



Reach For The Stars

Compliments and Complaints Policy

Compliments and Complaints policy

Our Motto

★ Reach for the Stars

Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

Our vision and values support Articles 2, 12, 15, 19, 24, 27, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

Articles 2/12: We respect the right to be listened to and listen to others.

Articles 19/24: We respect the right to feel safe at school and help others feel safe.

Article 28: We respect the right to learn and let others enjoy their learning.

Articles 15/31: We respect the right to join in and be part of a team.

Article 29: We respect the right to develop our potential and to do it with a growth mindset.

Article 27: We respect the right to look after our own and others property.

Our Values

- ★ Striving
- ★ Teamwork
- ★ All Included
- ★ Responsibility
- ★ Success

★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ Teamwork

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Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ **All Included**

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**

★ **Responsibility**

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ **Success**

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements.**

Equal Opportunities and the Single Equality Scheme

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.**

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

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COMPLIMENTS AND COMPLAINTS POLICY

We want to hear from you.

We want to give you and your child the best possible service. It is only by listening to your views that we can find out what we are doing well and what we need to improve.

We are committed to continuously improving the school for the benefit of your child and we will act on what you tell us.

This policy explains how we will deal with your comments, complaints and compliments.

AT OSMANI:

Whenever you contact us, we will always:

- Be polite, helpful and honest, as we hope you will be
- Treat you with respect, as we would like to be treated
- Treat you fairly
- Not pass you from one person to another
- Listen to your views
- Make it clear what we can and cannot do
- Admit when things go wrong and do our best to put them right

If you are making a complaint, we will also:

- Carry out enquiries independently and fairly
- Deal with your complaint as quickly and effectively as we can
- Keep you informed of our progress

TELLING US YOUR VIEWS

Comments

If you have an idea for improving the school, or want to comment on what we do, we would like to hear from you.

A suggestion box has been placed by the office. Please write your name and how we can contact you on the slip of paper. Please your write your comments or suggestion. A form for this is also included in the half termly newsletter.

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If you would like us to respond to your comment, we will let you know we've received it by telephoning you. We will also tell you who is dealing with it and when you can expect to get a reply.

Compliments

We are always delighted to hear that we are doing a great job. We make sure that our staff know that someone is pleased, as this motivates them and makes their work even more satisfying.

Complaints

We aim to provide the best service and education for your child but we know that sometimes things can go wrong. We welcome complaints, as they help us learn and improve.

Concern or Complaint

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'. **DFE School Complaint Procedure 2016***

Some complaints fall outside the school's complaints procedure, for example, staff grievances or disciplinary procedures (**Appendix 4: Complaints not in Scope**)

OUR COMPLAINTS PROCEDURE HAS FOUR STAGES (See Appendix 1 for procedure)

STAGE 1-3: INFORMAL STAGE

Stage 1

This first stage is to speak to your child's class teacher. Tell them the problem and they will try and sort it out. In many cases they will deal with your complaint immediately or refer it to a senior manager (if it is first thing in the morning and they have to teach the class)

If the complaint is about the class teacher, please speak to the Head of Phase.

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Stage 2

If you are dissatisfied with the response you received at stage 1, you can ask to speak to the Head of Phase.

Stage 3

If you are still dissatisfied with the response you received at stage 2, you can ask to speak to the Headteacher.

Stage 4: FORMAL STAGE

If you are still not satisfied with the response at stage 3, you can make a complaint to the school's governing body.

A member of the office staff will give you a form to fill. **(Appendix 3)**

They will be happy to help you fill it in if you cannot fill it in by yourself.

Please put your complaints form in a sealed envelope marked:

Private and Confidential

For the attention of the Chair of Governors

The chair of governors will ask for an independent enquiry to be carried out. Details of what will happen will be communicated to you by writing.

Monitoring of policy

This policy will be monitored by the Headteacher.

Evaluation of policy

This policy will be evaluated through termly or annual reports by the Headteacher and Governing Body. This evaluation will also inform school priorities.

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Appendix 1: PROCEDURE FOR DEALING WITH COMPLAINTS

INTRODUCTION

This policy has been produced by the governors of Osmani Primary School following consultation with staff and parents. It sets out the way in which this school will deal with complaints.

It is in the interest of everyone that all parties involved in any complaint conduct themselves in a professional, courteous and respectful manner at all times. Complaints should be dealt with promptly, at all stages.

Concern or Complaint

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'. ***DFE School Complaint Procedure 2016***

Some complaints fall outside the school's complaints procedure, for example, staff grievances or disciplinary procedures (**Appendix 4: Complaints not in Scope**)

DEFINITION OF A COMPLAINT

A complaint is an expression of significant dissatisfaction, written or oral, by a person or persons with a legitimate interest in the school about any aspect of their child's education, this includes the practices or policies of the school, the conduct, action or omissions of members of staff employed at the school or about the quality of teaching.

Complaints may be written or oral. It is not always appropriate to ask for complaints to be put in writing as this might unnecessarily formalise the situation, resulting in either party taking a more defensive or entrenched position and making the conflict more difficult to resolve.

For a complaint to merit serious consideration it should meet at least one of the following criteria:

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- It is made by the person(s) directly affected by the matter of the complaint
- it relates to recent events
- the events in question can be dated
- there is independent corroboration of the allegations

It is important to bear in mind that not all expressions of concerns constitute a complaint. Discretion needs to be applied in determining whether action over and above the normal day to day discussions on parental concerns is needed. All senior management team members are expected to exercise such discretion before referring matters to the Headteacher.

Problems and expressions of concern should be dealt with as far as is possible, at the point of first contact. This is usually the class teacher. If it cannot be resolved at this level then the teacher should refer the matter upwards.

All parental complaints and concerns raised with the Headteacher will be recorded and a record of action taken kept. **(See Appendix 2)**

RESPONSIBILITIES

The conduct of the school is the responsibility of the Governing Body and the Headteacher is responsible for the internal organisation and management of the school.

- This makes the Headteacher responsible for investigating complaints not resolved by the class/form teacher and, if appropriate, referring complaints to other members of staff to deal with.
- The Governing Body may be called upon to consider, resolve and or adjudicate if complaints are referred to them by the Headteacher or by a complainant who is not satisfied with the result of the informal process.
- If the complaint is not resolved at school level the interested parties have recourse to the LA or to the legal process.

In the event of a complaint being made to a member of the Governing Body, the complainant should be advised to speak to the Headteacher, so that an attempt can be made to resolve the matter informally. Governors must not prejudice themselves by giving any view or opinion on the complaint as this would prevent their participating in a panel at a later stage and may make it more difficult for the headteacher to resolve the complaint. If at any point it appears that there are issues regarding school staff which may need to be

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dealt with under the disciplinary or other staffing procedures, personnel advice should be sought.

AIMS

The school's complaints procedure should:

- underpin the school's aims and objectives by giving due consideration to the complaints of parents.
- ensure that all complaints are considered fully, fairly and confidentially, promptly, thoroughly and, in the first instance, on an informal basis.
- ensure that there is an effective partnership between school, staff, governors and parents.
- In the absence of a resolution to the satisfaction of the complainant to provide guidance which will enable the complainant, the Headteacher or the Governing Body to consider how, if at all, the matter should be taken further.
- Ensure that all members of the school community can have their points of view heard.

The Governing Body may be called upon to consider, resolve and or adjudicate if complaints are referred to them by the Headteacher or by a complainant who is not satisfied with the result of the informal process.

If the complaint is not resolved at school level the interested parties have recourse to the LA, who can investigate.

REFERRAL STRUCTURE

INFORMAL STAGE

In most cases referral will be as follows:

- Class teacher/support staff
- Head of Phase(SLT Link)
- Headteacher

On occasions, for example if a complaint is particularly serious or for example involves the Headteacher, it will be appropriate to by-pass levels in the referral structure.

When a complaint is made to the Headteacher (s)he may decide to deal with it or to refer it to an appropriate level in the structure. When the Head has

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asked a colleague to deal with a complaint, feedback should be given to the Headteacher.

Where a teacher other than the Headteacher receives a complaint (as opposed to an expression of concern) and deals with it, the Headteacher should be notified of the complaint and how it was resolved.

If a matter remains unresolved despite the involvement of the headteacher, the headteacher will ask the chair of governors or an appointed governor to act as a facilitator. The governor may choose to seek the advice of appropriate officers of the LA before initiating formal procedures.

If all informal channels have been exhausted and there is still dissatisfaction, the complainant should be made aware of how formal procedures can be initiated.

POSSIBLE OUTCOMES AT THE INFORMAL STAGE

- The matter is resolved.
- The complaint has been found by the Headteacher to be valid and that the Headteacher; within his/her responsibility for the overall internal management of the school will take appropriate action.
- The headteacher or the complainant will refer the matter to the Governing Body for their consideration.

STAGE 4: FORMAL STAGE

COMPLAINTS MADE TO THE GOVERNING BODY

In the event of a complaint being received directly by the Governing Body from a parent or other stakeholders in the school, governors should have regard to the following;

- Any complaint to the Governing Body or one of its members should be passed to the Headteacher for investigation. The Headteacher if (s)he has not already done so should follow the informal procedure outlined above to attempt to resolve the matter and report the outcome to the complainant and details of action taken to the Chair of Governors.
- If the Chair of the Governing Body is satisfied that the informal procedures have been exhausted and the complaint is still not resolved, (s)he may, after further discussions with the Headteacher, decide to initiate the formal procedure.

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- In the event of the complaint being about the Headteacher, the Chair of the Governing Body will inform the Headteacher of the complaint and then attempt, through an informal approach at first, to resolve the matter.
- The complainant will be advised of the Chair's conclusions.

THE FORMAL PROCEDURE

- If informal attempts to settle the complaint have failed to satisfy the complainant, (s)he should set out the complaint fully in writing and submit this to the Chair of the Governing Body. Where this is not possible because of literacy or second language considerations, the complaint should be made orally and where necessary arrangements for interpretations should be made.
 - Receipt of the complaint will be acknowledged in writing by the Chair of the Governing Body, the Vice Chair if the Chair is not available or the Clerk. A copy of this complaints procedure will be enclosed with the acknowledgment.
- The Governing Body will arrange for the complaint to be heard by a panel of three Governors who have not had involvement with the matter at an earlier stage. This panel should be set up at a properly convened meeting of the full Governing Body and you may wish to appoint this panel, with reserves, during the autumn term when appointing governors to the statutory committees. The panel will, where possible, reflect a cross section of Governors, for example LA, parent and co-opted governors, who have no direct interest or involvement in the case.
- The panel will be provided with copies of the complaint and all other relevant documentation.
- At least five working days' notice of the hearing by the panel will be given to all concerned.
- All parties involved in the dispute may be accompanied, if desired, by a friend, representative or an interpreter and may call witnesses.
- The Headteacher (or the Chair of Governors if the complaint is against the Headteacher) will explain what has already been done to attempt to resolve the complaint and the outcome of any investigation. Then; - The complainant will present his or her case and call any witnesses. The panel and Headteacher will have an opportunity to question the complainant and

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witnesses. The Headteacher will have the opportunity to respond to the complainant and call witnesses if appropriate

- The panel and the complainant will have the opportunity to question the Headteacher and the witnesses.
- The Headteacher, followed by the complainant, will summarise their positions.
- All but the members of the panel will withdraw while a panel decision is reached.

When the evidence has been fully considered and a decision made, the panel will notify in writing the complainant and the Headteacher of the outcome, giving an explanation of the conclusion, the reason for it, and any action taken, including details of any request made of those complained against to take particular actions in respect of the complaint. This will be done as quickly as possible but within a maximum of five working days.

The Governing Body should be informed at their next meeting that a complaint has been received and dealt with. Details should not be divulged to the full Governing Body, or to any other party not directly involved, as to do so would violate confidentiality.

9. TAKING IT FURTHER

If the complainant is not satisfied by the outcome of the Governing Body Panel investigation they can write to the LA with copies of relevant correspondence. The LA will look into the matter and give a written reply.

**Appendix 2: Informal Stage
Record of Parental Concern/complaint**

Date:	Name of complainant:		
Relationship to child:	Address & contact number:		
Name of child:	Class:	Gender:	M/F
Incident reported to:		Statements taken by:	
Concern/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)?			
Are you attaching any paperwork? If so, please give details			
Action taken:			
<ul style="list-style-type: none"> • Relevant staff informed • Parents informed 			
Letter to parents stating action taken by the school (attach copy)			Date sent:
Follow-up meeting with parent(s):			Date:
Headteacher's signature:			Date:

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Appendix 3: Formal Stage(4) Complaint Form		
Date:	Name of Complainant:	
Relationship to child:	Address	Contact Number/s:
Name of child:	Class	Gender: M/F
What is your complaint about?		
What action, if any, have you already taken to try and resolve your complaint.		
Who did you speak to about it?		
When did you speak to them?		
What was their response?		
What would you like the Headteacher or Governing Body to do about it?		
Are you attaching any paperwork? If so please give details		
Signature:		Date:

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Appendix 4: Complaints not in Scope

Some complaints fall outside the school's complaints procedure, for example, staff grievances or disciplinary procedures. See table for the exceptions:

Exceptions	Who to contact
<ul style="list-style-type: none">• Admissions to schools• Statutory assessments of special education needs (SEN)• School re-organisation proposals.• Matters likely to require a child protection Investigation	<p>Concerns should be raised directly with the local authorities (LA)</p> <p>For schools admission it will depend on who is the admission authority (either the school or the LA). Complaints about admissions appeals for maintained schools are dealt with by the Local Government Ombudsman.</p>
<ul style="list-style-type: none">• Exclusion of children from school	<p>Further information about raising concerns about exclusion can be found at: www.gov.uk/school-discipline-exclusions/exclusions.</p>
<ul style="list-style-type: none">• Whistleblowing	<p>Schools have an internal whistleblowing procedure for their employees and voluntary staff. Other concerns can be raised direct with OFSTED by telephone on: 0300 123 3155, via email at: www.whistleblowing@ofsted.gov.uk or by writing to:</p> <p>WBHL, Ofsted Piccadilly Gate Store Street Manchester M1 2WD</p> <p>The Department of Education is also a prescribed body for whistleblowing in education.</p>
<ul style="list-style-type: none">• Staff Grievances and disciplinary procedures	<p>These matters will invoke the school's internal grievance procedures. Complainants will not be informed of the outcome of any investigation.</p>
<ul style="list-style-type: none">• Complaints about services provided by other providers who may use the school premises or facilities.	<p>Providers should have their own complaints procedure to deal with complaints about service. They should be contacted direct.</p>

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