



Complaints Procedure

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026
Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2026
Date for Next Review:	01.09.2027

Legislation

This Complaints Procedure has been developed in accordance with:

- Education (Independent School Standards) Regulations 2014
- Education (Non-Maintained Special Schools) (England) Regulations 2011
- Equality Act 2010
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Early Years Foundation Stage Statutory Framework
- Department for Education Best Practice Advice for School Complaints Procedures

The school will make reasonable adjustments in accordance with the Equality Act 2010 to ensure complainants can access and participate fully in the complaints process.

The school aims to meet its statutory obligations when responding to complaints from parents of pupils at the school, and others.

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 of issue and provide an effective and prompt response.
- Respect complainants' desire for confidentiality.
- Treat complainants with respect and courtesy.
- Make sure 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 make sure 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.

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 complaint's procedures from the Department for Education.
- This document meets the requirements of section 35 of the schedule to the Education (Non-Maintained Special Schools) (England) Regulations 2011, which states that non-maintained special schools must have and make available a written procedure to deal with complaints relating to their school.
- It also refers to good practice guidance on setting up complaints procedures from the Department for Education (DfE).
- 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.

Definitions and scope

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".
- The school intends to resolve complaints informally where possible, at the earliest possible stage.
- There may be occasions when complainants would like to raise their concerns formally. This policy outlines the procedure relating to handling such complaints.

This policy does not cover complaints procedures relating to:

- Admissions
- Statutory assessments of special educational needs (SEN)
- Safeguarding matters
- Exclusion

- Whistleblowing
- Complaints about services provided by other providers who use school premises or facilities should be directed to the provider concerned.

Accessibility of the Complaints Process

Maple Haven recognises that some complainants may require additional support to access this procedure.

Reasonable adjustments may include:

- Easy-read documents
- Alternative communication formats
- Interpreter support
- Advocacy support
- Additional time for meetings and responses
- Remote attendance arrangements

The school will work collaboratively with complainants to ensure they are able to participate fully and fairly in the complaints process.

Roles and responsibilities

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.

An individual will be appointed to investigate 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 CEO/School leader or Debi Atkin (Chair of governors) which includes the facts and potential solutions.

The complaints coordinator can be:

The HR & Pastoral Manager or the Deputy Manager (unless the complaint should be regarding them).

The complaints coordinator will:

Keep the complainant up to date at each stage in the procedure and make sure the process runs smoothly by liaising with staff members, the CEO/School Leader.

Be aware of issues relating to:

- Sharing third party information.
- Additional support needed by complainants, for example interpretation support or where the complainant is a child or young person.
- Keep records/minutes of meeting.

If the complaint cannot be resolved the school governors may be called to intervene.

The coordinator will:

- Be the contact point for the complainant and the complaints committee, including circulating the relevant papers and evidence before complaints committee meetings, should the complainant not be satisfied with the outcome.
- Arrange the complaints hearing.
- Record and circulate the minutes and outcome of the hearing.

The complaints coordinator 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.

Principles for investigation

When investigating a complaint, we will try to clarify:

- What has happened.
- Who was involved.
- What the complainant feels would put things right.

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.

Stages of complaint (informal)

- 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.
- The complainant should raise the complaint as soon as possible with the relevant member of staff either in person or by letter, telephone, or email. This can be on hrmanager@thellevellyn.school or 07368589383.
- The school will acknowledge informal complaints within 10 working days and investigate and provide a response within 20 working days.
- The informal stage will involve a meeting between the complainant and the person investigating the matter.
- If the complaint is not resolved informally, it will be escalated to a formal complaint.

Stage of complaint (formal)

The formal stage involves the complainant putting the complaint to the HR Manager, and detailing the subject of the complaint:

- In a letter or email
- Over the phone

- In person
- Through a third party acting on their behalf
- If complainants need assistance raising a formal complaint, they can contact the school office by phone 01843 845033 asking for Suzy Hollett (HR Manager).
- The complainant should provide details such as relevant dates, times, and the names of witnesses to events, alongside copies of any relevant documents. The complainant should also state what they feel would resolve the complaint.
- The school will take formal 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.
- The school will acknowledge informal complaints within 10 working days and investigate and provide a response within 20 working days.
- The formal stage will involve a meeting between the complainant and the person investigating the matter.

If the complainant is not satisfied with the response and wishes to proceed to the next stage of this procedure, please contact Deni Atkin, our school governor who deals specifically with school complaints debiatkin@thellewellyn.school.

Review panel

Complaints will be escalated to the hearing stage panel if the complainant is not satisfied with the response to the complaint at the second, formal, stage.

- The panel will be appointed on behalf of the school Leader and must consist of at least 2 people who were not directly involved in the matters detailed in the complaint. At least 1 panel member must be independent of the management and running of the school. The panel cannot be made up solely of staff as they are not independent of the management and running of the school.
- The panel will have access to the existing record of the complaint's progress. The complainant must have reasonable notice of the date of the review panel. The clerk will aim to find a date within 10 school days of the request, where possible.
- If the complainant rejects the offer of 3 proposed dates without good reason, the clerk will set a date.
- The hearing will go ahead using written submissions from both parties.

- Any written material will be circulated to all parties at least 3 school days before the date of the meeting.

At the meeting

The meeting will be held in private. Electronic recordings of meetings or conversations are not normally permitted unless a complainant or staff's own disability or special needs require it e.g. for Hearing impairment. Prior knowledge and consent of all parties attending will be sought before meetings or conversations take place. Consent will be recorded in any minutes taken.

At the review panel meeting, the complainant, and representatives from the school, as appropriate, will be present. Each will have an opportunity to set out written or oral submissions prior to the meeting.

The complainant must be allowed to attend the panel hearing and be accompanied if they wish. We don't encourage either party to bring legal representation but will consider it on a case-by-case basis. For instance, if a school employee is called as a witness in a complaint meeting, they may wish to be supported by their union.

Representatives from the media are not permitted to attend.

At the meeting, everyone will have the opportunity to give statements and present their evidence, and witnesses will be called, as appropriate, to present their evidence.

The panel, the complainant and the school representative(s) will be given the chance to ask and reply to questions. Once the complainant and school representative(s) have presented their cases, they will be asked to leave, and evidence will then be considered.

The panel will then put together its findings and recommendations from the case. The panel will also provide copies of the minutes of the hearing and the findings and recommendations to the complainant and, where relevant, the individual who is the subject of the complaint, and make a copy available for inspection by the School Leader.

The outcome

The committee can:

- Uphold the complaint, in whole or in part.
- Dismiss the complaint, in whole or in part.

If the complaint is upheld, the committee will:

- Decide the appropriate action to resolve the complaint.
- Where appropriate, recommend changes to the school's systems or procedures to prevent similar issues in the future
- The school will inform those involved of the decision in writing within 15 school days.

Complaints against the CEO / School Leader

Stage 1: Informal

Complaints made against the School Leader / CEO can be addressed to the HR Manager in the first instance on hrmanager@thellewellyn.school

Referring complaints on completion of the school's procedure

If the complainant is unsatisfied with the outcome of the school's complaints procedure and the complaint is regarding the school not meeting standards set by the DfE in any of the following areas, the complainant can refer their complaint to the DfE:

- Education
- Pupil welfare and health and safety
- School premises
- Staff suitability
- Making information available to parents
- The spiritual, moral, social or cultural development of pupils

The DfE will consider reports of a major failure to meet the standards. Where appropriate, it can arrange an emergency inspection to look at pupil welfare and health and safety, and make sure that the school deals with serious failings.

For more information or to refer a complaint, see the following webpage:

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

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.
- Insists on pursuing a complaint that is unfounded, or out of scope of the complaint's procedure, beyond all reason.
- Pursues a valid complaint, but in an unreasonable manner e.g. refuses to articulate the complaint, refuses to co-operate with this complaint's procedure, or insists that the complaint is dealt with in ways that are incompatible with this procedure and the time frames it sets out.
- 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 complainants' 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 communication 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 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.

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 consider.

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 that 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.

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 the complainants
- If complainants are not satisfied with the school's response, or wish to pursue the complaint further,
- the normal procedures will apply.

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 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.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially.

Correspondence, statements, and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required during the school's inspection; or where any other legal obligation prevails. Records of complaints will be kept for a period of at least three years. www.ofsted.gov.uk or 03001231231 and /or to the Independent Schools' Inspectorate.

The school will provide Ofsted and ISI, on request, a written record of all complaints made during any specified period and the action taken because of each complaint.

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 our GDPR and data protection policy.

Learning lessons

The school leader/senior leadership team, where appropriate, and respecting confidentiality, determine whether there are any improvements that the school can make to its procedures or practice to help prevent similar events in the future.

Monitoring arrangements

- The external school governors who is responsible for monitoring the effectiveness of the complaints procedure in making sure that complaints are handled properly.
- The complaints records are logged and managed by School Leader. However, if the complaint is regarding them, then it will be logged and managed by the complaints co-ordinator.

This policy will be reviewed by the school leader annually.

At each review, the policy will be approved by the school leader and our school governors.

Links with other policies

Policies dealing with other forms of complaints include:

- Child protection and safeguarding policy and procedures
- Admissions policy
- Exclusion's policy
- Staff grievance procedures
- Staff disciplinary procedures
- Confidentiality Policy
- Whistleblowing Policy