



Martin Primary School

Complaints Procedure

Reviewed and ratified: autumn 2019

Date of next review: autumn 2021

Summary

The Head Teacher, staff and governors of Martin Primary School take all concerns and/or complaints expressed about the school very seriously. At Martin Primary School our aim is to encourage transparency and openness throughout.

We aim that concerns/ complaints are properly listened to, addressed and resolved if at all possible at the earliest opportunity; that all parties are treated fairly, impartially and respectfully; that confidentiality duties are respected and concerns/ complaints are fairly investigated, if necessary by an independent person.

- All concerns/ complaints will be considered whether made in person, by telephone, in writing or via email.
- There are three stages to the concerns /complaints procedure which this policy outlines in further detail on the following pages:

Stage 1 – An informal concern or complaint should be raised with a member of staff (normally with the class teacher)

For further detail please see p 8

Stage 2 – A formal complaint should be made to the Head-teacher (the school's Complaints Officer) .

For further detail please see pp 8, 9.

Stage 3 An appeal should be made to the Complaints Officer where the complainant is not satisfied with the outcome of the complaint. A Complaints Appeal Panel is set up from the Governing Body. It excludes the Head-teacher, the Complaints Officer and all staff governors. The complainant should complete Complaints Procedure Form in Appendix 1 and send it to the Chair of Governors via the School Office

For further detail please see pp 9, 10, 17

- Concerns or complaints should be raised as soon as possible but within three months of the incident.
- Some concerns / complaints are NOT dealt with by the school. These include:
School Admissions; Exclusions; Statutory Assessments of Special Needs and Disabilities; School re-organisation proposals and matters needing a Child Protection investigation

For further detail please see p11

Once a complaint has been made, it can be resolved or withdrawn at any stage.

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1 Legal framework

1.1. This policy has due regard to the following legislation and guidance, including, but not limited to:

- The Education Act 2000
- Data Protection Act 1998
- Freedom of Information Act 2000
- Best Practice Advice for School Complaints Procedures 2016
- Immigration Act 2016 (Part 7) Fluency Duty*

2 Definition

2.1. A complaint can be defined as 'an expression of dissatisfaction' which can be regarding actions taken or a perceived lack of action.

Complaints can be resolved formally or informally dependant on the complainant's choice.

2.2. A concern can be defined as 'an expression of worry or doubt' for which reassurance is sought.

2.3. Any complaint or concern will be taken seriously, whether formally or informally, and the appropriate procedures shall be taken.

NB: For the purpose of this policy, "concerns" will be classed and addressed as complaints. Any further references to "complaints" will include "concerns".

- 2.4. A grievance – where the complainant is dissatisfied but the School is not at fault because we are following an agreed policy or procedure. Whilst these may be understandable causes for complaint, the concerns reflect policies and budgets already agreed by the school and its Governing Body. As such the School has not failed to do something it said it would, or has agreed to do.
- 2.5. Unreasonable complainants - Martin Primary defines unreasonable complainants as 'those who, because of the frequency or nature of their contacts with the school, hinder our consideration of their or other people's complaints'.
- 2.6. *Complaints about fluency in English. The Fluency Duty Code of Practice (2016) states that "if a member of the public feels that a public-facing public authority worker has insufficient proficiency in spoken English for the performance of their role they have the right to complain to the public authority".
- 2.7. The code also very clearly states that employers should only address legitimate complaints of language fluency, and should not respond to complaints relating to a staff member's accent, dialect, origin or nationality, or complaints that are otherwise vexatious or abusive.

3 Roles and responsibilities

3.1. The complainant will:

- co-operate with Martin Primary in seeking a solution to the complaint
- express the complaint and their concerns in full at the earliest possible opportunity, preferably in writing
- promptly respond to any requests for information or meetings
- ask for assistance as needed
- treat any person(s) involved in the complaint with respect.

3.2. The Complaints Officer will:

- ensure that all parties involved in the complaint are fully updated throughout each stage of the procedure
- guarantee that all parties involved in the procedure are aware of any relevant legislation, including the Equality Act 2010, Data Protection Act 1998 and Freedom of Information Act 2000. The Fluency Duty within the Immigration Act 2016
- be aware of issues in regards to sharing third party information and ensure that all complaints are treated as confidential
- keep up-to-date records throughout the procedure
- liaise with all parties involved to ensure the complaints procedure runs smoothly including the head teacher, clerk and chair of the governing body
- understand the complainant's need for additional support, including interpretation support, and will be aware of any issues concerning this
- consider all records, evidence and relevant information provided
- interview all parties that are involved in the complaint, including staff and children if necessary in order to establish what has happened and who is involved
- analyse all information in a comprehensive and fair manner

- liaise with the complainant to clarify an appropriate resolution to the problem
- identify and recommend solutions and courses of actions to take
- be mindful of timescales and ensure all parties involved are aware of these timescales
- respond to the complainant in a clear and understandable manner
- if the complaint relates to the head teacher the role of the complaints officer will be assumed by the Chair of the governing body.

3.3. The Complaints Appeal Panel Chair will:

- appoint a member of the governing body to act as clerk. (Clerking tasks can be delegated to a member of the office staff). This can never be a staff governor
- explain the remit of the panel to the complainant
- ensure that all issues are addressed and that outcomes are reached based on facts and evidence
- help to put at ease and console individuals involved who are not used to speaking at such hearings, particularly any children involved
- conduct the hearing in an informal manner, ensuring that everyone is treated with respect and courtesy
- ensure that the room's layout and setting is informal and non-adversarial, yet still sets the appropriate tone
- confirm that no member of the panel has previously been involved in the earlier stages of the procedure or has an external interest in the outcome of the proceedings
- give both the complainant and Martin Primary the opportunity to state their case and seek clarity without undue interruption
- provide copies of any written material or evidence to everyone in attendance of the meeting, ensuring that everyone has seen the necessary material
- organise a short adjournment of the hearing if required
- continuously liaise with the clerk and Complaints officer to ensure the procedure runs smoothly
- help to provide the support necessary where the complainant is a child.

3.4. All Complaints Appeal Panel members will be aware that:

- the review panel hearing is independent and impartial
- no individual with prior involvement in the complaint, or the circumstances surrounding it, is permitted to sit on the panel
- the aim of the panel is to achieve a reasonable resolution and, ultimately, attain reconciliation between the parties involved
- reconciliation between Martin Primary and complainant is not always achievable, and that it may only be possible to establish facts and make recommendations to reassure the complainant that their case has been taken seriously.

The panel can:

- dismiss or uphold the complaint, in whole or in part.
- decide on appropriate action to be taken.
- recommend changes that Martin Primary can make to prevent reoccurrence of the problem.

Complainants may feel nervous or inhibited in a formal setting and, therefore, the proceedings should be as welcoming as possible.

When a child is present at the hearing, extra care needs to be taken to ensure that the child does not feel intimidated as well as ensuring the child's view is represented equally.

3.5. The panel clerk will:

- continuously liaise with the Complaints officer
- keep up-to-date records of all proceedings throughout the procedure
- set the date, time and venue of all hearings, ensuring that this is appropriate, convenient and accessible to all parties involved
- collate all written material or evidence involved and send it to the parties involved in timely advance of the hearing
- greet all parties as they arrive at the hearing
- ensure that the minutes of the panel hearing are circulated to all relevant parties after the meeting
- notify the relevant parties of the panel's decision and any other actions to be taken.

4 Making a complaint

4.1. Martin Primary will ensure that all aspects of the complaints procedure is:

- easily accessible and publicised
- simple to understand and put into practice
- impartial and fair to all parties involved
- respectful of confidentiality duties
- continuously under improvement, using information gathered during the procedure to inform Martin Primary's senior management team
- fairly investigated, by an independent person when necessary
- used to address all issues in order to provide appropriate and effective responses where necessary.

4.2. Complaints are expected to be made as soon as possible after an incident arises in order to address the issue in an appropriate timescale.

4.3. Martin Primary upholds a three month time limit in which a complaint can be lodged regarding an incident.

4.4. Complaints made outside this time limit will not be automatically refused and exceptions will be considered.

4.5. In the case of any timescales changing, all parties involved will be informed of the changes in a timely manner.

4.6. Complaints should be made using the appropriate channels of communication, including the use of the Complaints Procedure Form (Appendix B) in stage three.

4.7. All complaints shall be considered whether made in person, by telephone, in writing or electronically via email.

4.8. A complaint can progress to the next stage of the procedure even if it is not viewed as "justified". All complainants are given the opportunity to fully complete the complaints procedure.

4.9. Any complaint made against the head teacher shall be initially dealt with by the chair of the governing body.

4.10. Any complaint made against the chair of the governing body or any other member of the governing body should be made in writing to the clerk to the governing body. Contact details for the clerk of the governing body are available from the school office.

- 4.11. Where a complaint is made, the person receiving the complaint should write a dated note as soon as practicable of the key issues raised and the relevant times and dates.

5 Complaints procedure

5.1. Stage one – Informal Complaints made to a member of staff

- Complainants are given the opportunity to discuss their concern informally with the appropriate member of staff, such as the class teacher or the Complaints officer.
- The member of staff can discuss the complaint with the head teacher or Complaints officer in order to seek support.
- If the complaint concerns the head teacher, the complainant should be referred to the chair of the governing body.
- If the complainant is a member of the public and the complaint relates to the provision or facilities or services the first point of contact will be the Complaints officer.
- Complaints should not be made initially to a governor. Where the first approach is made to a governor, the complainant should be referred to the appropriate member of staff and advised of the procedure. Governors should not act alone on a complaint outside the procedure; if they do, they cannot be involved if the complaint is subject to a hearing at a later stage of the procedure.
- The complainant and the relevant member of staff should discuss the issue in a respectful and informal manner to seek a mutual resolution.
- The member of the staff dealing with the complaint should make sure the complainant is clear about what action (if any) or monitoring of the situation has been agreed, and put this in writing if necessary to make things clearer.
- If an appropriate resolution cannot be sought at this level, or if the complainant is dissatisfied with the outcome following the initial discussions, the complainant may wish to proceed to the next level of the procedure.

5.2. Stage two – Formal complaint made to the complaints officer

- If the complaint cannot be resolved informally at stage one, the complainant must put the complaint in writing to the complaints officer, including why the complainant is dissatisfied with the outcome of stage one.
- Stage two of the process will be completed within 15 school days. Where the situation is recognised as complex, and it is deemed to be unable to be resolved within this timescale, the complaints officer will contact the complainant to inform them of the revised target date via a written notification.
- An appointment with the Complaints officer/ Head Teacher should be made, as soon as reasonably practical, in order to avoid any possible worsening of the situation.
- If the complaint is against the head teacher, the complainant will initially need to write, in confidence, to the chair of the governing body. The chair will seek to resolve the issue informally before moving directly to stage three of the procedure.
- If a complaint is made against a member of staff, the complaints officer will discuss the issue with the staff member in question. Where necessary, the complaints officer will conduct interviews with any relevant parties, including witnesses and children, and take statements from those involved.
- All discussions shall be recorded by the complaints officer and findings and resolutions will be communicated to the complainant either verbally or in writing.

- Once all facts are established, the complaints officer shall contact the complainant in writing with an explanation of the decision.
- Any further action Martin Primary plans to take to resolve the issue will be explained to the complainant in writing.
- If the complainant is not satisfied with the outcome suggested, the procedure will progress to stage three.
- In Martin Primary the Complaints officer is the Head Teacher.

5.3. Stage three – Complaints Appeal Panel

- The complaint should be made in writing using the Complaints Procedure Form (Appendix A) to the chair of the governing body within 10 school days from receipt of a stage two outcome.
- Written acknowledgement of the complaint will be made within 3 school days. This will inform the complainant that a Complaints Appeal Panel will hear the complaint within 20 school days.
- The chair of the governing body, or other nominated governor, will convene a governing body Complaints Appeal Panel comprising three members of the governing body. The head teacher, the Complaints officer and Staff Governors are not eligible to sit on the Complaints Appeal Panel. The Chair must ensure that all members of the Panel are impartial and have no prior knowledge of or involvement with the complaint.
- If the complainant believes there is likely to be bias in the proceedings, they reserve the right to request an independent panel.
 - Martin Primary will consider the request but ultimately the decision is made by the governing body.
- Five days' notice will be given to all parties attending the Complaints Appeal Panel, including the complainant.
- If appropriate the panel can be held away from school premises at a neutral place.
- Prior to the hearing, the chair of governors will have written to the complainant informing them of how the review will be conducted. The head teacher will also have a copy of this letter.
- At the hearing, all participants will be given the opportunity to put their case across and discuss any issues.
- The Complaints Appeal Panel will consider issues raised in the original complaint and any issues which have been highlighted during the complaints procedure.
- The meeting should allow for:
 - the complainant to explain their complaint and the head teacher to explain the reasons for their decision
 - the complainant to question the head teacher, and vice versa, about the complaint
 - any evidence, including witnesses who have been prior approved by the chair of the Complaints Appeal Panel, to be questioned
 - members of the Complaints Appeal Panel to question both the complainant and the head teacher
 - final statements to be made by both parties involved.
- The complainant will receive a written response explaining the final outcome within 15 school days. This letter will also explain whether there are any further rights of appeal and to whom they need to be addressed.

If a complainant remains dissatisfied once the formal complaint procedure has been completed, they have their right to refer their complaint to the Secretary of State.

6 Interviewing witnesses

- 6.1. When interviewing children in order to gather information regarding a complaint, the interview should be conducted in the presence of another member of staff or, in the case of serious complaints, e.g. where the possibility of criminal investigation exists, in the presence of their parents/carers. (Who should be interviewing children if necessary - it depends on who is the complaints officer).
- 6.2. Martin Primary will ensure that the conduction of interviews does not prejudice a LADO (Local Authority Designated Officer) or police investigation.
- 6.3. Martin Primary understands the importance of ensuring a friendly and relaxed area which is free from intimidation.
- 6.4. All children interviewed will be made fully aware of what the interview concerns and their right to have someone with them.
- 6.5. Staff are allowed a colleague to support them at their interview. The colleague must not be anyone likely to be interviewed themselves, including their line manager.
- 6.6. The interviewer will not express opinions in words or attitude so as to not influence the interviewee.
- 6.7. The interviewee will sign a copy of the transcription of the interview.

7 Recording a complaint

- 7.1. A record shall be kept of any complaint made, whether via phone, in person or in writing, detailing the main issues raised, ready to discuss at a later date.
- 7.2. Martin Primary holds the right to use recording devices, where appropriate, to ensure all parties involved are able to review the discussions at a later date.
- 7.3. Where there are communication difficulties or disabilities, Martin Primary may provide recording devices to ensure the complainant is able to access and review the discussions at a later point
- 7.4. Details of any complaint made shall not be shared with the entire governing body unless completely necessary, in case an independent panel is needed to hear the complaint.
- 7.5. The progress and the final outcome of a complaint will be recorded and kept up-to-date by the Complaints officer.
- 7.6. Martin Primary will hold all records of complaints centrally.
- 7.7. Complainants have a right to access copies of these records under the Freedom of Information and Data Protection Acts.

8 Complaints not covered by this procedure

- 8.1. Complaints regarding the following topics should be directed to the LA:
 - Statutory assessments of Special Educational Needs and Disabilities
 - School re-organisation proposals

- Matters which may require a Child Protection Investigation
 - Admissions to schools
 - Complaints concerning admissions should be directed to the appropriate admissions authority.
- 8.2. Complaints about children being excluded from Martin Primary should be dealt with by following the process explained at: <https://www.gov.uk/school-discipline-exclusions/exclusions>

Martin Primary has an internal whistleblowing procedure for all employees and voluntary staff. Complaints of this nature should not be addressed using this complaints procedure. These concerns can be directed to Ofsted by telephone on: 0300 123 3155 or via email at: whistleblowing@ofsted.gov.uk

- 8.3. Staff grievances and disciplinary procedures will be dealt with using Martin Primary's internal grievance procedure. In these cases, complainants will not be informed of the outcome of any investigations.
- 8.4. This complaints procedure is not to be used when addressing any complaints made about services provided by a third party who may use the school premises or facilities. All complaints concerning this should be directed to the service provider.

9 Exceptional circumstances

- 9.1. If the complaint suggests that a child has been at risk of significant harm through violence, emotional abuse, sexual harassment or neglect, it may be referred without further notice to the children's social care and/or to the LA.
- 9.2. If a social services authority decides to investigate a situation, the Complaints officer or governing body may postpone the complaints procedure.
- 9.3. Where a matter can be resolved through a legal appeal, it will not be considered as a formal complaint. The key areas are: admissions decisions, certain decisions relating to formal assessment of special educational needs, and decisions to permanently exclude a child.

10 Unreasonable, serial and persistent complainants

- 10.1. Martin Primary will act in a manner they believe to be appropriate when dealing with an individual who makes unreasonable complaints, consistently makes the same complaints or who continuously asks Martin Primary to reconsider their position.
- 10.2. A complaint may be regarded as unreasonable when the person making the complaint:
- Refuses to articulate their complaint or specify the grounds of a complaint or the outcomes sought by raising the complaint, despite offers of assistance.
 - Refuses to co-operate with the complaints investigation process while still wishing their complaint to be resolved.
 - Refuses to accept that certain issues are not within the scope of a complaints procedure.
 - Insists on the complaint being dealt with in ways which are incompatible with the adopted complaints procedure or with good practice and school policies.
 - Introduces trivial or irrelevant information which the complainant expects to be taken into account and commented on, or raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales.
 - Makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced.

- Changes the basis of the complaint as the investigation proceeds.
 - Repeatedly makes the same complaint (despite previous investigations or responses concluding that the complaint is groundless or has been addressed).
 - Refuses to accept the findings of the investigation into that complaint where the school's complaint procedure has been fully and properly implemented and completed including referral to the DfE.
 - Seeks an unrealistic outcome.
 - Makes excessive demands on school time by frequent, lengthy, complicated and stressful contact with staff regarding the complaint in person, in writing, by email and by telephone while the complaint is being dealt with.
- 10.3. A complaint may also be considered unreasonable if the person making the complaint does so either face-to-face, by telephone or in writing or electronically:
- Maliciously
 - Aggressively
 - Using threats, intimidation or violence
 - Using abusive, offensive or discriminatory language
 - Knowing it to be false
 - Using falsified information
 - Publishing unacceptable information in a variety of media such as in social media websites and newspapers
- 10.4. If a complainant attempts to re-open an issue which has previously fully completed the complaints procedure, the chair of the governing body will inform the complainant that the matter is now closed.
- If the complainant contacts Martin Primary regarding the same issue again, the complaint may be classed as 'serial' or 'persistent' and the school does not have an obligation to respond.
 - Martin Primary must ensure that a complaint is not classed as 'serial' before they have fully completed the complaints procedure.
- 10.5. Martin Primary will not take the decision to stop responding to an individual lightly. Martin Primary will ensure that:
- They have previously taken every reasonable step to address the problem.
 - They have provided the complainant with a statement of their position.
 - The complainant is contacting the school repeatedly with the same complaint.
- 10.6. If Martin Primary believes that the complainant is continuously contacting Martin Primary to cause disruption or inconvenience, or if the complainant is being abusive or threatening, Martin Primary has the right to not respond to the correspondent.
- 10.7. Once Martin Primary decides to no longer respond to a complainant, the individual will be informed of this decision in writing.
- 10.8. If Martin Primary finds it difficult to deal with a complainant due to their unreasonable behaviour, then their complaint can be directed to the LA.
- 10.9. The complainant has the right to a third party representative, such as the Citizens' Advice Bureau, throughout the complaints procedure.
- 10.10. Any new complaint made by a 'serial' complainant will be responded to.
- 10.11. Complainants hold the right to refer their complaint to their local MP. This would not make the individual a 'serial' or 'persistent' complainant.
- 10.12. Martin Primary will not deny any individual access to information that they have a right to under The Education (Pupil Information) (England) Regulations 2005.

11 Barring from the premises

- 11.1. School premises are private property and therefore any individual can be barred from entering the premises.
- 11.2. Violence, threatening behaviour and abuse against school staff or other members of the school community, including other parents and pupils, will not be tolerated. All members of the school community have a right to expect that their school is a safe place in which to work and learn. There is no place for any form of abuse, threatening behaviour or violence in our school. If a parent's/carer's behaviour is cause for concern, a school can ask the individual to leave the premises.
- 11.3. The head teacher or the LA will notify the parties involved via writing, explaining that their implied licence for access to the premises has been temporarily revoked subject to any representations that the individual may wish to make.
- 11.4. The individual involved will be given the opportunity to formally express their views regarding the decision to bar them.
- 11.5. This decision to bar will be reviewed, taking into account any discussions following the incident.
 - If the decision is made to continue the bar, the individual will be contacted in writing, informing them of how long the bar will be in place.
- 11.6. Anyone wishing to make a complaint regarding a barring order can do so in writing, including email, to the head teacher or chair of the governing body.
 - Once Martin Primary's complaints procedure is completed, the only remaining avenue of appeal is through the Courts.

12 Reviewing the procedure

- 12.1. The complaints procedure will be reviewed every two years, taking into account the latest guidance issued by the DfE.
- 12.2. Responsibility for reviewing the procedure belongs to the Wellbeing Committee of the governing body.
- 12.3. All projected review dates will be adhered to.
- 12.4. Information gathered through reviewing the complaints procedure will be used to continuously improve and develop the process.
- 12.5. The monitoring and reviewing of complaints will be used to help evaluate Martin Primary's performance.

13 Role of the school complaints unit (SCU)

- 13.1. If a complainant remains dissatisfied once the complaint procedure has been completed, they have the right to refer their complaint to the Secretary of State.
- 13.2. The Secretary of State will only intervene when they believe that the governing body has acted unlawfully or unreasonably.
- 13.3. The SCU will not overturn a school's decision about a complaint except in exceptional circumstances, such as Martin Primary acting unlawfully.
- 13.4. When making a final decision about a complaint, Martin Primary reserves the right to seek advice from the SCU on whether they are acting reasonably and lawfully. However, they will not be able to advise on how to resolve the complaint.

14 Resolving complaints

14.1. At each stage in the complaints procedure, successful resolution of the complaint will take priority. If appropriate one or more of the following will be offered:

- An explanation;
- An admission that the situation could have been handled differently;
- An apology;
- An assurance that the event complained of will not recur;
- An explanation of the steps that have been taken to ensure that it will not happen again;
- An undertaking to review school policies in light of the complaint.

Appendix 1: Complaints Procedure Form – Stage three

If you have tried unsuccessfully to resolve your complaint and wish to take the matter further, please complete this form and send it to the complaints officer. If your complaint is about the head teacher, you will need to send the form to the Chair of the governing body.

Name:	Address:
Pupil's name (if applicable):	
Pupil's date of birth (if applicable):	
Daytime telephone number:	
Evening telephone number:	
Email:	Postcode:
What is your complaint concerning, and what action would you like the school to take?	
When did you discuss your concern/complaint with the appropriate member of staff?	
What was the result of the discussion?	

Signed:	Date:
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Appendix 2 - Roles and responsibilities:

The role of the Chair of the Governing Body (or nominated Governor):

1. To check that the correct procedure has been followed.
2. To notify the Clerk to arrange the Complaints Panel.

The role of the Chair of the Complaints Panel:

1. To ensure that the remit of the Complaints Panel is explained to the parties involved.
2. To ascertain that no member of the Complaints Panel has a vested interest in the outcome of the proceedings, or has had any involvement in an earlier stage of the procedure
3. To ensure that written material is seen by all parties in the Hearing.
4. To coordinate putting any questions to the subject of the complaint prior to the Hearing, and ensuring that answers are satisfactorily obtained.
5. To ensure that each party has the opportunity of putting their case without undue interruption.
6. To ensure that the key issues are addressed.
7. To ensure that key findings of fact are made
8. To put at ease any parents or others who may not be used to speaking at such a Hearing.
9. To conduct the Hearing in an informal manner, with each party treating the other with respect and courtesy.
10. To ensure that members of the Complaints Panel are open minded and acting independently.
11. To put any outstanding queries or questions to the subject of the complaint after the Hearing, and to obtain answers which should be shared with panel members in order to come to a decision.
12. To notify the complainant, the subject of the complaint, the Head Teacher and the Chair of Governors, in writing, of the Complaints Panel's decision

within five working days of the Hearing, or another date agreed with the Complainant.

The role of the Clerk:

The Clerk will be the contact point for the Complainant, the subject of the complaint and the panel. He/she will be required to:

1. Set the date, time and venue for the Hearing, ensuring that the date is convenient to all parties, and that the venue and proceedings are accessible. If the Hearing is to be conducted outside of the school premises, then a venue needs to be organised and booked.
2. To collate and copy any written material having ascertained its sensitivity, and to send copies to all parties by the stipulated deadline in advance of the hearing.
3. To meet and welcome all parties as they arrive at the Hearing.
4. To record the proceedings.
5. To notify all parties, via a letter from the Chair of the Complaints Panel, of the Panel's decision.