with details of complainants who are categorised as habitual and / or vexatious.

General

Nothing in this policy affects an individual's statutory rights.

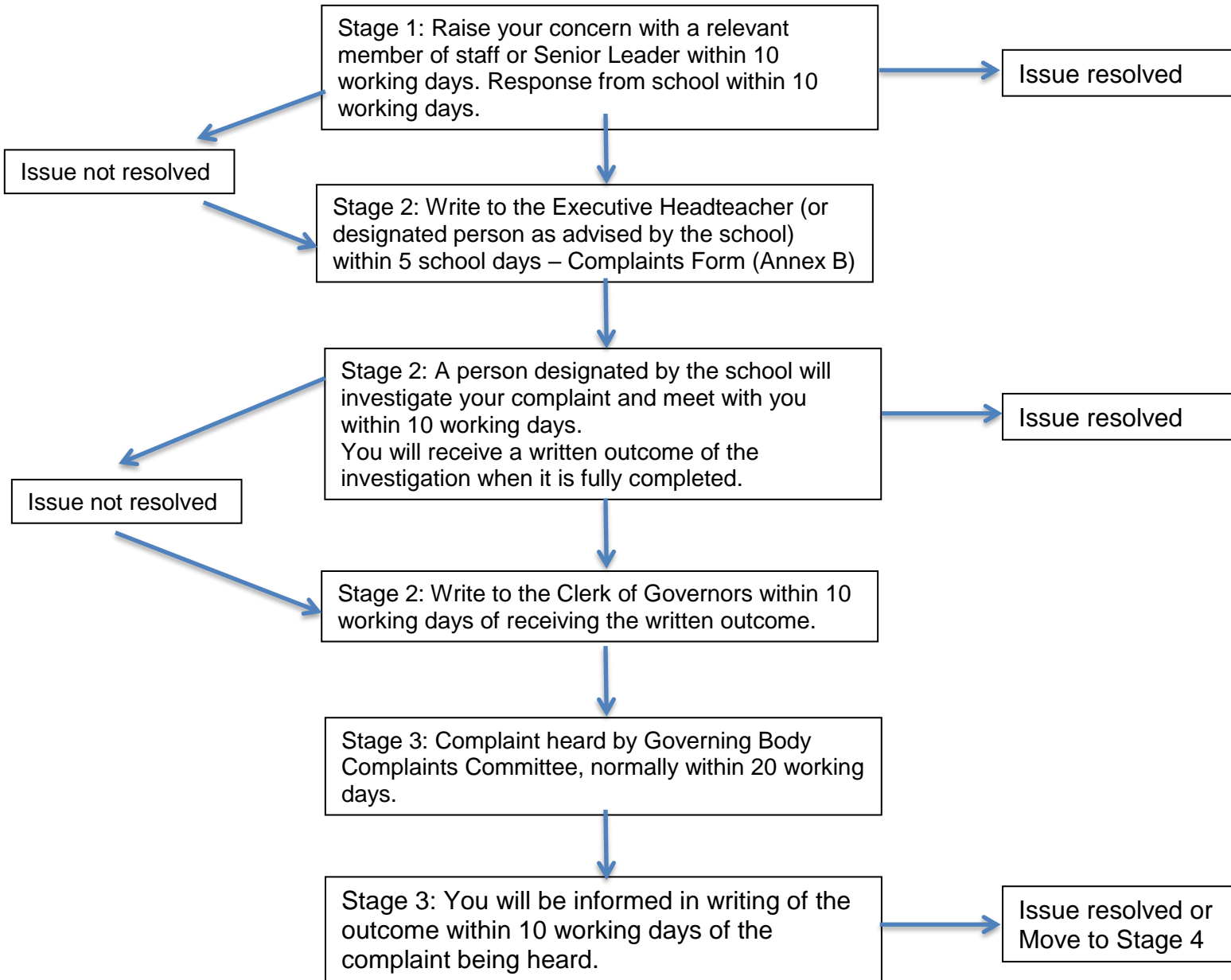
References

Department for Education (2016) ***Best practice Advice for School Complaints*** (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489056/Best_Practice_Advice_for_School_Complaints_2016.pdf)

Welsh Government (circular no: 011/2012) ***Complaints procedures for school governing bodies in Wales*** (<http://gov.wales/docs/dcells/publications/121002complaintsschoolsen.pdf>)

Annex A: Summary of dealing with concerns or complaints

This procedure will be followed in the event of a concern or a complaint about the school, provided that the complaint does not fall under other statutory procedures.



If the complaint is about the Executive Headteacher, you should write to the Chair of Governors.

The school will work with you to ensure that the time allowed to deal with your concern or complaint is reasonable and helps to achieve an answer to the problem as quickly as possible.

Annex B: Complaint form

The person who experienced the problem should normally fill in this form. If you are making a complaint on behalf of someone else please fill in Section B also. Please note that before taking forward the complaint we will need to be satisfied that you have the authority to act on behalf of the person concerned. If you are a pupil the school will help you complete this form, will explain it to you and will give you a copy of it when it is completed.

A. Your details

Surname	
Forename (s)	
Title: Mr / Mrs / Ms / Other	
Address and postcode	
Daytime phone number	
Mobile phone number	
e-mail address	

How would you prefer us to contact you?

B. If you are making a complaint on behalf of someone else, what are their details?

Their name in full	
Address and postcode	
What is your relationship to them?	
Why are you making a complaint on their behalf?	

C. About your complaint (continue your answers on separate sheets of paper if necessary)

C.1 Name of the school you are complaining about.

C.2 What do you think they did wrong or did not do?

C.3 Describe how you have been affected.

C.4 When did you first become aware of the problem?

C.5 If it is more than three months since you first became aware of the problem, please give the reason why you have not complained before.

C.6 What is your desired outcome for resolving your complaint?

C.7 Have you already put your complaint to a member of staff? If so, please give brief details about how and when you did so.

Signature of complainant:

Date:

Signature if you are making a complaint on behalf of someone else

Signature:

Date:

Please send this form, and any documents to support your complaint, to the Executive Headteacher. If the complaint is about the Executive Headteacher, it should be forwarded to the Clerk to the Governing Body.

Official Use

Date acknowledgement sent:

By whom:

Complaint referred to:

Date: