WARBLINGTON SCHOOL

COMPLAINTS POLICY

Reviewed by:	Headteacher	
Approved by:	Full Governing Body	**Date:** October 2026
Next review due by:	October 2027	

Contents

Using this Policy 4

1 About this policy 4

2 What do we mean by certain words in this policy? 5

3 How this policy works 6

3.1 Informal stage 6

3.2 Formal complaint stage 6

3.3 Complaints panel or review stage 6

4 Raising matters effectively 7

5 Timescales 8

6 Record keeping 9

7 PART 1: Procedure for parents 10

7.1 Raising matters informally 10

7.2 Making a formal complaint in writing 10

7.3 Asking the complaints panel to review your complaint at a hearing 12

7.3.1 How to ask for a complaints panel hearing 12

7.3.2 What will happen next? 13

7.3.3 About the complaints panel hearing 14

7.3.4 After the hearing 15

7.4 Taking your complaint to the Department for Education 15

7.5 Complaints about the Early Years Foundation Stage (EYFS) .....

8 PART 2: Concerns or complaints from other people 15

8.1 Asking for your complaint to be reviewed 15

9 PART 3: Repeated, vexatious, or unreasonable concerns and complaints 16

9.1 Repeated complaints 16

9.2 Vexatious concerns/complaints and concerns/complaints pursued in an otherwise unreasonable manner 17

9.3 Action we may take 18

10 PART 4: When we receive many complaints about the same issue 18

11 Review and version control 19

Appendix 1 – matters not covered by this policy 20

Appendix 2 – Guidance on using AI tools to raise concerns or complaints 23

Introduction 23

How AI tools can help you 23

Important limitations and risks 23

What to do and what to avoid 24

Example prompts for using AI tools effectively 24

Example 1 – Organising your thoughts: 25

Example 2 – Structuring a written complaint: 25

Example 3 – Checking tone and clarity: 25

Example 4 – Identifying what outcome to request: 25

Appendix 3 – formal complaints form 26

Appendix 4 – request for a complaints panel or complaint review 27

Using this policy

This section provides a quick overview of what we need from you and what you can expect from us when complaints. Please refer to the sections referenced below for full details.

What we need from you:

- Raise concerns as soon as possible – we will not usually consider matters that happened more than three months ago (see Section 5).
- Try to resolve matters informally first – this is usually the quickest way to sort things out (see Section 3 and Section 7.1).
- Explain your concern or complaint clearly and concisely, including what happened, what has already been done and what you would like us to do to put things right (see Section 4).
- Use the complaint forms provided at Appendix 3 and Appendix 4 when raising or escalating a formal complaint (see Section 4).
- Treat our staff and governors with respect and courtesy – we will not accept inappropriate, abusive or threatening behaviour (see Section 1 and Part 3/Section 9).
- Avoid discussing the details of your complaint publicly, including on social media, while we are investigating – you are of course welcome to discuss the matter privately with a companion, advisor or support organisation (see Section 4).

What you can expect from us

- We will treat you with respect and courtesy at all times (see Section 1).
- We will seek to resolve your complaint informally (see Section 7.1).
- We will acknowledge your formal complaint within 5 school days, normally arrange a meeting or discussion within 15 school days, and usually provide a written response within 15 school days (see Sections 7.2).
- If you ask for a complaints panel hearing, we will try to hold this within 20 school days of your request and write to you with the decision within 5 school days of the hearing (see Sections 7.3.2 and 7.3.4).
- We will provide help if you need adjustments to use the procedures set out in this policy or assistance with writing your complaint (see Section 1 and Section 4).

1 About this policy

Before using this policy, we encourage parents to read the 'Parent guide to school complaints' published by Parentkind, the Department for Education, Ofsted and the Improving Education Together board, which provides helpful guidance on how to provide feedback, resolve concerns and raise complaints. A copy of this guide is available at https://www.parentkind.org.uk/assets/parents-resources/Parent-Guide-to-SchoolComplaints.pdf.

This policy explains how we will deal with feedback, concerns and complaints about Warblington School or any individual connected with it.

This policy is for parents, carers and members of the public. Part 1 explains how parents and carers of children currently registered at our schools can give feedback or raise a concern or complaint. Part 2 explains how other people can do so. If you are under 18 years of age, your parent or carer will need to use this policy on your behalf.

We will not investigate matters raised anonymously under this policy. A complaint will be regarded as 'anonymous' if the complainant cannot be identified or their identity cannot be verified from the information provided. This includes complaints submitted using unidentifiable contact details, such as an email address that does not reveal who has made the complaint. However, we may decide to look into issues raised anonymously under other policies or procedures (e.g. our safeguarding procedures) where we think it is right to do so.

We know that giving feedback or raising a concern or complaint can feel difficult. Our staff and governors will always treat you with respect and courtesy. We ask that you treat our staff and governors in the same way. We will not accept inappropriate, abusive or threatening behaviour towards any member of our community. If this happens, we may take action as set out in Part 3 of this policy.

On rare occasions the school may receive complaints from several individuals relating to the same issue. To deal with these complaints efficiently, we will follow the procedure set out in Part 4 of this policy.

Unless we decide at our discretion that it is otherwise appropriate to do so, some matters will not be dealt with under this policy as they have their own separate procedures. These include concerns or complaints about:

- your or your child’s personal data or our handling of a request for information
- the suspension or exclusion of your child from school
- some safeguarding and child protection concerns or complaints
- some concerns or complaints about the conduct of members of our staff or governors or members.

Please see Appendix 1 for the full list of matters not covered by this policy and where to go instead.

If you need any adjustments to help you use this policy, please let us know. For example, we can provide information in different formats or help you put your complaint in writing.

2 What do we mean by certain words in this policy?

A 'meeting’ or 'hearing' can be in person, by telephone or by video call, as long as everyone can take part and is happy to do so. In exceptional circumstances, including where there are concerns about the safety or wellbeing of any participant, we reserve the right to determine the format of the meeting or hearing without the agreement of all parties, and will notify those involved of the reasons for doing so.

A 'parent' includes biological parents, carers, and anyone with parental responsibility or care for a child.

'School days' means days when our schools are open to students. It does not include weekends, school holidays or days when our schools are closed to students.

'Student' includes both pupil and student.

3 How this policy works

We use a step-by-step approach to deal with feedback, concerns and complaints fairly and proportionately. The stages are:

3.1 Informal stage

We encourage you to always try to resolve any issues informally first. Raising matters informally is usually the quickest way to sort things out and most issues can be resolved at this stage. At this stage, you may want to share:

- ***feedback*** – where you want to share your voice with us without needing us to respond, but you want us to listen and take it on board
- ***concerns*** – where you have a worry or doubt over an important issue and you are looking for reassurance
- ***complaints*** – where you are dissatisfied with our actions or lack of action.

3.2 Formal complaint stage

If the matter is not resolved at the informal stage, you can make a formal complaint in writing. Your formal complaint will be investigated, and you will receive a written response explaining our decision and any action we will take.

3.3 Complaints panel or review stage

If you are not happy with the outcome of your formal complaint, you can ask for it to be reviewed. The committee/reviewer will consider your reasons for disagreeing with our decision at the formal complaint stage and can make recommendations about how to put things right. This is the final stage of the procedures within this policy.

Please do not approach individual governors to raise concerns or complaints. They cannot act on their own and getting them involved too early may stop them from helping you at later stages.

Someone else can raise your concern or complaint on your behalf if you let us know in writing that you give them permission to do so. If you want to raise a concern on behalf of someone else, then you will need to give us their full name and ask them to confirm to us in writing that they consent to you doing so.

You can bring someone with you to any meeting or hearing, such as a friend, relative, interpreter or advocate, provided that you let us know the name and role of the person in advance. If we have a genuine reason to object to the person you want

to bring with you, we will let you know the reasons for this and ask you to choose someone else.

4 Raising matters effectively

When raising concerns or complaints, it is very important that you explain clearly:

- what your concern/complaint is
- what has already been done to try and resolve it
- names of any witnesses, dates and times of what happened and copies of any relevant documents
- what you would like us to do about it to put things right.

We encourage you to:

- focus on the relevant facts - what happened, when and who was involved
- remain objective and direct your concern towards processes or decisions rather than target individuals
- suggest clear and realistic outcomes so that we can see what is possible and we can try to resolve the matter constructively.

For the avoidance of doubt, certain outcomes are not available under this policy. These include but are not limited to:

- outcomes relating to staff disciplinary action — any disciplinary matters will be handled confidentially under our internal staff procedures and you will not be informed of any action taken
- financial compensation or payments of any kind.

We will not accept behaviour or language towards staff, or governors that is aggressive, abusive, offensive, discriminatory, or threatening or makes insulting personal comments or threats about staff. We cannot accept this type of complaint. We will explain why so that you can change it and resubmit it.

We ask that you keep your complaint and any supporting documents short and focused on the issues that matter. If what you send us is too long, repeats the same points or includes information that is not relevant, it may take us longer to look into and respond to your concerns. As a guide, we would not expect a letter or email to be longer than two sides of A4 (about 1,000 words). If you send us more than we need, we may ask you to tell us which issues and documents are most important and put the timescales in this policy on hold until you do. If we think a concern or complaint is being pursued in a way that is unreasonable, we may deal with it under Part 3 of this policy.

If you choose to use artificial intelligence (AI) tools (such as ChatGPT, Microsoft Copilot, Google Gemini or similar) to help you draft or structure your concern or complaint, please read the guidance set out in Appendix 2 of this policy before doing so. AI tools can be helpful in organising your thoughts and presenting your concern or complaint clearly, but they must be used carefully. You are responsible for the

accuracy and content of anything you submit to us, regardless of whether AI was used to help prepare it.

For formal complaints, please complete all sections of the complaint form at Appendix 3. When asking for our response to your formal complaint to be reviewed, please complete all sections of the 'Complaints panel hearing and review request' form at Appendix 4. Put 'complaint' in the subject line of your email or clearly on any correspondence so we can deal with it quickly.

If you need help with writing or escalating your complaint, please contact the school office and we will arrange for a member of staff to help you. You can also ask organisations like Citizens Advice to help you.

To assist us in investigating your complaint fairly and thoroughly, we ask that you refrain from discussing the details of your complaint publicly, including on social media, while the matter is being considered under this policy. This helps to protect the privacy of all individuals involved and supports the integrity of the investigation. Nothing in this paragraph prevents you from discussing the matter privately with a companion, advisor or support organisation from whom you are seeking advice or support.

5 Timescales

Please raise concerns or complaints as soon as possible. We will not usually consider matters that happened more than three months ago, unless there are exceptional circumstances.

Where correspondence is received outside of term time, we will consider it to have been received on the first school day following the holiday period.

This policy sets out timescales that we will work to, to try and resolve your concern or complaint in a timely way. We will always try to meet these timescales. However, sometimes we may need more time than set out in this policy. If so, we will explain why and give you new timeframes.

If we need more information from you to understand your concern or complaint or the outcomes you are seeking, we will let you know what we need and pause the timescales in this policy until we have it.

If you threaten or start legal action against us about matters which are the same, substantially similar or based on the same facts as issues raised in your concern or complaint, we may need to pause our consideration of the matter until the legal action is concluded. This is likely to cause a delay to the resolution of your concern or complaint.

We also encourage you not to approach other organisations (for example, Ofsted, the local authority or the Teaching Regulation Agency) about your concern or complaint until you have completed the procedures set out in this policy. If other organisations are looking into or will be determining the same issues, we may need to pause our consideration of these matters under this policy until their investigations have finished or findings have been made, which can cause a delay to the resolution of your concern or complaint.

We have a duty to use our staff time and resources proportionately and in the best interests of all students, and we will take this into account when deciding how to manage multiple concerns or complaints raised at the same time. Where you raise more than one concern or complaint at the same time or raise a new concern or complaint while an existing matter is still being considered under this policy, we may combine these and deal with them together. Where you raise a new concern or complaint while a complaints panel hearing or review in respect of an earlier complaint is pending, we may at our discretion pause the complaints panel hearing or review until the new matter has been investigated and responded to under this policy.

You may withdraw your concern or complaint at any stage of the procedure set out in this policy by notifying us in writing. Your written notification should be sent to the person who is currently dealing with your concern or complaint or, if you are unsure, to the school office who will forward it as necessary.

6 Record keeping

Staff members are encouraged to log all informal concerns on the school's appropriate management information system and inform the Headteacher of any serious concerns.

We keep a record of all complaints that reach the formal complaint or complaints panel/review stages. This includes how and when the complaint was resolved, and any action we took as a result.

We keep records in line with our data retention policy and data protection law. We keep all complaint details confidential, except where:

- the Secretary of State asks to see them
- they are needed for a school inspection
- an individual has a legal right to see their own personal information in the records
- the law requires us to share them.

The findings and recommendations from any complaints panel decision will be shared with the Headteacher.

Electronic recordings of any meetings or the complaints panel hearing will not be permitted unless there are very good reasons to do so and all parties to the meeting or hearing give their written consent.

7 PART 1: Procedure for parents

7.1 Raising matters informally

At this stage, you may want to share:

- ***Feedback*** – where you want to share your voice with us without needing us to respond, but you want us to listen and take it on board
- ***Concerns*** – where you have a worry or doubt over an important issue and you are looking for reassurance
- ***Complaints*** – where you are dissatisfied with our actions or lack of action.

Before raising matters informally, please refer to Section 4 of this policy: 'Raising matters effectively'. You can raise matters in person, by email or by telephone.

We encourage you to raise matters first with the member of staff closest to your child, such as their class teacher, Form Tutor or Head of House, as they will usually be best placed to help you. Most matters will be dealt with by them or by another senior member of staff. Matters raised informally will not normally be considered by the Headteacher or by a governor as getting them involved too early may stop them from helping you at later stages. If you are not sure who to raise the matter with informally, then contact the school office who will direct you to the most appropriate person.

Most matters can be sorted out quickly by informal meetings (in-person or online) or telephone discussions with the right member of staff, rather than by exchange of emails. These meetings or telephone discussions may need to be arranged in advance to make sure the right member of staff is available to discuss the matter with you and has the time to listen and put things right.

There is no set timeframe for consideration of informal concerns, but we would expect most matters to be resolved within 15 school days. If we cannot find a solution, we will let you know that you can move to making a formal complaint in writing.

7.2 Making a formal complaint in writing

If the matter is not resolved at the informal stage, you can make a formal complaint in writing. You do not have to raise your concern informally before making a formal complaint, but we encourage you to do so as it is usually the quickest way to resolve matters. We encourage you to approach the formal complaint process constructively and with a focus on solutions, recognising that a positive ongoing relationship between you and the school is in the best interests of your child.

Before raising a formal complaint, please refer to Section 4 of this policy: 'Raising matters effectively'.

You should use the complaint form in Appendix 3 to raise the complaint, as this will help ensure we receive the necessary information to best consider the matter.

The table below sets out who you should send your formal complaint to and who will usually investigate and respond to your complaint:

WHAT is the complaint about?	**Who should the complaint be sent to?**	**Who will investigate?**
WHO is the complaint about?	**Who should the complaint be sent to?**	**Who will investigate?**
A member of staff	Headteacher	Headteacher or a senior member of staff appointed by them
Headteacher	Chair of Governors	Chair of Governors

In some cases, it may be appropriate for the school to handle complaints about the conduct of members of our staff confidentially under our internal staff procedures, rather than under this feedback, concerns and complaints policy. You will not be informed of any disciplinary action taken against a member of staff. However, we will always let you know that the matter is being addressed and share such information as we are lawfully able to. The table below sets out who you should send your formal complaint to and who will usually investigate the matter:

If you are not sure who to send your complaint to, then contact the school office who can help you.

We may engage an independent, external person to carry out the investigation into your complaint, or to review the investigation and response. This may be appropriate where the complaint is particularly complex or involves legal issues.

We will acknowledge your complaint in writing within 5 school days. We will explain what happens next, who will investigate your complaint and when you can expect a response. We will normally invite you to a meeting (in-person or online) or arrange a telephone discussion with you to discuss your complaint and explore how we can resolve it. We encourage you to attend this meeting/discussion so we can better understand your concerns and try and put things right. We will try to hold this meeting within 15 school days of receiving your complaint.

When investigating your complaint, we may need to share all or some of your complaint or discuss this with:

- members of staff; and
- your child or other students - students may be interviewed with their parent or with an appropriate member of staff present.

Once we have looked into your complaint, we will write to you with our decision and explain our reasons. We will tell you what action we will take. We will usually provide you with our written response to your complaint within 15 school days of your complaint being raised or our meeting with you to discuss your complaint, whichever is the later.

Whatever the outcome, we are committed to working with you to move forward positively and to maintain a constructive relationship in the best interests of your child's education.

In some cases, we may invite you to a meeting (in-person or online) or arrange a telephone discussion with you to discuss your complaint and our findings. We encourage you to attend this meeting/discussion so we can explain why we have reached our decision and answer questions you may have. We will try to hold this meeting within 10 school days of providing you with our written response.

7.3 Asking the complaints panel to review your complaint at a hearing

7.3.1 How to ask for a complaints panel hearing

If you are not happy with the decision of your formal complaint, you can ask for your complaint to be reviewed by a complaints panel at a hearing. Your request must be received within 15 school days of receiving the formal complaint outcome letter or our meeting/discussion about the outcome of your complaint if we invite you to one (whichever is the later).

Before asking for a complaints panel hearing, please refer to Section 4 of this policy: 'Raising matters effectively'.

You should use the form in Appendix 4 to request a review, as this will help ensure we receive the necessary information to best consider the matter.

The complaints panel cannot reinvestigate your complaint at the hearing. The purpose of the hearing is to give you the opportunity to explain why you are not happy with our decision about your formal complaint. The committee will decide if they agree with your reasons and can make recommendations about how this can be put right. For this reason, the complaints panel will not consider new complaints or evidence that is not related to your original complaint. If you have other concerns or complaints, we encourage you to raise these as informal

concerns first and, if you are not happy with the outcome of this, to raise these as new formal complaints.

If your complaint was investigated and responded to by the Headteacher, or a member of staff appointed by them, you should send your request for a complaints panel hearing to the Chair of Governors at the email address available on the school website.

A complaints panel will be made up of at least three governors with no prior involvement in the matters detailed in the complaint One of these governors will be appointed to be the chair of the complaints panel. The committee will have a Clerk to support the process and may have a legal advisor to help with legal and procedural questions during the hearing or their deliberations.

7.3.2 *What will happen next?*

We will acknowledge your request for a complaints panel hearing within 5 school days of your request. We will write to you to explain what happens next.

We will try to hold the hearing within 20 school days of your request. If, despite best efforts, it is not possible to find a mutually convenient date and time for a hearing within a reasonable timeframe (normally within 50 school days of the request), the Chair of Governors may decide that the hearing will proceed on the basis of written submissions only from both parties.

At least 10 school days before the hearing, we will confirm the date, time, and place of the hearing, and who will be on the committee. If you have a genuine reason to object to a committee member, you must notify the person named in the letter as the hearing point of contact and the Chair of Governors no later than 7 school days before the hearing and we will consider your objection fairly. We will also tell you who will be presenting the school's response.

If you want to bring someone with you to the hearing for support, such as a friend, relative, interpreter or advocate, please let the Chair of Governors know and provide details of their name and role at least 5 school days before the hearing. We do not permit parents or the school to bring legal representatives. Media representatives are not allowed.

If you want the complaints panel to see any documents relating to your complaint, you will need to send these to the hearing point of contact and copy the Chair of Governors at least 7 school days before the hearing. The school representative will also need to send the PA to the Headteacher any documents relating to your complaint at least 7 school days before the hearing. The complaints panel will not usually consider any documentation sent less than 7 school days prior to the hearing unless there is a very good reason for the document to have been sent late. The complaints panel will not accept as evidence any recordings of conversations that were obtained covertly and without the informed consent of all parties being recorded.

The documents received from both parties will be put into a bundle of documents and shared with you, the school's representative and the complaints panel at least 3 days before the hearing.

7.3.3 *About the complaints panel hearing*

If you are going to be late for the hearing, then let the Clerk know as soon as possible. If you have not arrived by the start of the complaints panel, the Clerk will attempt to contact you by telephone. If the Clerk is unable to speak with you within 30 minutes of the scheduled start time, or if you tell the Clerk that you are not attending, the Clerk and/or chair of the complaints panel (as appropriate) will decide if:

- the hearing will be adjourned and re-scheduled or
- the hearing will proceed in your absence - findings and recommendations of the complaints panel will be based on any representations made by the school representative(s) at the hearing and the documents provided in advance by both parties.

Unless otherwise stated, the procedure for the complaints panel hearing will be as follows:

- the parent and school representative will enter the hearing together
- the chair of the complaints panel will introduce the panel members and outline the process
- the parent will explain the complaint
- the school representative and panel members will question the parent
- the school representative will explain the school's actions
- The parent and the panel members will question the school representative
- The parent will sum up their complaint
- The school representative will sum up the school's actions
- Both parties will leave together while the complaints panel decides. The Clerk, and any advisor assisting the complaints panel (if applicable), will stay to assist the complaints panel with its decision making.

The Clerk and/or complaints panel reserves the right to modify the above procedure if there is a good reason for them to do so.

The Clerk will take minutes of the complaints panel hearing to record an accurate reflection of the points considered and any decisions taken, or actions agreed. These minutes will be our record of the hearing. The minutes can be provided to you after the hearing on request once available. You are welcome to take your own notes of the hearing if you wish.

In exceptional circumstances, a complaints panel may be adjourned and a new hearing date set. This might be needed if the complaints panel requires further evidence to make their decision. A new hearing date will take place as soon as possible and usually within 10 school days. Where it is not possible to hold the new hearing within 10 school days we will explain and give you a new timeframe.

7.3.4 *After the hearing*

After the hearing, the complaints panel will consider their decision and write to you to confirm their decision within 5 school days. The letter will set out the decision of the complaints panel together with the reasons underpinning that decision. The complaints panel can (by a majority if necessary):

- dismiss your complaint in whole or in part
- uphold the complaint in whole or in part
- make recommendations to ensure that problems of a similar nature do not happen again.

The outcome of a formal complaint, including at the complaints panel stage, is intended to be a resolution where parents and the school have worked together to listen and take action to support the child's education. We encourage all parties to move forward positively after the complaints process has concluded, in the interests of maintaining a supportive and constructive relationship.

7.4 Taking your complaint to the Department for Education

If you are not happy with the complaints panel's decision, you can refer your complaint to the Department for Education (DfE) which has limited powers to consider complaints about academies. The DfE cannot change our decision about your complaint but can review whether the complaint was handled properly.

Details about the DfE procedure and the DfE complaints form are available at Complain about a school to the Department for Education - GOV.UK

8 PART 2: Concerns or complaints from other people

The procedure for raising a concern informally and for making a formal complaint in writing are the same as in Part 1 of this policy. Please refer to those sections for full details (sections 7.1 and 7.2).

8.1 Asking for your complaint to be reviewed

If you are not happy with the decision of your formal complaint, you can ask for your complaint to be reviewed. Your request must be received within 15 school days of receiving the formal complaint outcome letter or our meeting/discussion about the outcome of your complaint if we invite you to one, whichever comes later**. Before asking for your complaint to be**

reviewed, please refer to Section 4 of this policy: 'Raising matters effectively'. The reviewer will not reinvestigate your complaint. The purpose of the review is to hear from you why you are not happy with our decision and to decide whether to make recommendations about how this can be put right. New complaints or evidence that is not related to your original complaint will not be considered as part of the review.

If your complaint was investigated and responded to by the Headteacher, or a member of staff appointed by them, you should send your request for a review to the Chair of Governors at the email address available on the school's website.

We will acknowledge your request for a review within 5 school days. The Chair of Governors will appoint a governor, with no prior involvement in the matter to conduct the review. We may invite you to a meeting or arrange a telephone discussion to discuss your complaint, which we will try to hold within 10 school days of receiving your request. Once the review is completed, we will write to you with our decision and reasons, usually within 15 school days of your request or of meeting with you to discuss your complaint, whichever is the later.

In exceptional circumstances, where the Chair of Governors considers there is a very good reason to do so, a complaints panel may be convened to review your complaint on the same terms as set out in Part 1 (see section 7.3).

If you are not happy with the outcome of the review, you can refer your complaint to the Department for Education as set out in Part 1 of this policy (see section 7.4).

9 PART 3: Repeated, vexatious, or unreasonable concerns and complaints

In rare cases, we may not follow the usual procedure. This includes where your concern or complaint is classified as repetitious, vexatious or pursued in an otherwise unreasonable manner.

The decision to classify your concern or complaint in this way will be made by an appropriate senior member of staff, such as the headteacher or Chair of Governors.

9.1 Repeated complaints

If you make a complaint that is the same, substantially similar or based on the same facts as one we have already fully considered, and we have:

- done everything we can reasonably do to address your concerns
- given you a clear explanation of our position and your options

we will write to tell you that the complaints procedure is finished, and we will not respond to further correspondence about these matters. We will tell you how to contact the Department for Education if you wish to take things further.

If we have already fully considered a complaint about the same subject from another member of your family, we may inform you that the matter has already been considered and the local process is complete. We will advise you to contact the Department for Education if you are dissatisfied with our handling of the original complaint.

9.2 Vexatious concerns/complaints and concerns/complaints pursued in an otherwise unreasonable manner

A concern or complaint may be considered vexatious if it:

- is obsessive, persistent, harassing, or repetitive
- pursues matters that have no merit, or seeks unrealistic outcomes
- pursues matters in an unreasonable way
- is designed to cause disruption or annoyance
- demands action that has no serious purpose or value.

Examples include but are not limited to:

- refusing to explain your concern or complaint or what outcome you want, even when we offer to help
- refusing to cooperate with our investigation
- refusing to accept that some issues are not covered by this policy
- insisting we deal with your concern or complaint in ways that do not fit with this policy or good practice
- raising trivial or irrelevant information and expecting us to respond to it
- asking many detailed but unimportant questions and demanding immediate answers
- changing what your concern or complaint is about as we investigate
- seeking unrealistic outcomes, such as asking for staff to be dismissed
- making excessive demands on staff time through frequent, lengthy, or complicated contact while we are dealing with your concern or complaint
- knowingly providing false information
- posting information about your concern or complaint on social media or other public forums — sharing your complaint on social media can be harmful to those involved, is unlikely to lead to a quicker resolution and may be considered unreasonable behaviour
- encouraging or coordinating with other parents to submit multiple complaints about the same issue - your complaint should be specific to you and your child, and organising others to raise the same matter may be treated as a complaint campaign under Part 4 of this policy and may not be dealt with under the usual complaints process

- using artificial intelligence (AI) tools to draft complaints or to cite laws, regulations or guidance, where the AI-generated content is inaccurate, misleading or makes the complaint more complex than necessary.

We will not accept behaviour or language towards staff or governors that is aggressive, abusive, offensive, discriminatory, or threatening or makes insulting personal comments or threats about staff.

9.3 Action we may take

In these situations, we may:

- issue a verbal or written warning setting clear expectations for your future conduct, which may include putting in place a communication plan to manage future contact
- pause the complaints process until the unacceptable behaviour stops
- hold a complaints panel review based on written documents only, without a hearing
- refuse to consider your complaint any further and direct you to the Department for Education.

Where you continue to send correspondence raising matters that are the same as, or broadly similar to, issues that are already being considered under this policy, we may decide not to review or respond to such further correspondence until the existing complaint has been fully considered and responded to at the current stage of the procedures set out in this policy. We will write to let you know if we decide to do this. Any matters that are genuinely distinct from your existing complaint should be raised separately and will be considered on their own merits.

We may also restrict your access to the school or our staff or governors, e.g. requesting contact in a particular form (for example, in writing only), requiring contact to take place with a named person only or limited to a particular email address, restricting telephone calls to specified days and times or number of contacts, or banning you from the school. Any decision to cease responding to correspondence or to decline to consider a complaint further will be communicated to you in writing, with reasons for the decision.

Where behaviour is so extreme that it threatens the safety and welfare of staff, we will consider other options, for example, reporting the matter to the police, or taking legal action. In such cases, we may not give you prior warning of that action.

10 PART 4: When we receive many concerns or complaints about the same issue

On rare occasions, we may receive concerns or complaints from three or more people about the same issue. When this happens, we treat it as a 'complaint campaign'.

When this happens, we will not follow the usual procedure. Instead, we will:

- send the same response to everyone who has raised a concern/complaint and/or
- publish a single response on our website.

Where the complaint campaign involves complainants who are parents or carers of students currently attending one of our schools, they will be entitled to escalate their complaint to a complaint committee hearing if they are dissatisfied with our response. We will consider how best to manage complaint committee hearings in such circumstances. Multiple hearings will not be held to consider escalated complaints linked to a complaint campaign.

If you are not happy with our response, you can refer the matters to the Department for Education (DfE) which has limited powers to consider complaints about academies. The DfE cannot change our response to the 'complaint campaign' but can review whether we handled it properly.

11 Review and version control

This policy will be reviewed annually.

Appendix 1 – matters not covered by this policy

Excluded matters	Signposting
Admissions	The process for challenging admissions decisions is set out in each school's admissions policy and the DfE's school admissions codes at: School admissions code - GOV.UK and School admission appeals code - GOV.UK. Parents who wish to challenge our decision to refuse their request for admission out of the normal age group (where there is no statutory right of appeal) may submit a complaint using this feedback, concerns and complaints policy.
Collective worship	Complaints about the content of the daily act of collective worship should be directed to the local authority or the local Standing Advisory Council on Religious Education (SACRE). Complaints about the handling of a request to withdraw your child from religious education or the daily act of collective worship can be raised under this policy.
Complaints about services provided by other providers who may use school premises or facilities (including any parent/teachers association	Providers, including any after school lettings, will have their own complaints procedure to deal with complaints about them or their service. Please contact them directly.
Curriculum	Complaints about the content of the national curriculum should be directed to the Department for Education using this form. However, complaints about the delivery of the curriculum, including the delivery of religious education (RE) and sex and relationships education, can be raised under this policy.
Data protection matters	Complaints about data protection matters are handled under the statutory complaints process in data protection law, as set out in the Schools GDPR (Data Protection) Policy and in accordance with relevant guidance from the Information Commissioner's Office (ICO). If you have serious concerns, you may wish to contact the ICO directly, but the ICO will usually expect you to have raised your concerns with our Data Protection Officer in the first instance.

Freedom of information matters	Complaints about our compliance with the Freedom of Information Act 2000 are handled in accordance with relevant guidance from the ICO. If you have serious concerns, you may wish to contact the ICO directly, but the ICO will usually expect you to have raised your concerns with us in the first instance.
Safeguarding and child protection matters	Some complaints that relate to safeguarding or child protection matters will be handled under the relevant school's child protection and safeguarding policy rather than under this policy. Where that policy applies, a separate investigative process will be followed. This feedback, concerns and complaints policy does not limit or replace any action that may be taken under our child protection and safeguarding policy, and in some cases both processes may run concurrently or one may take precedence over the other depending on the nature of the concern raised. If you have a serious concern about a child's safety or welfare, you may also wish to contact: • the Local Authority Designated Officer (LADO), who has local responsibility for managing allegations against people who work with children or • the Multi-Agency Safeguarding Hub (MASH), which coordinates safeguarding referrals across local agencies.
SEND support where the child has left the school	Concerns about SEND support provided raised after the child has left the school should be directed to the local authority.
Staff grievances	Complaints from staff will be dealt with under the school's internal grievance procedures.
Staff conduct	In some cases, it may be appropriate for us to handle complaints about the conduct of members of our staff confidentially under our internal staff procedures, rather than under this feedback, concerns and complaints policy. You will not be informed of any disciplinary action taken against a member of staff. However, we will always let you know that the matter is being addressed and share such information as we are lawfully able to.
Statutory assessments of special educational needs (SEN)	Concerns about statutory assessments of special educational needs should be raised directly with the local authority.

Suspensions and exclusions	The process for challenging suspension or exclusions decisions, or matters relating to those decisions, is set out in the school's Exclusions Policy and the DfE's statutory guidance at: https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions
Whistleblowing	We have an school Whistleblowing Policy for all our employees, including temporary staff and contractors. The Secretary of State for Education is the prescribed person for whistleblowers in education who do not want to raise matters directly with their employer. Referrals can be made at: https://customerhelpportal.education.gov.uk/access-theenquiry-portal/ or by using this form.

Appendix 2 – Guidance on using AI tools to raise concerns or complaints

Introduction

AI tools (such as ChatGPT, Microsoft Copilot, Google Gemini and similar large language model applications) can help you organise your thoughts, structure your concern or complaint clearly, and express yourself effectively. However, these tools have significant limitations and must be used with care. This Appendix provides practical guidance on how to use AI tools effectively when raising a concern or complaint under this policy, and what to avoid.

How AI tools can help you

AI tools can be useful for:

a) organising your thoughts and structuring your concern or complaint in a clear and logical way

b) helping you express what happened in plain, clear language if you find writing difficult

c) summarising a timeline of events based on information you provide

d) suggesting what outcome you might want to ask for

e) checking your draft for clarity, tone and spelling before you submit it.

Important limitations and risks

You should be aware of the following limitations and risks when using AI tools:

a) AI tools do not know what happened – they can only work with the information you give them, and they may fill gaps with invented details that sound convincing but are untrue (this is sometimes called 'hallucination')

b) AI tools may generate references to laws, regulations, policies or legal rights that do not exist, are out of date, or do not apply to your situation

c) AI tools may produce language that is overly formal, legalistic or aggressive, which may not reflect your genuine concern and may make it harder for us to resolve the matter constructively

d) any personal data (including names, dates of birth, or other identifying information about your child, other children, staff or other individuals) that you enter into an AI tool may be stored, processed or used by the AI provider in ways that are outside your control and may breach data protection law

e) AI-generated complaints that do not accurately reflect your experience may cause delays in resolving your concern, as we may need to spend time clarifying what actually happened

f) AI tools work by predicting the most likely answer based on the information they have been trained on. They do not check whether their output is accurate or relevant to your particular situation, and the most likely-sounding answer is not

always the correct one. AI tools are also designed to make you feel helped and understood, which means they may agree with your point of view, use an overly sympathetic tone, or present your complaint in a one-sided way rather than giving a balanced account of what happened. This can wrongly reinforce your point of view and make you more fixed in your position, which may make it harder for us to work together to resolve the matter.

What to do and what to avoid

Do	Don't
Write down the key facts yourself first (what happened, when, who was involved, and what you would like us to do) before using an AI tool.	Copy and paste AI-generated text without reading and checking it thoroughly.
Use AI to help you structure and clarify what you have already written, rather than to generate the complaint from scratch.	Submit a complaint that contains facts, events or details that you have not personally verified as accurate.
Read everything the AI produces carefully and remove or correct anything that is inaccurate, exaggerated or that you did not experience.	Rely on any legal advice, references to legislation or statements about your rights generated by an AI tool without checking them independently.
Use your own words where possible – your complaint should sound like you.	Enter the names or personal data of your child, other children, staff members or any other individuals into an AI tool.
Remove all personal data (names, dates of birth and other identifying information about individuals) before entering any information into an AI tool – you can use placeholders such as 'my child', 'the class teacher' or 'Teacher A' instead.	Use AI to generate multiple or repetitive complaints about the same issue.

Example prompts for using AI tools effectively

The following example prompts illustrate how AI tools can be used effectively to help you prepare a concern or complaint.

In each case, you should replace the descriptions in square brackets with your own details, taking care not to include any personal data or names.

Example 1 – Organising your thoughts:

"I want to raise a concern with my child's school about [describe the issue in general terms, e.g. 'how a bullying incident was handled']. The key things that happened are: [list the main events in the order they happened, using descriptions such as 'my child', 'the class teacher' etc. instead of names]. Can you help me organise these into a clear, chronological summary that I can use when speaking to the school?"

Why this helps: Before writing a formal complaint, it can be difficult to know where to start, particularly if a number of things have happened over a period of time. This prompt helps you to present the key events in a logical order, making it easier for us to understand your concern and for you to feel confident that nothing important has been left out.

Example 2 – Structuring a written complaint:

"I need to write a formal complaint to my child's school. The issue is [describe the issue]. I have already tried to resolve this informally by [describe what you did]. The key facts are [list the facts]. The outcome I am looking for is [describe what you want to happen]. Can you help me structure this into a clear letter, using plain language and a respectful tone? Do not add any facts or details that I have not provided."

Why this helps: A well-structured complaint is more likely to be understood and dealt with effectively. This prompt helps you to set out the issue, the steps you have already taken, the relevant facts, and the outcome you are seeking in a clear and logical way, without the AI tool adding anything you have not told it.

Example 3 – Checking tone and clarity:

"I have drafted the following complaint to my child's school: [paste your draft, with names removed]. Can you suggest how I could make this clearer and more constructive in tone, without changing the facts or adding anything new?"

Why this helps: When raising a concern or complaint, it is natural to feel frustrated or upset. This prompt allows you to check that your draft communicates your concern clearly and constructively, which is more likely to lead to a productive response, without altering the substance of what you have written.

Example 4 – Identifying what outcome to request:

"I am raising a complaint with my child's school about [describe the issue]. I am not sure what outcome to ask for. Based on the facts I have described, can you suggest some realistic outcomes I could request? Please do not suggest legal remedies or refer to specific laws."

Why this helps: It is not always easy to know what to ask for when raising a complaint. This prompt can help you to think through realistic and proportionate outcomes, whilst ensuring that the AI tool does not stray into providing legal advice, which it is not equipped to give.

Appendix 3 – formal complaints form

Before completing this form, please refer to Section 4 ('Raising matters effectively') of our feedback, concerns and complaints policy.

An editable version of this form can be found here: Formal Complaints Form – Fill out form

Your name:
Student's name (if applicable):
Student's current year group:
Your relationship to student (if applicable):
Your address and postcode:
Your telephone number(s):
Your email address:
Your complaint is: *(if you have more than one complaint, please number these)* 1. 2.
What action have you already taken to try and resolve your complaint? Who did you speak to and what was the response? *(Note – if you have not yet attempted to resolve this matter informally we may direct this completed form to the relevant staff member as a first step towards resolution)*
What you would like as an outcome from your complaint: *(if you have more than one complaint, please number these)* 1. 2.

Appendix 4 – request for a complaints panel or complaint review

Before completing this form, please refer to Section 4 ('Raising matters effectively') of our feedback, concerns and complaints policy.

An editable version of this form can be found here Request for a Complaints Panel or Complaints Review – Fill out form

Your name:
Student's name (if applicable):
Student's current year group:
Your relationship to student (if applicable):
Your address and postcode:
Your daytime telephone number:
Your email address:
What action have you already taken to try and resolve your complaint? Who did you speak to and what was the response?
Why are you not happy with our decision about your formal complaint? *(if you have more than one complaint, please number these)* 1. 2.
What you would like the complaints panel to do to put things right: *(if you have more than one complaint, please number these)* 1. 2.