



# Borras Park Primary School

Borras Park

Community Primary School

Complaints Policy

Signed: \_\_\_\_\_ Chair of the Governing Body

Date agreed: September 2022

Proposed review date: Autumn Term 2024

**EIA Completed September 2019**

Accessible Formats

This document is available in Microsoft Word and pdf formats in Comic Sans font size 12 as standard.

Other accessible formats including large print, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.

To request a copy of this document in an accessible format contact

Borras Park Community Primary School (01978 346890).

Version 1 20/09/2022

## **Introduction**

1.1 Borrás Park Community Primary School is committed to dealing effectively with complaints. We aim to clarify any issues about which you are not sure. If possible we will put right any mistakes we have made and we will apologise. We aim to learn from mistakes and use that experience to improve what we do.

1.2 Our definition of a complaint is 'an expression of dissatisfaction in relation to the school or a member of its staff that requires a response from the school.'

1.3 This complaints procedure supports our commitment and is a way of ensuring that anyone with an interest in the school can raise a concern, with confidence that it will be heard and, if well-founded, addressed in an appropriate and timely fashion.

## **2. When to use this procedure**

2.1 When you have a concern or make a complaint we will usually respond in the way we explain below. Sometimes you might be concerned about matters that are not decided by the school, in which case we will tell you who to complain to. At other times you may be concerned about matters that are handled by other procedures, in which case we will explain to you how your concern will be dealt with.

2.2 If your concern or complaint is about another body as well as the school (for example the LA) we will work with them to decide how to handle your concern.

## **3. Have you asked us yet?**

3.1 If you are approaching us for the first time, you should give us a chance to respond. If you are not happy with our response then you may make your complaint using the procedure we describe below. Most concerns can be settled quickly just by speaking to the relevant person in school, without the need to use a formal procedure.

## **4. What we expect from you**

4.1 We believe that all complainants have a right to be heard, understood and respected. But school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour. We will also not tolerate unreasonable demands, unreasonable persistence or vexatious complaining.

## **5. Our approach to answering your concern or complaint**

5.1 We will consider all your concerns and complaints in an open and fair way.

5.2 At all times the school will respect the rights and feelings of those involved and make every effort to protect confidential information.

5.3 Timescales for dealing with your concerns or complaints may need to be extended following discussion with you.

5.4 We may ask for advice from the local authority where appropriate.

5.5 Some types of concern or complaint may raise issues that have to be dealt with in another way (other than this complaints policy), in which case we will explain why this is so, and will tell you what steps will be taken.

5.6 The governing body will keep the records of documents used to investigate your concern or complaint for seven years after it has been dealt with. Records will be kept in school and reviewed by the governing body after seven years to decide if they need to be kept for longer.

5.7 Complaints that are made anonymously will be recorded but investigation will be at the discretion of the school depending on the nature of the complaint.

5.8 Where complaints are considered to have been made only to cause harm or offence to individuals or the school, the governing body will ensure that records are kept of the investigations that are made and what actions are taken, including the reasons for 'no action'.

## **6. Answering your concern or complaint**

6.1 **Appendix A** shows what may happen when you make a complaint or raise a concern. There are up to three Stages: A, B and C. Most complaints can be resolved at Stages A or B. You can bring a relative or companion to support you at any time during the process but you will be expected to speak for yourself. However, we recognise that when the complainant is a pupil it is reasonable for the companion to speak on their behalf and/or to advise the pupil.

6.2 As far as possible, your concern or complaint will be dealt with on a confidential basis. However, there could be occasions when the person dealing with your concern or complaint will need to consider whether anyone else within the school needs to know about your concern or complaint, so as to address it appropriately.

6.3 If you are a pupil under 16 and wish to raise a concern or bring a complaint we will ask for your permission before we involve your parent(s) or carer(s). If you are a pupil under 16 and are involved in a complaint in any other way, we may ask your parent(s) or carer(s) to become involved and attend any discussion or interview with you.

### **Stage A**

6.4 If you have a concern, you can often resolve it quickly by talking to your child's Class Teacher or a member of the senior management team. You should raise your concern as soon as you can; normally we would expect you to raise your issue within 10 school days of any incident. The longer you leave it the harder it might be for those involved to deal with it effectively.

6.5 Pupil can raise a concern with the school council representative, class teacher or a teacher chosen to deal with pupil concerns (as appropriate for the school).

6.6 We will try to let you know what we have done or are doing about your concern normally within 10 school days, but if this is not possible, we will talk to you and agree a revised timescale with you.

6.7 The person overseeing your concern or complaint will keep you informed of the progress being made. Depending on the stage and nature of your complaint, this person will also keep a log of the concern for future reference.

### **Stage B**

6.8 In most cases, we would expect that your concern is resolved informally with the Class Teacher. This may take a small number of discussions before the matter is resolved. If you feel that your initial concern has not been dealt with appropriately by the Class Teacher, you should ask for the matter to be heard by a senior member of staff. Finally, if the complaint has not been resolved you must put your complaint in writing to the Head Teacher.

6.9 We would expect you to aim to do this within five school days of receiving a response to your concern as it is in everyone's interest to resolve a complaint as soon as possible. There is also a form attached (Appendix B) that you may find useful.

6.10 If your complaint is about the Head Teacher, you should put your complaint in writing to the chair of governors, addressed to the school, to ask for your complaint to be investigated.

6.11 In all cases, Mrs M Roxburgh or Mrs J Strudwick can help you to get your written complaint to the right place if necessary.

### **Stage C**

6.14 It is rare that a complaint will progress any further. However, if you still feel that your complaint has not been dealt with fairly, you should write, through the school's address, to the chair of governors setting 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.

6.15 The complaints committee will normally have a meeting with you within 15 school days of receiving your letter.

6.16 The letter will also tell you when all the evidence and documentation to be considered by the complaints committee must be received. Everyone involved will see the evidence and documentation before the meeting, while ensuring that people's rights to privacy of information are protected. Names of involved children removed from documentation. The letter will also record what we have agreed with you about when and where the meeting will take place and what will happen. The timescale may need to be changed, to allow for the availability of people, the gathering of evidence or

seeking advice. In this case, the person dealing with the complaint will agree a new meeting date with you.

6.17 Normally, in order to deal with the 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.

6.18 We will write to you within 10 school days of the meeting explaining the outcome of the governing body's complaints committee's consideration.

6.19 We will keep records of all conversations and discussions for the purpose of future reference and review by the full governing body. These records will be kept for a minimum of seven years.

6.20 The governing body's complaints committee is the final arbiter of complaints.

## **7. Special circumstances**

7.1 Where a complaint is made about any of the following the complaints procedure will be applied differently.

- i. A governor or group of governors -The concern or complaint will be referred to the chair of governors for investigation. The chair may alternatively delegate the matter to another governor for investigation. Stage B onwards of the complaints procedure will apply.
- ii. The chair of governors or Head Teacher and chair of governors -The vice chair of governors will be informed and will investigate it or may delegate it to another governor. Stage B onwards of the complaints procedure will apply.
- iii. Both the chair of governors and vice chair of governors -The complaint will be referred to the clerk to the governing body who will inform the chair of the complaints committee. Stage C of the complaints procedure will then apply.
- iv. The whole governing body -The complaint will be referred to the clerk to the governing body who will inform the Head Teacher, chair of governors and local authority. The authorities will usually agree arrangements with the governing body for independent investigation of the complaint.
- v. The Head Teacher- The concern or complaint will be referred to the chair of governors who will undertake the investigation or may delegate it to another governor. Stage B onwards of the complaints procedure will apply.

7.2 In all cases the school and governing body will ensure that complaints are dealt with in an unbiased, open and fair way.

## **8. Our commitment to you**

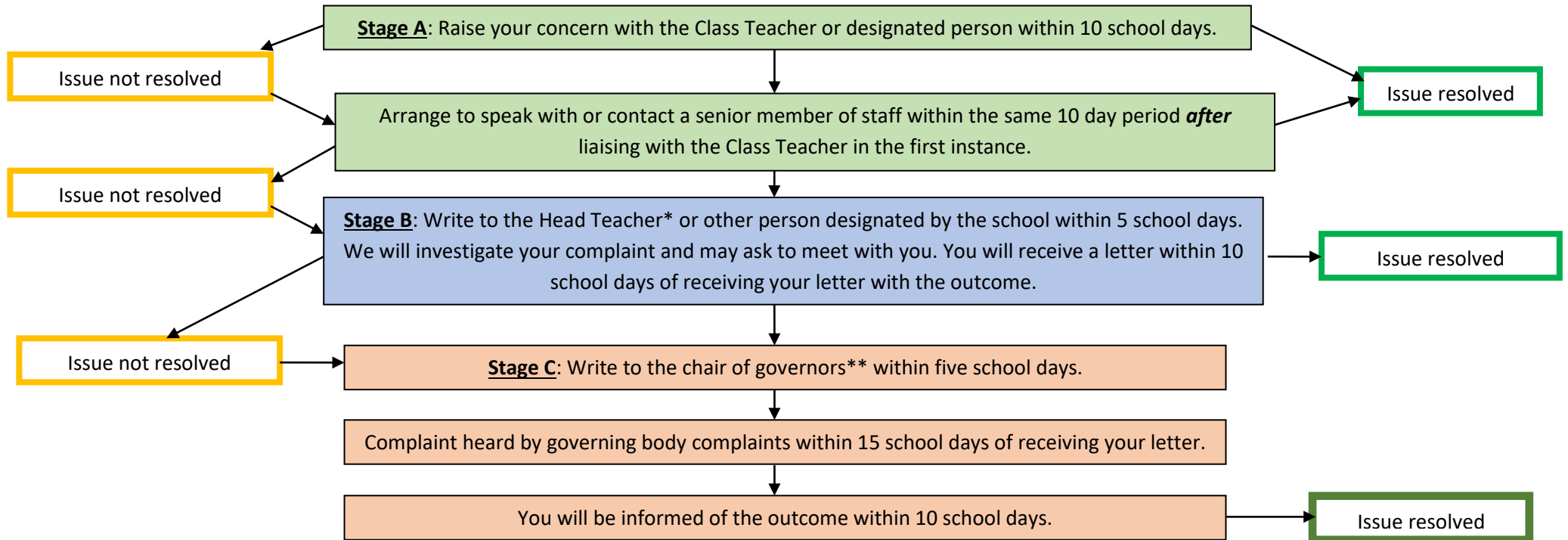
8.1 We will take your concerns and complaints seriously and, where we have made mistakes, will try to learn from them.

8.2 If you need help to make your concerns known we will try and assist you. If you are a young person and need extra assistance the Welsh Government has established MEIC which is a national advocacy and advice helpline for children and young people. Advice and support can also be accessed from the Children's Commissioner for Wales.

**[www.meiccymru.org/](http://www.meiccymru.org/)**

## Appendix A: Summary of dealing with concerns or complaints

Appendix A: Summary of dealing with concerns or complaints This procedure will be followed in the event of a concern or complaint about the school, provided that the concern or complaint does not fall under other statutory procedures.



\*\* If the complaint is about the chair of governors you should write to the vice chair. \* If the complaint is about the Head Teacher you should write to the chair of governors. You will be informed of the outcome within 10 school days. 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. All timescales shown are targets and are flexible; however it is in everyone's best interest to resolve a complaint as soon as possible.

## Appendix 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 on separate sheets of paper if necessary)**

Name of School	Bornas Park Primary School
C.2 What is the nature of your complaint? Who are you complaining about? What has gone wrong?	
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.	

<p>C.6 What do you think should be done to put matters right?</p>	
<p>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.</p>	

Signature of complainant:

Date:

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

Date:

Please send this form and any documents to support your complaint to: Mr Nicholson (if at Stage B) or Mr A Price, Chair of Governors (if at Stage C), Borrass Park Community Primary School, Borrass Park Road, Wrexham. LL12 7TH.

Alternatively, send it via email (FAO: Mr Nicholson or Mr A Price) to [mailbox@borrasspark-pri.wrexham.sch.uk](mailto:mailbox@borrasspark-pri.wrexham.sch.uk)

## Equality Impact Assessment

<b>Responsible Officer (Head Teacher)</b>	Mr R Nicholson
<b>Assessment Owner</b>	Mr R Nicholson
<b>e-mail address</b>	Head Teacher@borraspark-pri.wrexham.sch.uk
<b>Full job title</b>	Head Teacher
<b>Title of Policy</b>	Complaints Policy
<b>Rationale:</b> Why is it being considered? What need is being addressed?	<b>Statutory requirement – 3 yearly review</b>
<b>Aim:</b> What is the intended outcome of the policy?	Inform stakeholders of complaints procedure and handle all complaints fairly and equitably
<b>How:</b> How will it be delivered, by whom and by when?	Policy implemented at all times
<b>Who:</b> Who are the people likely to be affected by this policy? How have you consulted with the people who are likely to be affected?	Pupils, staff and parents/carers Policy on website, discussed and agreed at GB meetings.
<b>Measures:</b> How will you know you have achieved your aims? What are your measures / indicators of success?	Complaints procedures will have been followed.
<b>Identify any other policy or decision [internal or external]</b> that may affect your proposal. Consider this in terms of: <ul style="list-style-type: none"> <li>• Statutory requirements; local policies e.g.</li> <li>• Regional decisions e.g. those made by cross county partnerships for your schools; and / or</li> <li>• National policies e.g. Welfare Reforms</li> </ul>	<b>This is a statutory Policy . Links with:</b>  <b>All school policies depending on the nature of the complaint</b>

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership	Gender Reassignment	Poverty	Welsh language / culture
<b>Q1</b> Would this proposal significantly affect how functions are delivered to any of these groups?				█			█						█
<b>Q2</b> Would this discriminate against any of these groups?				█			█						█
<b>Q3</b> Would this proposal advance the equality of opportunity for these groups?													
<b>Q4</b> Would this promote good relations between these groups and the wider community?													

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

If your proposal will not have any impact on 'people' please outline why this is the case below:

### PLEASE NOTE:

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)

If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.

If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**
- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

## EIA: Are we being fair?

Please complete the <u>relevant</u> sections of the Matrix below that correspond to any '-' symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data ...	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this?  (Governors, PTA etc.)	By when
<b>Race/ Ethnicity</b>  <b>Disability</b>  <b>Welsh language / culture</b>	School PLASC data indicating families with English as an additional language.	Some families may be unable to communicate the nature of their concern/complaint without support	Access organisation as and agencies that can provide – British red cross, Health visitors, interpreters, signers	Head Teacher would organise once aware of need/request	Dependent on the barrier	As and when need arises.