



COMPLAINTS POLICY

September 2026

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1. Introduction

1.1 St Peter's RC High School is committed to dealing with concerns and complaints fairly, openly and in a spirit of reconciliation consistent with our Catholic ethos. We take concerns and complaints seriously and view them as a valuable opportunity to reflect and, where appropriate, to improve what we do.

1.2 This policy explains how the school considers concerns and complaints raised by parents and carers of current and former pupils, and by other members of the public, about any provision of facilities or services offered by the school. It does not apply to complaints made by pupils themselves, which are handled under separate pastoral arrangements, nor to the matters listed in Section 3 (Scope of this policy), which have their own statutory routes.

1.3 The overwhelming majority of concerns are raised because parents and carers care about their child's education and wellbeing, and most are resolved quickly through ordinary, informal contact with school staff. This policy sets out a clear, fair and proportionate process for the smaller number of matters that cannot be resolved that way – while also protecting the time school staff need to spend teaching and supporting all our pupils.

1.4 This policy has been prepared having regard to the Department for Education's School complaints procedures: guidance for maintained schools and its accompanying Best Practice Guidance for School Complaints Procedures, and reflects the joint Department for Education / Parentkind guidance on parental and school complaints published in January 2026, which encourages concerns to be raised at the right level, in a respectful and constructive way, and discourages the use of aggressive behaviour, personal accusations or unmoderated AI-generated correspondence in place of a genuine, individual account.

1.5 Anyone may make a complaint under this policy, including a third party acting on a complainant's behalf provided they have the complainant's consent to do so. In accordance with the Equality Act 2010, the school will consider reasonable adjustments to enable complainants to access and complete this procedure – for example, providing information in alternative formats, assisting someone to put a complaint in writing, or holding a meeting in an accessible location. Complainants who would like assistance completing this procedure may also wish to contact an independent advocacy service such as Citizens Advice.

2. What is a concern? What is a complaint?

2.1 A concern may be defined as an expression of worry or doubt over an issue considered important, for which reassurance is sought.

2.2 A complaint may be defined as an expression of dissatisfaction, however made, about an action taken, or a lack of action, by the school.

2.3 It is in everyone's interest that concerns are resolved at the earliest possible stage. Many issues can, and should, be resolved informally without recourse to the formal stages of this policy.

2.4 If a complainant has difficulty discussing a concern with a particular member of staff, this will be respected and the complainant referred to another, more appropriate member of staff. The ability of a staff member to consider a concern objectively and impartially is more important than seniority.

3. Scope of this policy

3.1 This policy covers all complaints about any provision of facilities or services by St Peter's RC High School, except for matters that are dealt with under other statutory or separate procedures. Where one of the exceptions below applies, the school will direct the complainant to the correct route rather than considering the matter under this policy.

Matter	Correct route
Admissions	Admissions appeal – see the Admissions Policy and the School Admissions Appeals Code, or complaint to the Local Authority / DfE
Exclusions	Statutory exclusion review process (Independent Review Panel / Governors' Discipline Committee)
Statutory assessments of Special Educational Needs	SEND Tribunal – see the SEND Code of Practice
Matters likely to require a child protection investigation	Raise with the Designated Safeguarding Lead, or refer directly to the Local Authority's MASH / LADO – see the Safeguarding & Child Protection Policy
Data protection and Freedom of Information requests	Raise with the school's Data Protection Officer in the first instance – see the Data Protection Policy; complainants may also contact the Information Commissioner's Office
Staff grievance and disciplinary matters	Dealt with under the school's internal HR procedures; not disclosed to complainants
Whistleblowing	Whistleblowing Policy; the Secretary of State for Education is the prescribed person for whistleblowing in education
Third-party contractors or providers using school premises	The provider's own complaints process
National Curriculum content	Raise with the Headteacher; further queries may be referred to the DfE
Collective worship or religious education content (as distinct from how a complaint about delivery is handled)	Diocese of Salford / Local Authority SACRE, as applicable

3.2 Complaints about the conduct of an individual member of staff may be raised and will be acknowledged under this policy; however, any action taken as a result is dealt with confidentially under the school's internal disciplinary procedures, and complainants will not be given details of the outcome, only confirmation that the matter has been addressed.

3.3 Where another body – for example the police, a Local Authority safeguarding team, or a Tribunal – is investigating a related matter, the timescales in this policy may be adjusted, or the procedure suspended, until that investigation has concluded. Similarly, if a complainant commences legal action against the school in relation to their complaint (including issuing a letter before claim), the school will consider whether to suspend this procedure until those proceedings have concluded.

3.4 This policy is not intended to be used by pupils.

4. How to raise a concern or make a complaint

4.1 Concerns should, in the first instance, be raised with the member of staff most directly involved – normally the class or subject teacher, form tutor or Head of Year. Concerns about the Headteacher should be raised with the Chair of Governors via the Clerk to the Governing Body.

4.2 A complaint may be made in person, in writing (including by email) or by telephone, and may be made by a third party acting on a complainant's behalf, provided they have the complainant's consent to do so.

4.3 Complainants should not approach individual governors to raise a concern or complaint. Individual governors have no power to act alone, and doing so may prevent a governor from later being able to sit on a Stage 3 panel.

4.4 To help the school understand and investigate a complaint efficiently, complainants are asked to use the relevant complaint form (Appendix A for Stage 2, Appendix B for Stage 3), and to set out clearly: what happened and when, who was involved, what has already been done to try to resolve the matter, and what outcome is being sought. Complaints should be expressed factually and, as far as possible, in the complainant's own words.

4.5 Use of AI tools and other research aids

The school recognises that complainants may use online research tools, including generative AI, to help understand their options or to help draft a complaint. Using such a tool is not, in itself, a reason for the school to decline to consider a complaint. However, the following applies:

- ☐ AI-generated text does not always accurately state the law, statutory guidance or the school's own policies. The school will consider the substance of what is actually being complained about, and will not treat a complaint more or less favourably because of the legal or procedural language used in it.
- ☐ A complaint should still reflect the complainant's own, genuine account of events and its impact on their child. Where a submission is unusually long, repetitive, or appears to have been generated with little personal input, the school may ask the complainant to provide a short, plain-English summary – normally no more than 500 words – covering the specific matter complained of, its impact, and the outcome sought, before the complaint is investigated further. The school will still investigate the substance of the original complaint; this is a proportionate step to focus the process, not a reason to refuse to engage with it.

- ❑ The length, formatting or technical sophistication of a complaint does not entitle it to a different or faster process than any other complaint, and does not by itself make it more likely to succeed.
- ❑ Complainants are encouraged to follow the national five-step approach set out in the Parent Guide to School Complaints (Parentkind / Department for Education, January 2026): work out what kind of issue it is (feedback, a concern, or a formal complaint); raise it with the right person; keep a clear, factual, objective record; follow the school's published process and timescales; and escalate only if it genuinely remains unresolved.

4.6 Formal complaints should be submitted via the school office (in writing, by letter, or by email to the address published on the school website), marked for the attention of the relevant person named in this policy.

5. Anonymous complaints and complaint campaigns

5.1 The school will not normally investigate an anonymous complaint. The Headteacher, or the Chair of Governors where appropriate, will determine whether the nature of the complaint – particularly where it raises a safeguarding concern – nonetheless warrants investigation.

5.2 Where the school receives a number of complaints that are, in substance, about the same matter (a “complaint campaign”), it may deal with them together rather than individually – for example by sending a single template response to each complainant, or by publishing one response on the school website, at the discretion of the Headteacher or Chair of Governors. A complainant who is a parent or carer of a current pupil retains the right to escalate their individual complaint to Stage 3 if they remain dissatisfied with that response.

6. Timescales

6.1 A concern or complaint should be raised within **three months** of the event complained of or, where a series of associated events has occurred, within three months of the most recent event. The school may, at its discretion, consider a complaint made outside this window where exceptional circumstances apply, but will not do so as a matter of routine, and complainants should not assume that a late complaint will be accepted.

6.2 Complaints received outside of term time will be treated as received on the first school day after the holiday period.

6.3 “School days” in this policy means days on which the school is open for teaching, and does not include INSET/training days.

6.4 Each stage of this procedure has its own timescale within which a complainant must request escalation to the next stage (set out in Section 7). Save where exceptional circumstances apply, a complainant who does not escalate within the stated time will be treated as having accepted the outcome reached, and the complaint will be closed.

7. The complaints procedure

The majority of complaints are handled under the following three-stage process.

- Stage 1 (Informal Resolution) aims to resolve the concern through informal contact at the appropriate level within the school.
- Stage 2 (Formal Investigation) is the point at which a written complaint is investigated and formally responded to by the Headteacher, or another senior, suitably skilled and impartial member of staff, or – where the complaint concerns the Headteacher or a governor – by the alternative arrangements set out below.
- Stage 3 (Governors' Complaints Panel) is the final, internal stage. It involves a hearing before a panel that includes governors and, where required, an independent person.

Stage 1 – Informal Resolution

1. Most concerns will be resolved informally once they are made known to the school. Where a parent or carer is raising a concern about their child, the first point of contact should normally be the Head of Year or relevant class/subject teacher. More serious concerns, or those that do not relate to a specific pupil, may be raised directly with the Headteacher.
2. Once a concern is raised, the school will make contact as soon as reasonably possible, and will normally provide an update on progress within 15 school days. There is no fixed timescale for resolution at this informal stage, given the value of ongoing dialogue, but most concerns are expected to be resolved in a reasonable timeframe.
3. If the complainant remains dissatisfied following this informal approach, they will be asked to put their complaint in writing. It will then be treated as a formal complaint and dealt with at Stage 2.

Stage 2 – Formal Investigation

1. Formal complaints must be made in writing – using the Stage 2 Complaint Form at Appendix A – addressed to the Headteacher via the school office (unless the complaint concerns the Headteacher, in which case see paragraph below). The complaint should briefly set out the grounds of complaint, what the complainant considers should have been done, or where the school has not met reasonable expectations, and the outcome sought.
2. The Headteacher will record the date the complaint is received and will acknowledge it in writing within 5 school days.
3. The Headteacher may delegate the investigation to another suitably senior member of staff, but not the decision itself. The investigator will, where necessary, interview those involved and keep a written record of any meetings or interviews.
4. The Headteacher (or investigator) will provide a formal written response, normally within 20 school days of the complaint being received. If this deadline cannot be met, the complainant will be given an update and a revised response date.

5. The response will explain what was investigated, the decision reached and the reasons for it, and – where appropriate – the action the school will take to resolve the complaint. It will also explain how to escalate to Stage 3 if the complainant remains dissatisfied.
6. Complaints about the Headteacher must be made in writing to the Chair of Governors, via the Clerk to the Governing Body. If informal resolution is not possible, the Chair will designate a governor, or an independent investigator, to carry out the investigation in the same way as set out above.
7. Complaints about an individual governor should be raised with the Chair of Governors via the Clerk; complaints about the Chair, or about the governing body as a whole, should be raised with the Clerk, who will refer the matter to the Vice-Chair or to the governing body's nominated member as appropriate.

Stage 3 – Governors' Complaints Panel

1. A request to escalate to Stage 3 must be made in writing to the Clerk to the Governing Body, via the school office, within 5 school days of the Stage 2 response, stating clearly why the complainant remains dissatisfied and the outcome sought. The Complaints Panel will only consider matters that were raised in writing at Stage 2; it is not an opportunity to introduce new or unrelated issues, which should instead be raised as a new complaint at Stage 1.
2. The Clerk will acknowledge the request within 5 school days and will arrange a Complaints Panel.
3. The Panel will comprise of at least three governors, when possible to do so. No Panel member may have had any prior involvement in the matters detailed in the complaint. Where insufficient independent governors are available, the Clerk may source additional independent panel members from another local school, the Local Authority's Governor Services team, or the Diocese, or may convene an entirely independent panel.
4. The Panel will decide if the parent should be invited to the meeting, or whether it should be heard in their absence.
5. The Clerk will confirm the date, time and location of the meeting to all parties at least 10 school days in advance. Written material will be circulated to all parties at least 5 school days before the meeting, when it is reasonable to do so.
6. The meeting is not a court hearing. It will be held in private and conducted as informally as circumstances allow. Legal representation will only be permitted in exceptional circumstances, although a school employee called as a witness may be accompanied by a trade union representative. The complainant may bring a companion to provide support. Representatives of the media are not permitted to attend.
7. Electronic recordings of the meeting are not normally permitted, unless a complainant's own disability or special needs require it; where agreed, prior consent of all parties will be recorded in minutes. The Panel will not normally accept, as evidence, a recording of any conversation obtained covertly or without the informed consent of everyone recorded
8. The Panel will consider the complaint and the evidence presented, and may uphold it in whole or in part, or dismiss it in whole or in part. Where a complaint is upheld in whole or in part, the Panel

will decide on appropriate action and, where appropriate, recommend changes to the school's systems or procedures.

9. The Panel Chair will provide the complainant and the school with a full written explanation of the decision and the reasons for it, normally within 10 school days, together with details of how to refer the matter to the Department for Education if the complainant remains dissatisfied with how the complaint was handled.
10. If the complainant does not attend the meeting on the day, without a compelling reason, the Panel will proceed in their absence on the basis of written submissions, and the process will continue to its conclusion. Any further attempt to reopen the same, or a closely related, issue will be treated under Section 12 (Managing unreasonable, persistent and vexatious complaints) below.
11. This is the final stage of the school's internal complaints procedure.

8. Resolving complaints

At each stage, the school aims to resolve the complaint. Where appropriate, the school will acknowledge that a complaint is upheld in whole or in part, and may offer one or more of the following:

- ☐ an explanation;
- ☐ an admission that the situation could have been handled differently or better;
- ☐ an assurance that the school will try to ensure the event complained of does not recur;
- ☐ an explanation of the steps that have been, or will be, taken to help prevent recurrence, with an indication of timescales;
- ☐ an undertaking to review a relevant school policy in light of the complaint;
- ☐ an apology.

9. One complaint, one process

9.1 Each complaint is investigated on the basis of the matters set out in writing when it is formally raised at Stage 2. New or unrelated issues raised after an investigation has begun will not be folded into that complaint; instead, they should be raised as a new, separate complaint starting at Stage 1. This ensures each complaint is dealt with clearly and fully, prevents a single complaint from being repeatedly extended or restarted by the introduction of additional matters, and allows the school to allocate its time fairly across all complaints it receives.

9.2 Complainants are asked to raise all aspects of a concern together, where they are already known, rather than submitting them separately over time. Multiple separate complaints will not normally be heard.

10. Withdrawal of a complaint

If a complainant wishes to withdraw their complaint, they will be asked to confirm this in writing.

11. Record keeping, confidentiality and data protection

11.1 A written record will be kept of all complaints that reach the formal stage, whether resolved at Stage 2 or proceeding to a Stage 3 Panel, together with the action taken by the school as a result, regardless of whether the complaint was upheld.

11.2 Correspondence, statements and records relating to individual complaints will be kept confidential, and will be stored securely in line with the school's Data Protection Policy and retention schedule, except where the Secretary of State or a body conducting an inspection under section 109 of the Education and Skills Act 2008 requests access to them.

11.3 Complainants are asked to keep correspondence, statements and records relating to their own complaint confidential, and not to disclose them – including via social media or other electronic communication – while the complaint remains live. See also Section 13 on social media.

11.4 Complainants may request access to information held about their complaint under the Freedom of Information Act 2000, the Data Protection Act 2018 and UK GDPR, subject to the usual exemptions.

12. Managing unreasonable, persistent and vexatious complaints

12.1 St Peter's is committed to dealing with all complaints fairly, openly and impartially, and will not normally limit the contact complainants have with the school simply because they have made a complaint. However, the school does not expect its staff to tolerate unacceptable behaviour, and will take proportionate action to protect staff, pupils and governors from behaviour that is abusive, aggressive, threatening or otherwise unreasonable, so that school time and resources remain available for the benefit of all pupils.

12.2 A complaint, or the manner in which it is pursued, may be regarded as unreasonable where the person making it:

1. refuses to articulate the complaint, or specify its grounds or the outcome sought, despite offers of assistance;
2. refuses to co-operate with the investigation while still wishing the complaint to be resolved;
3. refuses to accept that certain issues fall outside the scope of this policy;
4. insists on the complaint being dealt with in ways that are incompatible with this policy or with good practice;
5. introduces trivial or irrelevant information which they expect to be taken into account, or raises large numbers of detailed but unimportant questions and insists they are all answered immediately and to their own timescale;

6. makes unjustified complaints about staff who are trying to deal with the matter, and seeks to have them replaced;
7. changes the basis of the complaint as the investigation proceeds, or repeatedly raises the same complaint despite previous investigations or responses concluding that it is groundless or has been addressed;
8. refuses to accept the findings of an investigation carried out properly and in full accordance with this policy, including after referral to the Department for Education;
9. seeks an outcome that is unrealistic or disproportionate to the matter complained of; or
10. makes excessive demands on school time through frequent, lengthy or complicated contact – in person, in writing, by email or by telephone – while the complaint is being dealt with.
11. makes excessive demands on school resources, or seeks to solely meet with one particular member of staff including the headteacher, members of the leadership team or any other senior staff.
12. Unreasonable demands or requests related to actions which fall under the Behaviour Policy and relate to other pupils in the school.
13. 12.3 A complaint may also be considered unreasonable where it is made, whether face-to-face, by telephone, in writing or electronically: maliciously; aggressively; using threats, intimidation or violence; using abusive, offensive or discriminatory language; knowing it to be false; using falsified information; or by publishing material about the complaint, or about individual members of staff, in a way calculated to cause distress or reputational harm.
14. 12.4 These characteristics describe the complaint or the conduct in question, not the person. A complainant will never be labelled “serial”, “persistent” or “vexatious” simply because they have raised several complaints, pursued a complaint in full, or exercised their right to escalate to the Department for Education, Ofsted, or their Member of Parliament – whatever stage the complaint has reached. Any genuinely new complaint will always be considered on its merits.

12.5 How the school will respond

15. Where the school considers a complainant’s behaviour to be unreasonable, it will normally take the following proportionate, staged approach, informed by DfE best-practice guidance:
16. Informal discussion. Wherever possible, the Headteacher, Chair of Governors or Clerk (on behalf of the Chair of Governors), will first discuss the school’s concerns informally with the complainant before taking any formal step.
17. Written warning. If the behaviour continues, the Headteacher will write to the complainant, explaining specifically what behaviour is considered unreasonable and asking them to change it.
18. Communication plan. Where a complainant’s contact is causing a significant level of disruption, the school may put in place a written communication plan – for example specifying a single named point of contact, a single agreed channel of communication (such as email only), and/or a maximum number of contacts within a given period. A template is provided at Appendix C. A

communication plan does not prevent a complainant from raising a genuinely new complaint, and does not affect the school's separate statutory obligations to provide information to parents/carers, for example under the Education (Pupil Information) (England) Regulations 2005, or in response to a Data Protection or Freedom of Information request, both of which follow their own timescales. A communication plan will normally be reviewed after 6 months.

19. Closing correspondence. Where the school has taken every reasonable step to address a complainant's concerns, has given them a clear final response and their options, and the complainant nonetheless contacts the school repeatedly making substantially the same points – or attempts, at any stage, to reopen an issue that has already been fully and properly dealt with under this policy – the Chair of Governors may write to confirm that the complaints process has been exhausted, that the matter is closed, and that the school will not respond to further correspondence on that issue or a closely related one. This step is taken more readily where correspondence is frequently abusive or aggressive, contains insulting personal comments or threats towards staff, or otherwise appears intended to disrupt or inconvenience the school rather than to resolve a genuine concern.

12.6 Where a complainant threatens or commences legal action against the school in connection with their complaint (including issuing a letter before claim), the school will consider whether to suspend this procedure in relation to that complaint until those proceedings have concluded.

12.7 In response to any serious incident of aggression, threats or violence towards staff, pupils or governors, the school will put its concerns and any action taken in writing without delay, and will inform the police where appropriate. This may include, in serious or repeated cases, barring an individual from school premises. Before doing so, other than in an emergency, the individual will be given the opportunity to make representations, and the decision will be reviewed by the Chair of Governors or a committee of governors, who will confirm in writing the duration of any bar and the date it will be reviewed.

12.8 If a complainant considers that a communication plan, a decision to close correspondence, or a bar from premises has been applied unreasonably, they may raise this with the Chair of Governors and, if still dissatisfied once the school's process has concluded, refer the matter to the Department for Education.

13. Use of social media

13.1 The school believes that complaints are dealt with more effectively, and more fairly to everyone involved, when they are not discussed on social media while they remain live. Complainants are therefore asked to refrain from publicising the details of an ongoing complaint – including about individual members of staff – on social media or other public platforms.

13.2 This paragraph does not restrict a complainant's right to discuss their own experience or to seek advice and support. However, publishing personal or identifying details about a member of staff, or

content intended to pressure the school outside this procedure, will be treated as an aggravating factor under Section 12 above.

14. Role of the Department for Education

14.1 Once this complaints process is concluded – or a complaint has been closed due to undue delay or a failure by the complainant to escalate within the timescales set out in this policy – the matter is closed by the school. If the complainant remains dissatisfied, they may contact the Department for Education (DfE).

14.2 There is an online procedure at:

<https://www.gov.uk/complain-about-school>

or the complainant may write to the DfE at:

The School Complaints Unit (SCU), Department for Education, 2nd Floor, Piccadilly Gate, Manchester M1 2WD

14.3 The DfE does not normally re-investigate the substance of a complaint or overturn a school's decision. It considers whether the school has acted in accordance with education law and any relevant statutory policies. Where serious failings are identified, the DfE may share information with relevant bodies such as the Local Authority or Ofsted so that appropriate safeguarding, remedial or preventative action can be taken.

15. Roles and responsibilities

The complainant

A complaint is more likely to be resolved quickly and effectively where the complainant:

- ☐ explains the complaint fully and as early as possible;
- ☐ co-operates with the school in seeking a solution;
- ☐ responds promptly to reasonable requests for information or to arrange meetings;
- ☐ asks for assistance if needed;
- ☐ treats everyone involved in the complaint with courtesy and respect; and
- ☐ respects the confidentiality of the process, including by not publicising details on social media.

The investigator

The investigator's role is to establish the facts relevant to the complaint by providing a comprehensive, open, fair and proportionate consideration of it: interviewing the complainant and others involved with an open mind; keeping notes of meetings or interviews; ensuring papers are kept securely pending any

appeal; being mindful of the timescales in this policy; and preparing a clear report that sets out the facts, identifies possible solutions, and recommends a course of action.

The Clerk to the Governing Body

The Clerk acts as the contact point for the complainant and the Complaints Panel, and will: ensure everyone involved understands their rights and duties, including under this policy, the Equality Act 2010, the Freedom of Information Act 2000, and data protection legislation; set the date, time and venue of any meeting, ensuring it is accessible and convenient so far as reasonably possible; collate and circulate written material within the agreed timescale; record the proceedings and circulate minutes; and notify all parties of the outcome.

The Panel Chair

The Panel Chair, nominated in advance of the meeting, will ensure that: both parties have the opportunity to provide relevant information in good time; the meeting is conducted in an informal, non-adversarial manner and everyone is treated with courtesy and respect; complainants unused to speaking at such a meeting are put at ease, particularly where the complainant is a child or young person; the Panel is open-minded and acts independently, with no member having an external interest in the outcome or any prior involvement in the complaint; key findings of fact are made; and the meeting is properly minuted.

16. Monitoring and review

16.1 This policy will be reviewed by the Governing Body at least every two years, or sooner if there is a change in relevant legislation or statutory guidance.

16.2 An anonymised summary of complaints received, including the number reaching each stage of this procedure and any emerging themes, will be reported to the Governing Body at least annually to help identify trends and inform school improvement.

Appendix A – Stage 2 Complaint Form

Please complete this form and return it to the school office, marked for the attention of the Headteacher (or, where the complaint concerns the Headteacher, the Chair of Governors, via the Clerk to the Governing Body). This form should be used only after a matter has first been raised informally and has not been resolved to your satisfaction. If you would like help completing this form, please contact the school office. Please try to keep your account of the

complaint concise and factual; if using notes prepared with the help of an AI tool or another person, please summarise the position in your own words – see paragraph 4.5 of this policy.

Your name	
Your address	
Contact telephone number	
Email address	
Pupil's name and year group (if applicable)	
Your relationship to the pupil (if applicable)	
Grounds of complaint – what happened, when, and who was involved (200 words)	
What steps have you already taken to resolve this informally, and with whom? (200 words)	
Why have those steps not resolved the matter? (200 words)	
What outcome are you seeking? (100 words)	
Signed	
Date	

Date received	
Date acknowledgement sent, and by whom	
Complaint referred to	
Response due by	

Appendix B – Stage 3 Complaint Form (Governors’ Complaints Panel)

Please complete this form and return it to the Clerk to the Governing Body, via the school office, within 10 school days of receiving your Stage 2 response. The Complaints Panel will only consider matters that were raised in writing at Stage 2 – please do not introduce new issues here; these should be raised as a new complaint at Stage 1.

Your name	
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Your address	
Contact telephone number	
Email address	
Pupil's name and year group (if applicable)	
Summary of your original complaint (200 words)	
Why do you remain dissatisfied with the Stage 2 response? (200 words)	
What outcome are you seeking from the Panel? (100 words)	
Signed	
Date	
	For safeguarding reasons, images and screenshots will not be accepted as part of the complaint. The Clerk will request these if required.

For school office use

Date received	
Date acknowledgement sent, and by whom	
Panel meeting date	
Panel members	

Appendix C – Communication Plan Template

For use where the school has decided, in line with Section 12 of this policy, that a communication plan is a proportionate response to the frequency or nature of a complainant's contact with the school.

Complainant name	
Date plan agreed / issued	
Reason for the plan (with reference to Section 12.2–12.3)	
Single named point of contact at the school	
Agreed channel(s) of communication	
Maximum contacts within the agreed period	
Any statutory information/response obligations unaffected by this plan (e.g. DPA/FOI requests, statutory parental information)	
Review date (normally within 6 months)	
Authorised by (Headteacher / Chair of Governors)	